

# **ANNUAL PLAN 2003 – 04**

**LEARNING AND SKILLS COUNCIL  
LONDON CENTRAL**

## CONTENTS

Executive Director's Introduction	1
Executive Summary	3
1. The Policy Context	8
2. The Skills Picture	12
3. Key Achievements	18
4. Progress in Meeting Targets	32
5. Partnership Work and the Regional Agenda	34
6. The Plan for 2003 – 2004	39
➤ Priorities for 2003-04	39
➤ Programme of action by Strategic Objective	
• Raising participation and achievement by young people	41
• Increasing demand for learning by adults	50
• Raising skills levels for a competitive economy	58
• Improving the quality of education and training delivery	65
• Raising levels of achievement through the celebration of diversity and promotion of equality of opportunity	73
• Improving internal effectiveness and efficiency	79
7. Resource Allocation	83
Annex: Summary of activity	85
Glossary	88

## **INTRODUCTION BY JACQUI HENDERSON**

The coming year promises to be extremely demanding as we meet the challenges presented to us by government. The Learning and Skills Council (LSC) is tasked with transforming the performance of the learning and skills sector to make it more responsive to the needs of learners, employers and communities. The Department for Education and Skills (DfES) has set a number of key priorities for the Learning and Skills Council in the coming year. This is to be achieved by the setting of “clear priorities, stretching targets and a clear focus on outputs”.

LSC London Central (LSCLC) will be working to produce substantial improvements in the quality of the sector and to increase participation, attainment and skills acquisition. In particular, we expect to see the level of participation of 16 – 18 year olds continuing its upward trend of the last 2 years.

This Annual Plan describes the work that we will be undertaking during 2003 - 04 and how we expect our providers to respond to this demanding agenda. This document details our priorities and the changes that are planned for the coming year. The period of this Plan covers the final phase in achieving the targets we set in our original local Strategic Plan. To achieve these targets, we need to see a substantial increase in the level of participation and outcomes. This Plan details how we expect the learning that we fund to achieve outputs which will help to meet these targets.

In the coming year, significant additional financial resources are being provided. At a national level, the LSC will have a budget of over £8 billion in 2003 - 04 which is a real-terms increase of 5% over the 2002 - 03 figure. It is expected that this will lead to a substantial increase in the number of people engaged in learning in the sector as well as in funding in real terms for further education.

The LSC has been given firm budgets for the next 3 years. This means that we can begin to plan over this longer time period. We will be looking to pass on these increased budget flexibilities to our learning providers.

An important challenge is to increase the involvement of employers in the delivery of learning and skills. We have made a good start with our sector strategies, the establishment of a Business Alumni of major employers and the improvement of links between colleges and employers. In the coming year, we are intending to involve more employers in Work Based Learning for young people, in the development of the skills of their workforce and in effective partnerships with learning providers.

We have developed valuable working relationships with our key partners. We intend to build on these in the coming year and expect to see significant benefits arising from our combined activities. We have been actively involved, together with the other London LSCs, with the setting up of the London Skills Commission. We will play a leading role in the activities of the London Skills

Commission and in the delivery of London's Framework for Regional Employment and Skills Action (FRESA).

We are grateful to the partners and stakeholders that contributed their time and comments during the consultation on this plan in February 2002. Wherever possible we have sought to reflect their views and will continue to seek their collaboration during the year as we deliver the LSCLC Annual Plan 2003-04.

We hope that this Annual Plan explains clearly our ambitious programme and conveys the exciting and substantial changes we are expecting to facilitate over the next twelve months.

We very much look forward to our Local Council working closely with staff and partners to achieve our collective vision.

Jacqui Henderson CBE, Executive Director  
March 2003

## EXECUTIVE SUMMARY

### CLEAR PRIORITIES AND STRETCHING TARGETS

The coming year promises to be extremely demanding as we meet the challenges presented to us by government.

The Learning and Skills Council (LSC) have a number of key priorities for the coming year:

- To ensure the sector develops the capability to play a full part in the delivery of a more coherent phase of learning for 14 – 19 year olds
- To drive forward the implementation of *Success for All* – the strategy for driving up standards in further education and training
- To engage with employers working in partnership with Sector Skills Councils and Regional Development Agencies
- To understand learners' views by continually strengthening and reviewing the systems for listening to learners.

To achieve our targets, we need to see a substantial increase in the level of participation and outcomes in central London. Increased participation in learning by 16 to 18 year olds and enhanced engagement with employers are the two key priorities. The availability of highly motivated skilled employees both within London and from other parts of the UK and overseas is a positive advantage. However, it impacts on the employment opportunities for young local unskilled residents. The Annual Plan 2003-04 details how we expect the learning that we fund to achieve the outcomes which will meet our targets.

We have been allocated fixed budgets over the next 3 years and we will pass on these budget flexibilities to our learning providers to allow longer term strategic planning to take place.

We will implement the *Success for All* priorities including planning and leading the **Strategic Area Review** in central London which is planned to be completed by 2005. We will involve our partners and stakeholders throughout this process, ensuring that we are all clear about the contribution we need to make to meet *Success for All's* objectives.

### LSC LONDON CENTRAL'S PRIORITIES FOR 2003 - 04

The Plan sets out a substantial and detailed programme of action for the next twelve months in relation to the 6 strategic objectives which were identified in our Local Strategic Plan 2002-05. Linked to these, we have agreed with LSC National Office the following targets:

## LSC London Central Targets

Indicator	Additional number required over 4 year period to 2004
<b>16-18 participation</b>	4,856
<b>Level 2 achievement by age 19</b>	1,273
<b>Level 3 achievement by age 19</b>	1,037
<b>Adults at Level 3</b>	76,447
<b>Adults acquiring basic skills qualifications</b>	32748 (Cumulative)

To achieve the targets, we have drawn up a set of impact measures for each strategic objective. The measures are grouped in key themes which are defined according to their relevant Objective and will make a real difference to the participation and achievement of young people and adults.

**Objective 1: To raise participation and achievement by young people**

- 1.1 increase the participation of 16-18 year-olds in education and training
- 1.2 raise levels of retention and achievement for young people
- 1.3 increase the number of young people progressing into higher education

**Objective 2: To increase demand for learning by adults**

- 2.1 stimulate demand and participation in learning by adults
- 2.2 reduce the number of adults with basic skills and/or ESOL needs
- 2.3 raise levels of retention and achievement for adults

**Objective 3: To raise skills levels for a competitive economy**

- 3.1 stimulate employer demand for workforce development
- 3.2 build capacity and relevance of workforce development provision
- 3.3 contribute to a framework of better skills

**Objective 4: To improve the quality of education and training delivery**

- 4.1 meeting learner, employer and community needs
- 4.2 increase learner success rates
- 4.3 improve provider performance
- 4.4 encourage learning in a safe and supportive environment

**Objective 5: To raise levels of achievement through the celebration of diversity and promotion of equality of opportunity**

- 5.1 increase participation of groups previously under-represented on learning provision, particularly on higher levels of study
- 5.2 improve retention and achievement rates for groups with below average outcome levels
- 5.3 meet the needs of learners with learning difficulties and/or disabilities
- 5.4 promote equalities and diversity in employment

**Objective 6: To improve internal effectiveness and efficiency to ensure all objectives are met**

- 6.1 continue to make efficient and proper use of resources
- 6.2 lead by example

**For 2003-04, LSC London Central's key priorities will be:**

- Improved participation, retention and achievement rates amongst 16, 17 and 18 year olds
- Increased uptake for Work Based Learning programmes by young people and employers
- Increased progression to Higher Education
- Additional achievement of basic skills qualifications
- Increased take-up of learning opportunities leading to an increase in the number of adults with level 3 qualifications

To achieve these priorities, we must also make significant progress on three underlying objectives:

- To improve the quality and relevance of provision. A major element will be the outcomes from undertaking the Strategic Area Review
- To increase employer engagement with learning and learning providers. The development of employer links with Work Based Learning providers and with Centres of Vocational Excellence will be given particular emphasis
- To improve parity of outcome amongst different groups of learners.

## **RESOURCE ALLOCATION**

LSC London Central will be responsible in 2003 - 04 for the local management of budgets totalling £278 million, excluding ESF.

Most of the budget is distributed to local learning providers, subject to nationally agreed funding formulas. Further Education and Work Based Learning will both benefit from 7% budget increases compared to 2002 - 03.

In addition to its mainstream budgets, LSC London Central will have available a total of approximately £28 million through the Local Investment and Development Fund (LIDF), European Social Funding (ESF) and FOCUS Legacy monies. This is discretionary funding aimed at achieving the Council's key priorities and objectives and allows some flexibility in the way that it is spent.

## **THE SKILLS PICTURE IN CENTRAL LONDON**

The priorities of LSC London Central are driven by our Strategic Objectives and by our analysis of the key issues impacting on the central London economy and labour market.

The Annual Plan illustrates the challenge posed by the high-level skill needs of a world-class capital city where the participation and achievement rates of its young people are comparatively modest and, in some areas, a serious cause for concern; increasing the participation in learning by 16 -18 year olds

and implementing the improved standards drive initiated by *Success for All* being major priorities. Analysis also points to the need to continue to increase the levels of basic skills of the adult population. This drives the imperative for a concerted programme of action.

The growing population of central London and its changing ethnic profile, require a shared commitment to good strategic planning and funding to match the needs of the local economy for the next five years and beyond.

## **PARTNERSHIP WORK**

Working in partnership is critical to the successful development and delivery of our Local Plan. We have already established sound effective strategic alliances and LSC London Central will continue to develop our collaborative relationships with key agencies at national, regional and sub-regional levels. Highlights of collaborative work this year will include our continued work with the London Skills Commission in the implementation of London's Framework for Regional Employment and Skills Action (FRESA) and the finalisation of our local Equality and Diversity strategy, developed with significant input from key partners and stakeholders. We also look forward to a working with the Department for Education and Skills on the London Challenge to reform London's secondary schools, particularly as it relates to our 14-19 agenda.

Other key partners will include sector specialists, so that our planning and funding complements and supports national and regional policy frameworks whilst remaining responsive to local needs. We will continue to communicate the need for collaborative action especially involving employer engagement. The Annual Plan outlines how we are working with a wide range of public, private and voluntary sector partners to meet our objectives.

## **POSITIVE PROGRESS IN MEETING TARGETS FOR 2002-04**

After two years of operation, there is clear evidence that the significant public investment in learning and skills is producing results. During this period, LSC London Central and its partners have delivered:

- a two year growth in 16 -18 participation equivalent to 47% of the target for 2004 against a targeted percentage of 50%. In the year before the LSC was established (2000-01), 16% of the target was achieved. This increased to 31% of the target in 2001-02 – the first year of the LSC.
- level 2 achievement meeting 46% of the targeted growth in the first year, against an expected figure of 25%, whilst Level 3 achievement was 23%.
- the number of adults at Level 3 growing by 41,390 equivalent to 54% of the target in the first year against a targeted figure of 25%.

- the number of basic skills qualifications achieved in the first 2 years reaching 16,730 which is 51% of the target against a targeted figure of 50%.

The Annual Plan includes a substantial roll-call of key achievements to illustrate the progress being made. This includes:

- The number of 16 – 18 year olds entering FE is expected to significantly exceed the 3.8% target increase for the 2 year period up to end 2002-03
- 11 innovative projects have been introduced to improve retention and achievement in Modern Apprenticeships
- All 7 boroughs now have 14-19 Action Plans in place
- 47,500 adults are expected to participate in Adult and Community Learning in 2002-03, a 12% increase based on a 5% increase in funding
- **FE colleges are supporting 26,000 basic skills learners in 2002-03, a significant increase since 2000**
- **Discretionary funding projects in 2003/03 are expected to support over 35,000 individuals and to lead learners to gain nearly 11,000 additional qualifications or credits towards qualifications**
- A new sector-based approach to workforce development is starting to yield significant results, such as 380 first-time Investor in People recognitions in the last twelve months
- Projects have been established to target over 10,000 learners in BME businesses
- 4 Centres of Vocational Excellence have been established with 3 more to be recognised shortly
- LSC London Central was one of the first local LSCs to achieve the Positive about Disabled People Award.

This presents an encouraging picture from which we can move forward in confidence to tackle the challenging year ahead.

## 1. THE POLICY CONTEXT

Rapid changes are taking place in the policy environment relating to post-16 learning and skills. In the last few months, the following documents have been produced by the Department for Education and Skills (DfES) and by the LSC.

- The Grant Letter from Secretary of State to the Learning and Skills Council for 2003-04
- Success for All: Reforming Further Education and Training (DfES)
- 14-19: *Excellence and Opportunity* (DfES)
- The Learning and Skills Council Corporate Plan to 2005, *Championing the Power of Learning*
- *Trust in the Future*: Report of the Bureaucracy Task Force
- *Trust in FE: Working in Partnership* (LSC)

LSC London Central will ensure that our priorities and activities respond to these national policy drivers and that implementation is shaped by the learning and skills needs of our local area.

### THE GRANT LETTER

The 2003-04 Grant Letter recognises the LSC's central role in transforming the performance of the learning and skills sector and outlines expectations that we match the substantial increase in LSC resources with a clear focus on outputs.

The DfES priorities are set out in the letter. They are:

#### Key Priorities (Grant Letter 2003-04)

- Ensure the sector develops the capability to play a full part in the delivery of a more coherent phase of learning for 14-19 year olds.
- Drive forward the implementation of *Success for All* – the strategy for driving up standards in further education and training.
- Engage with Employers nationally, regionally and locally, working in partnership with Sector Skills Councils and Regional Development Agencies (RDAs).
- Understand learners' views by continually strengthening and reviewing the systems for listening to learners and feeding results into organising provision.

### SUCCESS FOR ALL

*Success for All* is the Government's vision for reforming all further education and training. The LSC has a core role in implementing the strategy so as to drive up standards in the sector and deliver high-quality and responsive post-16 provision. Meeting the learning needs of individuals, employers and communities is imperative.

In 2003, the LSC London Central will begin implementation of *Success for All*. Our work will include:

- Planning and leading the **Strategic Area Review** of further education and training provision in central London. We will involve our partners and stakeholders throughout this process, ensuring that we are all clear about the contribution we need to make to meet *Success for All's* objectives. The reviews are to be completed by 2005.
- Improving the **quality** of our provider-base through implementing the new performance management system outlined in *Success for All*. Three-year funding plans will be agreed with providers based on annual assumptions about learner volumes; floor targets will be agreed with providers, setting clear expectations about minimum acceptable performance levels; and three-year Development Plans will be agreed with FE colleges, incorporating the floor targets and improvement targets linked to extra funding.

The new performance management system will complement our continuing implementation of the national performance review framework. Our focus on the support of under-performing providers, better use of benchmarking information, promoting shared best practice and increasing our support for staff development will continue.

- Engaging **employers** is an underlying objective of our annual plan and is a vital element of the successful implementation of *Success for All*. The responsiveness of our providers to employers will be improved through specific action such as the agreement of Development Plans that contain an employer engagement target. Locally, the LSCLC also plans to set up a major, innovative and collaborative project, "Action Plus" to target employers and support relationships between them and providers. In addition our Workforce Development team will implement the new *Workforce Development Strategy* to raise employer demand for skill development amongst adults at work. A further local focus is to increase employer engagement with the Modern Apprenticeship programme by piloting initiatives with WBL providers and identifying potential 'employer broker' organisations.
- Encouraging **progression to HE** through partnerships with our local colleges, universities, schools and the HEFCE. Our work will be driven by our involvement in the Partnerships for Progression programme and a concentration on improving progression from Level 3 through motivation initiatives and the promotion of different progression routes.
- Promoting of the expansion of **e-learning** and developing initiatives to increase access and participation in learning. Along with the Report of the Distributed and Electronic Learning Group, *Success for All* emphasises the need to increase the use of e-learning to widen post-16 participation and improve learner retention and achievement. We will map the current level of e-learning use in central London and promote its expansion through initiatives that capitalise on the link between ICT use and basic skills needs identification. This will aim to promote the potential to better engage employers and widen the use of

effective e-learning materials developed by providers and/or private suppliers in central London.

## **14-19: EXCELLENCE AND OPPORTUNITY**

The need to develop a coherent, flexible and high-quality stage of 14-19 learning is addressed by *14-19: Excellence and Opportunity*. There are three areas outlined for major reform. They are:

- provide a much stronger vocational offer
- allow for more manageable assessment, which recognises all of the young person's achievements
- broaden choice and stretch students, with a unified framework of qualifications.

The LSC is required to reflect these changes through our funding arrangements and the initiatives with colleges and schools. We have a significant implementation role via the 14-19 Action Plans in our local area and the promotion of partnership and innovative projects between schools, colleges and business. We are also developing close links with the London Challenge team to ensure that the 14-19 system reflects the needs of central London's local labour market and education and learning needs. The work of the 14-19 fora in Southwark and Westminster are already piloting new approaches to collaboration as outlined by Professor Tim Brighouse in his vision for London Schools. The Strategic Area Reviews of post 16 provision will make significant contribution to the planning and implementation of these reforms.

## **LSC CORPORATE PLAN**

The recently released LSC Corporate Plan for England summarises the six strategic levers to raise participation and achievement through high-quality education and training. The levers reflect the policy directions set by the Grant Letter, *Success for All, 14-19: Excellence and Opportunity* and *Trust in the Future*. Locally we have used the levers as a guide for setting our work priorities. The levers are:

- Changing learning cultures
- Engaging employers
- Improving quality
- Reshaping local provision
- Funding learning
- Excellent management of the LSC.

## **TRUST IN THE FUTURE AND TRUST IN FE: *WORKING IN PARTNERSHIP***

*Trust in the Future*, the report of the Bureaucracy Task Force provided recommendations to cut through bureaucracy existing in the planning, funding and delivery of further education and training. It recommended an overhaul of

the way the LSC works with its partners to promote a lasting reduction in regulatory and administrative burdens. Recommendations focus on reviewing the funding methodology and its accompanying tracking and audit processes. *Trust in FE: Working in Partnership* outlined the LSC's response and highlights the need for the LSC to broker a new way of working with FE colleges. This promotes a relationship based on trust, shared accountability and openness and transparency. Colleges educate 69% of the learners the LSC funds. It outlines a new partnership framework, which both the LSC and the colleges will commit to. The framework includes measures to cut the red tape and promote a joint-strategic relationship – such as implementing the planning-led approach described in *Success for All* and the further simplification of funding methodologies.

LSC London Central is seeking to build on the excellent working relationship which we have already established with the FE sector through developing open and transparent, collaborative dialogue and a strategic alliance approach. Our activities and the *way we work* in 2003 will be strongly influenced by all of these policies.

## 2. THE SKILLS PICTURE

The priorities of the LSC London Central are driven by our Strategic Objectives<sup>1</sup> and by our assessment of the key issues impacting on the central London economy and labour market. This summary of the skills picture highlights key themes which are influencing the development of our work programme<sup>2</sup>. This analysis complements that set out in London's Framework for Regional Employment and Skills Action (FRESA).

The analysis covers issues under each of our first 3 Strategic Objectives.

1. Raising participation and achievement for young people
2. Increasing demand for learning by adults
3. Raising skill levels for a competitive economy

Issues arising from our remaining 3 objectives are integrated into the analysis.

4. Improving the quality of education and training delivery
5. Raising levels of achievement through the celebration of diversity and promotion of equality of opportunity
6. Improving internal effectiveness and efficiency

After each bullet point, there is a reference to the theme in Section 6 of this document which outlines the response we are making to the particular issue.

### 1. Raising participation and achievement for young people

#### ➤ Increasing participation remains a priority (Theme 1.1)

Participation rates for those aged 16 remain low. At the start of 2001-02, there were almost 9,000 central London residents in education and training (excluding independent schools) but about 20% are still not in any form of education or training. However, recent data for 2001-02 shows that participation levels for 16 – 18 year olds in the LSC London Central area have increased and that if this rate of increase can be maintained, we will meet our target.

Particularly concerning is the high drop-out rate for those who do continue in school or college at age 16. Whilst 80% of 16 year olds are in education or training, by age 17 this has dropped to 69%. Within state-maintained schools, there is a 33% fall in numbers between school years 12 and 13.

The total number of future participants is likely to increase significantly. Forecasts produced by the GLA, estimate that the number of 16 – 18 year olds will increase by 14% over the next decade.

<sup>1</sup> Learning and Skills Council London Central *Local Strategic Plan 2002-05*

<sup>2</sup> More detailed information can be obtained from the full LSC London Central Skills Needs Assessment

➤ **The credibility of the Work Based Learning route needs boosting (Theme 1.1)**

Relatively few young people take up the Work Based Learning (WBL) route, which is typically in the form of a Modern Apprenticeship. Only 4% of 16 year olds are on a WBL programme.

Those on the programme are concentrated in particular occupational sectors – 18% in business administration and 16% in retailing and customer services.

➤ **Travel to study and allocation patterns are complex (Theme 4.1)**

A substantial level of travel to study takes place in London. In a number of central London boroughs, less than half of school pupils aged 14 – 19 attend a school in their home borough. A further complication in London Central is the significant number of independent school places. 19% of the 16 year olds in education and training are studying at an independent school. This makes planning and joint working for improved provision that much harder and will have a substantial bearing on the forthcoming Strategic Area Review.

➤ **A priority is to raise the qualification profile of young people (Theme 1.2)**

GCSE results have improved in recent years. The percentage in state-maintained schools in the LSC London Central area obtaining 5+ grades A\* - C (equivalent to a level 2 qualification) has risen from 35% in 1999 to 42% in 2002. However, this is still well below the England average of 52%. In Islington and Southwark only 33% and 36% respectively achieve this standard.

As a result, a large number of young people are still studying at low levels. 18% of those aged 16 – 18 who are studying at Further Education institutions are enrolled on a course at entry level of level 1.

Achievement rates have continued to improve. However, the latest figures show that they remain lower than the national average.

➤ **Relevant progression routes need to be promoted (Theme 1.3)**

The number of LSC London Central resident 19 year olds participating in Higher Education is increasing. Between 1998-99 and 2001-02, the figure increased by 1,026 (18%) as compared to a national increase of 4%.

Recent pilot destinations work, undertaken in the LSC London Central area with FE students, shows that progression routes are not necessarily linear. In one pilot, of those progressing to another course of study, only 50% were pursuing a course in the same programme area.

## **2. Increasing demand for learning by adults**

### **➤ A growing and changing population (Theme 2.1)**

The 2001 Census shows that the population of the London Central area is now 1,485,000. Compared with 1991, this represents a 9% increase. The ethnic profile of the population has changed. Black and minority ethnic groups will form the majority of the population in a number of inner London boroughs in the coming decade.

Central London attracts a substantial number of refugees and asylum seekers. In August 2002, there were 12,732 asylum seekers in the London Central area which represents 26% of the London total.

### **➤ Learning needs to be tailored to the requirements of particular groups (Theme 2.1)**

A range of groups have been identified, which have a particular relevance to the central London situation and where learning may need to be tailored to their needs. These include:

- People leaving care
- Refugees and asylum seekers
- Those in prison and ex-offenders with basic skills needs
- Homeless people and ex-rough sleepers
- People with drug and alcohol misuse problems
- Mental health sufferers

Targeted activity with organisations that work with these groups will improve the level of knowledge of the extent and nature of the needs.

### **➤ Barriers to learning (Theme 2.1)**

Recent research by LSC London Central has identified a number of barriers to learning amongst those aged 19 – 30. They fall into two categories – practical and attitudinal. Practical barriers include cost, time, venue and childcare. Attitudinal barriers relate to negative experiences of school, apathy, lack of confidence, fear of stress/pressure and fear of returning to education after a long break.

### **➤ Strong requirement for ESOL provision (Theme 2.2)**

There has been a growing demand for English for Speakers of Other Languages (ESOL) provision reflecting the large number of refugees and asylum seekers in the London Central area. The number of enrolments on ESOL courses more than doubled between 1997-98 and 2000-01.

➤ **Lower growth in numeracy and literacy provision (Theme 2.2)**

The number accessing literacy courses increased by 33% between 1997-98 and 2000-01 whilst the increase in the number of enrolments on numeracy courses was only 2% during this period.

**3. Raising skill levels for a competitive economy**

➤ **Building on central London's sector strengths (Themes 3.1 & 3.2)**

The central London economy has 130,200 workplaces which employ 1,494,900 people. This is 37% of employment in the London region.

Our workforce development action plan prioritises 11 significant sectors. Each plays an important role in the central London economy.

Business and professional services has, by far, the greatest proportion of workplaces in central London (41%), offering a variety of specialist services that underpin many of London's key international and headquarter business functions - including legal, accountancy, research and development, management consultancy, personnel and recruitment, advertising, marketing and PR, fashion design, real estate and renting and computer hardware, software and support. With 442,600 employees, the sector accounts for the lion's share of employment - 30% of the total workforce in the LSC London Central area and 11% of all London's jobs. This sector has seen substantial growth over the last decade.

The hospitality sector (comprising hotels and catering) consists of 9,100 workplaces and employs 130,500 staff in the London Central area. This makes up 9% of total employment in the area. Between 1995 and 1999, employment in this sector grew by 19%.

Retail and wholesale distribution with 17% of workplaces, has 194,800 employees accounting for 13% of the workforce.

A fourth key sector - 'other' services - comprises a diverse array of organisations including employer and professional representative bodies, providers of personal services such as hair and beauty treatments and health clubs. This sector also covers the broad range of creative, cultural and sporting activities which imbue central London with much of its distinctive character: motion picture, television and radio production; live theatre; museums, libraries and archives; zoos and botanical gardens and casinos. Workplaces in this sector account for 15% of all workplaces and 134,300 jobs (9% of the London Central area total).

Health and Social Work employ 117,200 people (8% of the total) whilst Education has 82,000 employees (5% of all jobs).

Other sectors which are also important in respect of their role in the central or Greater London context include construction, manufacturing, public administration and the voluntary sector. In construction, for example, we are seeing major school and hospital building programmes and large infrastructure projects, such as the Channel Tunnel Rail-link, stimulate a demand for skilled employment in the sector.

➤ **Providing a qualified workforce to meet employer needs (Theme 3.3)**

The central London workforce is the most highly qualified in the country. One in two has a qualification equivalent to NVQ level 4 or 5.

Some sectors in central London recruit almost totally from the graduate pool. Whilst there is still a strong demand to recruit at level 3, the Pan-London Employers' Survey indicates that there are fewer career opportunities for those entering at level 2 and below.

➤ **Additional vocational provision will address employers' skills problems (Themes 3.2 & 3.3)**

Various occupations continue to feature in lists of hard-to-fill vacancies in Greater London. Not all hard-to-fill vacancies are due to skills shortages as some are related to the terms and conditions of the jobs but they highlight occupations where there is an in-balance in the labour market situation.

The following table is based on surveys undertaken in 2000. It details hard-to-fill vacancies as identified by employers across Greater London and recruitment agencies operating in the central London area.

**Hard-to-fill vacancies**

<i>Employers</i>	<ul style="list-style-type: none"> <li>• <i>Science and technology professional and associate professionals (includes IT professionals and IT service delivery occupations)</i></li> <li>• <i>Health professionals and associate professionals</i></li> <li>• <i>Caring personal service occupations</i></li> <li>• <i>Teaching and research professionals</i></li> <li>• <i>Secretarial and related occupations</i></li> </ul>
<i>Recruitment agencies</i>	<ul style="list-style-type: none"> <li>• <i>Marketing and sales managers</i></li> <li>• <i>Scientific technicians</i></li> <li>• <i>Secretaries and personal assistants</i></li> <li>• <i>Chefs</i></li> </ul>

Sources: Pan-London Survey 2000; Central London Jobs and Skills May 2000

➤ **Encouraging employers to recruit and train young people (Theme 3.3)**

The central London economy is distinctive not only in its sector profile but also because of its access to labour from in-commuting and in-migration. As a

result, many employers do not see the necessity to recruit and train young people.

The 2002 London Employers' Survey has shown that only 9% of London's employers had recruited a 16-18 year old in the previous year. This rises to 15% in the retail sector and to 10% in construction. 16% of London's employers do not employ 16-18 year olds at all.

Very few employers are involved with the Modern Apprenticeship programme. Less than 2% of London's employers have staff aged 16 – 24 on a Modern Apprenticeship programme. Sectors with above average rates are construction (7.2%), education (3.8%), health and social work (3.2%) and retail and wholesale (2.5%). Involvement with the Modern Apprenticeship programme is even lower in central London where only 0.8% of employers have staff on the programme.

In addition, a research report commissioned by LSC London Central<sup>3</sup> highlighted the issues deterring employers from recruiting and training young people. These included skill/experience deficiencies; health and safety and legal issues; immaturity of young people; inexperience of working life and work disciplines.

➤ **Supporting training and development in small firms (Theme 3.1)**

The 2002 London Employer Survey found that in companies employing 1 – 10 staff, 37% had not undertaken any training or development activities with their staff in the previous year. Sectors with particularly poor overall propensities to train are transport, manufacturing, retail, construction and other services.

➤ **Employers to be encouraged to support the basic skills needs of their employees (Theme 3.3)**

Very few employers identified that their staff had substantial basic skills needs. However, 13% of employers had provided basic skills training to some of their staff in the year. This was significantly higher in the health and social work, education and public administration sectors. At least two major Whitehall departments are now working with LSC London Central to improve the basic skills of some grades of staff.

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<sup>3</sup> Employers' Recruitment and Training of Young People, IER 2002

### **3. KEY ACHIEVEMENTS**

During the last year, the LSC London Central embarked on a major programme of activity. We now have greatly improved planning systems which are informing our allocation of mainstream and discretionary funding resources. As a result, our providers are clearer about our priorities and are better able to contribute to the delivery of outcomes to meet our targets. We have worked closely with our FE colleges and Work Based Learning (WBL) providers and are developing new arrangements with schools and LEAs. We have strengthened our cross departmental group to develop a cohesive WBL strategy in response to the Cassel's report on Modern Apprenticeships and produce a more effective model for WBL delivery. A positive working relationship has been developed with our key partners. Substantial benefits are now beginning to flow.

Set out below is a summary of the key achievements to date under each of our Strategic Objectives.

#### **Objective 1: To raise participation and achievement by young people**

##### Participation

- We have worked with our FE colleges to increase the number of 16 – 18 year old learners. The number increased by 1.6% between 2000-01 and 2001-02. Funding agreements for 2002-03 provide for a 3.8% increase in participation by young people from 2000-01. Initial indications are that actual numbers are significantly above target.
- Seven 14-16 Increased Flexibility Projects began in September 2002. The aim is to offer a broader choice of vocational programmes to school pupils at Key Stage 4, including the new Vocational GCSEs. The projects, run in each borough, involve FE colleges, schools and sometimes other providers. Each borough partnership devises its own curriculum offer and partnership arrangements. The funding agreements provide for some 400 places in 2002-03 and 2003-04. Demand has been strong, with 437 learners enrolled on the programme to date and we have provided further funding through LIF to support this encouraging demand.
- Our cross departmental Work Based Learning group has undertaken a major review of the programme with a view to developing a cohesive WBL strategy in response to the Cassel's report on Modern Apprenticeships and producing a more effective model for WBL delivery. We are running a pilot with a major local WBL provider to engage more employers in MAs. We also identified the critical role of the Modern Apprenticeship Agent model and are running a further pilot project to test out the 'employer broker' model. Progress has also been made through the 14-19 fora to better involve WBL providers in the development of the vocational curriculum offer which strengthens our position to increase participation and achievement rates.

- We achieved a smooth transition of funding for the seven central London LEAs and 36 schools with sixth forms to LSC London Central from April 2002. Since then, we have developed positive working relationships with schools and LEAs and have seen our links broaden beyond mainstream funding to take in joint working on area inspections and initiatives to increase level 2 and 3 achievement. Comparison of pupil numbers in September 2001 and 2002 shows that the number of sixth form pupils has risen by 4.4% (compared to 3.5% nationally) while recruitment to Year 12 has risen about 8%.
- We have supported our Education Business Links (EBL) consortia in expanding on their core activities, mainly focusing on pre-16 work experience, using discretionary funding to achieve this. We have agreed a ring-fenced ESF allocation of £400,000 to deliver 3 projects to compliment core EBL activities as well as additional ESF funding to deliver the ESIS (Economics of Staying on in School) project in partnership with Young Enterprise (YE). This project which was launched to great interest in January, aims to reach 6,750 learners aged 13-17 who are in danger of school exclusion.
- During the past year we have developed 14-19 Action Plans in response to area inspection in Camden and the Royal Borough of Kensington and Chelsea. We also revisited the action plan for Wandsworth which had been provisionally approved in January 2002. All three plans have now been approved by Ministers, without qualification. LSCLC now has 14-19 fora for each borough with accompanying Action Plans, strongly supporting the achievement of more cohesive delivery.
- Funds were awarded to the Southwark 14-19 Pathfinder Project – a sub-group of the Southwark 14-19 forum. The Pathfinder aims to offer more and better-signposted pathways for 14-19 learners in Southwark. A new learner-centred entitlement called 'The Southwark Guarantee' has already been developed and is underwritten by a network of local providers. The partnership includes local 11-19 schools, and is being extended to 11-16 schools. It aims to maximise the number of opportunities available to Southwark learners, and ensure these are clearly signposted, together with clear information about career opportunities.
- Our relationship with central London Connexions is strong. We have signed off the Service Level Agreement. The London Central/Connexions strategy group has been established and the LSCLC is a member of the Connexions Board. Prominent activities include the successful joint launch at the Sadler's Wells theatre of Central London Connexions and the Modern Apprenticeship workshop held with all central London Personal Advisors to help promote understanding and appreciation of the Modern Apprenticeship route.

- We have increased the awareness of young people of post 16 options. A theatre group, Impact has performed at 34 local schools. A Next Steps magazine has been produced promoting MAs, FE, Connexions and key skills and a Training Provider directory has been produced outlining all providers offering NVQ and Modern Apprenticeship training. This has been distributed to schools and colleges and via Connexion's Personal Advisors. We worked with the Government Office for London and other London LSCs to produce leaflets for young people explaining the new options in GCSEs in vocational subjects.
- A comprehensive marketing campaign was conducted in April 2002 to increase awareness of Modern Apprenticeships among young people. The campaign utilized a number of mediums, including text messages, CD Roms and bus advertising. The two stages of the campaign delivered approximately 2000 leads from interested young people.
- We sponsored the London Careers Fair in conjunction with the other London LSCs. The event attracted 9000 young people from local colleges and schools. There were 87 exhibits including information on Modern Apprenticeships from the LSCLC, stands from local colleges other providers and businesses including Simsbury's, McDonalds, London Underground, the Army, the Royal Air Force, the Royal Navy and the Royal Marines. Many stands were interactive, demonstrating bricklaying, catering, and reflexology among other skills.
- Together with the Learning and Skills Development Agency and the Citizenship Foundation, the LSCLC funded the second year of a two-year project in which groups of post 16 pupils developed their citizenship understanding.
- LIF/ESF projects funded in 2002-03 are expected to support over 8,000 beneficiaries under this objective. Some examples of successful projects supporting participation are:
  - *Pathways to employability – This project managed by Westminster LEA has obtained the agreement of all schools in the area to set aside a Friday within their respective timetables for pupils to attend vocational training with providers. 700 pupils are benefiting from this scheme.*
  - *Raising participation and achievement – This project targets 100 pupils on level 3 courses who have ESOL needs and are at risk of exclusion. They are attending extra classes on a Saturday provided by the Kings College Saturday School.*
  - *Camden WAC – This weekend arts and media college provides a programme of learning and literacy support to 25 young people straight from year 11 with few or no qualifications. Amongst the young people who enrolled in October 2002, only 2 out of 25 have not had 100% attendance.*

#### Retention and achievement

- We supported 25 projects in 2001-02 through the Level 2 Attainment Programme to improve learner retention and achievement rates. Over

2,700 students were assisted leading to an additional 280 level 2 achievements. Particular success came from those projects which have improved the support provision for young people, for example, through additional tutor and pastoral support and through advice, guidance and mentoring.

- Provisional figures for 2001-02 indicate an upward trend in achievement rates in FE colleges.
- The Modern Apprenticeship Implementation fund of £403,000 has been allocated to 11 projects targeting innovative ways to support strategies that improve retention and achievement, ensure the successful introduction of technical certificates and improve the provider infrastructure.
- The autumn performance review has been completed and key strategic interventions have been identified on a provider by provider basis to secure improvements in recruitment and participation, learner experience and achievement and the management of the WBL programme.

#### **Delivery: At a Glance**

##### *Key achievements in respect of young people included:*

- Number of 16 – 18 year olds entering FE is expected to significantly exceed the 3.8% target increase for the 2 year period up to end 2002-03
- Number of sixth form pupils has risen by 4.4% compared with national average of 3.5%
- 11 innovative projects have been introduced to improve retention and achievement in Modern Apprenticeships
- A strong partnership has been developed with Central London Connexions. A particular emphasis has been placed on improving Personal Advisor understanding of the Modern Apprenticeship route
- All 7 boroughs now have 14-19 Action Plans in place
- The number of students attaining Level 2 achievements has increased as a result of improved achievement rates in schools, FE Colleges and the support provided through the Level 2 Attainment programme.

#### **Objective 2: To increase demand for learning by adults**

##### Adult learning

- All Local Authorities are now fully involved with the LSC in working towards a 'plan-led' approach for Adult Community Learning (ACL) for

03-04 and beyond. We have set up a strategic forum for ACL which is now fully operational. The total number of ACL learners as forecast in the approved LA Adult Learning Plans for 2002-2003 is 47,500. This represents a 12% increase based on a 5% increase in funding.

- The number of adult learners in FE provision increased from 117,429 in 2000-01 to 126,671 in 2001-02. 130,000 accredited adult learners are funded in FE providers in 2002-03.
- In 2002-03 the LSC provided £8.4 million of Learner Support Funds in central London to support learners whose access to, or completion of education might be inhibited by financial considerations. The funds are provided for childcare support, in particular lone parents, and general access funds to support those where finance is a barrier to learning. In the coming year, the size of the Fund will increase to £9.3 million.
- The two central London University for Industry (Ufi) hubs grew in 2001-02 through LSC funding directed via FE colleges. For 2002-03, the hubs have been funded to provide e-learning to some 20,000 learners. The coming year will see them funded directly.
- LSC London Central has supported the Bite Size campaign, aimed at adult learners, and promoted 'Learn at Work' day. Popular courses included IT based learning, followed by language study.
- LIF/ESF projects supported in 2002-03 are expected to support over 7,000 beneficiaries under this objective. Examples of 3 innovative projects are described below:
  - *The Refugee Council is providing a range of ESOL, basic skills and ICT training for 75 refugees, asylum seekers and people from ethnic minorities who are either unemployed or in low skilled jobs. New learning materials, flexible course hours, community based activities and a focus on increasing access and widening participation.*
  - *The Baytree Centre Literacy Project is targeting 75 women from unemployed groups, refugee and asylum seekers in some of London's most deprived wards. Literacy and ESOL classes in conjunction with ICT, creche support, career and educational guidance, personal development and follow on support and monitoring are offered to learners.*
  - *The Credit Framework for Central London project aims to build a network of voluntary and community-based organisations and to enable more accredited basic skills, ESOL, and ICT to be delivered within community learning contexts to the common inspection framework standards. In 2002 24 third sector organisations were engaged. This year, 150 new learners will be involved in the programme delivery.*
- LSC London Central was allocated over £800,000 Neighbourhood Learning in Disadvantaged Communities (NLDC) funding. The NLDC funds have funded a wide range of project across the seven LSCLC boroughs, including; access to high quality e-learning; working with a range of hard to reach groups through local faith and community groups; developing relevant curriculum to attract excluded and

underrepresented groups into learning; and developing thriving, positive Community and Family Learning culture in local school and learning centres.

### Basic skills

- Basic skills learner numbers have risen significantly. For 2002-03, FE funding allocations will support some 26,000 basic skills learners. This is a substantial increase over the figure of 15,000 supported in 2000-01.
- We completed the Basic Skills Quality Initiative Review of our local basic skills providers and are now taking forward the review's recommendations to ensure a consistent, high quality level of basic skills service across central London.
- LIF projects in 2001-02 supported a range of basic skills programmes leading to over 100 additional learner achievements.
- The LIF projects have piloted a number of innovative approaches. The Central London Learning Partnership and Talent sub-group have led the Talent project. Building on £450,000 project funding in 2001-02 a further £800,000 of LIF and ESF funds have been allocated for this priority. The project is aimed at developing a training infrastructure focusing on quality improvement and increasing the number of trained and qualified Basic Skills teachers and trainers. The project involved a number of partners including London colleges, local authorities, other providers, including voluntary organisations, the LDA and the Basic Skills Agency. In 2002-03 we expect an additional 200 teachers and trainers to have completed the Basic Skills teacher/trainer training programme.
- We have actively worked with BECTU on their learning reps in the workplace programme to promote basic skills and ESOL to staff in central London theatres. This project has been so successful that it is now being replicated by BECTU across the regions. We have also worked with UNISON in partnership with the London NHS Workforce Confederation to implement a strategy for ESOL skills for immigrant nursing staff within central London NHS Trusts.
- The Faith in London project has integrated added value ESOL provision with the delivery of employability skills to better equip learners for the world of work in central London. The programme will continue until January 2004, supporting 175 trainees.
- We have developed the first Numeracy Professional Development Centre in central London which houses material for teachers and trainers. This is based in Southbank University and will be launched in by June 2003.

### **Delivery: At a Glance**

#### *Key achievements in respect of adults included:*

- 47,500 adults are expected to participate in Adult and Community Learning in 2002-03, a 12% increase based on a 5% increase in funding
- FE colleges are supporting 26,000 basic skills learners in 2002-03, a significant increase since 2000
- LIF funding has helped to secure additional participation and achievements on Basic Skills courses and has led to improvements in training infrastructure to increase the number of qualified Basic Skills teachers
- The growth of the two central London Ufi hubs has delivered capacity for 20,000 adults to participate in e-learning
- Supported 175 learners through integrated, value added provision delivered by Faith in London.

### **Objective 3: To raise skills levels for a competitive economy**

- We have developed a sector-based approach to workforce development activity for 11 sectors in the local economy, including the development of sector specific workforce development strategies.
- Two joint events have been held with Skillset and Skillsmart, two of the trailblazer Sector Skills Councils and representative employers.
- Particular achievements have included the LSCLC development of short Continuous Professional Development courses for staff in the creative sector in response to issues around length of study time for full qualifications.
- Other initiatives focused on signposting services for small and micro business and funding research into career progression routes from entry-level positions in the audio and visual sector.
- LSCLC's Workforce Development team has established a Business Alumni consisting of 24 member organisations representing all sectors within central London, actively endorsing the work of LSC London Central in the workforce development arena.
- We continue to support the pan-London TUC Learning Services Project to promote learning representatives within the workplace across central London. We supported the Association of University Teachers (AUT) in their successful application to the Union Learning Fund (ULF) for learning representatives in the workplace.
- We are project managing in excess of 40 European Social Fund (ESF) and Local Initiative Fund (LIF) workforce development projects to the

value of £6,621,229. This includes 5 different ESF management development programmes targeting 11,000 learners in black and minority ethnic (BME) businesses over the coming 24 months covering NVQs in customer service through to management development.

- We have supported 28 SME managers through the BL4L network to participate in accredited management development training.
- LSCLC continues to work with existing Investors in People clients to engage in wider workforce development activity. We introduced the liP Internal Review Model to 11 organisations. 247 first time recognitions were achieved by our team during 2001-02 and 131 were secured through our BL4L contract.
- The pan-London Housing Benefit Administration level 3 NVQ, which we are co-funding with LSC National Office, has brought together FE Colleges Business Development Managers in our area for the first time to develop a common product and price to deliver a new National Vocational Qualification in Housing Benefit Administration
- The Workforce Development Education team worked in partnership with Lambeth College, Local Government NTO and Lambeth Education Authority in the development of the new NVQ for Classroom Assistants. Candidates were drawn from over 24 Lambeth Schools with 28 attending a number of workshops providing underpinning knowledge in a variety of subjects which also included literacy and numeracy support. In September 2002, 20 candidates enrolled on the level 2 programme with a further 16 on the level 3 programme. This programme now features on the LGNTO web site and members of the team have contributed to seminars raising the profile of this new award.
- The SHINE programme for the career development of Black and Minority Ethnic Head Teachers has been established in conjunction with the London Leadership Centre. The aim of the course is to assist twenty four aspiring head teachers in developing their leadership skills and potential in a three day residential weekend, followed up by 1-2-1 support from head teachers from BME groups. SHINE is now going to be replicated in other London areas with the support of London North and London East LSCs.
- LSC London Central, in partnership with CITB and DTI, has supported the Language NTO pan-London survey project for the construction industry. The survey will identify contractors and employees perceived language skills (including ESOL) and intercultural competencies within the sector. A report will be presented to the CITB to include language and intercultural skill needs within the industry in London and an employer guide to good practice will also be produced.
- We are working with the Language NTO in launching their Language Strategy for London. The strategy includes workforce proposals which

will benefit London employers in a competitive environment where 1 in 5 companies are losing business because they need an international communication plan.

- LSC London Central has produced an on-line directory listing available training courses for the financial services sector in London
- We have engaged 200 market research interviewers in NVQ level 2 training, mainly women returners and part-time employees
- Materials have been produced, including a video and a CD Rom, to assist employers and increase their understanding of the workforce development agenda, including dissemination of the Basic Skills Toolkit for employers

#### **Delivery: At a Glance**

*Key achievements in respect of employers included:*

- A sector based approach to workforce development activity has been developed for 11 key sectors
- A Business Alumni has been established, comprising 24 member organisations representing all major sectors
- 5 new projects have been established to target over 10,000 learners in BME businesses
- Nearly 380 first-time Investor in People recognitions have been achieved
- Innovative projects are leading to the development of new NVQs for classroom assistants and housing benefit administration
- Successfully established the SHINE programme to assist 24 BME head teachers to develop leadership skills

#### **Objective 4 To improve the quality of education and training delivery**

- Four Centres of Vocational Excellence (CoVEs) have been established and a further three organisations are in the process of gaining recognition as CoVEs. The central London CoVEs are listed on page 68 of this Plan.
- We have worked with colleges to support improvements to the learning environment. Our investment in London Central includes £14 million of capital grant support to enable City and Islington College to complete a £50 million improvement of its facilities including a sixth form centre, a business, arts and technology centre and a lifelong learning centre.
- The grade profile for inspections of Work Based Learning providers in the LSC London Central area exceeds the national grade profile on all indicators and a strategy is in development to further strengthen the WBL provider base.

- Over £4 million has been allocated through the Local Strand of the Standards Fund to support improvements in retention and achievement, improving teaching and learning, improving skills in leadership and management and improving quality assurance systems and continuous improvement.
- The revised framework for Performance Review has been used to identify the key actions to be taken so that provision is supported to improved performance categories.
- Support provided by LSC London Central includes organising provider quality networks, training workshops for managers and staff, advice on preparing for inspection and post-inspection action planning and consultancy support covering areas including quality assurance systems, assessment & internal verification, on and off the job training, motivation, observation and key skills.
- We have produced a comprehensive CD for all providers that includes a range of quality improvement reports and documentation and guidance on the implementation of the Common Inspection Framework.
- A substantial programme of labour market and skills research and evaluation studies has been undertaken to assist the improvement in quality of service delivery. Ongoing analysis of provision in the area has identified the pattern of provision in the area and trends in participation and achievement rates. Publications produced during the year have included
  - Employers' recruitment and training of young people
  - Attitudes to learning
  - Job Opportunities Packs
  - Trainee satisfaction report
  - Skills Needs Assessment

#### **Delivery: At a Glance**

*Key achievements in respect of raising standards included:*

- 4 CoVEs have been established with three more to be recognised shortly
- A major new capital building programme was implemented, including £14 million grant to enable City and Islington College to improve its facilities at a number of key centres
- Grade profile for WBL providers exceeds the national average
- Key actions identified to improve performance categories of providers
- Over £4 million of the Standards Fund has been allocated to improve retention and achievement rates for local providers.

## **Objective 5 To raise levels of achievement through the celebration of diversity and promotion of equality of opportunity**

- We have established an efficient and effective system for promptly processing 34 applications for learners with learning difficulties and/or disabilities to attend specialist colleges and 21 extensions for learners to remain at specialist colleges.
- An investment of an estimated £2,656,174<sup>4</sup> of LIF and ESF funding will support almost 1,000 beneficiaries under this objective. It has been used to promote access to further education provision for learners with learning difficulties and/or disabilities and to pilot new ways of working. Examples of projects supported in 2002-03 include:
  - *Mapping current provision for learners with learning difficulties and/or disabilities, which will be used in 2003-04 by LSC London Central and providers/partners to plan/influence future provision*
  - *A basic skills course for 25 adults with a hearing impairment*
  - *Production of a promotional video and introduction of a mentoring scheme that pilots new ways of encouraging learners with learning difficulties and/or disabilities to access further education provision.*
- We have developed and delivered a training event for Work Based Learning providers on the need for and the content of disability statements. LSC London Central staff have also worked with individual WBL providers on the development of their disability statements.
- Allocated £180,000 to further education and adult and community learning providers in the London Central area to help them implement the Disability Discrimination Act Part 4. This was supplemented by a series of support activities led by the LSC's National Office including the production of training and development materials and running a series of seminars for providers.
- LSCLC has established a joint investment plans group comprising senior representatives of the social services departments in the seven local authorities in the London Central area to develop a co-ordinated response to the implementation of the Department of Health's Valuing People Strategy.
- We have promoted the practice of positive action to ensure that we increase the number of contracts which we have with black and minority ethnic (BME) organisations. This has resulted in us contracting with an additional 20 BME voluntary sector organisations this year.

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<sup>4</sup> This figure excludes projects in other categories that have Equality and Diversity dimension

- We have compiled a training directory of courses aimed specifically at BME learners and mailed them through 100 intermediary groups to BME businesses in central London.
- Supported a one-year positive action project for the career development of 12 BME staff in an FE college by facilitating a management development programme leading to a certificate in management studies.
- The LSCLC funded the Women Education in Building group to address the skills shortage and mismatch in employment in the construction industry. LIF funding of £70,000 (2001-02) enabled a pilot training programme for 15 tradeswomen and men to update their vocational skills to meet industry requirements. This year (2002-03) the same group has been funded to run the Building Futures – Women in Construction Project. This project will challenge gender stereotyping in learning and employment in the construction industry through support and progression into work initiatives. £715,000 LIF and ESF funds will support 252 beneficiaries.
- As part of Black History Month in the autumn term, the LSCLC commissioned the Harlem Dance Company to conduct five dance workshops for 100 students drawn from local schools and colleges. The workshops encouraged the young people to participate in learning that developed dance skills, but that also explored key skills, such as teamwork.
- LSC London Central has become a partner in the Faith In London initiative, which is part of a multi-faith national organisation, working alongside faith communities to tackle social exclusion, regenerate deprived areas and provide a range of enablement services to both BME and white communities. LSC London Central is also funding Faith in London through ESF/LIF to deliver a number of projects including Mentoring and Guidance for Career Progression. This project provides a link between faith group community members and higher and further education, aimed mainly at mature learners from the BME community. 40 people will be trained as mentors as part of the project and will be working with potential entrants to FE and HE.
- Established external and internal Equality and Diversity groups to plan and monitor work in this area. The internal group comprises representatives from across all LSCLC directorates and considers issues relating to the LSC as an employer as well as its work with providers. The external group comprises representatives from Basic Skills Agency, London Development Agency, Third Age Employment Network, and Refugee Council amongst others and advises on how the LSCLC can best meet its priorities for equalities and diversity work.

### **Delivery: At a Glance**

*Key achievements in respect of equality and diversity included:*

- Efficient support has been provided for learners with learning difficulties and/or disabilities to attend specialist colleges
- An additional 20 BME voluntary organisations are receiving LSC funding
- Providers are receiving support to help implement the Disability Discrimination Act Part 4
- LSCLC has become a partner in the Faith in London initiative and is funding projects to help tackle social exclusion, regenerate deprived areas and provide a range of enablement services.

### **Objective 6: To improve internal effectiveness and efficiency**

- The successful delivery of the audit plan for 2001-02. In particular, all Work Based Learning providers were audited over the 18 month period.
- The annual assurance statement of provider funding was received, without qualification, by LSC National Office.
- The Internal Communications Strategy has been supported by a number of initiatives to ensure understanding amongst all staff about internal departmental objectives and ways of working. This included the development of cross-departmental consultative groups, an intranet launched in February 2003, the monthly production of “Central Station” – staff magazine and “Lunch and Learns”, part of an informal staff learning programme.
- LSCLC achieved the Positive about Disabled People Award, one of the first local LSCs to do so.
- We developed internal Human Resources systems including an induction programme and embedding of the performance management system.
- We delivered an extensive programme of training and staff development particularly pertaining to equality and diversity issues and contract and project management.
- The LSCLC Change Management Group developed a culture workshop and mock assessment process to support our progress to the liP award. We have achieved good progress reports and have revised our action plan as a result of recommendations.

### **Delivery: At a Glance**

*Key achievements in respect of LSCLC's efficiency included:*

- An extensive programme of training and LSCLC staff development has been delivered
- LSC London Central was one of the first local LSCs to achieve the Positive about Disabled People Award
- A comprehensive internal communications strategy has been implemented
- We have made good progress in moving towards Investors in People recognition
- LSC National Office approved the annual assurance statement of provider funding without qualification.

## 4. PROGRESS IN MEETING TARGETS

### Target review

Last year, the LSC's National Council approved our local targets for 2004 on an interim basis, subject to a review of the local target setting methodology. Although the group that undertook the review has made recommendations for change, the Management Board has decided not to implement any revisions during this planning round. Any changes to the local targets will be made in the context of a wider review of targets including the development of current new national targets for beyond 2004.

### Local progress towards targets

The figures in the following table are the latest and best available, and give an indication of our position in relation to our targets<sup>5</sup>. For some of the indicators, we have figures up to 2001-02 (2 year's figures from the baseline of 1999-2000) whilst for others, there is only 1 year's figures up to 2000-01. It should be noted that the year 2000-01 pre-dated the setting up of the LSC and that 2001-02 represents the first year of LSC activity.

Positive progress is being made against each of the targets

- 16 – 18 participation has seen two year growth equivalent to 47% of the target against a targeted percentage of 50%. In the year before the LSC was established (2000-01), 16% of the target was achieved. This increased to 31% of the target in 2001-02 – the first year of the LSC.
- Level 2 achievement met 46% of the expected growth in the first year, against a targeted figure of 25%, whilst Level 3 achievement was 23%.
- The number of adults at Level 3 grew by 41,390 equivalent to 54% of the target in the first year against a targeted figure of 25%.
- The number of basic skills qualifications achieved in the first 2 years was 16,730 which is 51% of the target compared to a targeted figure of 50%.

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<sup>5</sup> Although it is possible to measure our progress against the targets at a national level, through existing data sources, local measurement is more difficult. This is because there are different systems for measuring success at national and local level that draw on different data sources. Consequently, local data is not always compatible with data from national sources, and vice versa. In addition, data is not normally available until a considerable length of time after the period to which it relates: in some cases data is a year or more out of date at the time it is released. We are developing a performance measurement system to be applied uniformly across the organisation. This will be based on our own administrative data sources complemented, for example, by more appropriate LSC-sponsored surveys. We are not only aiming to make our performance data more robust but also to considerably reduce the length of time between data collation and release in order to improve data relevance.

## Progress on LSC London Central's Targets

Indicator	Additional number required over 4 year period	Additional number achieved 2000-01 (1 year's figures)		Additional number achieved 2001-02 (2 year's figures)	
		No.	% of target	No.	% of target
<b>16-18 participation</b>	4,856	771	16%	2,290	47%
<b>Level 2 achievement by age 19</b>	1,273	590	46%		
<b>Level 3 achievement by age 19</b>	1,037	240	23%		
<b>Adults at Level 3</b>	76,447	41,390	54%		
<b>Adults acquiring basic skills qualifications</b>	32748 (Cumulative)	7,830	24%	16,730	51%
<i>Expected growth during period</i>			25%		50%

We expect to meet all of our 4-year targets. Our estimated profile for the remaining years including the proposed additional numbers to be delivered in 2003-04 are set out in the tables and footnotes on pages 42 and 51.

### **Additional local impact measures**

In addition to the national targets, LSC London Central has set a number of local impact measures and these are shown at the end of the sections for each of the Strategic Objectives.

Taken together, the national targets and local impact measures define the main priorities which are driving forward our work programme.

## 5. PARTNERSHIP WORK AND THE REGIONAL AGENDA

Working in partnership is critical to the successful development and delivery of our Local Plan. We will continue to develop our collaborative relationships with key agencies at national, regional and sub-regional levels, including sector specialists, so that our planning and funding complements and supports national and regional policy frameworks whilst remaining responsive to local needs.

### Regional Dimension

The partnership between all *London LSCs* continues to strengthen, building on the commitment made in *London: skilled for success. The strategy of London's Learning and Skills Council 2002-2005*. This strategy has been implemented through pan-London groups that plan for areas such as research, stakeholder communication and equality and diversity issues. 2003 will see London LSCs working together on the Strategic Area Reviews to ensure our local approaches consider pan-London issues.

In November 2001, London LSCs and the *London Development Agency*, in conjunction with other major national and regional strategic partners involved in economic, business and skills development, formed the *London Skills Commission*. The Commission is a vehicle through which the member organisations will collaborate to influence education, skills and employment improvement throughout London.

A key activity of the Commission has been the development of London's Framework for Regional Employment and Skills Action (FRESA) that identifies a set of mutually agreed objectives and priorities to raise the skills and achievements levels of London's population and build a healthy labour market. The five FRESA objectives are to:

1. Ensure access to employment, training and personal development for those seeking work and access to training and personal development for individuals in work.
2. Enable people who are socially and economically excluded to access learning and sustainable employment.
3. Enable London's employers and businesses of all sizes to recruit and retain the skilled workers they need in order to compete and deliver sustainable economic growth.
4. Encourage education and training providers to provide learning and services which are market sensitive, match the needs of London's workforce and take due consideration of employer demand.
5. Encourage all stakeholders to adopt a coordinated approach to labour market information, related advice, guidance and subsequent investment.

We are committed to the ongoing process by which we will deliver the FRESA. 2003 activities include:

- Implementing the five FRESA objectives and 'flagship initiatives' that promote cross-cutting themes.

- A Pan-London LSC response to the FRESA, outlining how we will ensure synergy between the London LSCs' strategic objectives and those of the FRESA.
- LSCLC is taking the lead on the Construction Flagship programme aimed at supporting the employment-related training and development needs of the sector's workforce.

### **Jobcentre Plus**

As well as working with *Jobcentre Plus* through the London Skills Commission, LSC London Central is exploring further potential collaboration initiatives with the London Central Jobcentre Plus group for 2003. The Central London Pilot of the Jobcentre Plus/LSC Collaboration Project has identified two major strands for activities; working with employers and creating progression routes for individuals. Specific focus will be given to the following areas:

<b>Strand 1:</b>	<b>Working with employers:</b>
Element 1:	Developing a joint offer to employers on workforce development
<b>Strand 2:</b>	<b>Creating progression routes for individuals</b>
Element 1:	Creating effective learning and employment route ways for young people and adults
Element 2:	Equality and diversity: creating parity of access to, and achievement and retention within, employment and learning opportunities for individuals in certain groups
Element 3:	Addressing the basic skills and ESOL needs of young people and adults

### **Sector Skills Councils and Business Link**

We are particularly keen to pursue further collaboration with bodies that not only address the needs of learners, but are market sensitive and responsive to employer and industry demand. We work with a number of employer-led organisations including the CBI and London First to achieve this. Our partnership with the *Sector Skills Councils* aims to gain their valuable input on workforce development issues and the skills needs in specific industries. Our workforce development team have developed a sector-based approach to workforce development activity to facilitate close partnerships with SSCs and the industry areas they represent. This has included our work with the Skillset trailblazer SSC to consider and address the issues applicable to the audio and visual industry in central London and also our work with the Languages National Training Organisation. In addition we will continue to contribute to the London Sector Skills Forum.

LSC London Central has a long-standing relationship with *Business Link for London* (BL4L) which has grown over the year from a contracting to a full partnership relationship. We are working together on our overlapping workforce development remits for the benefit of all business in central London, large and small, public and private sector. As well as the work on supporting organisations towards Investors in People recognition, the LSCLC have funded a variety of management development programmes from Team leading and Supervisory skills to the Chartered Directors programme run by the Institute of Directors. The coming year will see greater collaboration on

the Small Firms Initiative and the launch of a robust referral system for Modern Apprenticeships and vocational qualifications.

### **Trade Unions**

With the use of discretionary funds, LSC London Central is promoting initiatives that utilise the expertise and position of Trade Unions to encourage workforce skills development, particularly by encouraging the introduction of more Union Learning Representatives (ULRs) into the workplace. The LSCLC continues to work with the TUC's southern and eastern arm, SERTUC Learning Services and the other London LSCs to promote Union Learning Fund (ULF) projects across the capital. One such project celebrated a major milestone in March this year with the official opening of the ULF-funded GPMU learning centre at the Oval.

It is expected that the legislation governing statutory recognition for the post of Union Learning Representative will be enacted in early April 2003. This will provide ULRs with similar workplace rights as Health and Safety representatives. LSCLC will join with the TUC and employers in celebrating this milestone in the promotion of lifelong learning. A final code of practice governing the role of ULRs is now available on the ACAS website. A Workforce Development event aimed at raising employer awareness on the issue of ULRs and union learning in general will be hosted by LSCLC in mid-May 2003.

Other projects supported by the LSCLC include:

- The shop-workers union, USDAW, continues to work with the City of Westminster on developing a working model for ULRs in the retail industry.
- LSCLC works actively with major trades unions in the public sector, PCS and UNISON, on ULRs, basic skills needs and ESOL.
- University College London, working with its trades unions, continues their success in signing-up Union Learning Representatives. A particular focus will be the basic skills and ESOL needs of support service staff.
- LSCLC is supporting the Association of University Teachers with its successful ULF bid that seeks to create a higher education-specific ULR model across their area of representation.

### **Connexions and IAG partnerships**

Sub-regional partners are essential in ensuring that we plan and resource services that respond to the needs of our local population and businesses. We will continue to develop relationships with our local *Connexions* and *Information Advice and Guidance* (IAG) partnerships to ensure that young people and adults are seamlessly supported and guided into education and work. A priority in our work with Connexions is to increase participation in learning, particularly for those young people who are disengaged. LSCLC is working closely with the IAG partnerships, Connexions and Jobcentre Plus to facilitate a coordinated and coherent service of support and information,

particularly when clients move from one age-group to another or change their service requirements.

### **LEAs, schools and EBA**

Since April 2002 the LSC has been responsible for funding Sixth Form provision and has strengthened our partnership with *Local Education Authorities and Schools*. In 2003 LSC London Central will facilitate an advisory group of Head Teachers and LEAs to promote an in-depth understanding of school-level issues and further strengthen our partnership.

At a local level, we have formed a strategic partnership with *London Central Education Business Alliance (EBA)* to support collaborative activities between schools and business. Reflecting *Success for All's* promise to better engage employers in skills and learning provision, our work with the EBA has resulted in a programme of activity that included professional development placements for teachers and lecturers in business sectors, pre and post 16 work experience and specific programmes such as Young Enterprise and business dynamics.

Local authorities play a vital role in the planning and delivery of Adult and Community Learning. We will continue to work with them, the relevant Learning Partnerships and the Information, Advice and Guidance partnerships to ensure that adults have the support and learning opportunities they need.

### **Local provider partnerships and cross borough collaboration**

Further Education colleges are also essential partners, educating 69% of the learners the LSC funds nationally. We will be working closely with the colleges and our other providers to further develop learning and skills provision, particularly in implementing the *Success for All* strategy and the recommendations of the LSC's *Trust in FE: Working in Partnership* report and the Report of the Bureaucracy Task Force. We will also continue to build our relationships with Higher Education sector through a number of collaborative initiatives, such as Partnerships for Progression, to facilitate the strengthening of links between schools, Further Education and Higher Education and promote progression to HE through an FE route.

We are working closely with our seven *14-19 Learning Forums* to ensure that borough partners and stakeholders, including WBL providers, LEAs, schools, Further Education Colleges, HEIs and employers collaborate on the development and implementation of the Area-wide Inspection Action Plans. In 2003 we have established a new sub-regional 14-19 Forum to bring together all of the borough-based forums, provide overall strategic direction, contribute to programmes such as that run by London Challenge encouraging the sharing of best practice across London and act as a key partner in the Strategic Area Review.

We are also currently working with other key partners, such as the Central London Learning Partnership (CLLP) to increase local representation for adult learning. It is envisaged that the CLLP will act as a voice primarily for adult learning across London, including helping to co-ordinate Basic Skills delivery,

promoting and encouraging greater participation in learning by adults. The CLLP are also well placed to advise the LSCLC on the implications at local level of key policy and strategy documents, including the planning and implementation of the Strategic Area Review.

### **Voluntary Sector**

Voluntary and community sector organisations are particularly important partners in helping us to ensure that everyone, especially those at most disadvantage, has access to learning opportunities both locally and across central London. We wish to extend our relationship with 'umbrella' voluntary organisations to promote projects that contribute to our targets and priorities.

We aim to identify and work with individual community and voluntary organisations which have specific knowledge and expertise of specific social exclusion issues. We will also look to work with pan-London voluntary sector bodies to increase both our understanding of each other's issues and align our common areas of work.

Alongside these local representative groups, including the *Local Strategic Partnerships*, we will continue to play a key role in ensuring that learning and skills provision supports local community and neighbourhood strategies and helps to bring together the different initiatives and services funded through statutory bodies.

## 6. THE PLAN FOR 2003 – 04

The programme of action for the coming year builds on the framework outlined in our Local Strategic Plan 2002 – 2005. In that Plan we set out 6 strategic objectives which guide our work. These are:

<i>Strategic Objective 1:</i>	Raise participation and achievement by young people
<i>Strategic Objective 2:</i>	Increase demand for learning by adults and provide better access to learning
<i>Strategic Objective 3:</i>	Raise skills for a competitive economy
<i>Strategic Objective 4:</i>	Improve the quality of education and training delivery
<i>Strategic Objective 5:</i>	Raise levels of achievement through the celebration of diversity and promotion of equality of opportunity
<i>Strategic Objective 6:</i>	Improve internal effectiveness and efficiency to ensure all objectives are met

### Priorities for 2003 – 04

The main activities set out in the following pages cover our six objectives and reflect the growing remit which has been given to the LSC. The activities aim to deliver progress against all our impact indicators.

The 2003 key priorities are shaped by the Grant Letter from the Secretary of State at the DfES, by Success for All and by the need to ensure that our targets for 2004 are being addressed. As a result, we will be giving additional attention to the following issues.

- Improved participation, retention and achievement rates amongst 16, 17 and 18 year olds
- Increased uptake for Work Based Learning programmes by young people and employers
- Increased progression to HE
- Additional achievement of basic skills qualifications
- Increased take-up of learning opportunities leading to an increase in the number of adults with level 3 qualifications.

To achieve the above, we must also make significant progress on three underlying objectives:

- To improve the quality and relevance of provision. A major element will be undertaking the Strategic Area Review

- To increase employer engagement with learning and learning providers. The development of employer links with Work Based Learning providers and with Centres of Vocational Excellence will be given particular emphasis
- To improve parity of outcome amongst different groups of learners

The prospectus we have produced relating to ESF and locally determined funds reflects these priorities. We will develop additional cross-departmental activities to enhance our work programme in these areas. Progress has already taken place with regard to Work Based Learning where a series of pilots are now being undertaken.

We expect these priorities to be reflected in the strategic plans of our providers and to guide the future profile of provision in central London.

Our work with our partners will also be influenced by the need to achieve these priorities.

## **Objective 1: To raise participation and achievement by young people**

2002 saw the completion of two further 16-19 area-wide inspections, and all seven boroughs in the London Central area have now been covered. Though there are differences between the boroughs, several issues have consistently emerged, including the need for further action to increase 16-19 participation, particularly among the most disadvantaged young people; scope for significant improvement in learner achievement rates; and the need to improve collaboration between providers and stakeholders.

14-19 partnerships are now operating in every borough to take forward the action plans resulting from the area inspections, as well as developing broader plans for collaboration to strengthen the 14-19 phase of learning. As a result, the indications are that 16-19 participation rose by about 5% in autumn 2002. In its planning for 2002-03, LSC London Central prioritised growth funding for 16-19 learning.

Building on this sound foundation, our priorities for the coming year are to continue to work with schools, colleges, LEAs, Connexions and the voluntary sector to further extend participation among those young people who continue to be excluded from learning and development, and to secure improvements in achievement rates at NVQ levels 1, 2 and 3.

By the end of March 2003, we will be developing a delivery plan for 16 – 18 participation for 2003-04 and 2004-05. The plan will set out the current position, our targets and our proposed actions.

**There are three themes organising our work activities under this objective. They are:**

- 1.1 Increase the participation of 16-18 year-olds in education and training**
- 1.2 Raise levels of retention and achievement for young people**
- 1.3 Increase the number of young people progressing into higher education**

Themes	Impact measures	Outcomes by 2004	Target increase for 2003-04
Participation	<b>No. of 16-18 year olds in structured learning</b>	Additional number of 4,856 over 4 year period	1300 <sup>6</sup>
	No. entering an MA programme	700 AMA 1800 FMA	100 AMA 200 FMA
	No. of 14-16 year olds undertaking p/t vocational learning	800	400
Retention and achievement	<b>No. obtaining level 2 by age 19</b>	Additional number of 1,273 over 4 year period	300 <sup>7</sup>
	<b>No. obtaining level 3 by age 19</b>	Additional number of 1,037 over 4 year period	300 <sup>8</sup>
Progression to HE	No. residents age 19 and under in HE	7,400	300

Note: Impact measures in bold are national LSC targets

### 1.1 INCREASE THE PARTICIPATION OF 16-18 YEAR-OLDS IN EDUCATION AND TRAINING

- **Work with 14-19 Learning Forums in all boroughs to ensure a locally co-ordinated response to delivering the Area-wide Inspection Action Plans.**

LSCLC works with the 14-19 Learning Forums to develop an integrated strategic plan of learning in each borough and to develop a more flexible and

<sup>6</sup> The proposed increase of 1,300 additional 16-18 year olds in structured learning will lead to us meeting our target on the basis that an increase of 2,290 was achieved by 2001-02 (see page 33). The remaining increase of 2,566 has been evenly split between 2002-03 and 2003-04.

<sup>7</sup> The proposed increase of 300 additional 19 year olds having a level 2 qualification will lead to us meeting our target on the basis that an increase of 590 was achieved by 2000-01 (see page 33). The remaining increase of 683 has been split as 200 increase in each of 2001-02 and 2002-03 with an increase of 300 in 2003-04.

<sup>8</sup> The proposed increase of 300 additional 19 year olds having a level 3 qualification will lead to us meeting our target on the basis that an increase of 240 was achieved by 2000-01 (see page 33). The remaining increase of 797 has been split as 250 increase in each of 2001-02 and 2002-03 with an increase of 300 in 2003-04.

responsive curriculum offer. This is achieved through the implementation of the Area-wide Inspection Action Plans. A focus in 2003 is the need for all Learning Forums to establish and promote a 'Learner Entitlement' for each individual in the 14-19 cohort. The entitlement is a package of support, advice and enhanced curriculum choice that ultimately provides an educational pathway to either HE/Further Education or training or employment. The forums bring together a range of local partners and stakeholders, including WBL providers, LEAs, schools, Further Education Colleges, HEIs and employers to collaborate on the development of the offer.

The Southwark 14-19 Learning Forum has been awarded a 14-19 pathfinder project to run from January to July 2003. It has already been agreed that the pathfinder will continue for a further year after July 2003. Southwark's pathfinder - the 'Southwark Guarantee' - aims to offer more, and better-signposted, pathways for 14-19 local learners. The strength of the pilot is its emphasis on pathways that lead to jobs and further opportunities in the local area. The pilot is initially mapping three curriculum areas that match major employment sectors in Southwark; business administration and IT; health; and hospitality and leisure. The audit will be backed by locally re-focused careers advice, extensive information, promotional initiatives and the distribution of best practice for the development of a broader vocational offer in line with 14-19: *Excellence and Opportunity*.

➤ **Establish a sub-regional 14-19 Strategic Forum**

The Central London 14-19 Strategic Forum includes representatives from each of the seven borough's 14-19 fora and also representatives from trade unions, employers and employer organisations, Sector Skills Councils and HE. This forum will facilitate the exchange of good practice, strategic links with programmes such as London Challenge and cross-borough collaboration. The forum will also guide the implementation of the Strategic Area Review process.

➤ **Plan and budget for learning by young people at school sixth forms, further education colleges and Work Based Learning providers**

The top priority for our funding in 2003-04 will be to increase participation in education and training by young people aged 16-18. We will plan together with providers to raise the number of young people staying-on in learning. This planning will be informed by our work with partners through the 14-19 Strategic Groups. We will build on existing initiatives which are already making good progress such as the developing links between schools and colleges and the development of joint prospectuses. The target increase is for at least 1,300 additional places. 60% of this increase is planned to be in the FE sector.

Using data from schools and LEAs, we will identify the schools with high non-completion and/or declining recruitment rates. We will work with LEAs and schools to improve performance and to develop more collaborative structures for sharing data and best practice.

We will encourage more young people to progress into post 16 learning and to increase their attainment levels. In areas where there is poor achievement at key stage 4, we will work with LEAs and 11-16 schools to extend this period of study to age 17 and to pilot a more flexible and wider curriculum offer proposed in the 14-19 green paper consultation.

We will continue to be an active partner in the LEAs' implementation of the new statutory duty for improving post 16 transport (2003). This is designed to ensure that travel to study problems do not prevent young people from completing their further education.

➤ **Implement targeted projects to increase participation among the most disadvantaged young people and those least likely to participate in education and training**

There is a significant minority of young people in central London, around 25%, who are not in employment, education or training. Working with Connexions, 14-19 Forums and other partners and providers, we will implement projects designed to re-engage young people in learning. The range of ideas to be explored includes summer schools, tasters, motivational events and support centres. The activity will be specific to the particular needs of groups such as those at risk of offending and those who have previously been excluded from education. The aim will be to secure progression into mainstream education and training.

➤ **Facilitate the development and delivery of high quality part/time vocational placements for 14-16 year olds.**

The LSCLC will support the work of the 14-19 Forums to plan their local approach to increasing the uptake of part/time vocational placements for 14-16 year olds. This will include the development of annual targets. We will promote collaborative work between local schools, colleges, employers and Work Based Learning providers. Complementary initiatives will also be implemented to expand vocational pathways and quality provision through targeted use of Area-wide Inspection Action plan Standards Fund and other funding.

The first cohort of the 14-16 Increased Flexibility Programme began their courses in September 2002 and 437 learners are presently enrolled. We want to work with partners to continue to raise awareness of the programme and to support the second year cohort from September 2003.

➤ **Review local models of delivery of Work Based Learning and in particular seek more effective models for engaging employers**

The overarching focus of our approach in 2003 is to ensure young people participating in the Modern Apprenticeship programme, are in employment. This effort will promote a smoother transition to the requirement that in 2003-04 the Modern Apprenticeship programme will be for employed status

learners only. A review will be conducted of the Work Based Learning (WBL) delivery model and a strategy for more effective engagement of employers will be developed. During 2003 we will identify employer-broker bodies to market the potential of Modern Apprentices to employers and provide an introductory level of information and support to those employers who employ Modern Apprentices as a result.

Existing providers will be encouraged to investigate innovative ways of engaging employer commitment and participation in the Modern Apprenticeship (MA) programme. We are investing in two providers to pilot employer engagement initiatives. We will use the Modern Apprenticeship Implementation Fund to increase retention and achievement, ensure the successful introduction of technical certificates and improve provider infrastructure to meet the MA Advisory Committee's proposed reforms contained within the MA Implementation Plan developed by LSC National Office.

Our workforce development team will identify approaches that encourage employers to employ Modern Apprentices using the LSC Workforce Development strategy as a guide. This year we will implement Modern Apprenticeship targets for the team.

➤ **Undertake major local marketing campaign to increase the number of employers and young people participating in Modern Apprenticeships**

A local marketing campaign is in the initial stage of development to support the national promotion of Modern Apprenticeships. The objective will be to raise spontaneous awareness and build credibility around the MA programme. Specific industry sectors will be targeted to highlight the variety of MA areas available. Marketing will also target audience sub groups, for example black young men for Advanced Modern Apprenticeships, where there is currently a low take-up from this group.

➤ **Agree provider contracts to increase the range of provision in Work Based Learning and to improve levels of participation, retention and achievement**

For Work Based Learning, we have an agreed budget of £17,264,256 for 2003-04, a 12% increase on 2002-03. This budget will introduce Entry to Employment, which replaces the NVQ 1 and Lifeskills programmes. The new budget is flexible and is targeted at 16-18 and 19-24 year olds rather than being programme specific, which will allow a more flexible contracting arrangement with London Central providers.

We will use the new Work Based Learning delivery model to drive an increase in employed status learners in Modern Apprenticeships. Overall, the 2003-04 budget will fund an increase of 268 learners on programme each month. We will continue to monitor performance against the three key indicators of participation, retention and achievement.

➤ **Agree protocol arrangements with Central London Connexions and borough based Connexions Local Management Committees.**

The protocols will ensure 13 –19 year olds are given the necessary information, advice, guidance and support to access, sustain and achieve in learning and progress to employment and/or higher level skills training and education. LSCLC and Connexions will also agree joint targets for progression by 16-18 year olds into structured learning.

Other supporting initiatives include a joint approach to increasing employer involvement with the Modern Apprenticeship programme and the level of information and guidance provided to young people about the Modern Apprenticeship programme.

➤ **Support the Post 16 Citizenship Pilot**

The second year of the Post 16 Citizenship Pilot project will continue to be funded until its conclusion this year. The LSCLC will then contribute to the LSDA project review. Findings from the review will be fed into the 14-19 fora to ensure that Citizenship activity is embedded in the post 16 curriculum offer.

➤ **Use Excellence Challenge funding to increase 16-18 participation, targeting disaffected learners**

Following the first Excellence Challenge monitoring returns to the DfES in early 2003, a key priority for the LSCLC will be to bring together the Excellence Challenge coordinators to provide an overall approach for Excellence Challenge priorities within the context of the LSC Strategic Area Review

➤ **Provide funding to London Central Education Business Alliance to support collaborative activities between schools and businesses**

We will continue to work with London Central Education Business Alliance (LCEBA) in order to develop a coherent framework for Education Business Links (EBL) activity across the London Central area, and to ensure that the EBL outcomes contribute to the overall LSC strategies and targets at a local level. We will seek to involve LCEBA within the strategy to create a more flexible and enriched curriculum for learners.

Main EBL activity will fall into two broad categories: Enterprise Initiatives and Employer Involvement. The EBL budget will be asked to prioritise three key activity areas: (a) Key Stage 4 pupils (b) Key Stages 1-3 and (c) Post 16 Activities. This should improve the transition of young people into working life and provide actual experience of work via work experience, mini enterprise activity and other work simulations.

LCEBA also continue to promote and organise individual professional development placement (PDP) days in businesses for teachers across Central London, with the target for the year being 250.

The LSC will continue to work in partnership with LCEBA throughout 03-04 to consolidate and extend these targets further still.

In practice EBL will continue to work with schools to increase the number of professional development placements for teachers and lectures, pre and post 16 work experience, primary and secondary volunteering, and specific enterprise programmes such as Young Enterprise and business dynamics.

➤ **Build on work aimed at understanding learners' views by strengthening and reviewing the systems for listening to learners.**

LSC London Central has established a cross-departmental group to map and review existing activities which identify the views and experiences of young learners. This work will be developed and integrated into our strategic planning process. LSCLC will work to an action plan which aims to increase youth consultation about the aspirations of young people and their experiences of LSC learning programmes, which will in turn improve the quality of provision, curriculum requirements, advice and guidance and access and facilities issues. Key to this area of work will be collaboration with Connexions and information relating to LSC provision which arises from their own consultation with young people, particularly through the Central London Connexions Youth Board. We will also seek to establish learner representative groups in each borough.

We will continue to research the satisfaction with and attitudes to learning of all learners throughout 2003 and liaise with other key partners where their work incorporates understanding learner views. This will be particularly relevant as learner views will be fed into the Strategic Area Review process.

## **1.2 RAISE LEVELS OF RETENTION AND ACHIEVEMENT FOR YOUNG PEOPLE**

➤ **Improve achievement at NVQ levels 2 and 3**

We have agreed activities and development plans with colleges, LEAs and WBL providers to increase Level 2/3 attainment in 2002-03. We will continue to work with partners to address barriers to attainment and to ensure that good practice is disseminated through the network of providers. We will build on the success of projects in 2002-03 through LSC discretionary funding. Particular areas of 'value-added' work have been achieved by helping to address learner disapplication and poor retention at key stage 4. There are many good examples of innovative programmes to help build confidence, raise awareness of individual potential through mentoring programmes, and to address barriers to learning by providing additional support for learners who lack basic literacy and numeracy. Specific activities to implement the Level 2 Attainment Strategy will include the implementation of the 14-19 action plans, the 14-16 Increased Flexibility programme to increase level 2 attainment at age 16 and the joint work of Connexions and LSCLC to guide and support the clarification of progression routes.

An evaluation of the outcomes from the level 2/3 Implementation Fund in 2001-02 and 2002-03 is underway. Case studies of good practice are being produced and will be used to influence the activities of other providers.

➤ **Strengthen the London Central Work Based Learning Provider Forum as a vehicle for provider capacity building activity**

We will work with a steering group of interested Work Based Learning Providers to remodel the Work Based Learning Provider Forum – now called the Work Based Learning Alliance. We are providing funding to support the forum, and particularly to boost WBL sector participation in the 14-19 development groups based in each borough. The WBL Alliance will encourage cohesiveness and collaboration within the sector, and support greater WBL sector involvement in initiatives such as the Level 2 Attainment Fund. The Alliance will focus on the identified areas of capacity building, quality enhancement and sector diversification that need to be addressed to meet the challenges faced by the sector.

➤ **Agree targets with providers for achievement and progression at entry level and NVQ level 1**

Following the recommendations of the Cassel's report, we will use the lessons derived from the national pathfinder pilots of the Entry to Employment (E2E) programme to deliver an innovative and effective programme that meets the needs and aspirations of young people at entry and NVQ level 1. The E2E programme will support young people not in employment, full time education or mainstream Work Based Learning. It is anticipated that the E2E program will include a modular-based approach that will enable providers to tailor an individual programme based on the learner's needs, including an increased focus on acquiring vocational knowledge as well as basic and/or key skills. All providers will be set and monitored against contractual targets around achievement and progression.

With our partners, we will implement the programme of action described in each 14-19 borough action plan. This action includes ensuring that entry and level 1 provision provides the opportunity for progression and achievement.

### **1.3 INCREASE THE NUMBER OF YOUNG PEOPLE PROGRESSING INTO HIGHER EDUCATION**

➤ **Support Excellence Challenge activities aimed at increasing the number of students entering HE**

Working with the Excellence Challenge co-ordinators, a local review will be conducted of the first year outcomes of the projects. There are many examples of good practice emerging, which are consolidating strong partnership arrangements between schools and Higher Education. We want to build on the initiatives that are working well; in particular those which are demonstrating how more young people from families without a tradition of HE entry can be encouraged to achieve and stay on in learning. We will seek to

further promote and enhance these developments through the use of LSC discretionary funds.

- **Facilitate pan-London links between central London's Higher Education Institutions (HEIs) and encourage collaboration through existing thematic and/or geographical Partnerships for Progression (P4P).**

To support progression to HE, collaboration with partners will be facilitated through the 14-19 Strategic Partnerships, the Learning Partnerships, London P4P and its sub-groups to create and strengthen links between LEAs, schools, FEIs, WBL providers, sixth forms and HEIs. In particular we will participate actively in the LSC HE Leads Group to work coherently with local geographic and thematic HE partnerships. Existing themes include medicine and the arts.

The LSCLC will support the bidding process where HE Institutions bid directly to the London P4P for funding to support projects that promote the widening of participation in HE and aim to achieve the national target of 50% of 18-30 year olds benefiting from HE. To date we have hosted the Central London P4P Roadshow that created awareness and provided information about the £3 million of P4P funding available for such projects. Furthermore we will seek to implement local strategies through development-funded initiatives. Information from the Area Reviews will be key to identifying gaps to inform local and London-wide planning.

- **Undertake marketing initiatives resulting in an increase in local schools encouraging leavers to follow HE progression routes**

The options available for young people will be marketed via a number of routes. This includes the sponsorship by all London LSC's of the London Jobs and Training Fair (February 2003) and a theatre-group tour of schools in central London, which will highlight all the post 16 year old options, including HE. We will be developing a marketing programme with Connexions with marketing material that will be used by Connexions PAs.

## **Objective 2: To increase demand for learning by adults**

The LSC will continue to work with FE colleges, LEAs and key voluntary sector providers to secure a coherent, accessible, and high quality range of opportunities to help stimulate demand for learning by adults, and to enable improved progression from first rung opportunities to further learning and skills.

Adult and Community Learning (ACL) will form a vital part of the LSC drive to widen participation in learning, to build communities' self confidence and capacity, and to promote good citizenship and personal development. During 2003-04 it will be important to establish baselines for participation and achievement in ACL, and to identify target groups and communities where these resources will provide the most benefit and opportunity. Our activity will complement the LSC's *Successful Participation for All – Widening Adult Participation* strategy. The strategy, launched for consultation in February 2003, links with the National Skills Strategy to be published in June 2003.

Further education colleges play a leading role in providing a wide range of adult learning opportunities from first-rung provision to higher education. We want to build on the distinctive strengths of colleges; the commitment to widen participation and meet the needs of disadvantaged people, and the expertise in providing vocational skills. Our task is to work with colleges and other FE providers to ensure that adult learners have greater access to excellent provision for basic skills, training for work and learning for development. Engagement with employers and the workforce, in particular innovation and partnership linked to Centres of Vocational Excellence, will be a key priority.

**There are three themes organising our work activities under this objective. They are:**

- 2.1 Stimulate demand and participation in learning by adults**
- 2.2 Reduce the number of adults with Basic Skills and/or ESOL needs**
- 2.3 Raise levels of retention and achievement for adults**

Themes	Impact measures	Outcomes by 2004	Target increase for 2003-04
Participation	No. of learners from disadvantaged groups/communities	Male +10% BME +10% LLDD +10%	1,300 1,500 550
	Availability of IAG	? <sup>1</sup> (+30%)	?
Reduce Basic Skills and ESOL needs	<b>No. of Basic Skills qualifications</b>	4 year target of 32,748 basic skills qualifications	8,000 <sup>9</sup>
Retention and achievement	<b>No. adults achieving level 3</b>	4 year target of 76,447 adults at level 3	12,000 <sup>10</sup>

Note: Impact measures in bold are national LSC targets

## 2.1 STIMULATE DEMAND AND PARTICIPATION IN LEARNING BY ADULTS

- **Establish Adult Learning Forums in each borough to carry through the ‘planning-led’ approach for ACL and to provide an agreed strategic framework for all adult learning at an individual borough level.**

We will continue to work at a local borough level to help establish and support the development of local strategic forums for adult learning. The LSC wishes to move away from a planning model that expects a full and final plan to be submitted solely for approval. Instead, the ACL plan for 2003-04 needs to be seen as a strategic and evolving process, rather than a bid for funding.

- **Establish a sub-regional Adult Strategic Forum for central London**

LSCLC will work with the Central London Learning Partnership and others to develop a sub-regional Adult Strategic forum. We will seek representation from both central London’s IAG partnerships, trade unions, Jobcentre Plus, HE, employers and employer organisations. It is anticipated that the forum will contribute to the Strategic Area Review process.

<sup>9</sup> The proposed increase of 8,000 additional adults acquiring a relevant basic skills qualification will lead to us meeting our target on the basis that an increase of 16,730 was achieved by 2001-02 (see page 33). The remaining increase of 16,018 has been evenly split between 2002-03 and 2003-04.

<sup>10</sup> The proposed increase of 12,000 additional adults acquiring a level 3 qualification will lead to us meeting our target on the basis that an increase of 41,390 was achieved by 2000-01 (see page 33). The remaining increase of 34,757 has been evenly split between 2001-02, 2002-03 and 2003-04.

- **Work with LEAs, FE colleges and Adult Learning partners, including the Voluntary Sector, in each borough to develop coherent patterns of adult provision. Agree strategic priorities, integrating planning for Adult & Community Learning (ACL), Local Initiative Fund (LIF), Neighbourhood Learning and other relevant funding**

The emphasis in 2003-04 will be placed on developing a 'planning-led approach' to ACL provision where all providers involved in the delivery of the plan will fully subscribe to the strategic direction and targets. This will form a first step towards implementing formula funding for ACL from 2004-05 and the establishment of local participation and achievement targets.

- **Plan and budget for Adult and Community Learning and Further Education Adult Learning in 2003-04.**

As part of the priority to develop a 'planning-led funding strategy' across each of its main areas of work, the LSC wishes to enter into wide ranging discussions with LEAs and FE on the future ACL delivery model. This will enable a more comprehensive and strategic approach to Adult Learning Plans and the implementation of the ACL formula funding from 2004-05.

For 2003-04, we will agree budgets and development plans with colleges and other FE providers. We expect to support increased provision for basic skills and target groups of learners who are disadvantaged. Our priority will be to improve learner choice and in particular ensure that the quality and spread of vocational provision meets the requirements of central London businesses and employees.

- **Make allocations for the Neighbourhood Learning in Deprived Communities Fund (NLDC) and contract with LEAs for the delivery of the agreed 2003-04 plans**

We will continue to support strategies for neighbourhood renewal through recurrent funding for the Neighbourhood Learning in Deprived Communities. As in 2002-03, funding is targeted at wards with the greatest need for renewal determined by the NRF formula for deprivation. All seven boroughs have qualified for funding and will continue to extend these plans during 2003-04. We seek to integrate the plans for 'Neighbourhood Learning' with the LA Adult Learning Plans and to align these developments with the Local Strategic Partnership Plans for Neighbourhood Renewal.

- **Agree actions to engage more voluntary and community organisations in the delivery of adult and community learning and support specialist 'third sector' organisations to deliver additional learning to hard-to-reach learners**

As is stated within *Success for All*, adult and community-learning providers, including the voluntary sector, will benefit from a range of actions to help improve teaching and learning. We will work closely with this network of local

providers to help define targets and performance measures that will recognise the difficulties and barriers to learning faced by specific individuals and communities and to value the 'distance travelled' rather than necessarily the end qualification. Our continued support of the pan-LEA project is designed to provide a 'high quality' credit framework to recognise basic skills and performing arts programmes, and we will seek to link 'third sector' providers with FE for progression to level 2 qualifications. This is a particularly important medium to engage 'hard-to-reach' groups.

➤ **Work with LEAs and local partners to increase participation of learners who are traditionally under-represented through family learning activities**

During 2003-04 we will continue to support Family Learning and Family Literacy, Language and Numeracy initiatives as an integral part of the planning-led approach for adult and community learning. The emphasis will be placed on adult learners who benefit through the context of family learning. The broad objectives will continue to be to raise achievement, widen participation and counter social exclusion. We will work with partners to establish new and innovative contexts for family learning, and to specifically extend the development of school facilities for out of hours learning.

➤ **Proactively engage with borough-based Local Strategic Partnerships (LSPs)**

LSCLC will extend and widen access to learning for individuals and communities in neighbourhood renewal areas. This will be achieved through joint planning and development of neighbourhood/community learning centres, the provision of 'first-rung' bite-size learning (especially basic skills, IT and employability training), labour market intermediary solutions and Intermediate Labour Market (ILM) projects, and increasing community based IAG services in priority neighbourhood renewal areas.

➤ **Neighbourhood initiatives**

The Government's Neighbourhood Management Pathfinder initiative aims to capacity build local residents, in deprived neighbourhoods, to engage with providers of mainstream services in order to improve the quality of life in their area. Seven neighbourhoods in London applied to the DTLR for pathfinder status and Camden's Gospel Oak Neighbourhood was awarded pathfinder status.

We will work with Camden's Gospel Oak Neighbourhood Management Pathfinder to support the development of programmed activities on education, training, employment and local businesses. The main focus of this work will be employer engagement and Workforce Development, widening residents' participation in learning (especially basic skills & ICT), re-engaging/engaging those furthest away from the labour market and developing progression pathways.

➤ **Develop new materials to improve access to learning for community language speakers**

A campaign will be produced to target community group leaders, where they will take the lead in encouraging the various community groups to take part in learning. Relevant publications will also be targeted to ensure greater awareness in minority ethnic communities.

➤ **Work with two IAG Partnerships to create a single integrated IAG Partnership for central London. Facilitate co-ordination of service provided by Connexions, IAG partnerships and Jobcentre Plus and links with Trade Unions and Ufi/learndirect**

The top priority for IAG in central London is to move towards an integrated IAG service formed by the existing Central London IAG Partnership and London South Central Partnership. Consultation with the two existing partnerships and the LSCLC has determined that the partnerships will form a new independent partnership company with which the LSCLC will contract directly. A small working group, representing both IAG partnerships has been established to bring a proposal forward to the LSCLC for the structure of the future, integrated service. A single business plan for the services will be developed, by August 2003. Whilst separate budget lines will apply for 2003-04, full integration of the partnerships will be achieved by August 2004.

The integration process offers an opportunity to ensure that information, advice and guidance is at the heart of all LSC London Central provision. IAG services for adults will become part of a seamless service of information, advice and, where appropriate, guidance for all learners regardless of age. This will be achieved through the facilitation of strategic partnerships with Connexions, and a wide range of stakeholders at both strategic and borough delivery levels, such as Jobcentre Plus and potentially the 14-19 fora. The vision is that all learners receive seamless support and signposting to other information, advice and guidance services when they move from one age-group to another or change service requirements.

Partnership links at local level will be promoted between the IAG partnership, Ufi/learndirect and the TUC to increase the profile of IAG in the workplace, particularly engaging employers. The overall approach will be shaped by the LSC Workforce Development Strategy and the National IAG Strategy within the Skills Strategy document to be published in June 2003.

➤ **Agree budgets for Ufi hubs to provide ICT learning centres in the community and increase the throughput of learners who are benefiting and progressing to further learning**

LSCLC will partner with the two Ufi Hubs in central London to ensure that there is a smooth transition to the direct-funding arrangements for 2003-04 onwards. We will plan and budget with the Hubs and London Region Ufi to deliver increased learning opportunities which support employer engagement and Skills for Life.

➤ **Develop with partners, pilot projects to test new and different ways to deliver e-learning**

We have invested in a number of projects, funded through our discretionary funds to raise skill levels in IT and promote the use of e-learning, either as a component of a broader learning approach or as a way to target hard to reach learners. The achievements and lessons derived from these projects will be considered, in conjunction with our e-learning mapping results, to develop a local strategy for e-learning in 2004.

➤ **Undertake local campaign on the benefits of lifelong learning and support national Bite Size campaign leading to an increase in the number of new learners**

The Bite Size campaign will be run on a pan-London basis. A London project co-ordinator will be appointed whose role it will be to increase participation by providers, manage the sign-up process and undertake the administration and evaluation of the campaign.

LSC London Central will also support Adult Learning Week through targeted campaigns at audiences such as non-learners and employers to encourage staff involvement.

## **2.2 REDUCE THE NUMBER OF ADULTS WITH BASIC SKILLS AND/OR ESOL NEEDS**

➤ **Agree participation and achievement targets for increases in basic skills provision within budget allocations for further education colleges and ACL providers**

For 2003-04, we will plan and budget with FE colleges and other ACL providers to support an increase in the basic skill levels of the adult population in central London.

➤ **Deliver the LSCLC Skills for Life strategy and delivery plan**

Our local 'Skills for Life' strategy and delivery plan were developed in 2002. The delivery plan will be updated in light of the LSC publication of Adult Literacy and Numeracy Delivery plan and we will begin implementing the plan. External and internal Skills for Life groups will drive implementation. The external "Skills for Life" forum will bring together a diverse group of practitioners and partner organisations to provide advice and highlight key development areas. Primary activities for 2003 include investment in and influence to increase and develop the basic skills teaching workforce, setting local and discrete literacy, numeracy and ESOL participation and achievement targets with providers and building the capacity and quality of local provision. A promotional drive will be implemented to attract new learners from hard to reach groups including learners who may use another language.

➤ **Improve the quality of basic skills provision**

In 2003 the LSCLC will take forward the recommendations of the Basic Skills Quality Initiative Review to ensure a consistent, high quality level of basic skills provision across central London. The recommendations are based on the review we conducted of our local basic skills providers last year.

In 2003 we will continue to increase the capacity for training new basic skills teachers and the development of existing teaching skills through work with teaching organisations and unions and we will invest in professional development centres in each borough of central London.

We will establish a Basic Skills Centre of Excellence in each borough within organisations known for innovative and consistently strong provision. We will promote the achievements of these centres to basic skills providers as models to incorporate in their provision. In addition we will look to central London's Centres of Vocational Excellence to collaborate on defining vocational progression routes to advanced levels within their vocational area and considering the needs of basic skills learners.

➤ **Engaging employers to promote workforce participation in basic skills training**

The LSCLC will continue to work with large employers to engage the workforce in basic skills training. Particular focus will be placed on employers in the health service, hospitality and catering occupational areas. Employers will be given a clear message that improving the basic skills of their workforce will have a positive impact on their business performance. A further version of the Basic Skills toolkit will also be developed and released this year, and aimed at small and medium sized employers to increase workforce basic skills levels.

➤ **Increase participation and achievement in basic skills training**

In 2003 we will introduce a number of initiatives to target 'hard to reach' client groups and increase access to basic skills provision. Groups targeted will include family learners and those under probation or in prison. In addition we will identify disengaged and 'hard-to-reach' individuals by targeting ethnic, cultural and religious groups of which the individual may be a member.

We will also facilitate better information, advice and guidance for basic skills learners, to achieve improved participation. To achieve this, collaboration will be encouraged between Jobcentre Plus, the Information Advice and Guidance Service and Connexions to assess, provide advice to, and refer clients with basic skills needs to learning opportunities.

The number of provider-based test centres using the national literacy and numeracy test will be increased to improve achievement rates in central London. Smaller providers will be able to access the test centres.

➤ **Improve basic skills provision in prisons/probationary services**

Many of those in prison have been identified as having significant basic skills needs. We are presently working with the Education Department of HM Prison Holloway to produce tailor made ESOL materials relevant to the needs of women prisoners. We will make links with the other prisons in our area to look at the development of other joint initiatives.

**2.3 RAISE LEVELS OF RETENTION AND ACHIEVEMENT FOR ADULTS**

➤ **Work with providers to agree and meet institutional targets for retention and achievement.**

Three-year Development Plans will be consultatively agreed with colleges, LEAs and other providers as the framework for sustained activity to raise standards. As part of this process, we will agree performance measures to report on progress made with adult retention and achievement. One of the four headline targets for improvement will be learner success rates. The targets to be agreed with providers will be in line with LSC London Central's targets for qualifications in basic skills, NVQ level 2 and NVQ level 3. Development funding to support activities to increase retention and achievement will continue to be available through the Local Intervention Development Fund (LIDF).

➤ **Agree a definition of achievement for Adult and Community Learning**

LSC London Central will work closely with LEAs during 2003-04 on the implications of moving to a common funding formula and to take account of the need to define achievement in such a way to reflect the wider purposes of ACL, including return to learning, community development, languages and personal interest programmes.

### **Objective 3: To raise skills levels for a competitive economy**

If we are to successfully increase the skills of the central London workforce, we must reflect the three key objectives of the LSC National Workforce Development Strategy launched in December 2002:

- Raise informed demand for employment-related skills among individuals and employers;
- Support improvements to the responsiveness and flexibility of the supply side; and
- Contribute to the development of an underpinning framework of better skills and labour market intelligence, responsive vocational qualifications and improved links to the wider educational agenda.

Nationally, the following priorities for 2003-04 have been set:

- A clear LSC offer to employers
- Adults with low level (below Level 2) skills, including Basic Skills
- Sector activity in four key national sectors: Construction, Care, Manufacturing and Retail (plus local/regional priorities where appropriate)
- Leadership and Management
- Investors in People and business development
- Engagement with employers
- Responsiveness of provision.

In the coming year, we will demonstrate an outcomes-based approach to measuring the progress of our workforce development activities. The key measurements which will define our success are:

- Our contribution to adult learning targets;
- Measuring employer engagement in workforce development;
- Evaluation of our activities across the range of programmes and our sectoral approach to their implementation;
- Working with the LDA to ensure that the local plan for Framework for Regional Economic and Skills Action (FRESA) is successful.

To be able to deliver the workforce development challenge we need to engage more effectively with local and regional businesses and employers in order to meet their skills needs and improve productivity.

To enable us to prioritise the needs of our local employers and to influence provision at a local level, we have identified 11 significant sectors for central London. These are: business and professional services; retail, hospitality, leisure and tourism; education, healthcare; public administration; construction; manufacturing; creative industries; voluntary, e-learning and IT.

We recognise that it is vital that we develop strategic alliances and partnerships with the "Trailblazer" Sector Skills Councils and colleagues

representing other sectors. We will continue to build on our existing relationships with Skillset, Skillsmart and Cogent, which represent the Audio Visual, Oil and Gas Extraction, and Retail sectors as well as maintaining strong ties with existing NTOs as they begin their journey to Sector Skills Council status. We will work closely with the LDA and pan-London workforce development colleagues to meet the needs of central London and pan-London employers. We will also be proactive in working closely with Connexions, IAG, CBI, BL4L, Chambers, regeneration partnerships, trade unions and Learndirect.

At a local level we will underpin the work we do with employers and partners with strategies to support each sector's requirements and needs for better workforce development. Whilst driving to achieve this, it is vital that we offer employers and the workforce a consistent offer. The Employer Engagement Measures (EEM) to be published by LSC National Office during 2003 following their national baseline study of employers' needs, will provide us with a consistent benchmark to build on. We will use our Business Alumni Club of employers to pilot the new EEMs during 2003. We will also look to support the work of the developing Centres of Vocational Excellence (CoVEs) through facilitating employer engagement. To facilitate this, our workforce development advisers will be provided with a toolkit to support workforce development implementation with employers.

**There are three themes organising our work activities under this objective. They are:**

- |            |  |
|------------|--|
| <b>3.1</b> | <b>Stimulate employer demand for workforce development</b>             |
| <b>3.2</b> | <b>Build capacity and relevance of workforce development provision</b> |
| <b>3.3</b> | <b>Contribute to a framework of better skills</b>                      |

Themes	Impact measures	Outcomes by 2004	Target increase for 2003 - 04
Stimulate employer demand for WfD	No. of additional employers in central London engaged in workforce development measures	750	750
	No. of employers achieving first time liP recognition	110 (50+ employees)	110
		150 (5-49 employees)	150
	Work with leading employers to promote and implement WfD solutions	Increase of 100% from 25 to 50	25
Build capacity and relevance of WfD	No. of employers with links to FE institutions	60 employers to work with FE colleges	60
		20 employers to work with COVEs	20
Contribute to a framework of better skills	No. of additional employers involved with MA programmes	100 employers 150 MAs	100 employers 150 MAs
	No. of additional employers undertaking programme to address the basic skills needs of their employees	50	50

### 3.1 STIMULATE EMPLOYER DEMAND FOR WORKFORCE DEVELOPMENT

The supply of people with relevant skills is fundamental if employers are to remain competitive in the global economy. It is critical that employers recognise the positive return on investment in skills. We will stimulate and increase employer demand for workforce development products by:

#### ➤ Promoting workforce development through our Alumni

We will use case studies, sector specific networks and marketing collateral that clearly illustrate the outcomes gained by organisations which have benefited from developing their workforce. At present, 24 large companies have become members of the Alumni. We aim to increase this to 50 during the year.

#### ➤ Addressing the needs of large employers

Flexible workforce development solutions and provision will be available to employers, maintaining a structured approach to people development. In particular, we will be actively encouraging employers to take up MAs, NVQs (level 2 and 3 or equivalents), and management and leadership development.

➤ **Promoting the Investors in People UK products**

This will include the Internal Review Model, Investors in People Profile, Recruitment and Selection and Management and Leadership modules. We are aiming for a further 110 first time iIP recognitions with larger employers (50+) during the year, and 150 small employers across the public and voluntary sectors (<50). Part of the target will be delivered through our core contract with Business Link for London (BL4L) and through the Small Firms Initiative (SFI) contract which will be delivered through a wider partnership network.

➤ **Promoting the new Matrix Quality Standard**

Focusing on organisations providing information, advice and guidance, the matrix standard assists organisations in identifying best practice in the delivery of information, advice and guidance services. It defines the outcomes of a quality service aimed at assisting individuals to make use of information in relation to learning and work. We will actively encourage employers to pilot and adopt the Matrix Standard which is aimed at employers in the education, central and local government, IAG partners, trade unions, training providers and voluntary and community organisations.

➤ **Working with partnerships and business networks**

Through partnerships and business networks LSCLC will actively engage employers by inviting key partners to a series of workshops and events on various workforce development themes. This will include working with Jobcentre Plus, all SSCs and NTOs for our significant sectors, FE Colleges, the LDA and BL4L, chambers, CBI and IoD regional networks and community organisations to engage employers in the workforce development agenda and to develop relevant qualifications for sector workforces. We will lead on the LDA Construction Sector Flagship Initiative promoting the sector across coordinated pan-London activities to be launched during the summer of 2003.

## **3.2 TO BUILD CAPACITY AND RELEVANCE OF WORKFORCE DEVELOPMENT PROVISION**

We will build capacity and influence the provision of learning by:

➤ **Working with employers and awarding bodies**

LSCLC and its partners will work collectively to develop more flexible accredited training provision linked to national occupational standards and where appropriate, new qualifications and bespoke learning solutions: for

example, the accumulative credits programme in management development with Tussaud's Group.

➤ **Continuing to establish relationships with existing and emerging Sectors Skills Councils**

This will include us actively building on existing relationships with the employer representative bodies for our 11 significant sectors to engage with employer sector networks. This will be implemented locally through the development and delivery of sector strategies.

➤ **Promoting and supporting the provision of learning**

We have made a commitment to ensure that central London employers are working with the Centres of Vocational Excellence (CoVEs) and other college providers to promote learning through our FE providers. For example over 20 London boroughs are working with three FE colleges in central London on a new level 3 NVQ in Housing Benefit Administration. We will also be working closely with Lambeth Construction CoVE on the LDA Flagship Initiative. All existing CoVEs and those in the process of becoming CoVEs will be supported in developing stronger links with employers.

Building on our initial work with FE College Business Development Units, we will assist them to capacity build their face-to-face relationships with employers and SSCs and explore the widening participation agenda across HE. This relationship will help to influence the demand of workforce development provision. Partners include the LDA, London First, London Chamber of Commerce and Industry, Central London Partnership and other employer led organisations to develop initiatives responding to world-class employer needs.

➤ **Work with Early Years Development Childcare Partnership**

LSC London Central is a member of the Early Years Development and Childcare Partnership which has collaborated to progress the achievement of the national qualifications and training standards and meeting the other qualifications and training needs of this sector. This relationship is based on the implementation of the *National Childcare Strategy* (1998). We will be taking forward the associated work with both the borough based EYDCPs and the wider EYDCP, which covers the seven London Central boroughs, as a matter of priority during 2003-04.

One of the three Local Development Managers will take the lead on EYDCP for LSCLC, bringing together the overarching EYDCP for London Central and the relevant teams within LSCLC who will need to work with local EYDCPs.

Areas to be addressed during the early part of 2003 include information sharing around the following options: funding structures and cycles; planning timetables; data collection; and the agreement of a Memorandum of Understanding between the EYDCP and LSCLC.

### **3.3 TO CONTRIBUTE TO A FRAMEWORK OF BETTER SKILLS**

Specific LSC products and services will be utilised to engage individuals both in the workplace or entering the workplace. This will be facilitated by:

➤ **Promoting Modern Apprenticeships with employers across all sectors**

MAs will be promoted to employers as the preferred recruitment route for employing non-graduate young people. There will be a major promotion campaign across central London during spring 2003 using innovative sector specific marketing material. This will be followed by intensive contact with interested companies.

➤ **Working with employers to identify workforce development requirements**

LSCLC Workforce Development Advisers will diagnose employer workforce development needs. We will promote LSC workforce development products to meet their organisational workforce needs - e.g. Investors in People, WBL products and the Matrix Quality Standard.

➤ **Continuing to promote the need for basic skills provision**

We will use our established relationships with employers to implement the basic skills agenda through our public workshop programme, the basic skills brokerage initiative and the issuing of a 2<sup>nd</sup> Employer Toolkit for basic skills.

➤ **Continuing to promote the role of the Trade Union Learning Representative within the workplace**

LSCLC will build on its experiences with the pan-London SERTUC/LSC funded network to actively encourage employers to better understand the role of their trade union learning representatives, particularly the representative's role in promoting training and learning opportunities in the workplace. This will include targeted events with employers and pro-active initiatives with relevant unions.

➤ **Promoting training options for young people with employers**

We have recently produced a Good Practice Guide to Employing Young People. This highlights, in particular, the benefits of the M.A. framework. The Guide is to be disseminated to employers, training providers, Business Link for London, Sector Skills Councils and other business organisations to encourage employers to select appropriate training routes for young people. It will also be used to support the employer brokerage model that is being developed to increase employer engagement with MAs

➤ **Management and leadership**

We will use our workforce development mainstream and discretionary funds to encourage the take up of management and leadership development programmes within SMEs. Through developing management and leadership skills, we will promote the wider workforce development agenda and make the business case for the return on investment in skills.

➤ **Exploring and facilitating the development of new qualifications in the workplace**

The LSCLC will support employers and sectors in the development of more appropriate qualifications in the workplace such as accumulative credits within the hospitality sector and the recently piloted Certificate in Retail Skills.

➤ **Encouragement of e-learning**

The aim is to raise awareness of e-learning products specifically aimed at SMEs through business focused Learndirect centres e.g. customer service training of staff in dealing with people with disabilities.

Employers will be encouraged to access technological advances to enable more user-friendly and efficient means of e-learning assessment of vocational qualifications and liP advice via CD-Roms and the Internet. Through the SME focused Learndirect centre network in London (LLBSN), we will be signposting clients to take-up the e-learning challenge, using bite-size generic course material on customer services.

**Objective 4: To improve the quality of education and training delivery**

*Success for All* provides a new context for our work to improve the quality of learning provision in central London. Over time, the Strategic Area Review will change the pattern of provision to meet learner and employer needs more effectively; a strong emphasis will be placed on improving teaching and learning; and the implementation of floor targets will challenge providers to achieve continuous improvement, whilst offering rewards in the form of funding and flexibility.

Work has already begun to strengthen our own resource and expertise in order to be able to implement this programme of activity effectively, and this will continue into 2003-04.

To date we have developed local arrangements for the implementation of the national performance review framework. Key tasks for 2003 include the programmes of support for under-performing providers, the need to use benchmarking information more effectively and the continuing development of provider forums to promote the sharing of best practice. The framework will need to adjust to accommodate the impact of *Success for All*.

**There are four themes organising our work activities under this objective. They are:**

- 4.1 Meeting learner, employer and community needs**
- 4.2 Increase learner success rates**
- 4.3 Improve provider performance**
- 4.4 Encourage learning in a safe and supportive environment**

<b>STRATEGIC OBJECTIVE 4 TARGETS AND IMPACT MEASURES</b>		
<b>Themes</b>	<b>Impact measures</b>	<b>Outcomes by 2004</b>
Effective planning	Progress on Area Action Plans	Implementation of activities in Area Action Plans
Increase learner success rates	Increase in learner success rates in: FE ACL WBL	+1% +1% +3%
	Increase in learner satisfaction	To be agreed
Improve	Increase proportion of providers in category excellent	To be determined

provider performance	Reduce proportion of providers in category serious concerns	To be determined
Encourage learning in a safe and supportive environment	Safety of learning	All providers demonstrate compliance with accident reporting

#### 4.1 MEETING LEARNER, EMPLOYER AND COMMUNITY NEEDS

##### ➤ Developing the LSCLC Strategic Area Review

The Strategic Area Review is a major review of all LSCLC funded provision for learners over 16 years, in central London. The results will be used to strategically plan provision according to the needs of our local area. We will also consider the impact of our provision on a pan-London basis. The first part of the process will involve the production of a LSCLC plan for undertaking the review.

During 2003-04, LSCLC will begin implementation of the first two stages of the Strategic Area Review process, namely:

- developing our local implementation plan in conjunction with partners
- begin the gathering of information and analysis process to determine the unmet needs of our local learners, employers and communities.

We will involve 14-19 borough-based fora already established as well as the sub-regional Central London 14-19 forum and the adult fora we will develop throughout 2003-04. Considerations will include the quality and performance of existing provision and the value for money of LSC investment. Further we will consider the impact of learning and skills policies and wider government strategies and their importance in determining how provision in central London should be strengthened to meet the policy objectives.

The 7 stages of the Strategic Area Review, and the indicative timelines from LSC National Office are reflected in the table below: However, LSCLC anticipates that particular stages will need longer timescales, particularly Stages 2 and 3, given our determination to closely involve stakeholders and partners throughout the process and the challenges involved in collecting thorough and up-to-date data. The publication of the local area delivery plan will be linked to the development of our new three-year Strategic Plan for 2005-08.

Milestones	Indicative Timescales
Stage 1 – Drawing up the local plan	Start in April 2003 Up to 4 months
Stage 2 – Information gathering and analysis	Up to 6 months
Stage 3 – Developing and appraising choices and formulating strategic options	Up to 6 months
Stage 4 – Local consultation	3 months

Stage 5 – Publishing local area delivery plan	At least by Spring 2005
Stage 6 – Implementing local delivery plan	As part of local strategies updated from Spring 2005
Stage 7 – Evaluating the Strategic Area Review	

➤ **Implementation of Area-wide Inspection Action Plans**

The LSC have been tasked with ensuring the successful implementation of the action plans and all seven borough plans have now been approved by Ministers and are currently being implemented. With the close involvement of partners, the LSC has the following role:

- A strategic role to bring the partners together to deliver the 14 – 19 plan
- Taking forward the *Success for All* strategy
- The monitoring, progress review, production of termly reports and annual evaluation report for LSC National Office and DFES
- The allocation, administration and contract management of Standards Fund to support the development and implementation of the plans.

During 2003-04, core actions of the seven action plans will include:

- The development and expansion of high quality vocational and academic provision for 14-16 year olds and 16-19 year olds
- The restructuring of provision, collaboration and curriculum development
- Increasing learner participation and access/advice & guidance
- Quality improvement measures
- Funding support through Standards Fund of up to £500,000 per action plan - £3.5 million during 2003-04 to ensure rapid progress of actions.

During the year, we will develop further the work of the Area-wide Inspection Action Plan Implementation Cross-borough Coordinators' Group to improve impact for learners and providers through the following:

- Identify and disseminate best practice
- Define and progress areas of common interest
- Lead on data collection, sharing and analysis
- Co-ordinate strategies and actions around key shared issues such as level 1 & 2 provision, vocational curriculum, value-added measures, the development of Work Based Learning and pan-London LSC working.

➤ **Assist the development of existing CoVEs and the preparation of bids for additional sector areas**

There are 4 existing Centres of Vocational Excellence (CoVEs) in our further education institutions. Bids for a further 3 are presently being processed. These cover the sector areas shown below:

<b>Existing</b>	<b>Bids being processed</b>
Construction ( <i>Lambeth College</i> )	Retail ( <i>London College of Printing</i> )
New media technology ( <i>City of Westminster College</i> )	Business Administration ( <i>Lambeth College</i> )
Hospitality ( <i>Westminster Kingsway College</i> )	Music Technology ( <i>South Thames College</i> )
Fashion ( <i>London College of Fashion</i> )	

We will work with the relevant colleges to develop the benefits arising from the CoVEs and to ensure that relevant links are made with other institutions and employers. We also intend that good practice emanating from the CoVEs will be disseminated to other FE institutions.

We will also assist other colleges to work up bids for future CoVEs. This will include healthcare and childcare.

➤ **Assess and map major e-learning provision delivered in central London**

In 2003, the LSCLC will commission a study that maps e-learning practice and input across central London. The outcome will be a report that identifies significant e-learning activity, major and potential stakeholders, and the strengths and weaknesses of current practice. This study will form the elements of a successful future approach for funding and supporting e-learning in central London. We will focus on how e-learning can be facilitated by the LSCLC to aid the achievement of our strategic objectives, including increased participation and achievement. The information harnessed from the study will also be used for the Strategic Area Review.

➤ **Commission and implement research studies to inform planning and quality improvement activities**

The research programme for the coming year will support the work of the Strategic Area Review. An audit of provision/travel to study project has been commissioned by the 5 London LSCs. This is due to report in early spring and will provide a substantial amount of baseline information to feed into the Review. Further work will then be undertaken to enhance our understanding of the profile of provision.

Research is also being undertaken into employers' attitudes to Work Based Learning. This will look at issues related to the uptake of Modern Apprenticeship programmes by employers and how the quality and credibility of the brand can be improved.

## **4.2 INCREASE LEARNER SUCCESS RATES**

➤ **Agree targets with providers for learner success rates**

All provider Development Plans (DPs) for 2003-04 will be required to include clear targets for improvement in success rates, comprising improvements in retention and achievement.

➤ **Provide support for the implementation of Development Plans**

As part of the Performance Review process, we will agree Intervention and activity to secure improvements in learner success rates on an individual provider basis. We will use Standards Fund and Local Intervention and Development Fund monies to support targeted quality improvement activity.

➤ **Use ESF monies to support a provider staff qualification programme to include appropriate training and assessment qualifications**

We will support a programme of development opportunities for teachers and trainers, organised centrally across the London Central area. The range of opportunities we will fund will be based upon the need to improve the quality of assessment, teaching and learning.

➤ **Identify and disseminate good practice**

Through provider quality forums, we will identify and disseminate good practice, especially in relation to improving teaching and learning, and increasing retention and achievement.

➤ **Improve learner satisfaction rates**

Providers will be expected to undertake appropriate learner satisfaction surveys. These should enable providers to benchmark themselves against the results from the national learner survey. Targets for improvements against specific elements should be set.

An annual work-based learner satisfaction survey is undertaken by LSC London Central. This will continue and the results will influence the contracting decisions we make.

### **4.3 IMPROVE PROVIDER PERFORMANCE**

*Success for All* proposed that local LSCs will agree 3 year Development Plans with providers, incorporating targets for improvement which contribute to the LSCs strategic priorities. This process will need to begin early in 2003, in parallel with the consultation on development plans and three year funding.

At the same time, we will continue to work with providers to implement existing plans to improve inspection grades and Performance Review results.

Since the introduction of the Common Inspection Framework, inspection results for providers in central London have been varied. There have been some notably excellent and good results. But too many providers have

received unsatisfactory inspection grades for leadership and management, and for curriculum areas. This has had an inevitable effect on the Performance Review profile. We need to prepare providers more effectively to achieve good inspection results, and to work with them to achieve rapid improvements following unsatisfactory inspections.

➤ **Agree three year development plans and targets with providers**

LSC London Central will work with providers to agree new and challenging development plans. These will incorporate agreed headline targets and floor targets, linked to the achievement of our strategic priorities. They will also indicate more broadly, how provision will be developed and improved to meet local employer and community needs. Plans will also need to be updated to reflect the emerging findings from Strategic Area Reviews.

➤ **Provide pre-inspection support for providers**

We will design and deliver workshops to improve provider awareness of Common Inspection Framework requirements and good practice in self-assessment and development planning. We will support providers' development of policies and procedures which impact upon the learners' experience to assist them in meeting the LSC's quality threshold. We will offer a range of interventions to assist inspection preparation. These will include presentations to provider staff teams on the inspection process, further evaluation of the SAR and DP prior to submission to the inspectorate and reviews of base-room evidence to assist judgements about the range, currency and depth of the information available.

➤ **Support the development and implementation of post-inspection action plans to secure rapid improvements following inspections**

We will provide advice and financial support where appropriate, for the production of post-inspection action plans. We will work with OFSTED and ALI to assess plans and ensure that they are adequate to secure improvements. We will work with providers selected for re-inspection by regular monitoring of the implementation of the action plan.

➤ **Provide intensive support for providers in the categories 'Serious Concerns' and 'Some Concerns'**

We will work with these providers to develop and implement an individual plan of action designed to secure rapid improvements in quality and performance. We will provide financial support for post-inspection action plans, which will be targeted at activities to improve the weakest curriculum areas or management systems. Examples of the types of activity to be supported include improving the learning environment, supporting staff development, purchasing resources and improvement to systems to improve teaching, learning and attainment. Ultimately, if improvements are not secured, we may reduce contract size, or terminate the contract.

- **Encourage providers in the category ‘Acceptable’ to set and achieve stretching targets for improvement**

We will expect to see continuous improvement in provider performance. This will include challenging providers who may be ‘coasting’ to set and achieve targets which will place them in the categories ‘Strong’ or ‘Excellent’.

- **Encourage providers in the categories ‘Excellent’ and ‘Strong’ to share their experiences with others**

With those providers whose performance has been consistently excellent or good, we will work collaboratively to identify and disseminate good practice.

- **Support work to strengthen, and increase the diversity of, leadership and management**

We will encourage participation in leadership and management development programmes, and support the development of collaborative networks to spread skills and expertise. We will support initiatives to increase diversity in leadership and management, such as more black and minority ethnic managers in further education.

- **Support to joint LSC/Jobcentre Plus providers**

We are working closely with colleagues in Jobcentre Plus to ensure that we are providing effective support to joint LSC/Jobcentre Plus providers. This includes arrangements for supporting pre and post inspection activity, support in raising awareness of requirements relating to self-assessment and development planning and interventions to secure improvements in the quality of provision.

#### **4.4 ENCOURAGE LEARNING IN A SAFE AND SUPPORTIVE ENVIRONMENT**

- LSCLC will undertake pre-contracting checks to review the adequacy of arrangements relating to the management of the Health & Safety of learners.
- All providers will use the Health and Safety questionnaire to identify ability to meet minimum requirements. An appropriate cycle of monitoring visits will be undertaken in line with level of risk identified at Performance Review.
- All Eyes and Ears trained staff will contribute to Health and Safety. All LSC employees have a responsibility for assisting in identifying learners who may be at risk or where they are not in a safe, healthy and supportive environment. By adopting the Eye & Ears approach, non-health and safety employees can help in identifying health and safety issues, when visiting learners or employers where learning take place. It is part of the National LSC Learner Health and Safety Strategy. The Eyes and Ears approach forms a source of evidence which will feed into provider health and safety assessments and the categorisation of the performance of a provider.

- Our activities will be managed in line with the LSC's National Learners Health & Safety Strategy. We will agree, implement and evaluate a cycle of training activity to raise standards in H&S management in providers.

**Objective 5: To raise levels of achievement through the celebration of diversity and promotion of equality of opportunity**

LSC London Central works in a vibrant community made stronger by the contributions of people from many ethnic backgrounds, cultural traditions and faiths. We see this diversity as a strength and aim to address the issues of equality and diversity in all areas of our activity. We are conscious too of the need to ensure that everyone in our area – regardless of disability, gender, age or social position – has the opportunity to realise their potential and develop the skills to succeed in London's economy. To achieve this aim, we will explicitly include equalities at every stage in policy, planning, service delivery and review processes.

Our local equality and diversity strategy will be developed with input from key partners and published in spring 2003. It will set out a clear view of our priorities and targets for closing equality gaps in access, participation, retention and achievement and will consider the implications of the national LSC equality and diversity strategy launched in February this year. The LSC will continue to undertake research, stakeholder consultation and customer feedback across programme areas to identify key equality issues, barriers to successful participation and strategies for change at local level. This will involve:

- Developing strategies to improve the participation, retention and achievement of learners and potential learners
- Meeting the specific needs of learners with learning difficulties and/or disabilities
- Promoting equalities and diversity in employment.

LSC London Central will set local equality and diversity impact measures (EDIMs)<sup>11</sup> to assess how effectively it responds to the equality and diversity challenges in the local area. The EDIMs that have been set for the planning period are set out in the following table. As part of the implementation and monitoring of EDIMs, LSC London Central will undertake the following actions:

- Secure agreement with providers/partners on how best to respond to the EDIMs adopted for the planning period
- Ensure EDIMs are widely known and accepted throughout the LSC London Central area

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<sup>11</sup> Local LSCs were required by LSC National Office to develop EDIMs in an effort to set local measures for the participation, retention and achievement of learners; ensure that measures include learners drawn from groups that are underrepresented or under-achieving in learning provision; and provide data for the LSC Equality and Diversity Report to the Secretary of State.

- Discuss and reach agreement with providers on how they will address the EDIMs within the overall funds they receive from the LSC
- Discuss and reach agreement with partner organisations/key stakeholders on the contribution they can make towards the EDIMs
- Ensure progress in achieving EDIMs is integrated into and included as a term of reference to key LSC London Central processes such as the use of our discretionary funds in 2003, working groups and partnerships (for example the provider review process, and regular meetings with providers and other partners)
- Review progress formally at least three times per year utilising the most up to date data available and in the light of provider/partner feedback.

**There are four themes organising our work activities under this objective. They are:**

- |            |  |
|------------|--|
| <b>5.1</b> | <b>Increase participation of groups previously under-represented on learning provision, particularly on higher levels of study</b> |
| <b>5.2</b> | <b>Improve retention and achievement rates for groups with below average outcome levels</b>  |
| <b>5.3</b> | <b>Meet the needs of learners with learning difficulties and/or disabilities</b>   |
| <b>5.4</b> | <b>Promote equalities and diversity in employment</b>  |

<b>Themes</b>	<b>Impact measures</b>	<b>Outcomes by 2004</b>	<b>Target increase for 2003 - 04</b>
Participation	No of learners from black and minority ethnic groups accessing further education and Work Based Learning provision at levels 3 and 4	14,000 <sup>12</sup> (FE institutions)	600
Retention and achievement	Achievement rates for ethnic groups where present achievement rates are below average	1% above <sup>12</sup> average rate of increase (FE colleges)	1% above average rate of increase
Meeting the needs of learners with learning difficulties and/or disabilities	No of learners with learning difficulties and/or disabilities accessing further education, Work Based Learning and adult and community	9,500 <sup>12</sup> (FE institutions)	800
Equalities and diversity in employment	No. of employers receiving support on employee development strategies targeting groups which currently face disadvantage in the labour market	70	30

**5.1 INCREASE PARTICIPATION OF GROUPS PREVIOUSLY UNDER-REPRESENTED ON LEARNING PROVISION, PARTICULARLY ON HIGHER LEVELS OF STUDY**

- **Promote the access of learners from black and minority ethnic groups to further education and Work Based Learning provision at levels 3 and 4**

Preliminary research indicates that learners from black and minority ethnic groups are under-represented on further education and Work Based Learning provision at levels 3 and 4. A strategy will be developed setting out a range of actions to target improvements.

<sup>12</sup> Targets for the other learning provision will be set when data is available.

- Researching the extent of under-representation of learners from black and minority ethnic groups on further education and Work Based Learning provision at levels 3 and 4
- Identifying the barriers to participation and determining how they might be overcome (for example, by providers introducing more flexible patterns of delivery, offering additional support for learners for whom English is a second language, mentoring)
- Using Local Investment Development Fund (LIDF) and other discretionary sources of funding to commission work to address the under-representation of learners from black and minority ethnic groups on higher level provision (for example to devise strategies to combat racial stereotyping in education and employment)
- Working in partnership with providers and other key partners, including local authorities, Connexions Service, 14-19 fora and others, to identify the contribution they can make to achieving improved access to provision for learners from black and minority ethnic groups.

➤ **Develop LSC London Central information in community languages and in alternative formats**

The London Central website will include community languages in phase 2 of the development (spring/summer 2003). Some marketing literature will be produced in community languages, for example details of GCSEs in vocational subjects aimed at parents. Community leaders will also be provided with marketing literature in community languages to be distributed via community groups promoting Basic Skills and ESOL.

➤ **Develop strong links with voluntary organisations to provide access to learning for hard-to-reach individuals and groups**

LSC London Central has worked with the London Voluntary Service Council (LVSC) to explore how we can work with both the LVSC and its member voluntary organisations to further promote access to learning on a London Central and local borough basis for those learners that are hard to reach. Our work with the LVSC will build, wherever possible, on existing networks. LSCLC will also build on and extend its current work with faith-based organisations, including Faith in London, to identify ways to promote social inclusion and encourage access to education and employment.

## **5.2 IMPROVE RETENTION AND ACHIEVEMENT RATES FOR GROUPS WITH BELOW AVERAGE OUTCOME LEVELS**

➤ **Secure parity of outcomes for learners from all ethnic groups**

Challenging targets will be set related to different ethnic groups and specific programme areas. The assessment of achievement by ethnic group will be incorporated into the provider review process.

### **5.3 MEET THE NEEDS OF LEARNERS WITH LEARNING DIFFICULTIES AND/OR DISABILITIES**

#### **➤ Fund placements at Specialist Colleges**

The LSC has a statutory duty to fund learners with learning difficulties and/or disabilities at specialist colleges where their needs cannot be met locally. LSC London Central will discharge this duty on behalf of learners requiring such provision who are resident in the London Central area, in partnership with key referring agencies including LEAs, social services and the Connexions Service.

#### **➤ Meet the requirements of the Disability Discrimination Act**

LSC London Central will support FE and ACL providers to meet the requirements of the Disability Discrimination Act Part 4 and to monitor the effectiveness of the strategies put in place to comply with the new legislation. In addition staff within LSC London Central will be briefed on the implications of the legislation for their specific areas of work.

Providers will be assisted to produce disability statements that comply with the legislative framework and good practice guides.

#### **➤ Facilitate joint working**

We will work in partnership with the local authorities' Joint Investment Plans Group and other partnerships to facilitate closer working between social services departments, FE, ACL and WBL providers to improve the relevance, coherence and quality of provision for this client group.

We will improve the quality and timeliness of data from providers about learners with learning difficulties and/or disabilities.

#### **➤ Support for 2003 European Year for People with Disabilities**

2003 is the European Year for People with Disabilities. The Year's objective is to drive progress towards achieving equal rights for people with disabilities. Expected outcomes are action at national level to prevent discrimination, new initiatives and new, stronger alliances.

LSC London Central will develop a programme of activities, in conjunction with providers and key partners to take part in the 2003 celebrations.

### **5.4 PROMOTE EQUALITIES AND DIVERSITY IN EMPLOYMENT**

#### **➤ Working with small and medium sized black and minority ethnic owned businesses**

LSC London Central will build on existing projects to support workforce development within ethnic minority business networks, thereby increasing the uptake of workforce development in BME businesses.

➤ **Benchmarking good practices on managing workforce diversity**

We have commissioned consultants to undertake a study to analyse current practices on managing diversity effectively and to recommend actions needed to achieve improvement. The outputs from the study, due in Spring 2003, will include a report on good practices, a self-assessment toolkit and a set of 'good practice' products. We have also commissioned consultants to investigate whether a competency framework exists for those with responsibility for managing equality and diversity within their organisations.

In addition a programme of work to help local employers find out quickly and easily about employment legislation and the benefits of promoting equality and diversity in the recruitment and retention of staff has been commissioned.

➤ **Responding to the recommendations of the Commission for Black Staff in Further Education**

LSC London Central will consider how to best support and locally implement the recommendations made by the Commission for Black Staff in FE, in its report *Challenging Racism: Further Education Leading the Way*, published in October 2002

**Objective 6: To improve internal effectiveness and efficiency to ensure all objectives are met.**

LSC London Central has a strong commitment to improve the effectiveness and efficiency of our operations and will demonstrate this in 2003-04 with the implementation of the recommendations arising from the Bureaucracy Task Force Report – *Trust in the Future* and *Trust in FE*, the LSC blueprint for strengthening the FE and LSC relationship. Our actions will include the simplification of funding streams and methodology and an emphasis on planning-led approaches to funding with all providers. Our local implementation of the three-year funding plans and Development Plans will aid this process, providing further stability and predictability in our strategic relationships with providers.

2003-04 will also see the LSC nationally reshaping our organisation to ensure we are aligned with the priorities we have set, including the implementation of *Success for All* and *Trust in FE*, the need to strengthen existing links and seek new opportunities to engage with employers and to lead a step change in learning. We have a fixed administrative budget within which to achieve this. Accordingly, our focus will be on investing in existing staff, new staff and our infrastructure and ensuring that business processes are streamlined wherever possible.

Furthermore, identifying areas where we can improve our own performance will be guided by the results of the LSCLC Stakeholder Survey 2003. Over 300 providers, partners, employers and opinion-formers have been invited to help benchmark performance by giving their views on our:

- strategic objectives
- delivery as a service provider
- partnership responsibilities
- communications
- efficiency as an organisation.

**There are two themes organising our work activities under this objective. They are:**

- 6.1 Continue to make efficient and proper use of resources**  
**6.2 Leading by Example**

Themes	Impact measures	Outcomes by 2004
Making efficient and proper use of resources	Number of providers using on-line data collection methods	100% of FE 90% of WBL 50% of LIF
Leading by example	Achievement of liP recognition	Recognition achieved

### 6.1 CONTINUE TO MAKE EFFICIENT AND PROPER USE OF RESOURCES

The LSCLC will continue to make efficient and proper use of resources; both in terms of our own internal resource and also the way we administer external funding. Our key internal resource is our staff and we need to ensure that our organisational structure and skill base reflects the priorities and key areas of activity. We will consolidate areas of required expertise but have the flexibility to accommodate change as the LSC further evolves. In managing external resources we need to deploy effective monitoring systems that take account of the recommendations of the bureaucracy task force. This will involve removing duplication and working with providers with a greater spirit of trust and openness. A key component of developing this relationship will be moving towards three year funding of core programme areas. It will also be further enhanced by the increased flexibilities within our funding arrangements, arising from the consolidation of budgets into core participation funds.

#### ➤ **Implement a system of strong financial control**

Appropriate financial controls will be implemented to ensure the effective safeguard of public assets and the deployment of effective financial management. In so doing we will ensure that the requirements of government accounting are complied with and arrangements are in place for controlling internal resources.

#### ➤ **Implement an effective system for the management of risk**

The implementation of a system for managing risk will continue, fully embedded within our working practices at all levels and monitored and supported by the Audit Committee. Our approach will involve the regular and ongoing identification of risks, the review of controls we have in place to address these risks and the ongoing evaluation of their appropriateness and adequacy. The consideration and management of risk will be inbuilt into all levels of management, both strategically and operationally and will help us to refocus and prioritise the use of our resources. A record of all our key risks will be maintained in the LSC London Central's corporate risk register.

➤ **Implement effective audit arrangements across all funding streams**

Public funds will be used appropriately and effectively and in accordance with the appropriate funding arrangement.

➤ **Implement an effective system for monitoring the financial health of providers**

We will work proactively with our providers to obtain a greater understanding and awareness of their financial position. Where appropriate, we will work with providers to assist them to implement relevant financial controls.

➤ **Increase the number of providers using the on-line data collection facility**

This aims to simplify and standardise the collection of management information across all programme areas. This will reduce administration for all parties and give providers greater ownership and control over the data submitted to the LSC. It will also improve the timeliness of information, which is critical for us in monitoring our delivery against targets. By July 2003, 90% of work-based learning providers will be using the data on-line system.

## **6.2 LEADING BY EXAMPLE**

➤ **Achieve Investors in People (IiP) recognition**

We are continuing to work towards the achievement of the IiP standard. We have developed an action plan building on the recommendations from interim assessments and staff consultations. We expect to achieve IiP recognition by September 2003.

➤ **Support the training and development of our staff**

LSC London Central will promote the personal development of the council's staff through the development and implementation of a local Learning & Development Plan and national organisational development initiatives. The programme of staff development will focus on the development of the middle management, the continued roll-out of internal Equalities and Diversity training for all staff, Health and Safety matters and a programme of employee relations training. We also provide further education opportunities for staff.

Priority will also be given to putting in place effective mechanisms for evaluating learning and development activities at individual, team and organisational level, which in turn would support our aim to achieve IiP accreditation by September 2003.

This year we will also take a lead role in supporting managers to embed the new Performance Management System (PMS), with an emphasis on

monitoring and moderation of the process. We anticipate a review of the PMS process at the conclusion of the year.

➤ **Recruitment and retention of staff to meet the business needs**

A focus is the effective integration of new staff and those moving within the LSC by supporting the implementation of the new Corporate Induction programme and by further developing our local induction programme to encompass equalities and diversity training for all new staff and policies & procedures training for managers new to the LSC.

We will continue to implement best recruitment practices with an emphasis on compliance with the Race Relations Amendment Act. We also aim to support the local community by increasing the number of Modern Apprentices working within the LSC London Central.

## 7. RESOURCE ALLOCATION

Our total locally managed budgets for the coming year (excluding ESF) will be about £278 million. Most of this budget is distributed to our providers through mainstream allocations. This is largely subject to nationally agreed funding formulas. In addition, we also have access to significant levels of discretionary funding.

We have outlined below the main elements of both mainstream and discretionary funds. The annex provides more detail of the funding programmes together with an estimate of the expected outcomes.

### 1. Mainstream allocations

The budgets available through our mainstream allocations for the 2003-04 financial year are in excess of £260 million.

The main elements of the budget and the budget increases compared to 2002-03 are as follows:

Funding stream	2003-04 budget	% increase from 2002-03
Further education	£189 million	7%
School sixth forms	£35 million	1%
Work Based Learning	£17 million	7%
Adult and community learning	£12 million	1%
Employer development	£3 million	0%
Information, advice and guidance	£1 million	29%

### 2. Discretionary funding sources

There are a number of funds where local LSC offices have a degree of flexibility in the ways that they are spent. The main ones for 2003-04 with the amounts available are:

European Social Fund (ESF)	£17 million
Local Investment and Development Fund (LIDF)	£9 million
FOCUS Legacy funds	£2 million

Use of the **ESF** is subject to processes delivered by the European Community. The main measures reflect priorities set out in the London Development Plan. LSC London Central is a co-financing authority for the fund and we are keen to ensure that the projects we approve meet the objectives as set out in this Annual Plan. A prospectus has been produced which provides details of the criteria we will use in selecting projects to be funded.

The Local Investment and Development Fund (LIDF) now includes the funding streams previously designated as the Local Initiative Fund (LIF) and the Standards Fund.

The allocation of **LIDF** has been calculated taking into account the overall required spend on each Strategic Objective and the likely profile of ESF spend. Our Council has agreed that, in order to maximise the benefits coming from this fund, 75% of the monies will be allocated through a process of limited tendering. The type of projects that it is proposed to fund under each of the Strategic Objectives is shown in the table. The amounts have been calculated using the baseline figure of £5 million which was the LIF allocation in 2002-03.

### Proposed allocation for LIDF

Strategic Objective	Amount	%	Projects
1	£1.3 million	26%	Curriculum development; Raising attainment; Work Based Learning; Basic skills
2	£1.6 million	32%	Basic skills, Entry and level 1; Widening participation; Progression to HE
3	£0.3 million	5%	Basic skills in the workplace; Employer engagement
4	£0.2 million	4%	Quality improvement; Strategic Review
5	£0.6 million	11%	Equal opportunities; Supporting diversity
<b>Sub-total</b>	<b>£4.0 million</b>	<b>79%</b>	
Small grants	£0.45 million	9%	
Internal projects	£0.6 million	12%	
<b>Total</b>	<b>£5.0 million</b>	<b>100%</b>	

Funds available through **FOCUS Legacy funds** will be allocated in line with the percentage allocation proposals for LIDF.

## ANNEX

### Summary of Activity

Objectives	Activity	Programmes	Resources Allocated	Contributes to National Targets	Outcomes
<b>Raise participation and achievement by young people</b>	Funding of Modern Apprenticeships, NVQ qualifications	<b>Work Based Learning</b>	£6.4m	1,4,5	Average numbers in learning at any one time: 1,880
	Employability	<b>E2E</b>	£5.8m	1	1,180
	Supporting Education Business Link Consortia to deliver work related teaching & learning in schools	<b>Education Business Links</b>	£0.7m	1,4,5	To be agreed
	Introduce new funding arrangements for students in sixth forms	<b>School Sixth Forms</b>	£34.9m	1,4,5	students in school sixth forms 7,300
	Grants for students, college access funds	<b>Learner support fund</b>	To be determined	1,4,5	To be agreed
	Funding of further education, introduction of Curriculum 2000, 16 –18 full time student growth	<b>FE 16 to 18 participation</b>	£60.8m	1,4,5	F/T 13,000 P/T 4,000
	Improving achievement at level 2	<b>Level 2 fighting fund</b>	To be determined	1,4	To be agreed
	Increase number of young people entering Higher Education	<b>Excellence challenge</b>	To be determined	5	To be agreed

Objectives	Activity	Programmes	Resources Allocated	Contributes to National Targets	Outcomes
<b>Increase demand for learning by adults and provide better access to learning</b>	Grants for students & colleges, Supporting partnerships to deliver Information, Advice & Guidance	<b>Support for students</b>	To be determined	2,6,7,8	To be agreed
			£1.06m	2,6,7,8	April – July 2003 5,290 advice episodes 13,341 information episodes
	Funding 19+ Modern Apprenticeships,	<b>Adult learning</b>	£4.5m	2,6,7,8	Average numbers in learning at any one time: 1,480
	Funding 19+ FE participation		£129m	2,6,7,8	F/T 13,000 P/T 122,000
	Funding LEA adult & community learning		£12.4m	2,6,7,8	To be agreed
	Basic skills	<b>Basic skills</b>	To be determined	6	28,000
	Community based learning	<b>Neighbourhood Learning in deprived communities</b>	£0.9m	2,6,7,8	To be agreed
	Local marketing campaigns for learning	<b>Promotion of learning</b>	To be determined	2,6,7,8	
Managing the renewal of IT and the rationalisation and new build process in colleges	<b>Capital programmes</b>	National budget		Various	
<b>Raise skills for a competitive economy</b>	Securing employer investment in workforce development Promoting Investors in People,	<b>Employer Development</b>	£3.4m	3	Significant interventions with 1000+ employers
	Funding for providers meeting the criteria for vocational excellence	<b>Centres of Vocational Excellence</b>	National budget	1,3,5,8	7 CoVEs approved
<b>All</b>	Various	<b>Local Initiative Fund</b>	£9m	All	To be agreed

## Administration

Objective		Purpose
<b>To secure effective administration and develop a high performance organisation</b>	<b>National Office</b>	The national office provides the leadership, systems and infrastructure which will underpin the whole organisation: to help develop national policies and procedures; to monitor their implementation; to ensure consistency & quality; to provide corporate services which are most economically delivered centrally
	<b>Local Office</b> To be determined	Local offices have a strategic planning role, both locally and regionally. They develop relationships with employers, providers and local communities. They deploy the budgets in the programme areas and manage the contracts with employers and providers, ensuring the key tasks set out by the Secretary of State are delivered.

### LSC National Targets for 2004

1. 80% of 16 – 18 year olds in structured learning
2. Adults in structured learning (target to be set)
3. Employer engagement (target to be set)
4. 85% of young people achieving Level 2 by 19
5. 55% of young people achieving Level 3 by 19
6. Raise the literacy and numeracy skills of 750,000 adults
7. Adults achieving level 2 qualification (target to be set)
8. 52% of adults achieving Level 3
9. Raise the quality of education & learner satisfaction (target to be set)

## GLOSSARY

<b>A</b>		<b>EDIM</b>	Equality and Diversity Impact Measure
ACL	Adult Community Learning	ESIS	Economics of Staying on in School
ALI	Adult Learning Inspectorate	ESOL	English for Speakers of Other Languages
AMA	Advanced Modern Apprenticeship	EYDCP	Early Years Development and Childcare Partnership
AUT	Association of University Teachers	<b>F</b>	
<b>B</b>		FE(I)	Further Education (Institutes)
BECTU	Broadcasting Entertainment Cinematograph and Theatre Union	FMA	Foundation Modern Apprenticeship
BL4L	Business Link for London	FRESA	Framework for Regional Employment and Skills Action
BME	Black and Minority Ethnic	<b>G</b>	
<b>C</b>		GLA	Greater London Authority
CBI	Confederation of British Industry	GCSE	General Certificate of Secondary Education
CITB	Construction Industry Training Board	GOL	Government Office for London
CLP	Central London Partnership	<b>H</b>	
CLLP	Central London Learning Partnership	HE(I)	Higher Education (Institution)
CoVE	Centres of Vocational Excellence	HEFCE	Higher Education Funding Council for England
<b>D</b>		<b>I</b>	
DfES	Department for Education and Skills	IAG	Information, Advice and Guidance
DP	Development Plan	ICT	Information and Communications Technology
DTI	Department for Trade and Industry	IiP	Investors in People
DTLR	Department for Transport, Local Government and the Regions	IoD	Institute of Directors
<b>E</b>		ILM	Intermediate Labour Market
E2E	Entry to Employment	IT	Information Technology
EBL	Education Business Link		

<b>L</b>	
LC/EBA	London Central /Education Business Alliance
LDA	London Development Agency
L(E)A	Local (Education) Authority
LCCI	London Chamber of Commerce and Industry
LLDD	Learner with learning difficulties and/or disabilities
LGNT0	Local Government National Training Organisation
LIDF	Local Investment Development Fund
LIF	Local Initiative Fund
LSC	Learning and Skills Council
LSCLC	Learning and Skills Council London Central
LSDA	Learning and Skills Development Agency
LSP	Local Strategic Partnership
LVSC	London Voluntary Service Council
<b>M</b>	
MA	Modern Apprentice/ship
<b>N</b>	
NHS	National Health Service
NLDC/F	Neighbourhood Learning in Deprived Communities/Fund
NRF	Neighbourhood Renewal Fund
NTO	National Training Organisation
NVQ	National Vocational Qualification
<b>O</b>	
OFSTED	Office for Standards in Education

<b>P</b>	
P4P	Partnerships for Progression
PA	Personal Advisor (Connexions)
PMS	Performance Management System
PSA	Public Service Agreement
<b>S</b>	
SAR	Strategic Area Review
SSC	Sector Skills Council
SERTUC	South East Region Trades Union Congress
SFI	Small Firms Initiative
SME	Small or Medium Enterprise
<b>T</b>	
TUC	Trades Union Congress
<b>U</b>	
Ufi	University for Industry
ULF	Union Learning Fund
<b>W</b>	
WBL	Work Based Learning
WfD	Workforce Development
<b>Y</b>	
YE	Young Enterprise