

# Learning and Skills Council

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## Local Strategic Plan 2002-05

London East

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London East



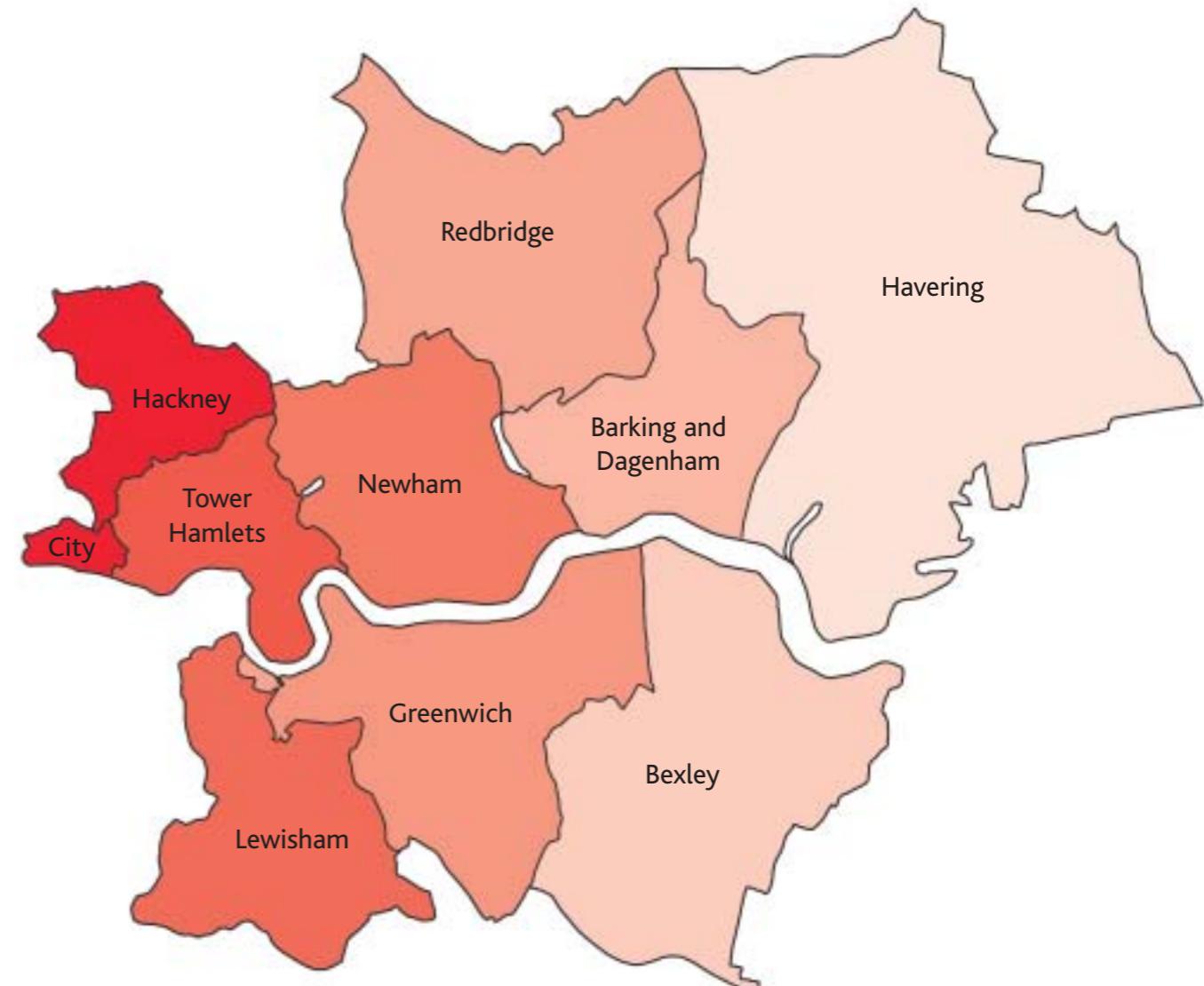
Learning+Skills Council  
London East



## > Contents

	Page
Foreword	1
Introduction	2
LSC London East - Context and Key Strategic Aims	3
Economic Overview	4
Strategies and Impact Measures	
Young People	8
Adults	17
Skills and Workforce Development	25
Community Development	32
Quality	37
Internal Systems and Capacity Building	42
Appendix	
A) Council Members	44
B) Health and Safety	45
C) Evaluation	45
D) Summary of the Consultation Process	45
E) Glossary of Terms	46
F) List of Diagrams	48
G) LSC London East Area	49

## Appendix G LSC London East Area



## > Foreword

London East is a vibrant area within a world city with huge potential for development and expansion. It is home to one of the most ethnically diverse communities in the UK. With this diversity brings opportunity and new talent, but talent that needs to be harnessed through learning.

The Learning and Skills Council, London East is responsible for raising the level of skills, knowledge and understanding of all adults and young people in the area. This is a challenging agenda and incorporates a number of elements: widening participation, raising achievement and improving the quality of learning provision. Our success will impact on the local economy and enable individuals to realise their full potential.

Our aim is to purchase high quality learning that is relevant to employers, meets individuals' needs and creates opportunities for new learners.

We intend:

- To enhance the current vocational provision and develop a strong vocational learning route for young people
- To encourage employers to play a full role in the new learning agenda
- To empower individuals to realise that 'lifelong learning' is a pathway to personal and professional development.

We want to see a clear impact over the next three years. This will be measured by local people benefiting from local learning opportunities and securing meaningful employment or progressing to Higher Education, which will support the economy and regeneration of East London.

In developing our Strategic Plan we have built upon much of the excellent and often pioneering work of the further education colleges, voluntary organisations, work based learning providers, learning partnerships and many other providers who make up the learning infrastructure in the Learning and Skills Council London East area. But we have also taken a radical approach in line with the new education and skills agenda.

Promoting equality of opportunity will underpin everything that we do. We aim to create an education and training system that is genuinely inclusive and raises aspirations for all.

Clearly we cannot achieve our objectives in isolation. We must develop effective partnerships with providers, employers, our local community and our key strategic partners. We will value the contribution of all our providers, as they all have a role to play in delivering our goals.

We will not create a culture of learning in the London East area overnight. The foundations are in place and we intend to build upon them. We have a long-term vision and this is just the beginning of a ten-year programme.

We have an unique opportunity to shape the future of learning in London East. We now invite you to contribute to our challenges and make this plan a reality.



Ken Coello  
Chair  
Learning and Skills Council, London East



Mary Conneely  
Executive Director  
Learning and Skills Council, London East

## > Introduction

The Learning and Skills Council (LSC) is the national statutory body responsible for the planning and funding of further education colleges, work based training for young people, workforce development, adult and community learning, information, advice and guidance for adults and education business links. It also takes responsibility for funding school sixth form provision from April 2002.

Our mission is to raise participation and attainment through high-quality education and training which puts learners first. Our vision is that, by 2010, young people and adults in England will have knowledge and productive skills matching the best in the world.

The LSC's key tasks are:

- To raise participation and achievement by young people
- To increase demand for learning by adults, and to equalise opportunities through better access to learning
- To engage employers in improving skills for employability and national competitiveness
- To raise the quality of education and training delivery
- To improve effectiveness and efficiency.

The LSC has set five key objectives and accompanying targets for 2004. Local targets for the Learning and Skills Council, London East reflect national targets at a local level:

Key Objectives	National 2004 Targets	LSCLE 2004 Target Increase
Extend/Widen Participation in Learning	80% of 16-18 year olds in structured learning (2000: 75%)	6,069 (12%)
	Set baseline and target for adults in next year's Plan	**
Increase Engagement of Employers in Workforce Development	Develop measure of employer engagement in next year's Plan	**
Raise Achievement of Young People	85% at level 2 by age 19 (2000: 75%)	1,463 (11%)
	55% at level 3 by age 19 (2000: 51%)	1,191 (17%)
Raise Achievement of Adults	Raise literacy and numeracy skills of 750,000 adults % of adults at level 2: target to be set in next year's Plan	33,239 **
	52% of adults at level 3 (2000: 47%)	82,480
Raise Quality of Education and Training and Improve User Satisfaction	Set baselines and targets in next year's Plan	**

## > LSC London East

### Context and Key Strategic Aims

The Learning and Skills Council, London East (LSCLE) is responsible for taking forward the national LSC agenda but, in so doing, ensuring that the strategic approach fully reflects the London East context. This local Strategic Plan will both contribute towards national objectives and targets and ensure that learning provision fully meets local needs.

LSCLE has three primary strategic functions:

- To plan the provision of all post 16 learning provision (with the exception of HE) and some pre-16 provision, taking full account of national government policy and local economic and labour market intelligence
- To purchase such provision in order to achieve our targets and realise the impact outlined within this strategic plan, spending the annual budget in a cost-effective way
- To improve the scope, relevance, quality and impact of all post-16 provision and ensure that we fund consistently high quality learning, which provides and ensures equality of opportunities and meets the needs and expectations of the learner.

### Equality of Opportunity

We have a strong commitment to the equality of opportunity and social inclusion. We will work towards promoting equality and diversity and assist in creating an environment in which learners from all walks of life can contribute to the local economy and thrive. We recognise that this cannot be done in isolation and will be working in partnership with key providers, learners, employers, community groups and the voluntary sector to ensure that this issue is an integral part of business plans. Equality of opportunity and social inclusion has been woven into each of the key strategies in this plan.

### Key Strategic Aims

In developing our strategy LSCLE has adopted five strategic aims, which we believe reflect the key challenges for us and our partners over the next three years and beyond. These aims complement the national key tasks and objectives outlined above

- To ensure that every young person has a positive, successful and supported transition from school to post-16 learning and the world of work which lays the foundations for each to achieve their full potential
- To involve significantly more adults living and working in London East in some form of learning and to demonstrate the benefits of lifelong learning in terms of better employment prospects and improved quality of life
- To ensure the provision of high quality and relevant learning in London East, through the development of appropriate learning opportunities, which both meets the needs of local employers and their workforce and enables local people to compete successfully for local jobs
- To meet the basic skills and ESOL needs of the diverse population of London East by ensuring high quality, accessible learning is delivered through a wide range of local venues – further promoting our commitment to social inclusion, equality of opportunity and community renewal
- To improve the quality and relevance of learning provision in London East through effective curriculum development and to embed the concept of continuous improvement as a fundamental principle in all learning institutions.

## > Economic Overview

The following section is a summary of the current economic climate in London East and forms part of the wider overview and needs assessment. The data gathered as part of the economic overview has been used to support the development of our strategic aims, policies and impact measures.

### Young People

#### Profile

- There will be approximately 107,000 young residents aged 16-19 in the LSCL area (excluding the City) in 2002, which will increase to around 110,000 by 2004. Growth in the young population will continue to be faster than across all ages, though marginally slower than the London average.
- The young population is culturally diverse. Just over one third (36%) of 16-19 year olds are from minority ethnic groups, with the main groups being: Bangladeshi (mainly Tower Hamlets); Indian (Newham, Redbridge); Pakistani (Newham, Redbridge); Black Caribbean (Hackney, Lewisham); Black African (Hackney, Newham). There is a wide mix of minority ethnic groups in Greenwich (22% in total). Outer Barking and Dagenham, Bexley and Havering boroughs are less ethnically diverse.
- 43% of young people in London East live in wards that are among the 10% most deprived in the country. Special educational needs (SEN) among young people are above average, notably in Greenwich and Tower Hamlets. Youth employment has increased in the last five years, but still lags behind regional and national rates (though participation in full-time education is now greater).

#### Participation and attainment

- Analysis of the four years of school leavers over the 1997-2000 period shows that 50,000 in London East left school without having achieved a Level 2 qualification. This amounts to 47% of the 16-19 age group. The largest numbers of low achievers were from Newham (7,200), Greenwich (6,700) and Tower Hamlets (6,400); the fewest were from Hackney (4,200), due in part to declining school rolls in the borough.
- The majority of those staying on in education are in sixth forms (55%). Boroughs with lower school-age achievement tend to have more leavers entering further education colleges. A 'learning divide' exists in London East where high GCSE performance is followed by higher sixth form entry and highest A/AS Level scores.
- 2,000 young people (15%) did not make a positive post-16 transition last year, entering neither employment nor further learning. The highest numbers were in Newham and Tower Hamlets although, when excluding unknown destinations, Greenwich and Lewisham also had significant numbers.

#### Barriers to learning

- There is a consistent link between poor learning performance at earlier stages in education and non-achievement among 16-19 year olds. Key Stage 2 and 3 basic skills scores are lowest in Hackney and Newham and highest in Redbridge and Havering. The divide in basic skills widens from 52% - 68% at age 11 (Key Stage 2) to 39% - 65% by age 14 (Key Stage 3).
- Disaffection with learning also sets in during the pre-16 stage. Unauthorised absence rates are highest in Greenwich and Hackney, followed by Barking and Dagenham and Newham. However, the highest permanent exclusion rate in 1999/2000 was in Lewisham.

## Gaps and targets

- On entering the 16-19 stage, only 43% of young people in London East in 1999/2000 had reached National Vocational Qualification (NVQ) Level 2. The National Learning Target is 85%. The widest deficits are in Hackney and Greenwich (needing 53%) and Tower Hamlets (52%). There is no official measure of percentage attainment at NVQ Level 3, where the national target is 55% by age 19.

## Adult Learners

### Profile

- There are 1.4 million adults in London East, including 250,000 of retirement age.

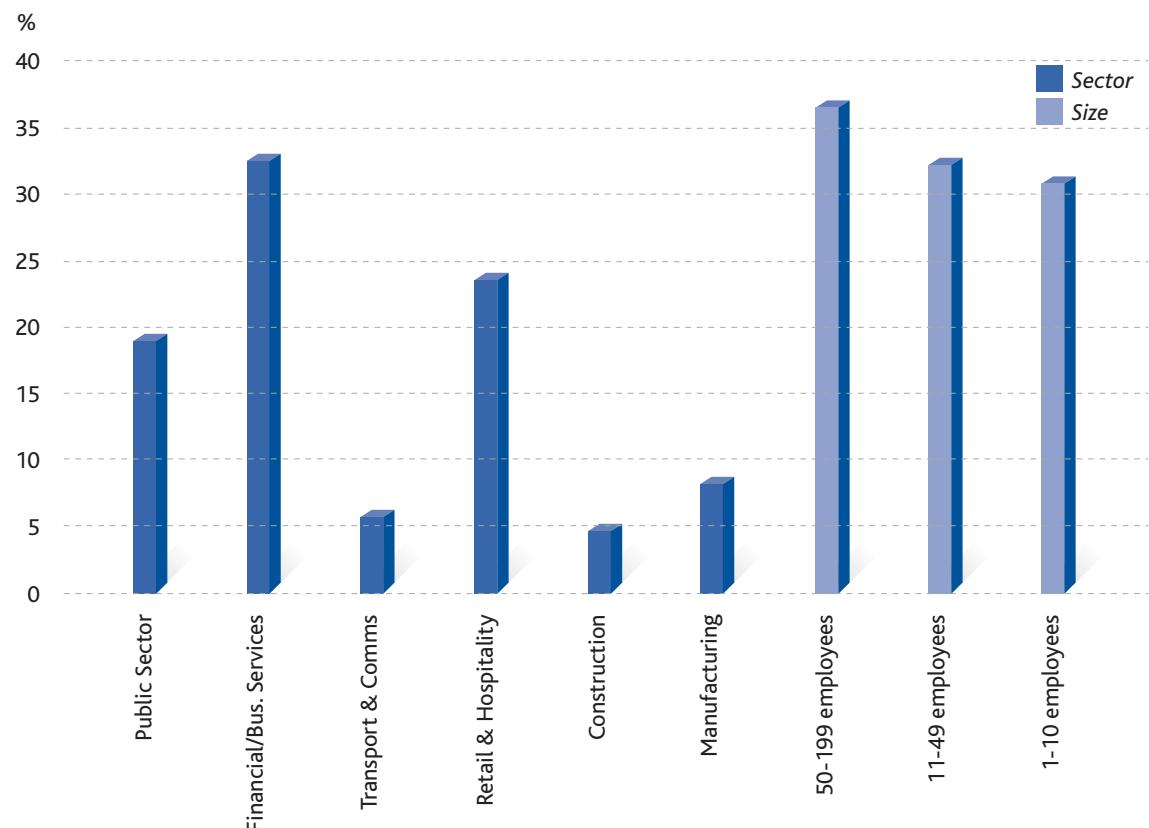
### Participation and attainment

- Around 43% of adults (490,000) in London East have not attained a Level 3 qualification, with 20% (230,000) lacking any formal qualification. One in four adults (290,000) say that they have no, or only basic numeracy skills, while one in seven (160,000) have basic/or no literacy skills. Assessments carried out by the Basic Skills Agency through testing suggest higher rates of poor numeracy and literacy in London East at 27% and 26% respectively.
- Enrolment in adult and community learning (ACL) is below regional and national averages in London East although the central London rate is boosted by the non-resident workforce enrolling at evening classes. Course completion rates are low in Lewisham and Tower Hamlets.

## Skills and Workforce Development

### Profile

- Local employers are important both in determining the skills needed in the London East workforce and in ensuring workplaces are places of learning for those employed. Small and Medium Sized Enterprises (SMEs) provide the majority of employment and are also less inclined, or able, to support work-based learning.
- There are 75,000 SMEs based in London East, of which 14,500 are in the City of London. 64,000 of these firms have no more than 10 staff.
- 60% of the London East SME workforce, excluding the City, is employed in four main sectors - Retail, Hospitality, Financial Services and Business Services. 75% of the City SME workforce is in Financial Services. Only two-thirds of the local workforce lives in London East, falling to less than a quarter in the City. See Diagram 1 overleaf for breakdown of workforce in LSCL.



## Diagram 1

SME Workforce in the LSCL area by Size-band and Sector, 1999

*Source: Annual Business Enquiry (ONS)*

### Skill demands

- Skilled and semi-skilled manual occupations and sales jobs are more significant in the London East workforce than across London. However, around one in four jobs are in professional or technical occupations that require Level 3+ qualifications.
- The type of workforce demanded in London East can vary between sectors. Part-time employment is more common in Retail and Education/Health sectors. Self-employment is most common in Construction, Business Services and Community sectors.
- The City and Docklands provide LSCL with a unique challenge. There is a mismatch between Financial & Business Sector needs and London East's resident workforce.
- Young people are currently more likely to be employed in Retail and Hospitality sectors and less so in Manufacturing, Business Services and the Public Sector. Women tend to be under-represented in Manufacturing, Transport/Communications and Business Services.
- Employment growth in London East is expected in six key sectors, which saw the following increases in jobs 1995-99 (in brackets):
  - Financial and Business Services (65,000)
  - Manufacturing (12,500)
  - Hospitality and Catering (10,500)
  - Construction (10,000)
  - Health and Care (7,000)
  - Cultural and Creative Industries (1,400 + self-employed)

- The main growth areas, 2000-2005, in terms of occupations are: (Managerial/Administrative) Special and Finance Managers; (Professional) Technologists and Medical Specialists; (Associate Professional/Technical) Finance Experts and Arts/Culture Professionals; (Clerical) Accounts Clerks and Computer Operators; (Skilled Craft) mostly declining, except for food sectors and specialist crafts; (Personal/Protective Services) Catering; (Sales) Assistants, Check-out; (Manual Operative) Food Processing; (Other low-skilled) mainly in hospitality and public sectors.
- Occupational trends in London East tend to reflect greater concentration on work in London's 'world city' functions - finance, high technology design, cultural hospitality/retail/tourism and public sector/government.

### **Skill gaps and shortages**

- Only four-fifths of the London East workforce is qualified to a Level 2 NVQ equivalent, a lower rate than across London. Low qualification is most common in the Construction, Hospitality, Manufacturing and Community sectors. The percentage of the workforce at Level 4+ is also lower in London East compared to the rest of London, with lowest rates in Hospitality and Retail (sectors that mostly employ young people). In general, the London East workforce would seem to be relatively poorly qualified in associate professional/technical occupations, skilled manual (Level 3+) jobs, personal/protective service and other low-skilled (basic qualification) occupations.
- Skill weaknesses are consistent with employers' experiences: Manufacturing, Business Services and Retail sectors are more likely to report having skill gaps. In terms of experiencing shortages in recruiting from the open labour market, Manufacturing, Business Services and the Community and Voluntary sectors have most difficulty.

### **Workforce development**

- A major proportion of the London East workforce has not been in learning for five years or more, or ever since school. The overall rate of 17% is similar to the London average, but is greater among those working in the more traditional Construction and Transport/Communication sectors. It is also higher in Business Services, however, where 38% of those surveyed had last been in learning three or more years ago.

### **Local Learning Provision**

- An initial comparison between the Programme Area breakdown of post-16 provision in London and the local workforce composition highlights low provision in the Financial and Business Services and Hospitality sectors.
- Analysis of participation in a Programme Area and the likelihood of leading to employment in particular sectors is slightly hampered because there is not a direct translation between the Programme Area coding and the Standard Industrial Classification (SIC). Some sectors can place less emphasis on formal qualifications and more on generic key skills whereas others, such as catering, require specific accreditation of skill. Therefore, further analysis of particular employer requirements and the progression and destinations of learners through provision is warranted.

# > Strategy for Young People

## Introduction

*"The message for young people today could not be clearer. Don't let your school days be the end of your learning career. It will effect your earning potential, your long-term job prospects and the financial health of the nation."*

*John Harwood, Chief Executive of the Learning and Skills Council*

LSCLE recognises that one of the key assets of the London East area is its young people. We are fortunate that, in our region, we have a culturally rich and vibrant young community that has emerged from the social and historic context of the area. The majority of our partners and stakeholders have been working over many years in a focused and innovative manner to engage these young people in post-compulsory training and learning. We acknowledge the significant role played by all involved with young people but also recognise that we must seek to improve by meeting the particular challenges that our young people face in terms of participation and achievement levels.

Our aims and local targets are:

- To ensure that every young person has a positive, successful and supported transition from school to post- 16 learning and the world of work, which lays the foundations for each to achieve their full potential through learning
- To ensure the provision of high quality and relevant learning in London East, through the development of appropriate opportunities for learning, which both meets the needs of local employers and their workforce and enables local people to compete successfully for local jobs
- To meet the basic skills and ESOL needs of the diverse population of London East by ensuring high quality, accessible learning is delivered through a wide range of local venues – further promoting our commitment to social inclusion, equality of opportunity and community renewal
- To improve the quality and relevance of learning provision in London East through effective curriculum development and to embed the concept of continuous improvement as a fundamental principle in all learning institutions.

Key Objectives	National 2004 Targets	LSCLE 2004 Target Increase
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Raise Achievement of Young People	85% at level 2 by age 19 (2000: 75%) 55% at level 3 by age 19 (2000: 51%)	1,463 1,191

LSCLE has identified the following three key priorities that will enable us, with our partners, to deliver our strategy for young people.

#### Key Priorities

- 1.1 To improve the appropriateness and quality of local learning provision
- 1.2 To develop a comprehensive and recognised progression framework including to higher education
- 1.3 To raise Level 2 and 3 achievement for 16-19 year olds

### 1.1 Improving the appropriateness and quality of local learning provision

Raising the quality and standards of learning are critical to the success of the London East area. We are committed to putting the learner at the heart of the local post-16 system and will ensure that quality standards are maintained and improved in the new learning agenda for London East. This is developed further in our Quality Strategy.

A key part of delivering our strategy to improve the quality and appropriateness of local learning provision will be to open Brooke House Sixth Form College in Hackney in September 2002. This college will offer a wide range of AS, A-level and vocational programmes. It will provide young people in the area access to local and high quality learning provision.

#### Building a system that responds to individual learner needs and changes the local learning culture

We intend to support programmes where young learners' aspirations and achievements can be attained in an environment that engenders participation and inclusion. This will be achieved by introducing more flexible, structured and modularised learning opportunities, encouraging collaborative working between providers and using learner feedback to inform the development of a local curriculum framework.

In addition to this, a local credit accumulation and transfer system will be introduced to increase opportunities for accelerated learning and easier transfer between institutions.

#### Sharing good practice and influencing existing learning initiatives

LSCLE will seek ways to share good practice and creative thinking through our involvement in strategic and other partnerships and the co-ordination of working groups. This will be supported by LSCLE marketing communications. We will seek ways to work with partners at a strategic level to influence the development of City Academies in the area to ensure, where possible, that their establishment and focus complements our strategic plan. We will support the development of Government initiatives like Excellence in Cities and Beacon Schools.

## Maintaining close employer links and targeting key occupational sectors

We are keen to maintain and build upon good working relationships with employers. By working closely with partners such as Education Business Partnerships (EBPs), we will ensure that employability skills are an integrated part of all 16-19 provision. Businesses will be supported and encouraged to recognise and address the need for their internal training of young people, including key skills. We will ensure that both employers and young people are aware of their rights and responsibilities with respect to time off for study and training.

Over the next three years we will aim to move funding in progressively larger proportions to learning provision, reflecting London East's six key employment sectors (Construction, Cultural and Creative Industries, Financial and Business Services, Health and Care, Hospitality and Catering, Manufacturing) and away from other types of provision, (excluding Basic Skills, Key Skills and ESOL). This will enable local young people to progress to local jobs in these developing sectors.

## Targeting basic and key skills needs

Systems will be implemented in all post-compulsory learning institutions to identify and address these needs through high quality diagnostic assessment procedures and specifically targeted support. In addition, where possible, we will support providers of compulsory education to work towards reducing the numbers of young people who leave their learning institutions with basic skills requirements.

All young people must have key skills and ICT proficiency upon completing their learning with local providers. LSCLE will specifically target resources for the development and integration of key skills provision to ensure that they become part of all mainstream programmes. In addition we will work with National Training Organisations (NTOs), Sector Skills Councils (SSCs) and other partners to ensure that this issue is addressed by employers.

## Targeting social inclusion for all young people

We aim to work closely with voluntary and community organisations that have close links with young people from disadvantaged and hard to reach groups and communities. In partnership with London East Connexions, we will support the development of new and innovative learning projects with these organisations and seek to mainstream them, where practicable, to ensure the full range of choice for learners.

## Learners with learning difficulties and/or disabilities

Young people with learning difficulties and disabilities will also be targeted. LSCLE will continue to seek to actively support and help share good practice in this area. This targeting will seek to address and meet any locally identified gaps in provision. We will also maximise the use of funds in this area to support young people with the full range of learning difficulties and/or disabilities to engage in local learning opportunities.

LSCLE will carry out its responsibility to consider placing learners with learning difficulties and/or disabilities aged 16-18 with residential specialist establishments, where it is satisfied that this is necessary to meet their needs.

## **Introducing the use of e-learning**

LSCLE will, in partnership, educate, market, promote and roll out e-learning to all providers of post-16 education to enable learners to access a range of traditional and non-traditional learning environments locally. We will encourage and support, where possible, pre-16 education providers to ensure that young people are familiar with and have been introduced to this form of learning.

## **Supporting all learning providers facing difficulty**

To ensure that young learners receive high quality service provision, LSCLE will provide targeted support and work with providers who are failing to offer local young people the quality of education they deserve. LSCLE is aware that many providers face challenging circumstances and will target resources appropriately.

## **1.2 Developing a comprehensive and recognised local progression framework including to higher education**

It is crucial that we develop distinct and widely recognised progression routes from school to post-16 learning and beyond into higher education. This progression framework must enable easy entry and exit at various points to meet the learner's needs and circumstances. Modularised learning provision and a local credit accumulation and transfer system will support this.

### **Increasing the range of choices and exposure to different learning institutions for young people from the age of 14**

Young people from the age of 14 will be able to access learning in a wider range of institutions and in the workplace through a partnership approach with providers, employers and Connexions.

These formal learning routes will be complemented by additional activities like sport, the arts, voluntary work and tasters. We will work with providers to develop a wide range of attractive options designed to meet the needs, abilities and aspirations of 14 to 16 year old learners. We will work with learning institutions to develop, pilot and eventually mainstream a variety of short taster courses in a range of venues including community and neighbourhood based locations with specialist providers.

We will work with Connexions, Local Education Authorities (LEAs) and secondary schools, to ensure that all year 11 students have access to information about the full range of current post-compulsory learning and training opportunities, including the work based learning route. There will also be a need to facilitate increased liaison between pre and post-16 providers to develop and pilot, mechanisms for young people to transfer between provision and to ensure greater co-operation within and between learning institutions. In addition to this, we will investigate the development and introduction of a local Baccalaureate type qualification.

### **Introducing and developing vocational pathways**

LSCLE will support institutions in introducing and providing a greater number and range of vocational courses, including GCSEs in vocational subjects. We will work to address the prejudices against vocational education as a route to success. Young people should be able to access learning that meets their needs based on high quality initial diagnostic assessment and choice supported by modularised progression routes. We will ensure that young people are able to pursue a vocational or work based course with the option to enter higher education upon successful completion of the initial qualification.

## **Supporting key initiatives**

As well as supporting the new GCSE pathways, we will provide support for the 'Increased Flexibility for 14-16 Year Olds' programme. We will maintain our responsibility to establish the main funding route, be involved in the bidding and assessment process, monitoring and evaluation and providing qualitative feedback on the programmes' effectiveness.

### **Identifying gaps in provision, barriers to progression and low participation**

We aim to create a development framework that continually identifies gaps, has measures to address problems, is flexible and evolves with the changing needs of young people. Our local curriculum development strategy will ensure that all Level 2 programmes have clear and natural progression routes to Level 3. All LSCLE funded programmes for young people (vocational, non-vocational or work-based) will meet this requirement.

We will encourage and support partners and providers to develop and implement effective tracking mechanisms in order to support a modularised curriculum and credit accumulation and transfer system. The London East area will develop its own system for the immediate future, in the absence of other models, with partners and providers.

We will work with our three Learning Partnerships and Connexions service to create an effective dialogue with learners in the community.

### **Developing pathways into higher education**

The Government aims to increase participation in higher education to 50% for those aged 18-30 by the end of the decade. LSCLE will encourage greater collaboration between pre-higher education training providers and Higher Education Institutions (HEIs) and strive to:

- Develop clear local progression routes that benefit local young people
- Encourage joint curriculum development
- Use funding to improve general awareness of HE opportunities for local young people
- Support the development of programmes to encourage young people, particularly those from non-traditional backgrounds, to consider higher education as a natural progression route.
- Utilise existing initiatives such as the Excellence Challenge to effect change in local participation levels, particularly from non-traditional groups.

## **1.3 Raising Level 2 and 3 achievement for 16-19 year olds**

Young people's continuation and attainment in learning post-16 is vital to the success of London East. LSCLE will work towards eliminating the barriers that restrict young people from realising their potential.

### **Quality information, advice and guidance**

LSCLE will support and develop networks of accredited providers of information, advice and guidance in partnership with Connexions and the Careers Services to ensure that all young people have access to high quality information, advice and individual guidance as a core service. We will work to identify gaps and weaknesses and to increase the level of support available where required. Destination and achievement information on all local providers will be made available, so that young people can make informed choices regarding the benefits of local provision. This will include, where practicable, value added measurements.

## **Increasing post-16 participation**

Attitudes to post-16 education amongst local young people need to be transformed. Post-16 education should be viewed as the norm and not the end of formal study. We will build a learning culture in partnership with the local community, learning providers, employers and support agencies. To achieve this we will:

- Improve and develop vocational education, making it a viable and realistic option with progression routes to further and higher education
- Develop local value added measurements
- Develop promotional materials using a range of media options that demonstrate the benefits associated with learning and training for young people in terms of future employment prospects and earning capability, social credibility and personal satisfaction
- Investigate new ways of measuring and recognising achievements more uniformly, eg through modularisation and credit accumulation and transfer.

We will encourage the use of external funding (e.g. Local Initiative Fund, European Social Fund) for innovative approaches to promoting participation in post-16 learning.

## **Intervening and supporting at an earlier stage**

LSCLE will support providers of compulsory education, assisting them to develop diverse partnerships and support mechanisms to ensure that local young people are achieving by Key Stage 4. Those who are not achieving at this stage will be identified and given the appropriate support with the Connexions Service playing a key role. We will look at ways to provide targeted additional support to schools where pupils are not achieving.

## **Improve local retention rates for young people in post 16 provision**

LSCLE aims to increase retention rates on Modern Apprenticeships and on Further Education courses including A Level. We will introduce local mentoring schemes, identifying good practice by reviewing existing local schemes and evaluating their effectiveness. We will support the implementation of programmes that are supported by initial and ongoing assessment to ensure we engage with young people from the outset and do not lose them before they achieve a recognised result.

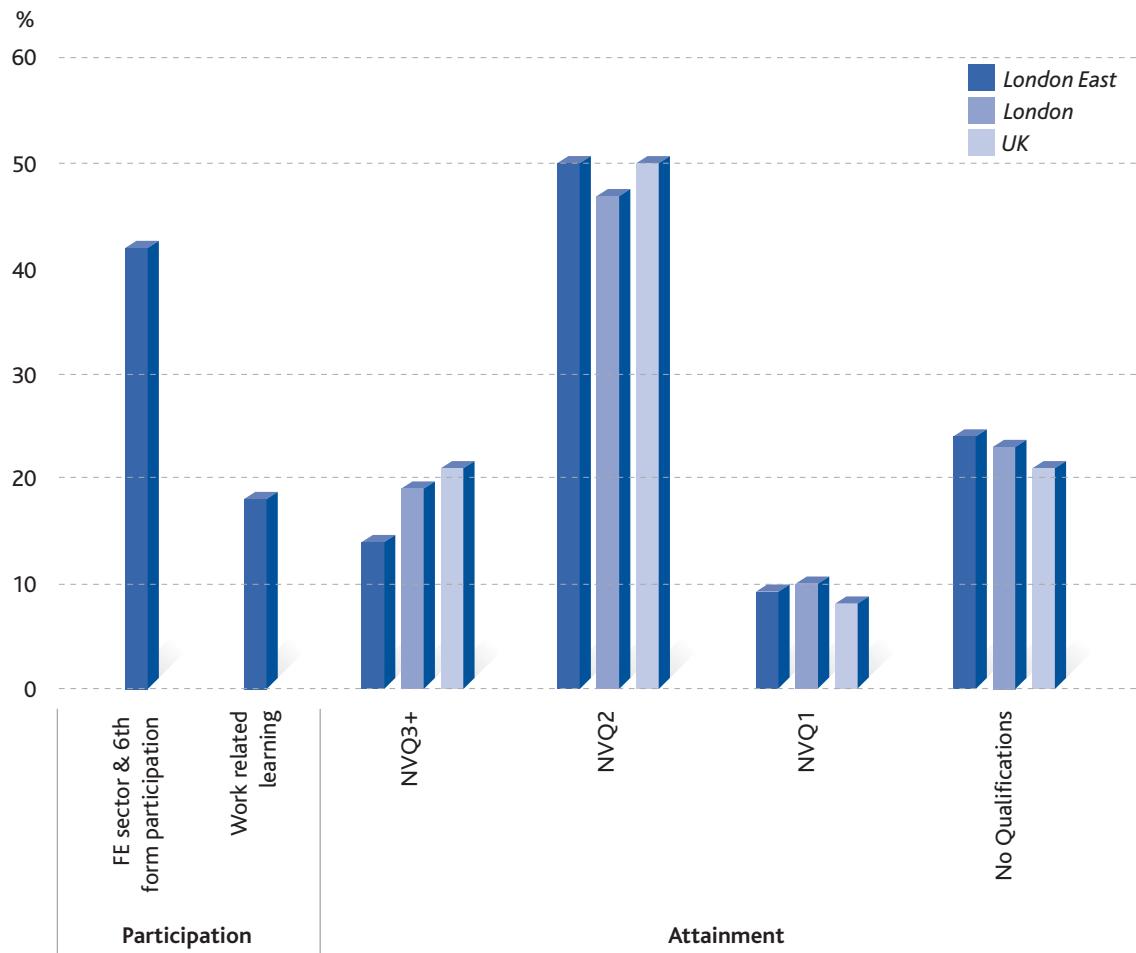
## **Increasing Entry and Level 1 provision to support Level 2 and 3 achievement**

LSCLE will map and review all local provision at these levels (in addition to its Basic Skills agenda) and purchase provision accordingly to support the achievement of our Level 2 and 3 targets. We recognise that, in order to achieve the required Level 2 and 3 targets, qualifications at this level need to be supported by a coherent framework of entry and Level 1 qualifications that facilitate progression.

## **Improving the attainment of Level 2 and 3 qualifications**

LSCLE will work with and support Local Education Authorities (LEAs) and providers of compulsory education to ensure an increasing number of young people leave with Level 2 qualifications. LSCLE will assist LEAs in addressing problems identified in the individual Local Education Development Plans. We will make funding available to pilot learning support projects, good practice and innovation in order to ensure young people are given the maximum support possible to attain a Level 2 qualification. LSCLE aims to get 1,463 additional young people to achieve a Level 2 qualification by 2004.

We aim to increase the number of young people achieving a Level 3 qualification by raising the quality of provision, giving young people a wider range of choice, providing better information, advice and guidance, and by ensuring that more young people achieve Level 2 before leaving school. We must ensure that our young people can compete in a labour market that is demanding higher level skills. LSCL will utilise its role as a purchaser to ensure that this objective is being met. We aim to ensure that 1,191 additional young people achieve a Level 3 qualification by 2004. Diagram 2 below shows current participation and attainment of 16-19 year olds.



## Diagram 2

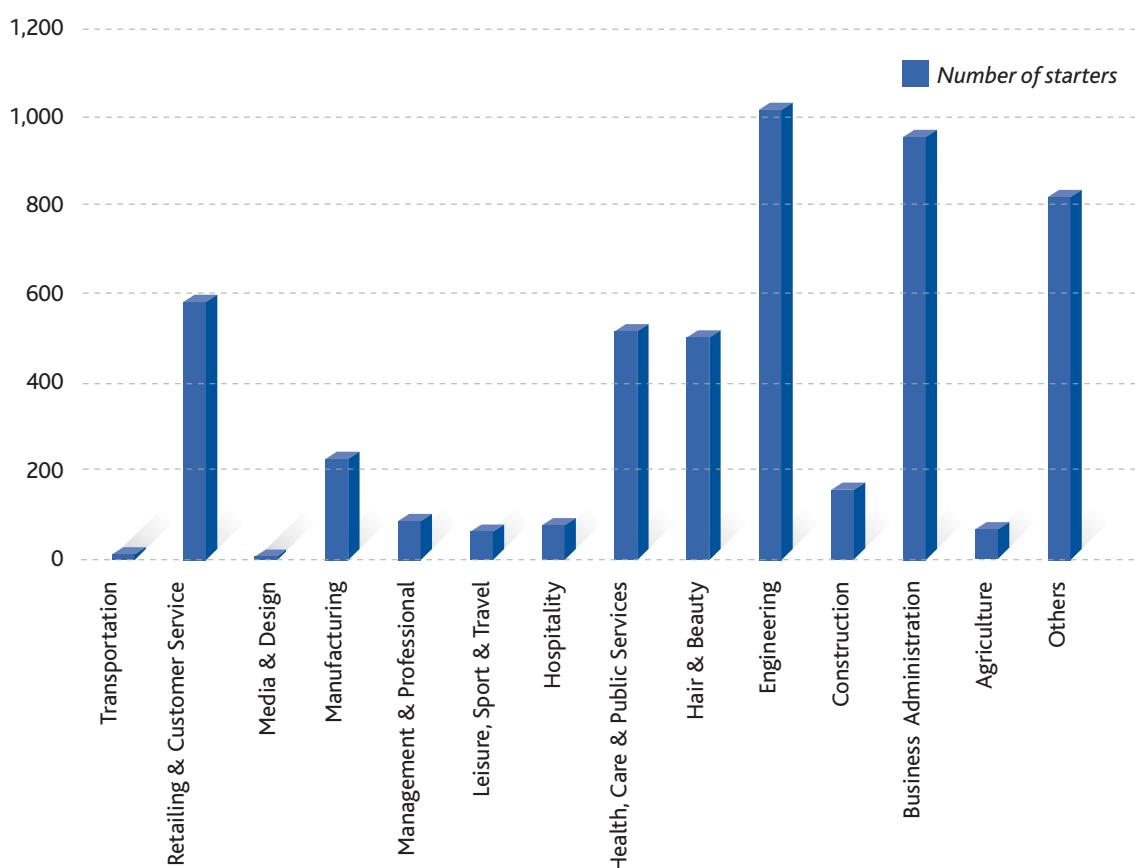
Current participation in learning and qualification attainment for 16 to 19 year olds in London East, 2001

*Source: Labour Force Survey, Spring 2001*

### Strengthening and expanding work based provision

LSCL aims to increase the provision of and raise participation in Work Based Learning (WBL) through strengthening Modern Apprenticeships and piloting Student Apprenticeships. We intend to build a flexible WBL system, which enables young people to experience both academic and vocational learning routes and increase the breadth and responsiveness of WBL provision in order to give young people as much choice as possible. We will promote the value and benefits of WBL to parents and young people.

We will support the framework set by National Office to implement the recommendations of the Report of the Modern Apprenticeship Advisory Committee. The Standards Fund will be used to improve the quality of Modern Apprenticeship provision. We will collaborate with Connexions, employers, learning providers, Unions, Trade Union Congress (TUC) Learning Services, FE institutions and the Voluntary sector to ensure that LSCL has improved the retention and progression of young people on Modern Apprenticeship programmes by 2004. Diagram 3 below shows the numbers of young people engaged in WBL.



### Diagram 3

Numbers of young people engaged in WBL in LSCL 2001-2002

Source: NLSC, WBL data Feb 2002

#### Improving A and AS level route to extend choice and range on offer

LSCL will map Level 3 non-vocational provision to ensure that it purchases correctly to meet local needs in terms of choice and quality. LSCL is committed to seeing the London East area's average A Level points score increase by one point over the next three years and two points over the next five years and will develop appropriate impact measures to track effectiveness.

## Impact Measures

Priorities	Impact Measures	Timescale
(1.1) Improving the quality and appropriateness of local learning provision	<p>Key sectors targeted and funding increased</p> <p>Improved delivery of basic, key and employability skills leading to improved progression of local young people to local jobs</p> <p>Open the Sixth Form College Brooke House in Hackney</p>	<p>1% 2002 2% 2003 4% 2004</p> <p>2004</p> <p>2002</p>
(1.2) Developing a comprehensive and recognised local progression framework including to higher education	<p>Revised curriculum map (including non-traditional courses) of the region reflecting local area needs including vocational progression framework embedded</p> <p>Improve progression of local young people to higher education institutions (HEIs)</p> <p>Improved tracking and monitoring of individual students including final destinations</p>	<p>Sept 2004</p> <p>Sept baseline 2002, set target to be achieved by 2005</p> <p>Sept 2003</p>
(1.3) Raising level 2 and 3 achievement for 16-19 year olds	<p>Improved average A level point score across providers</p> <p>Work based learning expanded in line with government targets</p> <p>14-19 strategies for learning and support with partners e.g. LEAs and Connexions implemented</p>	<p>1 point 2003 2 points 2006</p> <p>Target to be set for achievement in 2004</p> <p>2003</p>

# > Strategy for Adults

## Introduction

*"Perhaps our greatest challenge is to convince that large group of adults who have barely participated in learning since leaving school of the return that an investment in their own skills could bring. The LSC, with its partners, will agree to gather hard evidence to convince such people that attaining the right knowledge and skills really does lead to employment and progression, as well as personal fulfilment."*

### *LSC National Corporate Plan 2001*

The majority of learners in the LSCL area are adults and require a separate strategic approach in order to address the challenges they present.

Our aims and targets are:

- To involve significantly more adults living and working in London East in some form of learning and to demonstrate the benefits of lifelong learning in terms of better employment prospects and improved quality of life
- To ensure the provision of high quality and relevant learning in London East, through the development of appropriate learning opportunities, which both meets the needs of local employers and their workforce and enables local people to compete successfully for local jobs
- To meet the basic skills and ESOL needs of the diverse population of London East by ensuring high quality accessible learning is delivered through a wide range of local venues – further promoting our commitment to social inclusion, equality of opportunity and community renewal
- To improve the quality and relevance of learning provision in London East through effective curriculum development and to embed the concept of continuous improvement as a fundamental principle in all learning institutions.

Key Objectives	National 2004 Targets	LSCL 2004 Target Increase
Raise Achievement of Adults	Raise literacy and numeracy skills of 750,000 adults	33,239
	52% of adults at level 3 (2000: 47%)	82,480

LSCLE have identified the following three key priorities that will enable us, with our partners, to deliver our strategy for adults.

#### Key Priorities

- 2.1 To improve access to learning and widen participation
- 2.2 To raise achievement levels and help adults to progress from learning to employment and further learning
- 2.3 To raise basic skills levels and widen access to ESOL provision

## 2.1 Improving access to learning and widening participation

The barriers to participation are varied and for some people involve a deep-rooted negative attitude to learning. We will work to tackle that attitude over the long term, while ensuring that learning opportunities are available to all adults who want them and that barriers to participation are removed.

### Providing high quality and appropriate Information, Advice and Guidance

LSCLE will work with the existing Information Advice and Guidance (IAG) Partnerships to ensure that there is a free and universally available information and advice service throughout our area to support informed choices and that there are specialist and guidance services for those in most need. We will seek to develop an integrated approach leading to more visible services, better coherence across the area and closer links with Connexions, the Employment Service and the voluntary sector. We will achieve this through:

- A community based service, accessible via Connexions, Employment Service, FE Colleges and HEIs, Adult Colleges, in the work place and elsewhere (e.g. libraries, access centres, remotely via IT, other LSC providers)
- Establishing a better understanding of our provider base
- Ensuring impact and outcomes are monitored and promoting participant tracking
- Ensuring that IAG provision meets local needs and achieves high delivery standards
- Assisting IAG partnerships in promoting and meeting Guidance Council standards and putting in place the most appropriate delivery structure for our area
- Agreeing a strategy with Connexions to ensure that adults under the age of 25, but outside the Connexions target group, receive transition support to adult services, including information, advice, guidance and assessment where appropriate.

### Widening participation and target groups

We know the groups in London East that are under-represented in learning and are not fully accessing services. Specific, targeted support will be developed to meet identified needs by:

- Working with Local Authorities, Employment Service, IAG Partnerships and other agencies to remove barriers to access and participation
- The increased use of intermediaries who have established relationships with 'hard to reach' groups
- Undertaking further research on target groups within the LSCLC area context
- Supporting and building on successful practice to target such groups e.g. the Employment Service's Action Teams' work with specific target groups
- Developing promotional materials that demonstrate the benefits associated with learning in terms of employment prospects, family benefits and personal satisfaction

- Supporting and extending existing and new projects that find new ways to stimulate non-learners and involve non-traditional learners
- Supporting the development of a network of local "Learning Champions" to promote learning and act as role models in their local communities.

#### **Removing financial, childcare and other barriers**

LSCLE will work with Local Authorities and other key partners to pursue Government and other funding opportunities to meet identified needs and minimise the risk that a lack of funding will become a barrier to learning. This will include working with Local Authorities and Further Education providers to develop imaginative fee admission schemes to support participation. We will work with Early Years Development and Childcare Partnerships across the nine boroughs and the City of London to develop and increase the number of trained childcare workers. We will work to identify other barriers to participation and tackle them.

#### **Targeting social inclusion and adults with learning difficulties and/or disabilities**

LSCLE will reinforce the Government's social inclusion agenda locally and will work with agencies such as social services, probation services, health services, housing associations and the Foyer Movement to encourage the participation of hard to reach adult groups in training and learning opportunities through an outreach based approach.

We recognise that there are capacity issues with regard to the amount of appropriate provision for adults with learning difficulties and/or disabilities. We will seek additional funding to tackle the lack of provision for these learners.

LSCLE will fulfil its duty to consider placing learners with learning difficulties and/or disabilities aged 19-25 with residential specialist establishments, where it is satisfied that this is necessary to meet their needs.

#### **Using external funding to support innovation and piloting of new approaches to promote and encourage participation and engagement in learning**

LSCLE will work with partners to increase the amount of flexible funding available (LIF, ESF, Innovation Fund, CLF, Union Learning Fund) and use this to resource and support innovation and the development of new approaches to providing access to learning and accreditation. LSCLE will actively promote the use of the Adult and Community Learning Fund (ACLF).

#### **Keeping a customer focus**

LSCLE will maximise adult participation by ensuring that learning providers are providing good customer service in access, enrolment and student support.

LSCLE will encourage and expect adult education and training providers to work together to share good practice and improve weak provision, including designing programmes in collaboration from the start. This will cost more, but will be more successful in the long run in terms of sustained and successful outputs.

We will encourage employers and learning providers to make their facilities available to other providers when not in use. We will also investigate the possibility of mobile learning facilities that can be shared between providers with the aim of accessing learners in traditionally hard to reach parts of the LSCLE area.

### **Creating a better quality learning environment**

The forthcoming changes in adult learning provide an historic opportunity to ensure that individuals can access the learning opportunities that are right for them, irrespective of previous funding regimes and regulations. It is important that adults are able to learn in an environment that is suitable and conducive for this purpose. LSCLE will work with providers, particularly those who have traditionally not had access to capital funding, to access funds to facilitate this.

### **Increasing the use of non-traditional providers**

To increase participation in learning, particularly of non-traditional learners, and widen participation we will use a wider range of providers including voluntary and community sector organisations. LSCLE will:

- Engage such agencies as providers and assist other agencies to engage with non-traditional learners
- Ensure that all learners/potential learners have a real choice of where and when they can learn
- Develop its understanding of the community and voluntary organisations in its local area
- Encourage more flexibility in the delivery and location of teaching through non-traditional methods, media and materials
- Encourage delivery of learning in a wider range of locations including the workplace, community centres and clubs, museums and galleries
- Encourage innovation.

### **Introducing the use of e-learning**

We intend to ensure that e-learning is introduced at every level and is viewed as an enabling tool that makes learning more inclusive. We will map the current provision of e-learning for adults and work to overcome barriers that may prevent adults from using this form of learning.

### **Supporting neighbourhood and community renewal through non-accredited learning**

LSCLE will encourage the participation of adults in non-accredited learning, and seek ways to recognise progression and achievement from non-accredited courses.

## **2.2 Raising achievement levels and helping adults to progress from learning to employment and further learning**

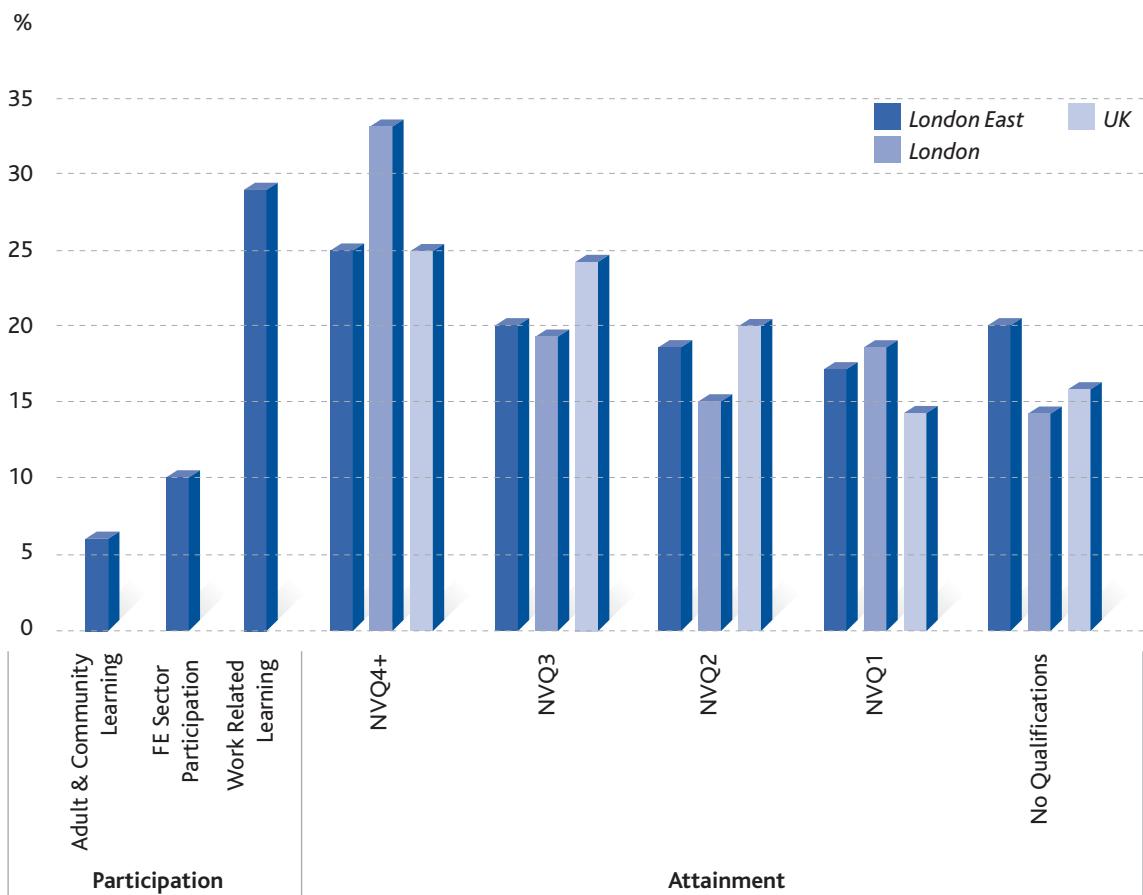
The creation of the LSC provides an opportunity to create a vibrant adult learning sector. ACL is a key contributor to LSC priorities and Local Authorities are key partners in helping us achieve our aim. LSCLE will use its resources to purchase high quality provision, which enables adult learners to progress to employment and/or other learning.

### **Raising the quality of provision**

LSCLE will ensure that quality standards are raised and maintained through the self-assessment process, development plans and the setting, monitoring and review of associated targets. This will be achieved for Adult and Community Learning (ACL) providers by strategic partnership with LEAs. We intend to raise quality whilst maintaining the range and diversity of programmes that attract adult learners, especially in ACL.

### **Increasing the attainment of Level 2 and 3 qualifications for all adults**

LSCLE will ensure that there are adequate incentives and support for adults to obtain Level 2 and 3 qualifications. We recognise that we face a significant challenge to win back those adults who are not involved in any form of learning and do not have Level 2 qualifications. Diagram 4 opposite shows current participation in learning and qualification attainment for adults.



## Diagram 4

Current participation in learning and qualification attainment for adults (20yrs+) in London East, 2001

*Source: Labour Force Survey, Spring 2001*

### Increasing the range of choices and pathways to support adult achievement

LSCLE will work with providers to develop and deliver learning that meets the needs of adult learners through the design, delivery and accreditation of courses. This will be achieved through the implementation of a curriculum development strategy that will include:

- Local arrangements for credit accumulation and transfer
- An increased number of courses with multiple entry and exit points so that learners can learn at a pace that suits them, building from bite sized provision
- Supporting the development of programmes that address the barriers to access, support needs, advice and guidance and progression routes of adult learners.

### Working with higher education providers to improve access to Level 4 courses

We will promote greater collaboration between pre-HE learning providers and HEIs and exploration of joint curriculum. This will include the development of foundation degrees and an employment related higher education qualification. We will support HEIs in developing initiatives to widen participation and recruit more adult learners, such as using e-learning solutions and widening access to student support. HEIs, like all other learning institutions, will be expected to provide increasingly flexible programmes that meet the needs of their existing and potential learners.

## Family Learning

LSCLE sees family learning as one of the key methods of encouraging interest in learning and providing a foundation for lifelong learning. We will support the development of pilot initiatives and promote the widespread adoption of good family learning practices over the lifetime of this plan. This will include activities and programmes covering literacy, numeracy, IT, parenting skills, citizenship and community work.

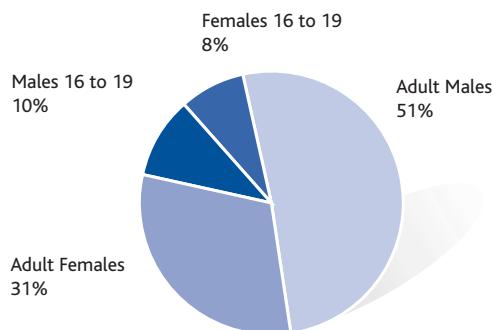
We will also seek to encourage more older people (the over-50s) to participate in learning. We know that learning improves self-esteem and self-confidence. We intend work with organisations involved with older learners to ensure that we have appropriate and relevant provision in the London East area.

## Helping local adults secure local jobs

We will support the wide range of programmes for improving the skill levels of the employed adult workforce (e.g. Investors in People, University for Industry, National Training Awards, People Skills Scoreboard and Union Learning Fund). We view adult apprenticeships as having definite potential in assisting adults to enter specific occupations. We will review pilot work, investigate our options and foster their development.

## 2.3 Raising basic skills levels and widening access to ESOL provision

The lack of basic skills including numeracy, literacy, ESOL and other key skills is a fundamental barrier to participation for a substantial proportion of the population in the LSCLE area. Diagram 5 below shows the basic skills attainments in the London East area by age and gender



**Diagram 5**

Students with Basic Skills attainments in the London East area in 1999-2000 by age and gender  
Source: ISR 19 (1999-2000)

The needs of those who require ESOL provision in the LSCLE area range from those who are not literate in their first language to those who possess high level qualifications in their first language. We acknowledge that ESOL provision needs to be geared to the level of the individual learner, thus initial diagnostic assessment and referral plays an important role in its success.

## **Identifying areas for improvement in Basic Skills and ESOL**

Eight key areas for improvement have been identified which will form the basis of a separate Basic Skills Delivery Plan. These are:

- Establishing and clarifying the roles to be played by working groups both external and internal to LSCLE and individuals who will be responsible for delivering the plan. This will include training and supporting LSCLE staff in the roles they will be expected to play in relation to the plan
- Mapping Basic Skills and ESOL needs and current provision; determine gaps; develop strategies for tackling them
- Increasing the number of trained Basic Skills and ESOL teachers and to offer professional support to existing teachers and providers through the development of Basic Skills 'Centres of Excellence'
- Improving the general quality of Basic Skills and ESOL provision as indicated by poor inspection reports and retention and achievement data
- Addressing the lack of co-ordination and collaboration that results in a lack of appropriate provision and/or clear progression routes for learners
- Extending the size and scope of the offer in colleges, the workplace, communities and as part of WBL to engage current non-learners with Basic Skills and ESOL needs in learning
- Encouraging the integration of literacy, language and numeracy skills in vocational provision and other provision as appropriate
- Working with other London LSCs, the National LSC, the London Development Agency (LDA) and other key partners to develop effective and co-ordinated marketing and communications strategies aimed at stimulating the demand for literacy, numeracy and language learning.

## **Ingredients for success**

In order to deliver an effective Basic Skills Delivery Plan, we will need to achieve the following:

- Build on and strengthen the existing learning infrastructure – especially the teachers
- Back this up with clear support including funding
- Involve a wide range of people and organisations all contributing their skills, experience and imagination to make a difference.

## **Developing and implementing Basic Skills and ESOL Centres of Excellence**

We have chosen to address part of the challenge of providing quality Basic Skills and ESOL provision by developing local Centres of Excellence.

**Centres of Excellence:** Over the next three years, we will develop up to three centres of excellence in Basic Skills and ESOL. They will build on existing good practice and together they will serve the whole LSCLE area. These centres will train tutors and assessors, develop and disseminate models of good practice, develop curriculum, act as a resource centre and offer specialist support. They will also deliver Basic Skills and ESOL provision locally and integrate this within the vocational curriculum.

**Peripatetic tutors:** All Basic Skills and ESOL tutors should eventually be affiliated to these centres. Tutors will deliver learning wherever it is needed which will include community centres, shopping centres, libraries and mobile units, at the work place and in any other venue as required by our learners. We aim to deliver learning in venues that are accessible, and with adequate facilities, alongside support services like outreach, induction, childcare and counselling.

## **Addressing ICT needs**

LSCLE recognises the importance of having ICT skills and access to technology. This is an issue which has relevance not just for employment but in the everyday lives of individuals' and is fast becoming as significant as basic skills needs. LSCLE will strive to ensure that ICT is an integral part of all learning curricula (including Basic Skills and ESOL) and will work with partners to ensure that all adults can access ICT

## Impact Measures

Priorities	Impact Measures	Timescale
(2.1) Improving access to learning and widening participation	<p>Identify priority target groups and baselines of non-participating adults and increase participation in FE and other provision by agreed percentage (having established baseline data)</p> <p>Implement LSC funded programme of Family Learning in LSCL area</p> <p>Develop framework for "non-accredited" provision locally</p>	<p>2005</p> <p>Sept 2003</p> <p>Sept 2003</p>
(2.2) Raising achievement levels and helping adults to progress from learning to employment and further learning	<p>Review local usage of Learner Support Funds for adults in terms of increased access</p> <p>Review IAG provision and, with partners, implement effective regional tracking and referral procedures</p> <p>Improve progression of local adults to HEIs</p>	<p>Sept 2003</p> <p>Sept 2003</p> <p>Set baseline 2002, set target to be achieved by 2005</p>
(2.3) Raising basic skills levels and widening access to ESOL provision	<p>Develop three centres of excellence for Basic Skills and ESOL</p> <p>Develop the capacity of an agreed number of community based providers to become Basic Skills and ESOL specialists</p> <p>Develop and implement Employability Skills Strategy</p>	<p>2005</p> <p>2005</p> <p>2005</p>

# > Skills and Workforce Development Strategy

## Introduction

*"Workforce development consists of activities which increase the capacity of individuals to participate effectively in the workplace, thereby improving their productivity and employability".*

*In Demand: Adult Skills for the 21st century – Performance Innovation Unit*

LSCLE is committed to skills and workforce development in its broadest sense, recognising that there is a range of methods that can be implemented to achieve the outcomes we have identified for London East. We have decided to implement a sector-based strategy that targets resources towards key industries and growth areas in the London East economy and which is consistent with the regional policy agreed by the five London Local Learning and Skills Councils. We will use our resources to support skills provision and employment in these sectors:

### Key sectors to be given priority

Construction  
Cultural and Creative Industries  
Financial and Business Services  
Health and Care  
Hospitality and Catering  
Manufacturing

### Other significant sectors

Transport and Logistics  
Public Administration  
Retail  
Voluntary and Community

In developing our strategy we have taken account of the economic, educational and community development strategies of our various partners in the LSCLE area. Although we have identified our key growth sectors, we will continue to support the workforce employed in declining sectors. LSCLE is committed to ensuring that those people employed in economically declining sectors are able to re-skill and develop their transferable skills.

Our aims and targets are:

- To ensure that every young person has a positive, successful and supported transition from school to post-16 learning and the world of work, which lays the foundations for each to achieve their full potential through learning
- To involve significantly more adults living and working in London East in some form of learning and to demonstrate the benefits of lifelong learning in terms of better employment prospects and improved quality of life
- To ensure the provision of high quality and relevant learning in London East, through the development of appropriate learning opportunities, which both meets the needs of local employers and their workforce and enables local people to successfully compete for local jobs
- To improve the quality and relevance of learning provision in London East through effective and continuing curriculum development.

Key Objectives	National 2004 Targets	LSCLE 2004 Target Increase
Extend/Widen Participation in Learning	80% of 16-18 year olds in structured learning (2000: 75%)	6,069
Raise Achievement of Young People	85% at level 2 by age 19 (2000: 75%) 55% at level 3 by age 19 (2000: 51%)	1,463 1,191
Raise Achievement of Adults	Raise literacy and numeracy skills of 750,000 adults 52% of adults at level 3 (2000: 47%)	33,239 82,480

LSCLE have identified the following three key priorities that will enable us with our partners to deliver our skills and workforce development strategy.

Key Priorities	
3.1	To meet the skills needs of employers in the London East area
3.2	To increase and widen participation in learning
3.3	To maximise impact through strategic and partnership work

### 3.1 Meeting the skills needs of employers in the London East area

We will create a demand led system that responds to the needs of employers and individuals.

#### Equipping local people with the skills to secure local jobs

A fundamental element of our strategy is to ensure that employers in London East are able to meet their skills needs locally and that local people obtain the skills to meet this need. Our role here is threefold:

- Ensuring that learning providers understand labour market demands and that their curriculum content reflects this
- Ensuring that learners understand the employment opportunities that exist and are provided with clear progression routes
- Ensuring that employers appreciate the added value of employing skilled local people from culturally and linguistically rich and diverse communities. Diagram 6 below shows the sectoral and occupational skills lacking in the LSCLE local economy.

	Sectors	Occupations
Lacking level 2	Hospitality Construction Manufacturing Retail/Wholesale Other/Community	Other (low-skilled) Manual Operative Personal/Protective Sales Skilled Craft

**Diagram 6**

Sectoral and Occupational skills lacking in LSCLE local economy

*Source: London Skills Survey, LSFU, 2001*

#### Supporting the capacity of voluntary sector employers

The voluntary and community sector is a significant employer in London East. In relation to the public and private sector, it employs a higher proportion of people who face increased barriers to entering and progressing in the labour market e.g. people with disabilities, women and people from ethnic minorities. We will work in partnership with voluntary sector networks and umbrella bodies, the Voluntary Sector National Training Organisation (VSNTO) and Business Link for London (BL4L) to support the capacity building of the voluntary sector as quality employers.

## Re-skilling people employed in sectors of economic decline

LSCLE will work with employers, training providers and other relevant agencies to ensure that people employed in declining sectors receive adequate training and support. Our role will be to ensure that those employed by businesses at risk are identified. We will also ensure that adequate measures are devised to allow the workforce to re-skill and access training and support as required.

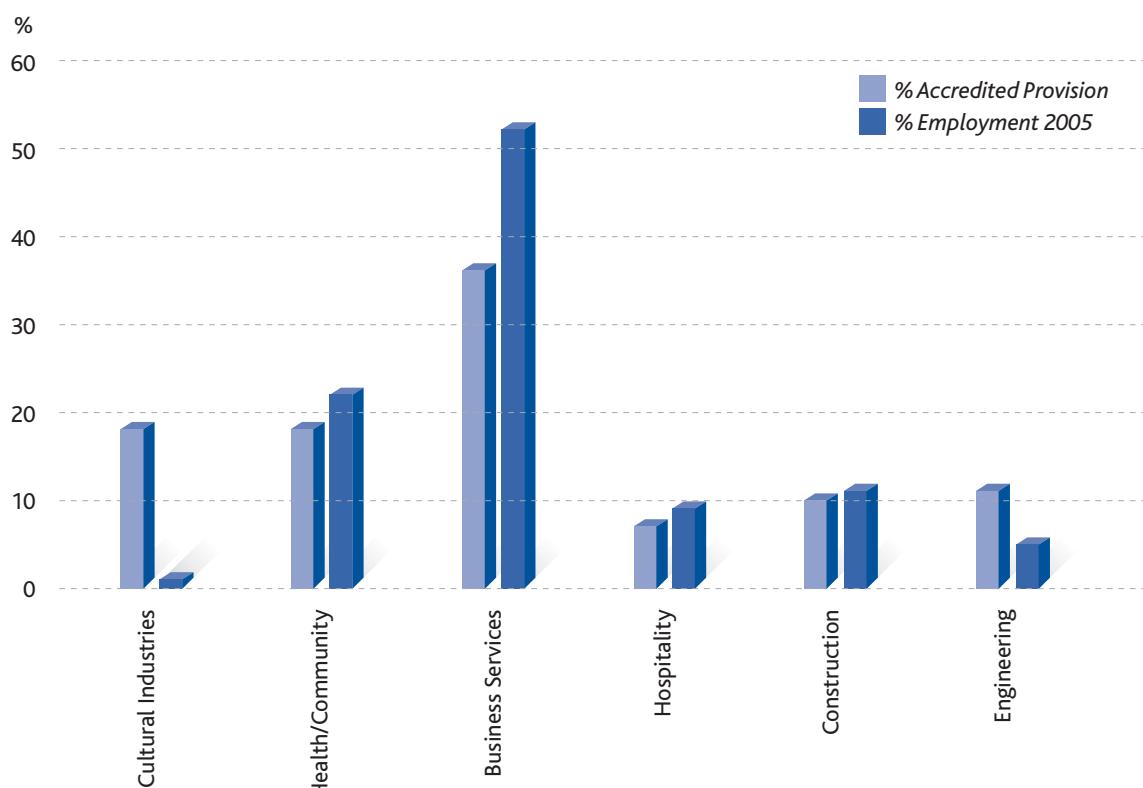
## Recruiting and supporting teachers and tutors

LSCLE will support (LEAs) and other partners in tackling teacher shortages. LSCLE will develop the capacity to train basic skills, key skills and ESOL tutors and build on the pathfinder work already underway in the area. The Teacher Training Agency has set targets to increase the proportion of ethnic minority entrants into the profession, which is particularly relevant for the London East area. We will strive to recruit a workforce that reflects the community.

## Bridging the gap between supply and demand

We want to create a demand led system that is flexible enough to meet changing needs, whilst encouraging curriculum development through innovation and the piloting of new forms of provision. Local learning providers will have to ensure that their provision reflects the needs of businesses and the economy through implementing provider development plans that indicate how they will respond to labour market needs.

We will work with partners to identify skills gaps and trends and with learning providers specifically to develop customised provision in response to employer demands. This will include working in partnership with the emerging Sector Skills Councils on developing information and intelligence as well as employer involvement. Diagram 7 below shows the match between local accredited/vocational provision and future employment demand.



**Diagram 7**

Match between local accredited/vocational provision and future employment demand

Source: ISR qualifications data 2001

## **Developing Centres of Vocational Excellence**

LSCLE will promote best practice through the establishment of Centres of Vocational Excellence (CoVEs) that will meet current and future skills needs. The LSCLE area has two of the sixteen national pathfinder CoVEs in Lewisham and Barking/Havering and will use the experiences gained from these to inform our future strategic approach. CoVEs will enhance the existing excellent vocational provision that will be focused on meeting the skills needs of employers locally, regionally, nationally and across sectors. In the LSCLE area, these CoVEs will reflect our key sectors: Construction, Cultural and Creative Industries, Financial and Business Services, Health and Care, Hospitality and Catering and Manufacturing. However, bids for CoVEs will also be considered on their own merits. We will aim to ensure that 50% of all general Further Education colleges in the LSCLE area have at least one CoVE.

## **Collaborating with the Small Business Service (SBS)**

LSCLE will collaborate with the SBS (the umbrella organisation for Business Link for London) in addressing the need for management and leadership skills development in small and medium size enterprises. It is anticipated that this development will support business growth and employer involvement in workforce development.

## **Investing in People**

We will promote and support Investors in People and other measures that underpin organisational development through the institution of good practice in human resource management including specific engagement in workforce development.

## **3.2 Increasing and widening participation in learning**

LSCLE will work with employers, trade unions and intermediaries to overcome the barriers to participation in learning faced, in particular, by people with learning difficulties and/or disabilities, disadvantaged members of the workforce and local communities.

### **Stimulating employer demand for workforce development**

We will work closely with intermediaries like Business Link for London (BL4L) and the Employment Service (ES) to ensure that workforce development is an integral part of their business plans and that employers recognise its value.

Research indicates that the principal barriers to employer involvement in workforce development are:

- The lack of awareness of available services
- Concerns that training and qualifications do not equip people with the required job specific skills
- The costs of staff training - both money and time
- The perception that upgrading staff skills can increase staff turnover, as skilled staff are recruited by competitors
- The fact that training and other workforce development activities may not have immediate impact
- The failure to look beyond current skills requirements and to anticipate future needs.

Some of these barriers will be overcome by working more closely with employers to ensure that learning provision meets their needs and acknowledges their preferences. Others will be tackled by promoting the business case for skills development, demonstrating the links between improved profitability and a skilled workforce and the hidden benefits of training such as improved motivation and morale. All aspects of the strategy must be led by, and demonstrate understanding of, the employers' perspective.

High proportions of low skilled workers are employed in small firms that do not provide training or support for employees. We will work alongside BL4L and other partners to explore an appropriate package of support that can be tailored to the needs of individual businesses. Union Learning Representatives (ULRs) only operate in unionised workplaces and small firms tend not to recognise unions. We will investigate the development of a key worker for such firms who will have responsibility for producing a training plan and being a focal point for its delivery.

#### **Stimulating employee demand for learning**

Building on partnership work to date, we will grow a network of Union Learning Representatives in companies throughout the LSCLE area. These ULRs will provide on-site advice, guidance and support and be instrumental in the formation of successful workplace learning centres.

LSCLE will promote Government initiatives that aim to provide individuals with financial support and we will investigate further means of supporting adults in this area. Working with partners, we will pursue external and employer funding opportunities to meet identified needs.

We recognise that better IAG needs to be provided in the workplace. Smaller firms present a particular challenge in this area. LSCLE will consider different ways of addressing this need by building on existing good practice and making IAG more readily available in the workplace.

#### **Targeting the lack of basic and employability skills**

Improving levels of basic, language and employability skills is a priority that cuts across all aspects of LSCLE strategy. In this context it is seen as a barrier to progression and improved economic prospects for many people. As part of our model for basic skills centres of excellence outlined previously, basic skills and ESOL tutors will be encouraged to work with employers to provide training in the workplace.

#### **Developing and implementing e-learning**

The potential future significance of e-learning as a widely accessible alternative means of learning provision is clear. Research and development of e-learning will take place in year 1, including the identification of the most suitable pilots. In year 2, we will identify and communicate guidelines for live e-learning and projects will start. Pilots will be evaluated and reviewed in year 2 with structured roll-out implemented, if successful.

#### **Promoting inclusion and equality**

LSCLE will promote inclusive policies and practices that ensure all sections of the community and individuals at all levels of the workforce have equal access to skills development opportunities. It is important that we engage with disabled people and those from disadvantaged and excluded groups through the mechanisms outlined in our strategy. This will involve the targeting of provision towards individual's needs via employers and raising employers' awareness of the benefits to be gained by developing all levels of the workforce. There may be a role for specialist local employment agencies that can build positive relationships with employers to raise confidence in local people in addition to the work carried out by the Employment Service in this area.

### **3.3 Maximising impact through strategic and partnership work**

We will work with the following key strategic partners: LDA, Thames Gateway London Partnership (TGLP), Local Learning Partnerships (LLPs), Local Strategic Partnerships (LSPs), Local Authorities, NTOs, SSCs, TUC, BL4L, FE Colleges, Voluntary Sector umbrella bodies, Chambers of Commerce and other employers' representative bodies.

## **Ensuring that LSCLE strategy complements and aligns with those of its partners**

We will ensure that LSCLE strategy complements and aligns with those of its partners at regional, sub-regional and local level. LSCLE will collaborate in strategy development at all levels and act to unify partner strategic decisions so that alignment is achieved. We will work to maximise the impact of LSCL's contribution, targeting all our available resources to support local priorities and co-ordinated delivery. LSCL will act as a strategic intermediary between businesses, learning providers, providers of business support, community organisations and policy-makers at all levels.

## **Implementing a sector-based strategy**

LSCL will implement a sector-based strategy that allocates resources to key industries and growth areas. This will maximise the long-term impact of workforce development in those areas. We will work in collaboration with SSCs and other agencies to establish specific strategies for each key sector.

SMEs comprise the large majority of the area's employers and are less likely to participate in workforce development activities. The work with the SSCs will reflect the diversity of needs and priorities in each area. This will be in relation to industry requirements, skill deficits and trends and the needs of companies of different sizes and structures. This approach will enable LSCL to offer better support to SMEs.

## **Bridging the divide between local and imported labour**

LSCL will actively work towards bridging the divide between local and imported labour and increase the number of local people benefiting from growth in the LSCL area economy. Work will be undertaken to identify future employment opportunities in the travel-to-work area, establish links with prospective employers and develop learning provision and pathways which will equip local people for these jobs. We will work to ensure that local people can access those jobs coming on stream in 3-5 years. We will work with the TGLP in the implementation of their strategy for inward investment and business retention.

## **Developing systems for collection, analysis and dissemination of information**

LSCL will support all aspects of its skills strategy by developing systems for the collection, analysis and dissemination of labour market information that are compatible with and complement those of partner agencies. We will encourage and support the sharing of intelligence at sub-regional and local levels. This common information base will be used to establish robust baselines which will assist us to agree and evaluate local impact measures and ensure the timely analysis of trends.

## **Funding systems**

Funding allocation mechanisms will be reviewed to ensure that all models are based on rewarding progression, achievement and/or other measurable outputs that will, in turn, ensure effective contribution to the local economy.

## Impact Measures

Priorities	Impact Measures	Timescale
<p>(3.1) Meeting the skills needs of employers in the London East area</p>	<p>Map employers needs against learning provision to establish a closer match</p> <p>Establish at least one CoVE in each of the six identified key sectors</p> <p>Continue to build on excellent liP profile locally</p>	<p>2005</p> <p>Sept 2003</p> <p>April 2002 ongoing</p>
<p>(3.2) Increasing and widening participation in learning</p>	<p>Undertake specific and focused marketing and market research on benefits of workforce development and any new legislation</p> <p>Engage employers to break down barriers to workforce development especially in areas such as employability and basic skills</p> <p>Actively promote inclusion for local people in the local workforce</p>	<p>April 2002 ongoing</p> <p>April 2002 ongoing</p> <p>April 2002 ongoing</p>
<p>(3.3) Maximising impact through strategic and partnership work</p>	<p>Work with partners to ensure that key sectors benefit from local strategic developments</p> <p>Collaborate with Sector Skills Councils to engage SMEs</p> <p>Increase proportion of local people in local jobs</p>	<p>April 2002 ongoing</p> <p>2002 ongoing</p> <p>Establish baseline and set target, 2003</p>

# > Community Development Strategy

## Introduction

*"We want the LSC to make a real difference to people's lives - to help support families, build stronger neighbourhoods, support the regeneration and capacity building of communities and support competitive businesses."*

*Department for Education and Employment: The Learning and Skills Council Prospectus*

LSCLE recognises that community renewal is an integrated agenda that encompasses all aspects of community development and public services. We believe that education and training have a key role to play in community renewal by contributing to both social and economic objectives. Community renewal, in its broadest sense, provides us with an exciting opportunity to promote and widen the understanding of our own learning agenda locally and reach communities and groups that are traditionally excluded from education and training.

Our aims and targets are:

- To ensure the provision of high quality and relevant learning in London East, through the development of appropriate learning opportunities, which both meets the needs of local employers and their workforce and enables local people to successfully compete for local jobs
- To meet the basic skills and ESOL needs of the diverse population of London East by ensuring high quality accessible learning is delivered through a wide range of local venues – further promoting our commitment to social inclusion, equality of opportunity and community renewal
- To improve the quality and relevance of learning provision in London East through effective curriculum development and continuous improvement as a fundamental principle in all learning institutions.

Key Objectives	National 2004 Targets	LSCLE 2004 Target Increase
Raise Achievement of Adults	Raise literacy and numeracy skills of 750,000 adults	33,239
	52% of adults at level 3 (2000: 47%)	82,480

LSCLE has identified the following four key priorities that will enable us, with our partners, to deliver our strategy for community development.

Key Priorities	
4.1	To facilitate strategic co-ordination
4.2	To stimulate community renewal
4.3	To increase inclusion and participation
4.4	To build the local learning infrastructure

## 4.1 Facilitating strategic co-ordination

We will work with our strategic partners in the following ways:

### Setting clear priorities for participation in local partnership

It is essential that LSCLE establishes clear priorities for participation in local partnerships given limits to its resources. LSCLE will endeavour to work with as many appropriate individual projects and providers as possible. Where this is not possible, we will make use of the existing partnerships and umbrella bodies to ensure that our strategic objectives and local priorities are communicated at every level.

Priority will be given to consistent involvement by LSCLE at a strategic level in each of the 9 LSPs and their thematic sub-groups and in the three LLPs. We will also support and participate in the TGLP as the primary sub-regional economic development partnership and the London East Connexions Partnership.

### Supporting and encouraging the development of training networks

LSCLE will support the development of borough based training and employment networks that co-ordinate provision and build capacity, particularly amongst the numerous voluntary sector organisations, as well as generally raising the standard of training. We will expect to see more collaboration, communication and sharing of good practice between these agencies.

### Supporting learner-focused strategic partnerships

LLPs offer LSCLE opportunities to obtain detailed intelligence on learners' needs, opinions and the direct impact on learners of its strategic approach. This perspective complements the geographical and community focus of the LSPs. We will strongly encourage and support LLPs to broaden their partnership base and work to become an effective voice representing the learners' views within each of their localities. Priority will be given to collaborating in the development of learning strategies and related programmes where these support the achievement of LSCLE objectives and targets.

### Developing a co-ordinated local information base

A robust local information base will be necessary to support strategic co-ordination. LSCLE will give priority in its information strategy to developing strategic intelligence that cannot otherwise be obtained at a local level. This will incorporate intelligence obtained from participation in LSPs and LLPs, assist in the development of protocols for information sharing between partners and the establishment of common data sets, baselines and local impact measures.

## **Ensuring strategic application of LfF, European and other funds**

Where the realignment of mainstream resources is not possible, we will try to ensure that additional external funds are secured to meet our strategic objectives. We will support applications by our partners for discretionary funds that complement our strategy. Models will be developed to support this process.

## **4.2 Stimulating community renewal**

LSCLE will work towards ensuring all our partners have an understanding of and commitment to the post-16 learning agenda as a significant contributory factor to community renewal.

### **Stimulating interest in and positive attitudes to learning, including its wider benefits**

In collaboration with partners, we will develop strategies for stimulating interest in and developing positive attitudes to learning in local communities and ways of promoting the benefits of learning, using a variety of means. This will include the use of ICT, e-learning, Learndirect and Ufl. Participation in learning is proven to have positive benefits on crime reduction, health and social inclusion generally, which ultimately assist in meeting Neighbourhood Renewal targets and in improving people's quality of life. Community representatives on LSPs will play a strategically important role here, whilst LLPs will also be addressing this issue.

### **Promoting the understanding of and commitment to the post-16 learning agenda**

Training and skills objectives need to be made explicit and incorporated in an integrated learning strategy that provides progression from compulsory education to further and work-related learning. We will work alongside partners to develop their awareness and understanding of the lifelong learning agenda and LSCLE strategy for post-16 education and training.

### **Contributing to Neighbourhood Renewal targets and strategies**

LSCLE aims to influence and contribute to the development of community renewal strategies so that they incorporate the post-16 learning agenda. This should include comprehensive integrated learning strategies with priorities, targets and impact measures that support LSCLE objectives.

We recognise the Neighbourhood Renewal targets and will work with partners to ensure that common objectives are met, particularly in relation to employment. Priority in the development of local/neighbourhood-based learning provision will be given to Neighbourhood Renewal areas which represent some of the most deprived communities in London East. We also recognise that some of London East's most deprived wards reside in boroughs defined as relatively affluent. These wards will receive due attention and priority.

## **4.3 Increasing inclusion and participation**

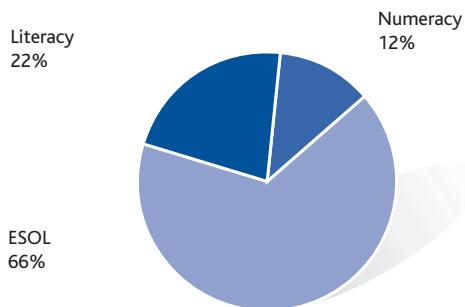
LSCLE will develop strategies and initiatives at a local level that address the fundamental barriers to participation in learning and in the community by people who are disadvantaged and excluded.

### **Targeting the most disadvantaged and excluded groups**

We will work with Local Authorities and other partners to identify local target groups, particularly non-learners and those not accessing services. We will undertake further investigation to identify specific target groups in London East to understand their particular learning needs and barriers to learning. We will support and build on successful practice and increase the use of intermediaries who have established relationships with hard to reach groups.

## Targeting lack of basic and English language skills

Basic and English language skills are a fundamental requirement of society. Building the foundations for community learning capability is a cross-cutting priority within LSCLC's overall strategy. The strategy to address basic and ESOL needs, as outlined in the Adult Strategy, is designed to harness area-wide resources and expertise to develop community providers' capacity and enable delivery at a neighbourhood level. Diagram 8 below shows basic skills attainment in London East.



**Diagram 8**

Students with Basic Skills attainments in the London East area in 1999-2000 by course  
Source: ISR 19 (1999-2000)

## 4.4 Building the local learning infrastructure

LSCLC will work with strategic partners, learning providers, community and voluntary sector organisations to build sustainable local learning infrastructures that meet community needs.

### Supporting voluntary sector development strategies

We will aim to support and influence voluntary sector strategies to ensure that LSCLC priorities are reflected in them. We will encourage Local Authorities to develop strategies in this area and will facilitate effective communication and joint working so that there is increased consistency.

### Supporting capacity building

We will assist and support organisations in capacity building, often through intermediary networks and umbrella bodies. Quality standards will be raised and maintained through a continuous improvement process involving: self-assessment; development plans and setting of targets; monitoring and review; LSC support; the sharing of good practice and external inspections. We will help providers to become familiar with the requirements of the Common Inspection Framework. We will expect all our providers to have, or be working towards, introducing a recognised quality assurance kitemark.

### Supporting platforms for joint working and information exchange

We will work with established networks and forums to facilitate the sharing of good practice, collaborative and joint working, innovation and creative thinking.

### Supporting sector consortia and networking

LSCLC will work with sector consortia, networks and partnerships for co-ordination, communication and the sharing of both ideas and good practice. We will also work in partnership with the Voluntary Sector National Training Organisations and, in time, the Sector Skills Councils to meet our objectives in this area.

## Impact Measures

Priorities	Impact Measures	Timescale
(4.1) Facilitating strategic co-ordination	<p>Map the breadth of provision in the sector</p> <p>Set clear priorities for participation</p> <p>Work with LLPs, LSPs and others to develop clear employment and regeneration links</p>	<p>Jan 2003</p> <p>Oct 2002</p> <p>Sept 2002</p>
(4.2) Stimulating community renewal	<p>Develop awareness of post-16 learning agenda and local relevance</p> <p>Ensure the integration of learning strategies with renewal strategies</p>	<p>April 2002 ongoing</p> <p>April 2002 ongoing</p>
(4.3) Increasing participation and inclusion	<p>Identify priority target groups and establish baselines; implement identified good practice</p> <p>Prioritise developments in neighbourhood renewal areas with key partners</p>	<p>April 2002 ongoing</p> <p>April 2002 ongoing</p>
(4.4) Building the local learning infrastructure	<p>Develop and implement mechanisms and protocols for voluntary sector development</p> <p>Actively support pilots including good practice and capacity building/quality assurance structures especially consortia based approaches</p>	<p>By Jan 2003</p> <p>April 2002 ongoing</p>

# > Quality Strategy

## Introduction

*"Wherever and whenever people and businesses choose to learn, they should be entitled to high quality learning..."*

*Department for Education and Employment; The Learning Age 1998*

LSCLE aims to ensure that all our learners have access to the same standard of high quality provision, irrespective of where they live in the London East area. We will support those training and learning providers identified as weak in order to ensure that they reach these standards to the benefit of their learners. Simultaneously, we will ensure that higher achieving providers continue to seek to improve their training and learning provision.

Our aims and targets are:

- To ensure the provision of high quality and relevant learning in London East, through the development of appropriate learning opportunities, which both meets the needs of local employers and their workforce and enables local people to compete successfully for local jobs
- To improve the quality and relevance of learning provision in London East through effective curriculum development and to embed the concept of continuous improvement as a fundamental principle in all learning institutions.

Key Objectives	National 2004 Targets	LSCLE 2004 Target Increase
Extend/Widen Participation in Learning	80% of 16-18 year olds in structured learning (2000: 75%)	6,069
Raise Achievement of Young People	85% at level 2 by age 19 (2000: 75%)	1,463
	55% at level 3 by age 19 (2000: 51%)	1,191
Raise Achievement of Adults	Raise literacy and numeracy skills of 750,000 adults	33,239
	52% of adults at level 3 (2000: 47%)	82,480

LSCLE have identified the following three key priorities that will enable us, with our partners, to deliver our quality strategy.

#### Key Priorities

- 5.1 To raise the quality of training and learning
- 5.2 To ensure that provision meets learners needs
- 5.3 To work strategically and collaboratively to identify gaps in provision

### 5.1 Raising the quality of training and learning

#### Measuring the quality of learning provided

LSCLE will implement a local quality assurance framework, which incorporates regular review and measures of the quality of learning offered. The overall purpose is to ensure that providers are working to a strategy of continuous improvement.

The quality review process will comprise a range of tools including provider self-assessment, area inspections and provider inspections. We will ensure that the quality review process is carried out objectively and adopts a rigorous and evidence based approach. Providers will be encouraged to become proactive in identifying and improving or removing poor provision as an integral part of their self-assessment, as required by LSC National Office.

It is recognised that providers' quality systems are at different stages of maturity and we will use appropriate opportunities to share good practice between providers operating in different sectors.

#### Benchmarking our performance both locally and nationally

LSCLE will seek to benchmark our providers' performance periodically both locally and nationally. The purpose is to learn what works well and see how we can adopt innovative approaches to improve the performance of our providers.

#### Developing a system for measuring value-added

LSCLE will aim to develop and implement a system for measuring value-added by learning providers. The choice of measure will depend on national progress but if that is not forthcoming we will develop a local approach. This is a critical impact measure of provider success, given the low level of educational attainment of a significant proportion of local residents.

#### Publishing information about the quality of learning in the LSCLE area

We will make information available about providers' performance, including data about learner achievement and destinations, to our local community through the publication of local provider performance tables. It is intended that the value-added measurement will form the major part of these. This will support more informed choices as to the learning routes available to them and help to promote the value of learning locally.

#### Raising the level and competence of teachers and managers

LSCLE will aim to ensure that a significantly increased percentage of teachers employed by providers hold a recognised teaching qualification appropriate to their role. We intend to allocate funding from the Standards Fund to provide financial support to all providers to enable them to ensure that their teaching staff are suitably qualified and are able to keep up-to-date with developments in vocational learning. We will monitor outcomes based on agreed baseline data.

We will also support the development of senior management. We will use funding from the Standards Fund to secure training for managers. There will be a particular focus on developing and supporting individuals from Black and Minority Ethnic groups to develop the skills and competencies to move into management in order to reflect the local communities that we serve.

#### **Helping poorly performing providers improve**

The data gathered from the review process will help us to quickly identify poorly performing providers. We will work with these providers to develop and implement appropriate systems and procedures to help them improve.

This might involve the provision of guidance, financial or other support. However, if such providers fail to improve, LSCLE is clear that low standards will not be accepted indefinitely and we will, if necessary, switch to other providers in order to ensure that learners receive the best possible service. We will expect all learning providers to seek continuous improvement.

#### **Facilitating sharing of good practice**

LSCLE has established a forum for quality managers to discuss issues that affect them and share good practice. Our long-term aim is to ensure that this forum promotes collaboration between providers and helps to breakdown some of the barriers between the different sectors delivering learning. The forum should also help managers further develop their own internal quality assurance procedures.

#### **Ensuring value for money**

LSCLE will work to ensure that all learning provision that we purchase maximises Value for Money (VfM). We are spending public money and, therefore, must ensure that it is spent well and achieves the desired results. Our approach will focus on the 3 E's: economy, efficiency and effectiveness. We will work to integrate VfM into the quality agenda and providers' quality assurance processes.

#### **Ensuring that LSCLE staff are equipped for the new challenges**

LSCLE will implement a continuing professional development programme for our staff to ensure that they build on existing skills and expertise, in order to continue to give professional advice and guidance to providers.

#### **Working towards quality standard kitemarks for all LSCLE providers**

In the long term, LSCLE aims to ensure that all providers either hold or are actively working towards a recognised quality standard kitemark that is appropriate to their programme delivery. We also plan to investigate the possibility of initiating a local 'beacon' award system for local providers of high quality learning opportunities based upon challenging and transparent criteria.

## **5.2 Ensuring that provision meets learners needs**

#### **Monitoring learner feedback**

LSC plans to put in place arrangements to collect views systematically from learners across the breadth of the provision that it purchases. LSCLE will use the data gathered to benchmark student satisfaction, comparing the performance of the different sectors.

Part of monitoring learner feedback will involve LSCLE acting upon complaints that it receives about providers and presenting them in an annual report to its Council. We will also work with

providers to ensure that competent complaint handling procedures are in place and to ensure that this aspect of the learner voice is integrated into provider quality improvement plans.

#### Reflecting the social and cultural diversity of learners in curriculum development

LSCLE will work with learning providers to develop traditional and non-traditional learning materials that take into account the diverse nature of London East's population and are consistent with our commitment to equal opportunities. We will support this through funding opportunities made available to providers.

### 5.3 Working strategically and collaboratively to identify gaps in provision

#### Representing LSC interests at Local Authority and other strategic groups

We will work collaboratively with key partners and stakeholders to ensure significant quality improvements across the local area.

#### Analysing the effectiveness of the curriculum offer and assisting in developing and monitoring new offer

The results of the area inspections, provider inspections and provider self-assessment reports will generate a significant amount of information to complement that held locally. It is intended to use this data to address key questions, not just about the standard of provision, but also about how it is organised. The purpose will be to identify gaps in such provision and areas lacking in quality provision and to take action to address them.

#### Develop progression routes from quality assured informal/non-accredited to formal accredited learning

LSCLE will work with providers of informal/non-accredited learning in order to ensure that appropriate quality standards are developed, implemented and met. This will ensure that informal/ non-accredited learning becomes an integral part of the London East learning provision and supports progression to other local provision through the development of the local curriculum framework and strategy.

## Impact Measures

Priorities	Impact Measures	Timescale
<p>(5.1) Raising the quality of training and learning</p>	<p>Implement a local quality assurance framework</p> <p>Work towards quality standard kitemarks for all LSCLP providers</p> <p>Developing a system for measuring value-added</p>	<p>2003</p> <p>Set baseline 2002, set target 2003</p> <p>2004</p>
<p>(5.2) Ensuring that provision meets learners needs</p>	<p>Support the LSC effectively gather and utilise learner feedback</p> <ul style="list-style-type: none"> <li>• Develop and establish new mechanism</li> <li>• Pilot, review and evaluate within LSC targets</li> </ul> <p>Work with providers to produce culturally diverse and up-to-date learning materials</p>	<p>By end 2002</p> <p>Ongoing</p>
<p>(5.3) Working strategically to identify gaps in provision</p>	<p>Identify quality of and gaps in provision:</p> <ul style="list-style-type: none"> <li>• establish baselines</li> <li>• base action on good practice</li> </ul> <p>Develop progression routes from quality assured informal/non-accredited to formal accredited learning</p>	<p>End 2002 2003/2004</p> <p>2005</p>

# > Internal Systems and Capacity Building

The strategy for the LSCLC is both ambitious and wide-ranging in its remit and will require a fully staffed, effective office with the systems, skills, knowledge, expertise and motivation to take forward this agenda. A key requisite to achieving these objectives is the provision of the opportunity for all employees to contribute to the development of the organisation. Progress has already been achieved in this area through an internal working group and we aim to continue to build on this. The main purposes of that group were:-

- To provide employees with an opportunity to help shape things that will impact on the quality of their working lives
- To ensure that systems and procedures are fit for their purpose and help drive the organisation forward
- To advise the Executive Team on the development of LSCLC with its own identity, best practices and equalities and diversity agenda.

## 1. Organisational development

### 1.1 Restructuring

A new structure, which has been specifically designed to deliver our strategic plan, has been developed and will be in place in April 2002. It will be monitored and reviewed at regular intervals to ensure that the organisation remains 'fit for purpose' and flexible so that new initiatives or areas of work can be accommodated.

### 1.2 Organisational development

We will ensure that we become a learning organisation by ourselves encouraging staff to undertake learning and development activities. We are committed to internal continual improvement in all that we do and are working towards the Investor in People standard.

### 1.3 Culture and values

We will actively promote cross-team and matrix working and continue to encourage the sharing of knowledge, skills and expertise to enable us to direct the best resources we have available to the task at hand. We believe this approach will engender mutual support, creativity and innovation in both teams and individuals. We will continue to embed organisational values designed to stimulate the innovative, flexible, responsive and forward looking approach necessary to be able to work effectively in the new learning and skills era.

## 2. People development

### 2.1 Development of the Human Resources strategy

We will develop our employees to ensure that they have the necessary skills and competences to implement our strategic and operational plans. We feel that it is vital that the Human Resources (HR) strategy should be in keeping with the ideal of lifelong learning. Directorate operational plans will be developed from the strategic plan and will further breakdown this plan to team and individual level. These will be discussed and reviewed through the competency based Performance Management System. Training and development needs will be analysed through this process. In this way, every person in the organisation will be able to relate their role and work-plan to the achievement of the aims and key priorities of the strategic plan.

As an outward looking organisation, we will actively encourage the secondment of our employees to partner organisations and welcome reciprocal arrangements in order to increase our pool of knowledge, skills and expertise.

### **3. Knowledge development**

#### **3.1 Research capacity**

LSCLE must gather credible and pertinent data and information to inform current and future strategic development in order to achieve our targets and the locally set impact measures contained in the strategic plan. This, in turn, will be supported by high quality research, data interpretation and policy analysis. We will seek to work closely with our strategic partners to ensure that our knowledge and understanding of the workings of the learning market and economy are robust.

LSCLE aims to create an intelligent organisation possessing a knowledge and understanding of the local and regional economy and of the characteristics, needs and aspirations of people living and working in the London East area. We aim to build closer links with employers and develop a thorough understanding of the current and projected future skills requirements. We must build upon our understanding of learning provision in order to influence its development and improve the quality of learning delivered to people in London East.

### **4. Communications development**

#### **4.1 Internal communications**

An internal group has been set up with a remit of reviewing existing communication structures and their effectiveness, and proposing improvements across the organisation. Communicating and sharing knowledge, skills and expertise internally is identified as a priority and a programme of lunchtime briefings has been arranged to facilitate this.

### **5. Systems development**

#### **5.1 Risk analysis and control systems**

The management of risk is the management of the key potential threats to the LSC in the achievement of its core objectives both in terms of the local and national agenda. All directorates will complete a risk analysis to ensure the management process is comprehensive, systematic, consistent and demonstrable. Control systems are being developed and implemented from the risk analysis to minimise risk and ensure probity, such as monthly business plan reviews and monthly management accounts.

#### **5.2 Information systems**

We will train and develop our employees to maximise the effectiveness of IT resources available to us as an organisation. We will encourage smarter working through effective links between systems and facilitating development to meet our business needs in order to achieve overall quality improvement.

## Appendix A

### Learning and Skills Council, London East Council Members

Name	Position/Organisation
Ken Coello	Chair, Learning and Skills Council London East, Chief Executive Skillswork
Mary Conneely	Executive Director, Learning and Skills Council London East
Nicholas Wright	Director of Community Affairs, UBS Warburg
Cllr Gavin Moore	Deputy Mayor London Borough of Lewisham
Cllr Graham Lane	London Borough of Newham
Ted Parker	Principal, Barking College
John Stent	Managing Director, Stansted Airport
Jobeda Ali	Mentoring Programme Manager, Tower Hamlets College
Elizabeth Balgobin	Director, Hackney Training and Employment Network
Patrick Passley	Lecturer in Law at Barnet College
Sharon Collins	Director of Employment, Learning and Skills, Royal National Institute for Deaf People
Mohamed Omer	Director, Holt Whitney & Co Ltd.
Jan Tallis	Chief Executive, Tools for Schools
Raymond Spooner	Managing Director, Carmelcrest
Kumar Murshid	London Development Agency
John Lloyd	National Education and Development Officer, Amalgamated Engineering and Electrical Union

As of April 2002

## **Appendix B**

### **Health and Safety**

LSCLE fully recognises its responsibilities with regard to Health and Safety – both internally as an organisation and externally with our providers. We seek to influence and promote health and safety good practice across all LSCLE activities – as defined by LSC National Office.

The primary responsibility and accountability for Health and Safety will lie with our providers. We will ensure that providers have a planned approach to Health and Safety and can demonstrate this through a commitment to continuous improvement and its inclusion in self-assessment and development plans.

We will act as a support mechanism, becoming a catalyst for change and continual improvement through the sharing of good practice and dissemination of information throughout the provider network.

## **Appendix C**

### **Evaluation**

The LSCLE Strategic Plan outlines our key strategic priorities and aims to 2005. These priorities will be operationalised in our annual published Business Plan. We intend to develop an ongoing system of evaluation against the Strategic Plan to assist us with future strategic planning and resource implications. This information will also prove invaluable to our providers in terms of quality improvement and value added.

The operational/business plan will contain more detail of the activities underpinning each strategic objective with performance indicators for each. This will form the basis of our evaluative process. These activities will have an indirect/direct positive effect on LSCLE performance against target. The plan's evaluation will consider its relevance, efficiency, effectiveness and impact. This will occur at quarterly intervals.

The more detailed elements of the Strategic Plan's evaluation process will be developed in co-operation with our key partners. We will ensure that appropriate feedback is used to inform strategic planning, resource management and quality improvement.

## **Appendix D**

### **Summary of the Consultation Process**

In constructing our Strategic Plan, LSCLE has sought to consult widely with partners and stakeholders in the London East area. Partners and stakeholders consulted on this plan include:

- Local authorities;
- Partners in Learning, Cross River and East Thames Learning Partnerships;
- Thames Gateway Partnership;
- Employment Service;
- London Development Agency;
- London East Connexions Partnership;
- Learning institutions (schools, 6th form colleges, FE colleges, HE, adult education institutions, workbased learning providers);
- Community and voluntary organisations;
- Chambers of Commerce and employer representative groups;
- National Training Organisations;
- A selection of employers;
- Other local Learning and Skills Councils in London and adjoining counties.

The consultation process was both interesting and informative. Many of the views expressed are reflected in this plan.

## **Appendix E**

### **Glossary of Terms**

ACL	Adult and Community Learning
ACLF	Adult and Community Learning Fund
ALI	Adult Learning Inspectorate
BL4L	Business Link for London
CoVE	Centre of Vocational Excellence
CLF	Community Learning Fund
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
EBP	Education Business Partnership
EMA	Educational Maintenance Allowance
EAZ	Employment Action Zone
ES	Employment Service
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
EYDCP	Early Years Development Childcare Partnership
FE	Further Education
GCSE	General Certificate of Secondary Education
GDP	Gross Domestic Product
HAZ	Health Action Zone
HE	Higher Education
HEI	Higher Education Institution
IAG	Information, Advice and Guidance
ICT	Information and Communication Technology

LiP	Investor in People
LSC	Learning and Skills Council
LSCLE	Learning and Skills Council, London East
LA	Local Authority
LDA	London Development Agency
LEA	Local Education Authority
LIF	Local Initiative Fund
LLP	Local Learning Partnership
LSP	Local Strategic Partnership
NTO	National Training Organisation
NRP	Neighbourhood Renewal Fund
NRS	Neighbourhood Renewal Strategy
NVQ	National Vocational Qualification
OfSTED	Office for Standards in Education
SBS	Small Business Service
SIC	Standard Industrial Classification
SMEs	Small and Medium Sized Enterprises
SRB	Single Regeneration Budget
SSC	Sector Skills Council
TGLP	Thames Gateway London Partnership
TUC	Trade Union Congress
Ufi	University for Industry
ULR	Union Learning Representative
VfM	Value for Money
WBL	Work Based Learning

## **Appendix F**

### **List of Diagrams**

1. SME Workforce in the LSCL area by Size-band and Sector, 1999 -page 6
2. Current participation in learning and qualification attainment for 16 to 19 year olds in London East, 2001 - page 14
3. Numbers of young people engaged in WBL in LSCL 2001-2002 - page 15
4. Current participation in learning and qualification attainment for adults (20 yrs+) in London East, 2001 - page 21
5. Students with Basic Skills attainments in the London East area in 1999-2000 by age and gender - page 22
6. Sectoral and occupational skills lacking in LSCL local economy - page 26
7. Match between local accredited/vocational provision and future employment demand - page 27
8. Students with Basic Skills attainments in the London East area in 1999-2000 by course - page 35