

Learning and Skills Council

Needs Assessment 2002

London West

Helping to change lives through learning in
Brent, Ealing, Hammersmith & Fulham,
Harrow, Hillingdon and Hounslow



> The London West Needs Assessment

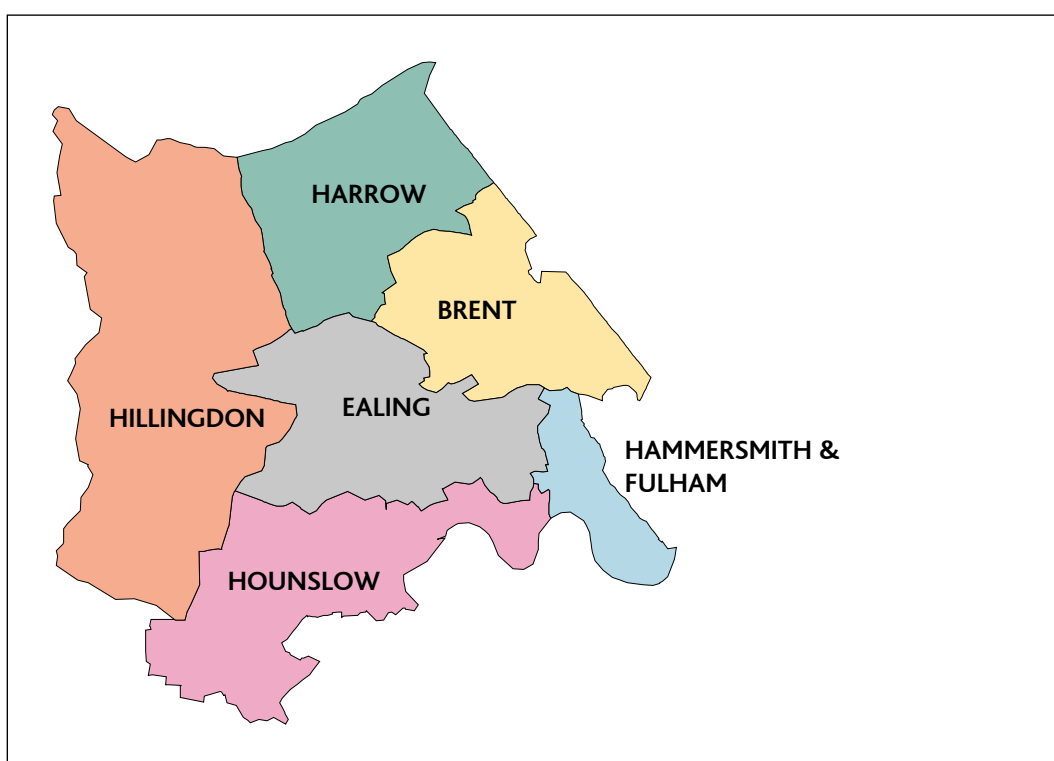
Contents

Introduction	2
Executive Summary	4
THE POPULATION OF LONDON WEST	
The Population of London West	11
KEY LEARNERS	
Young People	17
Adults	33
Basic Skills	39
People with Disabilities	41
Unemployed People	47
KEY COMMUNITIES	
Ethnic Minority Communities	56
Refugees and Asylum Seekers	64
POST-16 LEARNING IN LONDON WEST	
Education Participation and Performance	68
Further Education	72
LSDA/FDS Survey of Learners and Learning Provision	76
Travel to Study	83
Work-based Learning	93
THE LONDON WEST ECONOMY	
The London West Economy	96
Investors in People Accreditations in London West	101
APPENDICES	
Appendix 1 - London West Schools	103
Appendix 2 - FE and HE Colleges in the London West Area	119
Appendix 3 - London West LSC Training Providers	130
Appendix 4 - Adult and Community Education in London West	141
Appendix 5 - Information Sources for the Needs Assessment	162

> Introduction

In 2001, the national Learning and Skills Council and the 47 local councils were given responsibility for planning and funding all post-16 maintained learning provision across England, with the exception of schools and higher education. From April 2002, this remit was extended to cover school sixth forms. The legislation had created, in effect, the largest non-departmental public body in the country.

As one of the 47 local “arms” of the national body, London West Learning and Skills Council (LSC) funds education and training in the six west London boroughs of Brent, Ealing, Hammersmith & Fulham, Harrow, Hillingdon and Hounslow. The appendices show that this is a large, diverse and multi-cultural sub-region of the Capital, with a myriad of training providers and educational establishments.



In order to ensure that the learners and employers of London West have access to the most appropriate and effective provision, we have adopted a virtuous circle of planning and funding. This is outlined in the local strategic plan and comprises:

- an analysis of learning needs;
- production of plans to meet those needs;
- contracting with local providers to deliver the education and training; and
- monitoring and improving the quality of that provision.

The importance of that first stage in the process should not be understated. Without a detailed knowledge of the needs and requirements of local residents and employers, London West LSC would be unable to deploy its funds in ways which encourage learning and assist economic growth. This Needs Assessment is both the driver of planning and funding and a monitor of current provision.

Last year, we carried out our first Needs Assessment. This was very much a “snapshot” of the six boroughs although it did identify gaps in knowledge which the

Council has gone on, subsequently, to bridge. In its second year, the Needs Assessment is in a position to consider education and training provision in greater depth, analyse trends and relate that information back to the strategic plan. This will present a more rounded picture for partners and stakeholders and construct a firmer basis for action proposed in the plan.

As in the 2001 Assessment, this report utilises the most recent data from a variety of local and national sources; details are given in the text. In most cases, it retains the previous format. This will promote consistency and help with comparisons. The three main sections are:

- the population of London West;
- post-16 learning in the area; and
- the economy and industries.

There is a greater focus on adult education - one of the priority groups - and new separate sections on schools and key skills. We also summarise some research commissioned by London West LSC from the Learning and Skills Development Agency (LSDA) and an independent market research company, FDS International. This research looked at learning provision in the region and reflected on its efficacy through a series of surveys and focus groups.

This Needs Assessment will continue to identify gaps, shortages and barriers to learning that allow the Council to plan and fund suitable learning provision. Perhaps more than last year, it will consider, in greater detail, achievements against targets, as well as continuing to gather the vital baseline data that inform our funding programmes. This signposting should enable the Council to direct provision more sensitively and accurately to those learners and employers that can make a real difference to the many communities of London West.

Of course, the Needs Assessment is only a small part of the research that is undertaken both across London and nationally by the Learning and Skills Council and its partners. London West LSC will try to make sure that this vast body of research is properly co-ordinated and disseminated. By doing this, we hope that the outcomes can be used to support the key aims of the LSC agenda and enhance the position of learners and learning provision across London and, in particular, the six boroughs that make up London West.

> Executive Summary

The Needs Assessment in Context

It is a testament to rapid change in an advanced economy of the 21st century that so much has happened in the short time since the Learning and Skills Council began its work on 1 April 2001. This pace of change has been reflected in the challenges facing the London West Learning and Skills Council. The following pages present a detailed picture of the economy and the communities that make up London West, with a particular focus on learners and learning provision.

In this Executive Summary, we try to distil a vast amount of information into a representation of the six boroughs that is both manageable and meaningful. We outline the changes that have taken place since the last Needs Assessment and consider their impact on the businesses and residents of London West. Finally, we attempt to draw inferences from those findings and give pointers for the future planning and operation of London West LSC. It is a big task but one that is integral to the provision of learning and skills for a population of nearly one and a half million people.

Forever Changes

In terms of the economy, the downturn in trade and tourism following the attack on the World Trade Center in September 2001 lasted for a shorter period than was first feared but had a detrimental effect on employment in London. The business world was further shaken by a series of scandals involving some of the world's largest organisations such as Enron and WorldCom. The fallout from these disgraced employers has undermined business confidence around the globe and, with the spread of multinational employers in London West, could yet affect our own economic performance. Closer to home, the Government finally gave the go-ahead for Terminal Five at Heathrow, bringing the possibility of many more jobs and industries moving into the region. In addition, the future for Wembley was finally secured, as plans for a new national stadium are now going ahead.

The Mayor of London produced his "London Plan", setting out a vision for the social, economic and environmental future of the Capital. This predicted faster economic growth for London than for the UK as a whole, providing an additional 636,000 jobs by 2016. Moreover, the profile of the London's residents is forecast to change, with significant increases in the 15-29 and 45-59 age groups. Numbers from ethnic communities are expected to continue rising: 80% of the growth in the working age population could come from Black and ethnic communities, according to the Plan. This will have a substantial impact on London West which, traditionally, has had a high ethnic population. More than a third of our existing residents are classed as Non-white.

The education sector continued to experience a mass of new initiatives. In February, the Government produced its blueprint for the 14-19 year olds. This envisaged further specialisation of education providers and the extension of work-related learning. The statement from the Government following the Chancellor's comprehensive spending announcement built on this approach, with a strategy to create more academies, advanced schools and specialist schools by 2006. The London West area has 13 beacon schools and three projected city academies. Also, in April 2002, the Learning and Skills Council was given responsibility for funding all school sixth forms although funds were to be routed via the LEAs. This gave London West LSC a financial obligation for an additional 55 educational establishments covering some 11,000 students across the six boroughs.

In January 2002, a successful merger took place between the former Ealing Tertiary College and Hammersmith and West London College, forming a new institution of Ealing, Hammersmith and West London College. Plans are in preparation for some substantial modernisation of existing sites including completely reconstructing the present dilapidated buildings at Southall. The first area inspection in London West took place in Brent in summer 2000 and the Minister approved the action plan following the inspection - drawn up by a steering group of partners including London West LSC - in July 2002. Over the coming autumn period, there will be further area inspections of both Ealing and Hammersmith & Fulham. Local LSCs were also charged with undertaking comprehensive provider reviews.

In the field of social policy, 2001/2002 saw the enactment of two key pieces of legislation. The first placed a duty on further education colleges to promote racial equality, as distinct from not discriminating against ethnic minority students, whilst the second saw a similarly improved provision for learners with a disability and pupils with additional needs. It will now be unlawful for them to be subjected to discrimination. Both these groups, of course, are key learners for London West LSC and the legislation should improve their position considerably. We give further details of the changes in the main body of the Needs Assessment.

More than the Sum of its Parts

Just over one and a third million people reside in the six boroughs that make up the London West LSC area. It is a very diverse population, with a fifth under the age of 15 and some 34% classing themselves as non-white. Early results from the 2001 Census show that the population of London West is not growing as fast as the previous census had indicated. We include some figures from the 2001 Census and we note the interesting discrepancies in gender which could have implications for educational achievement in the region. The decline in birth rates is also a trend that we will need to monitor.

As in many large cities, pockets of deprivation co-exist alongside areas of economic growth and employment opportunities range from cutting-edge media industries to traditional, family-owned wholesale and retail businesses. With Heathrow airport, the A4/A40 corridor, the White City and Park Royal among its existing areas of economic importance, the contribution of London West to the output of the country is considerable. Similarly, its seven colleges of further education, six adult and community education providers and 55 school sixth forms reveal the breadth of its education provision.

Our Local Strategic Plan designated a number of industrial sectors as central to the economy of London West. These were:

- retail;
- transport and logistics;
- media;
- construction;
- engineering;
- health and social care;
- hospitality and leisure; and
- information technology.

Our analysis shows the validity of these priorities. Some 54% of all employees in London West work in those eight sectors. The media industries around the White City area are particularly significant and this is underlined by our tenure of the contract for Skillset: the Sector Skills Council for the Audio Visual Industries. The Needs Assessment gives details of some research that we funded into the facilities sector which identified skills gaps in this crucial division of media production dealing with technical equipment and services.

Whilst we have given a particular focus to the learner in this Needs Assessment, London West LSC is aware of the contribution that learners make to the local economy and to local communities. Last year, we included detailed statistics on skills and qualifications from a pan London employers survey. This survey is being repeated for 2002 and the data will be available by early next year. In addition, we will be leading in research with the other London LSCs into the construction sector and, in particular, the level of capacity which will be needed for the forthcoming developments at Heathrow and Wembley. This research will commence in autumn 2002.

Movement of the People

London, as a very large capital city, has distinct patterns of travel-to-study. Many residents may live closer to educational establishments in neighbouring boroughs than to the equivalent in their own area. Others may work - and also study - far from their homes. In addition, the proliferation of educational establishments in the Capital affords an enormous range and choice of learning opportunities.

We have tried, this year, to gather some baseline data on learners who either live in London West and study outside the region or who live elsewhere and choose to study here. At present, the proportion of learners who both live and study in the region is high, at just over 70%. Only 17% of all learners in London West live outside the region. Maps produced as part of the research commissioned by London West confirm this finding and give a useful pictorial representation of the position.

The most popular FE colleges for residents who study outside the area are in Richmond and Berkshire. This is entirely logical, as both these areas border London West. In the adult education sector, the City Literary Institute is by far the most popular destination. A striking statistic emerging from the data is the gender split. More than two-thirds of resident adult education learners who study outside the region are women. Similarly, the majority of adult education participants living outside the region who study in London West are women. This gender discrepancy within the further education sector is much less marked.

In future Needs Assessments, we hope to consider the actual courses taken by learners in and out of the region. This may help to establish whether the patterns of travel-to-study merely replicate people's living and working situations or whether there are issues to do with relative provision.

Mapping Achievement Young Learners

The young people of London West have broadly similar levels of achievement as their counterparts in the rest of London. The text explores some of the differences and variations.

The extension of the LSC's remit to include funding school sixth forms has added to the challenges for improving participation levels. National targets for 16-18 year olds to remain in structured education have been set at 80% by 2004. The position in London West in 2001 was 79%, so the target is achievable by the proposed date although that target does not represent the limit of our objectives. As the research shows, however, there are variations which require further attention: in particular, the percentage of young people from Black Caribbean and mixed-race backgrounds who have no definite destination when they leave school.

In terms of achievement at GCSE level, the position is mixed but improving. Against a national target of 50% of 16 year olds gaining five higher grade GCSEs (grades A to C), 48% of pupils in London West achieved those grades. Whilst this is an improvement on the position in 1997, when the proportion was only 42%, the rate of improvement has dropped off over the past year. It does compare favourably, however, with London as a whole, where the proportion is 46%. London West schools have easily exceeded the second national target - 95% of the age group getting at least one GCSE - reaching 97% in 2001.

At higher levels of achievement, the picture is less satisfactory. London West trails some way behind the national target of 85% of 19 year olds with a level two qualification (defined as NVQ level 2, five GCSEs at the higher grades or their equivalent). In 2000, 68% of the age group had achieved those qualifications. At level 3 - A levels, NVQ level 3 or equivalent - 19 year olds in London West were again behind the national targets, with 43% of them attaining a qualification at that level against a target of 55%.

These bald statistics may mask a better understanding of the situation and part of the task of future Needs Assessments will be to dig a little deeper into the reasons for these disparities. Our section on ethnic minorities sheds some light on the position.

Adult Learners

Adult education in London West is delivered through Adult and Community Learning services, the FE colleges and voluntary organisations. There are currently around 10,000 learners, the vast majority of whom also live in the region.

The most arresting feature of the adult education sector is the very large discrepancy between male and female learners. More than three-quarters of adult learners are women and this is consistent across the services. As we note below, this split is replicated for adult learners who travel into the area to study, so it appears to be a factor throughout the London area.

Further Education

London West inherited eight colleges of further education when the LSC assumed financial responsibility for the FE sector in 2001. With the merger of Ealing and Hammersmith, this has been reduced to seven. One of those seven - St. Dominic's is a sixth form college. Between them, the colleges teach just over 53,000 students, slightly fewer than last year, the vast majority of whom are council funded. Part-time students predominate: there are nearly three times as many as full-timers.

By far the most popular subjects taken by students in the London West LSC area are computing and English for Speakers of Other Languages (ESOL). Curiously, the popularity of those subjects has been reversed this year; previously, there were over 2,000 more students on the ESOL courses. With all analyses showing a high demand for ESOL, this decline is difficult to explain without further research.

Retention rates at the colleges are variable but, generally, satisfactory. Some of the colleges, however, have retention rates for both their full-time and part-time students that are down on last year. With the retention factor constituting a key element of the formula funding, this trend needs careful monitoring.

People with Disabilities

The economic status and the learning achievements of people with disabilities indicate that there is still some way to go before we meet our target of ensuring that no disabled person is excluded from learning because of their disability. The research reveals that fewer people with disabilities are in full-time employment than people who have no disabilities - 26% as against 39% - in London West and a higher proportion have no recognised qualification: 33% compared with 19% for people without disabilities. Interestingly, given the difficulties in obtaining employment, people with disabilities do not show higher than expected education participation rates.

This situation approximates to that across London although growing awareness of the options for people with disabilities in learning and employment may lead to improvements. The Life-skills, Education and Activity Programme (LEAP) - a specialist education service in Ealing for adults with autistic spectrum disorder - highlights what can be done to facilitate access to education but, in general, there is a lack of specialist provision. We have commissioned further research into the types of provision that are appropriate for people who cannot currently access mainstream provision.

Modern Apprenticeships

The decline in the number of apprenticeships has long been blamed for the inability of the British workforce to acquire the skills and to reach the productivity levels of their European competitors. The revival of Modern Apprenticeships (MAs) is a key plank of the Government's strategy for extending participation in training and learning.

Following a review in 2002, the structure of Apprenticeships was considerably altered and the national Learning and Skills Council has chosen this year to promote the new Apprenticeships programmes among young people and employers. A central feature of the programme is the split between Foundation and Advanced Apprenticeships, with the young people able to opt for the most appropriate programme.

This year, for the first time, the Needs Assessment identifies the numbers of young people in our area who are engaged in work based learning and the most popular programmes. The data reveal that the demand for MAs in the London West area is concentrated in the service sectors, with the exception of the advanced apprenticeships in engineering. The popularity of the advanced programme in childcare clearly reflects the importance accorded to it locally: an importance which is also being promoted for the Investors in People Standard (see page 101). Of the national targets, only the motor industry is in the top ten list of programmes in London West although, conceivably, business administration could contain some elements of finance. There appears to be little involvement with chemicals or food, the latter, arguably, of increasing importance in terms of the legislation on food hygiene.

Nationally, the LSC has set a target for 28% of young people between the ages of 16 and 21 to enter the MA programme by 2004. Locally this translates as some 29,000 young people. Not all of that cohort, of course, will be in work; many will be in schools and colleges. There is some evidence to show that young people in London West have a higher propensity to stay in education than in comparable areas. Nonetheless, our research shows that, currently, fewer than 3,000 young people are on the MA programmes throughout the region.

Ethnic Minority Communities

With such a high percentage of residents from a Non-white ethnic background, London West has, quite properly, designated this group as a priority for learning.

The section in the Needs Assessment underlines the disparate nature of communities and emphasises they must not be depicted as a homogenous group. Indian and Chinese students, for example, are higher achievers at NVQ level than their Black Caribbean peers, whilst people from Asian communities lagged behind both other ethnic communities and the White population in terms of workforce participation. As we observed last year, the tendency for certain ethnic groups to work in particular industries, such as the 30% of Indian residents in the wholesaling and retailing sector, is significant.

The paucity of ethnic workers in the construction sector is a salient factor for London West, given the importance of the impending expansion of Heathrow airport and the development of the site at Wembley. The Equality and Diversity Impact Measures (EDIMs) outlined in the section are one way of trying to monitor - and, thereby, improve participation rates. There are national templates for this exercise that can be adapted for local use and future Needs Assessments will be able to report on their progress.

The issue of language is a relevant and emotive one for minority ethnic communities. The proportion of school students in London West whose first language is not English 36% far exceeds the rest of England and is a higher figure than even the Greater London average. Language presents a further barrier to participation for ethnic communities and the ESOL training in the region is very popular. As the research commissioned by London West LSC demonstrates, however, students continue to regard the provision of language assistance as inadequate and a distinct additional barrier to further learning and training.

Unemployment

The spectre of September 11 attacks in New York hung over employment in Britain for the latter part of last year and the early months of 2002. Our analysis shows that employment levels in London West did decline over that period: for the first time in a decade. In general, however, the situation in the region is one of low unemployment, with only 6% of claimants out of work for two years or more.

Our research does identify a significant correlation between unemployment and two other social characteristics: skill levels and age. As people grow older, their chances of getting back into employment diminish. Furthermore, the proportion of unemployed people without any qualifications is around one third, with very few qualified to NVQ level 5 or its equivalent.

This analysis confirms the importance of training and learning to social inclusion and London West LSC's decision to prioritise learners in the third age.

Investors in People

The Investors in People Standard (IiP) strives to create a culture of continuous improvement by providing training that relates to business objectives. As from April 2001, the local LSCs, together with the Small Business Service (SBS), were charged with delivering the standards as part of the engagement with local employers.

In the London West region, Business Link for London holds the franchise for SBS and there is an objective of working with them to promote IiP to small and medium size enterprises. This equates to employers and organisations employing fewer than 250 people.

Our analysis of available data - which must be considered with a degree of caution, as they were not provided for this purpose - indicates that some 900 IiP standards have been accredited in London West since last April. Nearly a quarter of these, however, were for large employers; a trend that was particularly marked in the manufacturing, hospitality and logistics sectors.

Furthermore, the education, health, local authority and residential care sectors accounted for more than half of the total number of accreditations although, as indicated above, this does reflect London West LSC priorities. Nevertheless, a greater engagement with employers - and smaller employers - in the manufacturing and commercial sectors would be necessary to meet the objectives here.

> The Population of London West

The new results from the 2001 population Census revealed that, in June 2001, the London West LSC area was home to nearly 1.4 million people. As with other parts of London, this showed that previous estimates had overstated population increases since the last census in 1991. The 2001 figures suggest an increase of 4% over the decade, which is similar to the rate for London as a whole, but still twice the average increase for England.

The population of all six boroughs of the London West area has increased, but the rates of growth varied greatly. Ealing, Brent and Hammersmith and Fulham all saw their populations increase by 6% or more over the decade, whilst the increases in Hillingdon, Harrow and Hounslow were between 1.7% and 2.7%.

London West LSC Area – Population by Borough					
Thousands of persons					
	Mid Year 2001 Population	Percentage change 1991-2001	Aged 0-15	Males Aged 16-64 & Females Aged 16-59	Males Aged 65+ & Females Aged 60+
Brent	263.8	6.1%	52.1	175.6	36.0
Ealing	301.6	7.0%	59.5	201.1	40.7
Hammersmith & Fulham	165.5	6.0%	27.4	117.6	20.6
Harrow	208.0	2.1%	41.6	131.4	34.9
Hillingdon	243.1	2.7%	51.5	152.2	39.3
Hounslow	212.7	1.7%	43.6	140.2	28.8
London West LSC	1,394.7	4.4%	275.7	918.1	200.3
Source: Office for National Statistics / London West LSC					

Much of the growth in London West's population has come in the latter half of the 1990s and the latest projections from the Office for National Statistics (ONS) project a similar, high rate of growth throughout the coming decade.

Two factors have particularly contributed to this recent growth. First, the continued strength of the London West economy has attracted workers into the area. Second, a rise in the flow of refugees and asylum seekers coming to the UK has had a disproportionate impact on London. Both of these factors may not be sustained in the longer term.

In its recently published "Draft London Plan", the GLA has planned for London West's population to grow rather less rapidly between 2001 and 2016. The Thames Gateway in the east of the Capital is seen as the focus of economic development and supporting housing developments in London. The plan still predicts more growth in London West than was expected a few years ago, with a population exceeding 1.5 million by 2010.

Population growth by London LSC 1991- 2000 and projections to 2010 - Percentages					
	London Central	London East	London North	London South	London West
1991 - 1997 (average)	0.8	0.3	0.6	0.8	0.5
1997 - 1998	2.2	1.1	1.1	1.2	1.2
1998 - 1999	2.7	0.8	0.8	0.9	0.9
1999 - 2000	1.1	0.8	1.1	1.0	1.2
Projections: annual averages					
2000 - 2001 (ONS)	0.8	0.3	0.6	0.8	0.5
2001 - 2010 (ONS)	0.9	0.5	0.9	0.8	0.9
2001 - 2016 (GLA)	0.6	0.7	0.7	0.6	0.5
Sources: ONS population estimates; population projections. GLA population projections					

Population by Ethnicity

Figures detailing the structure of London West's population from the 2001 Census will not be available until early in 2003. However, at the time of the 1991 Census, the ethnic profile of the area's population comprised 73% White and 27% Non-white. Projections for 2001 suggest the split is currently around 66% White and 34% Non-white. In 2006, the most numerous (Non-white) ethnic group in London West will be Indian, comprising 15% of the total population, followed by Black Caribbean (more than 4%), and Black African (just over 3%).

At the individual borough level Brent has the highest proportion of Non-white ethnicities within its population. It is thought that by around 2000 half of Brent's population was Non-white. By 2006 this proportion will have increased, marginally, to 52%. Hammersmith & Fulham is likely to have the lowest proportion of Non-white ethnic groups by 2006 - 19% of the total - whilst the figure for Hillingdon will be slightly higher at 20%.

Ethnic Population Forecasts For London West LSC Boroughs 2006 Percentages of all persons							
	White	Indian	Pakistani/ Bangladeshi	Other Asian	Black Caribbean	Black African	Other Non-white
Brent	48	18	4	6	10	7	8
Ealing	60	17	4	5	6	4	6
Hammersmith & Fulham	81	1	1	2	5	3	6
Harrow	61	24	2	4	3	3	4
Hillingdon	80	10	3	2	1	1	3
Hounslow	65	19	5	3	1	3	4
London West LSC	65	15	3	4	4	3	5
Source: LRC Population Estimates, 1996 base.							

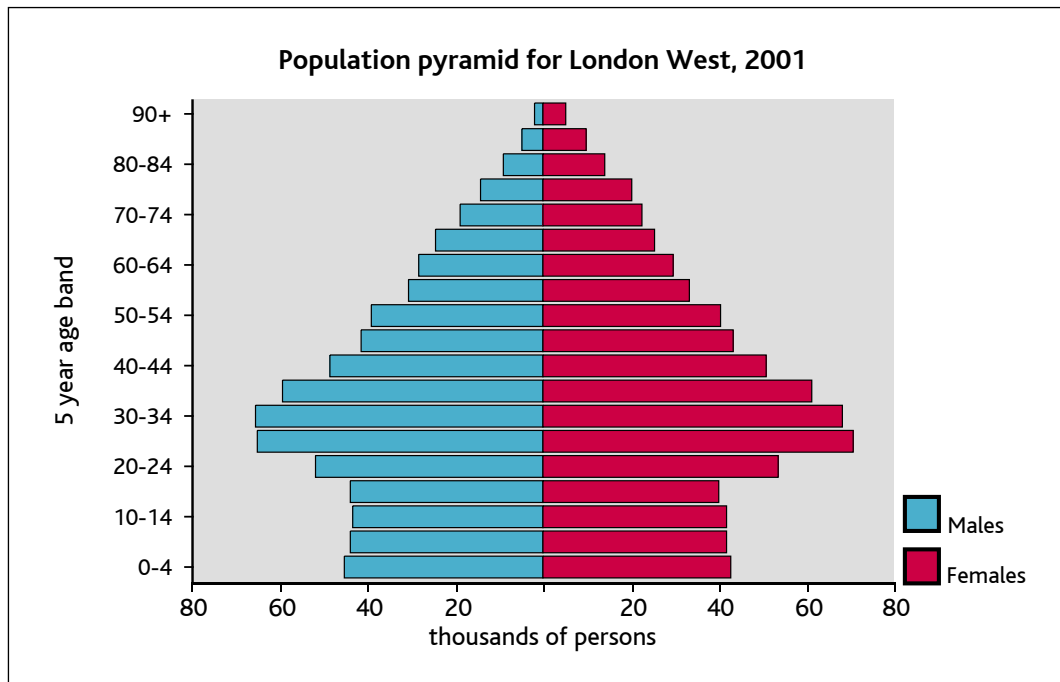
Although the ethnic make-up of London West's population is not expected to change significantly over the coming decade, there is, of course, uncertainty over the future numbers and origins of people coming to Britain from abroad.

Since 1991, there has been an increase in the movement of people between countries, whether as refugees or as migrants, and between different areas of the United Kingdom. As mentioned above, the number of refugees and asylum seekers coming into the UK - and London in particular - increased significantly after 1998.

London West has seen a growth in "new" ethnic communities with large numbers of refugees and economic migrants enriching the area's population, although reliable up-to-date figures for these groups are difficult to obtain. Research suggests that, in 1999, there were between 60,000 and 70,000 refugees and asylum seekers in the London West LSC area, making up around 4% to 5% of the total population.

Population by Age

The chart below is a 'population pyramid' for the London West LSC area that shows the number of males, in blue, and females, in red, for five year age bands. The most distinctive features follow the national trends – the largest population cohorts are for people aged between 20 - 39, whilst there are far fewer younger persons. The 'bulge' in the population of the 20 - 39 year olds is much more marked in London West than is the case nationally.



Migration patterns in and out of London have supported a younger population structure than that of much of the UK. Broadly speaking, people of working age move into London whilst those of retirement age move out. In London West, the proportion of people above retirement age has fallen slowly but fairly steadily over the last twenty years. This is counter to the national trend showing an ageing population.

The numbers of young people in London West have been more variable but the latest projections by the DfES suggest modest increases in numbers of 16 to 24 year olds over the next five years. In the longer term, it is likely that the number of young people in London West will fall back again. The crude birth rate for London in 1991 was 15.4 births per thousand persons. This had fallen to 14.9 by 1996 and 14.5 in 2001. The 2001 rate for London West was only 14.1.

Population Age Structure 1991 and 2001 London West Learning And Skills Council Area		
Percentages of all persons		
Persons aged:	1991	2001
15 & Under	19.7	19.8
16 - 18	3.0	3.3
19 - 24	10.9	9.1
25 - 59	48.8	51.5
60 and Above	17.5	16.4
All Ages	100.0	100.0
Source: Based on Censuses 1991 & 2001 / DfES single year projections		

Population by Gender

More males are born than females. Nationally, for every one thousand boys that are born, about 950 girls are born. For London West in 2000 there were only 929 girls born for every one thousand boys.

In contrast, men have around a five year shorter life expectancy than women. The balance of the differences in birth rates and life expectancy means that for younger age groups, men outnumber women but for older age groups women are in the majority.

The London West borough having the longest life expectancy for both men and women in 1998-2000 was Ealing at 77.0 years for men and 82.4 for women. Hammersmith and Fulham had the shortest span: for men, 74.1 years and Brent the shortest for women, 80.2 years.

Population Gender Balance 2001 London West Learning And Skills Council boroughs				
Females per 1,000 males				
Area	Aged 0-14	Aged 15-24	Aged 25-59	Aged 60 and over
England	953	980	1,024	1,287
London West LSC	959	982	1,054	1,258
Brent	984	980	1,072	1,189
Ealing	962	943	1,039	1,229
Hammersmith & Fulham	992	1,126	1,063	1,294
Harrow	925	922	1,073	1,302
Hillingdon	944	1,019	1,050	1,319
Hounslow	957	960	1,032	1,233
Source: 2001 mid year population estimates				

One surprising result from the 2001 census is that for England as a whole, there are now more women than men for all ages over 20. This was largely because there were fewer men than expected in the 20-39 age group.

London West follows the national pattern but the imbalance is even more marked. For people in London West aged 26-59, there were 1,054 women for every 1,000 men compared to a rate of 1,024 women for every 1,000 men for England. At borough level, the pattern is still apparent although there is more variation in rates.

> Key Learners - Young People

Key Points

- In 2000, there were an estimated 47,900 16-18 year olds and 117,400 19-24 year olds living in the London West Learning and Skills Council area. A feature of this age group in our area is the large numbers of young people from ethnic minority backgrounds - 43% of 16-18 year olds in London West are "Non-white", and 41% of 19-24 year olds are "Non-white".
- Projections for 2004 show that there will be an estimated 50,500 16-18 year olds and 117,200 19-24 year olds living in our area.
- There are 130 secondary schools in the London West Learning and Skills Council area, with a reported total of 94,426 students.
- London West has followed national trends with large numbers of young people remaining in education after their final compulsory year. In 2001, 79% of Year 11 leavers chose to stay in full-time education, compared with 78% in 2000.
- 48% of all pupils in the London West LSC area aged 15 at the start of the school year (2001) obtained at least 5 GCSE passes grade A-C.
- Research shows that young people tend to be lacking certain qualities and attributes considered necessary by employers.

Introduction

This chapter presents a profile of young people in the London West area, aged from 16-24 years old. The circumstances of young people have been considered in relation to educational participation and achievement, employment and unemployment / disaffection. London West has a relatively large - and growing - youth population. Current estimates show the number of 16-24 year olds rising from around 165,000 in 2000 to nearly 180,000 in 2010. Therefore, in the short to medium term, there will be an increasing number of 16-24 year olds in the local labour market.

The youthful age profile of London West is partly attributable to higher than average proportions of ethnic minority members in the local population. Family units in many ethnic minority communities tend to be relatively young and larger than the UK average.

As shown in the table below, by 2004 an estimated 50,500 16-18 year olds and 117,200 19-24 year olds will live in the London West LSC area. A feature of this age group in the sub-region is the large number of young people from ethnic minority backgrounds - by 2004, 43% of 16-18 year olds in London West will be "Non-white", and 41% of 19-24 year olds will be "Non-white" (see following table).

London West Learning and Skills Council - Ethnicity Of People Aged 16-24 Projections for 2004						
Age	All Ethnicities	White	Black	Indian	Pakistani/ Bangladeshi	Mixed & other Origins
16-18	50,500	28,847	5,967	8,504	2,274	4,908
19-24	117,200	69,623	13,559	18,267	5,414	10,337
16-24	167,700	98,470	19,526	26,771	7,688	15,245
16-18	100%	57%	12%	17%	4.5%	10%
19-24	100%	59%	11.5%	15.5%	5%	9%
16-24	100%	59%	12%	16%	4.5%	9%

Source: David Taylor Associates based on LFS, 2000

Educational Participation and Achievement

London West has comparatively high levels of participation in education and good levels of performance for pupils gaining qualifications. This places young people in a beneficial position to progress into skilled employment and to take advantage of the changing structure of the labour market.

In total, there are 130 secondary schools in the London West area. The table below illustrates that there are 77 comprehensive schools, 32 independent schools and 21 special schools:

Secondary Schools in the London West LSC Area				
	Comprehensive	Independent	Special schools*	TOTAL No. of schools
Brent	14	4	3	21
Ealing	13	10	5	28
Hammersmith & Fulham	9	7	3	19
Harrow	10	6	2	18
Hillingdon	17	3	5	25
Hounslow	14	2	3	19
Total:	77	32	21	130

Source: DfES, www.schoolsnet.com, CfBT (West London Careers), Lifetime Careers, Capital Careers.
*Special schools - these cater for pupils with a range of special needs

Schools With and Without 6th forms in the London West LSC Area			
	Schools with 6th forms	Schools without 6th forms	TOTAL No. of schools
Brent	17	4	21
Ealing	18	10	28
Hammersmith & Fulham	9	10*	19
Harrow	7	11	18
Hillingdon	24	1	25
Hounslow	16	3	19
Total:	91	39	130

Source: DfES, www.schoolsnet.com, CfBT (West London Careers), Lifetime Careers, Capital Careers.
 *The William Morris Academy provides post-16 provision for five of the comprehensive schools in Hammersmith & Fulham.

School Sixth Forms

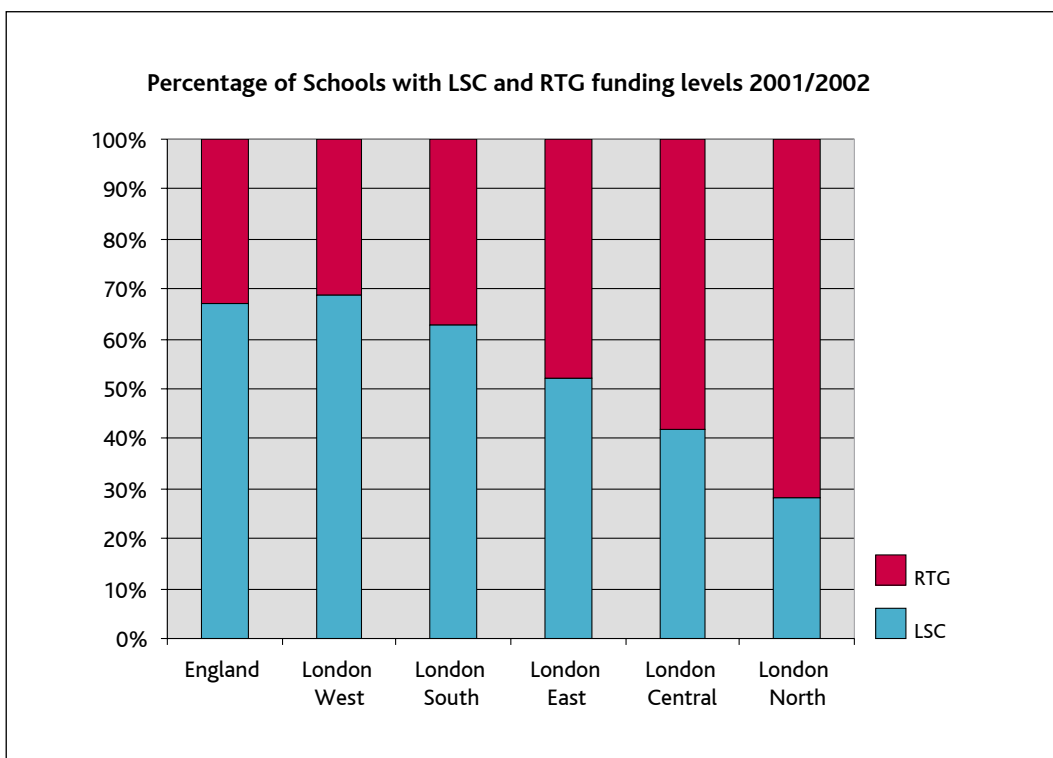
A total of 91 schools in London West have sixth forms (this includes comprehensive, independent and special schools). The total number of pupils in school sixth forms (in comprehensive schools) in London West is 11,066. This total excludes Harrow as no comprehensive secondary schools in Harrow have sixth forms, although there is currently a consideration of post-16 provision in the borough.

The Learning and Skills Council took over the funding of school sixth forms in April 2002. This funding is for the 77 comprehensive schools only and does not include the independent or special schools which both make a significant contribution to education in the region. The budget will be £1.35 billion for sixth form funding in 2002/2003 and the LSC will be responsible for the funding the education of over 330,000 sixth formers in England. Funding sixth form education is a key element of the LSC's task of raising participation and achievement in learning among young people. This is also a crucial part of the drive to create a coherent system for funding all post-16 education and training. The LSC has set a target for 80% of 16-18 year olds to be in structured learning (at school, college or in work based or other training) by 2004, compared with 75% in 2000.

The amount of funding allocated to each school sixth form is based on two main factors - the number of pupils in the sixth form and the type of courses on offer. For example, more funding may be allocated for courses such as engineering, as equipment may be more expensive.

In order to allay the fears of schools during the transition from one funding mechanism to another, the government gave an undertaking that no school with a sixth form would be worse off under the new funding system than they were previously. This undertaking was implemented as a "real terms guarantee (RTG)". The RTG states that if the school did not experience a drop in sixth form pupil numbers, it would receive the same amount of money as it did when the funding came through the local management of schools (LMS) formula, uprated by 3% each year. Schools receive the higher of the funding totals by either the LSC formula or by the guarantee.

The graph below shows the percentage of schools in England and across London with LSC and RTG funding levels. London West has the highest proportion of schools with an 'LSC' level (69%), which compares favourably with that of England, whilst London North has the lowest (28%).



Pupils

Number of Secondary School Pupils - Jan. 2001	
Borough	Number of Pupils
London West LSC	94,426
Ealing	19,285
Hillingdon	19,331
Hounslow	16,968
Brent	16,525
Harrow	12,275
Hammersmith & Fulham	10,042

Source: DfES website (dfes.gov.uk)
 *These figures include pupils from comprehensive, independent and special schools.

The table on the previous page shows that the total number of secondary school pupils in the London West LSC area in January 2001 was 94,426. The number of pupils has increased by 1,355 since January 2000.

Ethnic Breakdown of Pupils in Maintained Secondary Schools, Jan. 1999							
Percentages of all pupils							
	Ealing	Hillingdon	Hounslow	Brent	Harrow	H & F	London West LSC
White	36	76	49	22	44	54	47
Black Caribbean	8	2	3	13	4	10	6
Black African	7	1	4	10	3	9	5
Black Other	2	1	2	3	3	6	2
Indian	28	12	26	30	25	2	22
Pakistani	7	2	6	7	3	2	5
Bangladeshi	1	1	1	1	1	3	1
Chinese	1	1	1	1	1	1	1
Other	11	4	9	13	15	14	10
Source: Taylor Associates, 2002							

The table shows that Brent has the highest proportion of Non-white pupils (78%), followed by Ealing with 64%. Hillingdon has the lowest proportion of Non-white pupils (24%). In our area overall, 47% of pupils are White, and 53% are Non-white. The largest Non-white ethnic group is Indian, accounting for 22% of all pupils in the London West area.

Achievement

Improving achievement is at the heart of the Learning and Skills Council's mission. It is important to look at educational achievement in London West in the context of the National Learning Targets, which were launched in 1991. These set clear, measurable goals in the educational attainment and skill levels of young people and adults. The National Learning Targets for 2002 for 16 year olds are as follows:

- 50% of 16-year olds getting 5 higher grade GCSEs
- 95% getting at least 1 GCSE

The London West LSC area has not quite reached this first target, as 48% of all pupils aged 15 at the start of the school year (2001) obtained at least 5 GCSE passes grade A-C. This is, however, a notable improvement on the results for 1997, when 42% of all pupils aged 15 at the start of the school year achieved a similar range of grades. Between 1997 and 2000, there was a steady improvement in the percentage achieving at least 5 GCSEs grades A-C, although the figure has dropped slightly since 2000.

Targets have also been set for 2004 for the achievement of level 2 qualifications:

85% of 19 year olds to achieve level 2 (i.e. at least 5 GCSEs grades A-C).

GCSE Passes

GCSE Passes - At Least 5 GCSE Passes Grades A* To C						
	No. of Pupils Aged 15 at Start of School Year (2001)	Percentage of All Pupils Aged 15				
		1997	1998	1999	2000	2001
England Average	-	45	46	48	49	50
Greater London	-	40	42	44	45	46
London West LSC	13,069	42	46	47	49	48
Brent	2,355	38	45	43	47	46
Ealing	2,381	38	45	46	46	47
Hammersmith & Fulham	1,050	40	44	49	50	51
Harrow	2,027	53	53	55	57	58
Hillingdon	2,640	40	44	44	48	47
Hounslow	2,616	44	47	47	47	46

Excludes independent schools
Source: Taylor Associates © Crown Copyright 2002. Please note that at the time of going to press, 2002 GCSE results were unavailable.

Although the average for London West is lower than that for England it compares favourably with Greater London (46%). In fact, pupils in schools in all six London West LSC boroughs performed the same or better at GCSE than the London average. However, there were considerable variations across the area.

Out of the six boroughs, Harrow has the highest share of pupils achieving at least 5 GCSE passes grade A-C, with 58%, followed by Hammersmith & Fulham with 51%, whilst Brent and Hounslow have the lowest with 46%.

Performance in all six boroughs has improved since 1997, although levels of improvement vary. Hammersmith & Fulham has seen the greatest improvement since 1997, increasing from 40% to 51% of all pupils with at least 5 GCSE passes grade A-C, followed by Ealing (38% to 47%) and Brent (38% to 46%).

With regard to the second target, the area has exceeded this target, with 97% of pupils achieving at least 1 GCSE grades A-G in 2001. In this respect, London West compares favourably with both Greater London (95%) and England (95%).

Destinations of Year 11 Leavers

The majority of pupils who take GCSEs do so in Year 11, generally the school year during which they will reach the age of 16. At 16, young people complete their compulsory education and make a choice of entering the labour market or continuing in full-time education. One of the LSC's key objectives is to increase the numbers of people continuing in education, whether at school, college or through their employment, after the end of their compulsory education.

London West has followed national trends with large numbers of young people remaining in education after their final compulsory year. The numbers of young people staying on in full-time education has increased since 1998. The destinations of Year 11 leavers in the London West area are given in the table below:

Destinations of Year 11 Leavers by Borough, 2001							
	Ealing	Hillingdon	Hounslow	Brent	Harrow	H & F	TOTAL
Full-time education	2,146 80%	1,995 71%	2,211 78%	1,977 85%	1,795 86%	930 77%	11,054 79%
Employment	104 4%	280 10%	166 6%	81 3%	113 5%	46 4%	790 6%
Training	41 1%	69 2%	85 3%	36 2%	14 1%	21 2%	266 2%
Unsettled/unemployed	209 8%	239 9%	180 6%	81 3%	75 4%	72 6%	856 6%
Moved away	107 4%	136 5%	126 4%	46 2%	39 2%	82 7%	536 4%
No response	73 3%	82 3%	65 2%	111 5%	52 2%	47 4%	430 3%
TOTAL	2,680 19%	2,801 20%	2,833 20%	2,332 17%	2,088 15%	1,198 9%	13,932 100%
Source: CfBT (West London Careers), Capital Careers (Hammersmith & Fulham), Lifetime Careers (Brent and Harrow)							

When comparing the 2001 destinations data to that of 2000, the most notable differences have taken place in Hammersmith & Fulham. For example, the proportion of Year 11 leavers staying on in full-time education increased from 71% in 2000 to 77% in 2001. Furthermore, the number of Year 11 leavers who are unsettled/unemployed in Hammersmith & Fulham has fallen considerably (from 16% in 2000 to just 6% in 2001). Capital Careers (covering the borough of Hammersmith & Fulham) have attributed this to a number of factors including:

- Improved data gathering and investing more resources in following-up individual learners than previously.
- Implementing advice from GOL on coding non-NVQ learning which recommended that those following a documented training programme (which had currency beyond the learning setting it was gained in) should be coded as "in learning".

It is particularly noticeable that Hillingdon has a higher proportion of Year 11 leavers choosing to leave education and go into employment than the other London West Learning and Skills Council boroughs. This may be partly due to the proximity of Heathrow Airport and the employment opportunities available there, for example in the logistics and hospitality sectors. This is supported by job vacancy data, which shows that in the quarter ending April 2001, Hillingdon had the highest number of notified jobcentre vacancies (3,820) out of all the London West boroughs. Of these notified vacancies, 1,350 remained unfilled.

Furthermore, a variety of social and cultural influences mean that students from ethnic minorities are more likely to go into full-time education than White students (as shown in the table below). As Hillingdon has the lowest proportion of ethnic minorities out of all the boroughs, this may be a possible explanation for the lower number of Year 11 leavers going into full-time education. Conversely, Brent and Harrow have higher percentages of Year 11 leavers staying in full-time education than the other boroughs. This may be partly explained by the fact that they have relatively high proportions of ethnic minorities when compared to the other boroughs.

The table on the next page shows destinations data by ethnicity.

Destinations by Ethnicity in London West 2001 percentages							
	Full time education	Work based training	Full time employment	Unsettled	No response	Moved away	TOTAL
White	69	3	11	9	3	5	6,171 100%
Black African	86	1	1	3	4	4	745 100%
Black Caribbean	78	3	3	7	5	3	836 100%
Black Other	72	2	4	7	5	8	301 100%
Indian	93	1	1	2	1	2	3,024 100%
Pakistani	90	1	1	3	2	3	678 100%
Bangladeshi	84	1	3	1	3	7	154 100%
Other Asian	91	0.3	1	1	4	2	347 100%
Chinese	94	0	0	2	3	1	107 100%
Mixed	66	2	7	14	2	9	99 100%
Other	86	0.6	2	5	3	3	899 100%
No info.	78	2	3	5	5	6	571 100%
TOTAL	11,054	266	790	856	430	536	13,932
Source: CfBT (West London Careers), Capital Careers (Hammersmith & Fulham), Lifetime Careers (Brent and Harrow)							

In 2001, 44% of Year 11 leavers were White, whilst 56% were Non-white. The most notable differences across ethnic groups are in numbers entering full-time education and full-time employment. The table shows that 69% of White Year 11 leavers in London West go into full-time education, compared with 93% of Indian pupils. With regard to numbers entering full-time employment, Indian and Chinese students are least likely to pursue this option, whilst White students are most likely, with 11% choosing to do this. A relatively high proportion of students of mixed race were 'unsettled' after leaving Year 11.

Young People in Work

Employment

Research shows that while there may be a number of benefits of employing young people, they tend to be lacking certain qualities and attributes considered necessary by employers.

Quantitative research with Central London employers (June 2002) was carried out in four sectors - retail, leisure, business/professional services and health. The research focused on 16-24 year olds who were non-graduates and the findings suggest that:

Reasons for not recruiting young people include:

- lack of skills/qualifications;
- health and safety - young people may be less safety conscious and more careless when working in potentially dangerous environments, for example with machinery;
- immaturity;
- personal characteristics, e.g. poor communication skills, unreliability, untidy appearance; and
- inexperience.

Reasons for recruiting young people include:

- personal characteristics;
- ready and willing to learn;
- youth market - younger employees may relate better to the employer's younger clientele and reflect the image of the company;
- mobility - younger employees may have less restrictions on travelling;
- transitory - young people may be particularly well suited for temporary vacancies, as they may not have the financial / family responsibilities of an adult;
- flexibility - younger people may not have the commitments of an older employee; and
- low cost - it costs an employer less to recruit a younger, less experienced member of staff.

Personal characteristics may be a reason for either recruiting or not recruiting young people. For example, aspects such as enthusiasm may fit into both of these categories, depending on the young person.

Young people entering the workforce are generally concentrated within a limited range of occupations. The table below features a breakdown of occupations undertaken by 16- 24 year olds compared to all age groups.

Occupations of Young People Aged 16-24 in London West, 2001 Percentages in each Occupation		
	16-24	All Ages
Managers & Senior Officials	9.2	17.9
Professional Occupations	8.2	16.5
Associate Professional & Technical Occupations	13.1	17.2
Administrative & Secretarial Occupations	17.0	14.0
Skilled Trades Occupations	4.9	5.9
Personal Service Occupations	7.5	6.0
Sales & Customer Service Occupations	17.6	6.7
Process, Plant & Machine Operatives	2.6	4.6
Elementary Occupations	19.9	11.3
All Occupations	100.0	100.0
Source: 2001 London Skills Survey		

The 2001 London Skills Survey shows that over half of London West's young people worked in Elementary, Sales and Administrative occupations, all of which are relatively low skilled. They were twice as likely as average to work in elementary occupations, and nearly three times as likely to work in sales. These positions are generally low paid and low skilled and where career advancement is sometimes very limited. Occupations where young people are under-represented are chiefly management and the professions - these occupations tend to be those that require high levels of skills, qualifications or experience, which young people have not yet acquired.

Disaffected Young People

Arguably the young people most in need of support are those who are currently not in education, employment or training. A study, conducted on the behalf of the DfES, explored the factors which impact on the likelihood of young people spending time not in education, employment or training ('NEET'). The study found that, in the two years following the end of compulsory education, 6% of young people in the Youth Cohort Study spent more than six months not in education, employment or training.

The risk of spending time out of education, employment or training was shown to vary by region, ethnicity and home background. Young women, aged 16 - 18 years old were more likely to spend longer periods of time NEET than their male contemporaries, but men were more likely to have more than one NEET spell. Young people in Inner London were more at risk of spending time NEET than their counterparts in Outer London.

Some groups of young people, such as those with poor GCSE results and those with a history of truancy, are more at risk than others of spending time NEET than others. Equally, those whose parents had low-skilled occupations or were not in full-time work are more likely to be NEET, as are members of some ethnic minority groups, including young black people and those with Pakistani or Bangladeshi backgrounds. However, young people of Indian origin were less likely than their White counterparts to be outside both learning and employment.

A study carried out on behalf of the DfES looked at the cost to the individual, their families and the rest of society of being NEET. The study estimated the costs in terms of:

- higher unemployment rates;
- lower earnings;
- higher teenage pregnancy rates;
- higher incidence of ill-health;
- higher crime rates; and
- higher incidence of drug abuse.

Long-Term Unemployment

Young People Aged 18-24 - Unemployed Claimants, Jan. 2002					
Duration of Unemployment					
	Under 6 months	6-12 months	12-24 months	Over 2 years	TOTAL
London West LSC	4,311	804	73	13	5,201
Brent	1,127	304	26	6	1,463
Ealing	1,044	147	9	1	1,201
Hammersmith & Fulham	564	167	24	2	757
Harrow	447	59	2	1	509
Hillingdon	601	68	3	3	675
Hounslow	528	59	9	0	596
Source: Claimant numbers, ONS/NOMIS, Taylor Associates					

Although long-term unemployment fell during the 1990s in all parts of the country, including London West, the latter part of 2001 saw an increase in unemployment levels. This may be attributed to the events of September 11th and their aftermath. A number of redundancies were made across the country, resulting in job losses for many people, particularly in the tourism industry. Youth unemployment has risen by 17% since January 2001 when there were 4,137 young people aged 18-24 unemployed in London West. Long-term youth unemployment is particularly prevalent amongst young people in Hammersmith & Fulham, where 25% of those unemployed have been unemployed for more than 6 months. Also, in Brent 23% of unemployed young people had been unemployed for more than 6 months. The table illustrates that very few young people aged 18-24 have been unemployed for over two years, a total of just 13 in the London West area.

Employers tend to emphasise work experience and 'soft' behavioural and people skills rather than vocationally specific skills or knowledge, which they believe are best learned in the working environment. However, many unemployed young people, never having had a job, have not had the opportunity to develop or employ these soft skills in a work context.

The following case studies give examples of initiatives that are helping young people in the London West area to improve their skills, thus leading to better employment prospects:

CASE STUDY 1: "Learning for Work"

The LIF (Local Initiatives Fund) budget is a source of funds which help support delivery and achievement of the LSC's wider objectives, which could not otherwise be secured through existing funding sources. It is designed to kick-start prime innovative projects or demonstrate the effectiveness of specific activities, which can be sustainable without LIF funding in the future.

"Learning for Work" is a project that has recently begun in Harrow, funded by the LIF budget. The project is designed to improve the skills of young people and help them find employment. The project is aimed predominantly at young people in Harrow who are disadvantaged and in danger of social exclusion and who, through lack of adequate or appropriate skills, are unable to gain rewarding employment.

In Harrow, there are a number of deprived areas within Wealdstone, Marlborough, Greenhill, Stanmore South, Kenton East and Roxbourne. Within these areas of deprivation live a high proportion of young people who face exclusion through lack of fulfilling employment.

The backgrounds of many of the disadvantaged young people in Harrow over the age of 16 tend to be refugees and asylum seekers, young people leaving care, homeless people, ex-offenders or young people from ethnic minorities. Young people leaving care and young ex-offenders tend to be underachievers, more likely to suffer social exclusion through lack of adequate employability skills, and who would probably benefit most from additional development of ICT and basic skills.

The project is aimed at addressing the skills gap which exists for many disadvantaged young people who are currently unemployed. The project will help young people improve their employment prospects by helping them gain employer recognised qualifications in ESOL, Basic Skills and IT.

CASE STUDY 2: “InSynch”

The InSynch Project is a large-scale specialist initiative, funded through the Local Initiatives Fund and managed by London West Learning and Skills Council. The project is designed to help people in the London West area gain skills and access learning for work in the creative, cultural and humanities industries. The initiative provides local people with a variety of free courses. Young people aged between 16-24 are a particular target group for this project, as are those who are unemployed, including unemployed or underemployed graduates.

Creative, cultural and humanities industries include industries such as:

- film and video;
- television and radio;
- advertising, marketing and promotion;
- fashion design;
- photography;
- dance;
- theatre;
- new media; and
- music.

Not only are these industries an important sector of the London West economy, they are also a very attractive career area, particularly for young people. However, these industries are also highly competitive, demanding and often insecure.

InSynch can help people by giving them careers advice and information about working in these industries. They also provide a range of free “taster” courses in some of these areas to help people get a sense of whether learning in this sector is right for them.

Exclusion and Disaffection

The term “exclusion” refers to the practice of sending children home from school, and it may be seen as ‘authorised absence’, albeit usually in a disciplinary context. In practice, however, exclusion is an imprecise and often confusing term, covering a range of situations, some of which would have previously been termed ‘suspensions’ or ‘expulsions’. There are two types of exclusion, ‘fixed term’ (exclusions of between five and a maximum of 15 days per term and no more than 45 days in any one year) and ‘permanent’. This section will focus on permanent exclusion.

School exclusion rates vary and often show strong correlations with aspects of deprivation and social exclusion. The Social Exclusion Unit has reported that there is a higher rate of pupils who are permanently excluded from London schools than in the rest of the country. A sixth of the 6,713 permanent exclusions nationally in 1999/2000 were concentrated in London.

The table on the next page shows that out of all the London West LSC boroughs, Ealing had the highest exclusion rate with 0.45%, followed by Hillingdon with 0.32%. The boroughs with the lowest exclusion rates are Brent and Hounslow.

Permanent School Exclusions, 1999/2000 School Year				
	Secondary Schools		Special Schools	
	Number	% of school population	Number	% of school population
England	6,713	0.21	384	0.40
London	1,066	0.27	56	0.45
London West LSC	174	0.23	6	0.31
Brent	24	0.12	1	0.22
Ealing	76	0.45	4	0.73
Hammersmith & Fulham	15	0.18	0	0.00
Harrow	16	0.21	1	0.41
Hillingdon	24	0.32	0	0.00
Hounslow	19	0.14	0	0.00
Source: Taylor Associates, 2002				

There are more recent figures for England which show that there were an estimated 7,410 permanent exclusions from secondary schools in 2000/01, an increase of 10% in relation to the 6,713 permanent exclusions in the previous year. Around 23 in every ten thousand secondary pupils (0.23%) were excluded in 2000/01.

There were an estimated 340 permanent exclusions from special schools in 2000/01, a decrease of 11% in relation to the 384 permanent exclusions in the previous year. Around 36 in every ten thousand pupils in special schools (0.36%) were excluded in 2000/01.

It is estimated that two-thirds of those excluded are not quickly reintegrated into education. Many excluded pupils never return to mainstream education (27% of primary school children and 15% of secondary school children).

Certain groups of young people are known to be more likely to be excluded from school. The following groups are at particular risk of being excluded:

- **boys** - an estimated 83% of permanent exclusions were of boys in 2000/01, compared to 17% of girls;
- **pupils aged 13, 14 or 15** - this age group accounted for 61% of permanent exclusions in 2000/01;
- **Black Caribbean children** - 38 per 10,000 Black Caribbean pupils were permanently excluded in 2000/01, compared to only 3 per 10,000 Indian pupils;
- **children with additional needs** - in 2000/01, the exclusion rate in special schools was over 50% higher than in secondary schools; and
- **children being looked after by local authorities** - are also more likely than average to be excluded.

Exclusion and Crime

Strong correlations have also been observed between school exclusions and involvement in crime, although the figures below also reflect the actions of truants:

- 65% of school age offenders sentenced in court had been excluded from school or had been habitual truants;
- 5% of all offences in London are committed by children during school hours;
- one in three juvenile offenders commit crimes while they should have been in school;
- people under the age of 21 commit 42% of all indictable crime, 25% of offenders are under the age of 18; and
- the peak age of known offending for males in 1996 was 18 (at 8,646 per 100,000).

According to a recent article (7th June, 2002) in the Times Educational Supplement, 'A prisoner is ten times more likely to have been a regular truant and five times more likely to have been excluded from school'.

Young Refugees

There are around 12,000 - 13,800 asylum seekers of school age in London West. National data on refugees and asylum seekers indicates that there is a significant concentration in the younger adult age groups, particularly the 18-34 age group; 72% of applicants who were granted refugee status fell within this age group in 1999. This compares with a total of 36% aged 16-34 years among London residents as a whole.

There is a marked emphasis on boys amongst unaccompanied minors supported by Social Services in:

Ealing (2000)	94%
Harrow (1999)	77%
Hammersmith & Fulham (2001)	75%

> Key Learners - Adults

Key Points

- Adult education is more popular with women than with men.
- Lower proportions of adults with disabilities participate in learning in the boroughs of Brent and Hillingdon.
- Learners aged over 60 are over-represented in Ealing and Hillingdon.
- Performance targets for giving advice and guidance to adults for the year 2001/2002 have been achieved.

Part of the LSC's remit is to increase demand for learning by adults and to raise achievement of the entire adult population. Equalising opportunities through better access to learning is also an important objective for the LSC. Each term, Local Education Authorities are obliged to provide figures about the characteristics of their adult learners. The tables below show actual percentages (by borough) for adult learners enrolled at adult and community institutions in London West for the spring term 2002. It should be noted that there is not yet consistency in the way data for adult learners are collected amongst all six boroughs.

Brent

Performance Against National Performance Indicators - Brent	
Performance Indicator	Performance
Enrolments per 1,000 adult pop.	19 (Total pop. = 248,700)
Learners with disabilities/learning difficulties	2.2%
Learners who are male	21%
Learners from ethnic minorities	66%
Learners aged 60+	16%
Source: Brent Local Education Authority. Forecasts only	

Brent is one of the most ethnically diverse communities in Europe with ethnic minorities making up an estimated 51% of Brent's total population. It would appear, however, that adult learners from ethnic minorities are over-represented, whilst the proportion of White students is lower than that for the borough as a whole (49%). The percentage of adult learners over 60 in Brent is in line with the proportion of people over 60 in the borough: 16%.

Ealing

Performance Against National Performance Indicators - Ealing	
Performance Indicator	Performance
Enrolments per 1,000 adult pop.	9.8 (Total pop. = 299,200)
Learners with disabilities/learning difficulties	7%
Learners who are male	24.4%
Learners from ethnic minorities	37%
Learners aged 60+	36.7%
Source: Ealing Local Education Authority	

Estimates for 2001 made by the London Research Centre suggest that approximately 39% of people in Ealing are from an ethnic minority. This would suggest that adult learners from ethnic minorities are slightly under-represented. Learners aged over 60 are over-represented as they account for 15% of the borough's population.

Hammersmith & Fulham

Performance Against National Performance Indicators - Hammersmith & Fulham	
Performance Indicator	Performance
Enrolments per 1,000 adult pop.	78.6 (Total pop. = 166,600)
Learners with disabilities/learning difficulties	9%
Learners who are male	26%
Learners from ethnic minorities	25%
Learners aged 60+	15%
Source: Hammersmith & Fulham Local Education Authority	

Around 5.3% of the adult population in Hammersmith & Fulham have disabilities/learning difficulties, so this group is well represented amongst adult learners in the borough. Estimates for 2001 made by the London Research Centre suggest that approximately 19% of people in Hammersmith & Fulham are from an ethnic minority, so this group is also well represented amongst adult learners, as 25% are from an ethnic minority. Learners aged over 60 also feature strongly, as they account for 13% of the borough's total population.

Harrow

Performance Against National Performance Indicators - Harrow	
Performance Indicator	Performance
Enrolments per 1,000 adult pop.	* (Total pop. = 219,500)
Learners with disabilities/learning difficulties	10.6%
Learners who are male	25%
Learners from ethnic minorities	42%
Learners aged 60+	29%
Source: Harrow Local Education Authority * This figure has not been made available	

Estimates for 2001 made by the London Research Centre suggest that approximately 36% of people in Harrow are from an ethnic minority, so this group is well represented amongst adult learners in the borough. Compared with the other boroughs, Harrow has the highest proportion of learners with disabilities/learning difficulties.

Hillingdon

Performance Against National Performance Indicators - Hillingdon	
Performance Indicator	Performance
Enrolments per 1,000 adult pop.	19.3 (Total pop. = 259,800)
Learners with disabilities/learning difficulties	1.4%
Learners who are male	26.7%
Learners from ethnic minorities	11.3%
Learners aged 60+	40.8%
Source: Hillingdon Local Education Authority	

Estimates for 2001 made by the London Research Centre suggest that approximately 18% of people in Hillingdon are from an ethnic minority. Learners from ethnic minorities are slightly under-represented amongst adult learners. Out of all the London West LSC boroughs, Hillingdon has the lowest proportion of adult learners with disabilities/learning difficulties. Learners aged over 60 are over-represented as they account for 17% of the borough's population.

Hounslow

Performance Against National Performance Indicators - Hounslow	
Performance Indicator	Performance
Enrolments per 1,000 adult pop.	4.7 (Total pop. = 203,800)
Learners with disabilities/learning difficulties	4.4%
Learners who are male	23.5%
Learners from ethnic minorities	28.5%
Learners aged 60+	24.4%
Source: Hounslow Local Education Authority	

Estimates for 2001 made by the London Research Centre suggest that approximately 33% of people in Hounslow are from an ethnic minority. Although the ethnic profile of students attending Hounslow adult education courses broadly reflects the borough profile, ethnic minorities would appear to be slightly under-represented amongst adult learners.

The numbers of learners aged over 60 is over-represented when compared to 16% in the total borough population. There has been an increase in learners aged over 60 from 18% (summer term 2001) to 24%.

The borough's adult population is known to have 8% of people with one or more disabilities. The percentage of learners with disabilities/learning difficulties participating in adult education from the summer term 2001 has increased from 1.5% to 4.4%.

Traditionally, adult education has been more popular with women than men, and there is a clear need to look at ways of attracting more men on to courses. There is also a need to increase the proportion of learners with disabilities, particularly, it would seem, in Brent and Hillingdon. However, there would appear to be a need for financial support in order to achieve this, for example to improve access and specialist learning resources.

London West Adult Education Institutions

There are four adult education services funded by the Learning and Skills Council in the London West LSC area. They are:

- Brent Adult and Community Education Service
- Hammersmith Community and Leisure
- Hillingdon Adult Education Service
- Hounslow Adult Education

There are no Adult Education institutions in the boroughs of Ealing and Harrow. In Ealing borough, Ealing, Hammersmith and West London College and other voluntary and community groups deliver some of the adult education provision. In Harrow, Stanmore College, Harrow College and other voluntary and community groups deliver it.

The Individualised Student Records (ISR) indicate that there are a total of 9,259 learners participating in the above adult education institutions for the current academic year 2001 to 2002. The majority of these learners attending the London West Adult Education Institutions - 89% - live in the London West LSC area.

From all the learners living in and attending the above adult education institutions, it was found that:

- Brent Adult and Community Education Service had the highest number of learners 4,249 (52%) attending adult education courses.
- There was a significant gender split, with 75% adult education participants were female and only 25% were male. This gender dichotomy is more pronounced in HE than in the FE sector.
- The majority of the learners - 73% - in adult education were aged between 25-59, compared to 10% aged between 19-24.
- 48% of learners studying in the adult education institutions were residents of the London Borough of Brent and 23% were residents of the London Borough of Hounslow.

Percentage of Learners attending Adult Education Institutions by Residence of Borough							
	Brent	Ealing	Hammer- smith & Fulham	Harrow	Hilling- don	Houns- low	Total
Brent Adult and Community Education Service	99	27	4	83	1	0	52
Hammersmith Community Learning and Leisure	0	9	92	0	0	1	9
Hillingdon Adult Education Service	0	16	0	17	95	1	13
Hounslow Adult Education	0	49	45	0	5	98	26
Total	100%	100%	100%	100%	100%	100%	100%
Source: ISR21fd (Individualised Student Records), 2001/2002							

Adult education learners were more likely to attend adult and community programmes in their local boroughs or their neighbouring boroughs.

Basic Education was the most popular subject taken up by learners in nearly all the adult education institutions, with Brent Adult and Community Education Service having the majority of learners, 54%.

Information Advice and Guidance

In addition to securing the provision of appropriate learning for adults, the Learning and Skills Act 2000 also provides for adults to have access to information, advice and guidance (IAG) in relation to learning and work. That is, in order to participate in learning and skills programmes, people have to know what is available in their areas. This is the purpose of the IAG services and these are now the responsibility of the local LSCs.

The services are delivered through local partnerships, comprising a variety of organisations and stakeholders, with a designated lead body. These partnerships publicise the free IAG services via a combination of outreach work, posters, leaflets and referral networks. Many have developed their own websites.

There are two partnerships in the London West area - West London IAG and North West London IAG - which, together, represent some 55 agencies across the six boroughs. The lead body for west London is CfBT, covering Ealing, Hammersmith & Fulham, Hillingdon and Hounslow, whilst Lifetime Careers leads for the north west boroughs of Brent and Harrow. There is a close working relationship between the two lead bodies.

The two IAG partnerships have four key priorities:

- to ensure provision of a co-ordinated local network of information, advice and guidance on opportunities in learning and work;
- to ensure that all members of the community (with no upper age limit) have access to information and advice services, which are available free of charge, with particular attention given to the needs of disadvantaged clients;
- to ensure information advice and guidance services meet the relevant quality standards for learning and work; and
- to work with the LSC to ensure coherence between local information, advice and guidance services and other related services.

Local priority groups are:

- people with learning difficulties;
- people with low or lack of updated skills;
- people over 50;
- refugees and asylum seekers; and
- people in areas of high social deprivation.

To guide these priorities, partnerships are required to have a business plan and both business plans for the year 2001/2002 have been successfully implemented. In terms of performance against targets, the position for those years was:

Target for advice episodes	9,306
Achievement	10,369
Performance rating	+11.4%
Target for information	7,500
Achievement	7,218
Performance rating	-3.7%

It is possible that the slight under-achievement in information work can be accounted for by delays in reporting following changes to the method of payment by the Partnerships and will be corrected in the following quarter's outcomes. The performance in advice work is well above target.

> Basic Skills

Key Points

- Over a quarter of a million adults in London West have poor literacy and numeracy skills.
- Although basic skills provision is increasing, there is still unmet demand, particularly for work-based learning and English Language training.
- Key barriers to accessing basic skills and ESOL provision are pace and mode of delivery.
- It is important that potential learners are motivated to seek out and complete courses.

Over a fifth of London West's adult population have poor literacy and numeracy skills, which has an impact on their economic and social well-being. Raising the skills of people with these basic skills needs constitutes one of the key targets for the Learning and Skills Council.

The lack of literacy and numeracy skills is closely correlated with social exclusion and limited employability. People whose first language is not English are also at risk of exclusion, so provision for training in English as a second Language (ESOL) is included in this section.

Although many people have basic skills/ESOL needs in London West, the key target groups are:

- refugees and asylum seekers;
- people with access problems - disabled people, third age and lone parents;
- young people; and
- low-skilled employees facing barriers at work.

Basic Skills Provision and Demand in London West

To inform the funding of basic skills and ESOL provision in London West, the LSC in Spring 2002 commissioned research on basic skills and ESOL provision in the area. This research gathered views from learners and potential learners in the priority target groups and stakeholders in voluntary, community and further education sectors.

Barriers to Uptake

A first barrier faced by many potential learners was finding the confidence to seek training. Also common to all groups of learners was the lack of knowledge of how to search for appropriate courses. Although Information Advice and Guidance (IAG) networks exist across London West, knowledge and use of them amongst potential learners was low. Without IAG, many potential learners found it difficult to find the most appropriate courses.

Other barriers mentioned were more specific to certain groups. Some learners were reluctant to acknowledge a literacy and numeracy need because of the stigma attached to this amongst native English speakers. A solution to this could be down to the 'branding' of courses - for example courses that combined basic skills with other training such as IT were popular with learners.

For refugees and asylum seekers, availability of bi-lingual teaching and the number of tutors on courses were cited as important factors.

Retention

Some of the same factors such as quality of teaching, appropriateness of the course that influenced the original decision to join a class were still relevant to students completing the course.

Specific points raised by learners were:

- access to learning in terms of frequency and timing of course;
- speed of the class, and ability to vary rate of progress to suit the learner;
- relevance of the course to the learner's desired aims;
- learning environment. This varied for different groups, while young people wanted a learning environment that was 'unlike school', refugees and those with mental health problems stressed the benefit of a supportive, friendly group; and
- intermediate goals to encourage learners to stay on the course.

Progression

Completion of a basic skills or ESOL provides an opportunity to move on to further training, to employment or, if the learner is already in work, to career progression. All the learners asked about exit tracking of students after completion of their courses saw this as a positive monitoring of the effectiveness training rather than an intrusion.

On a cautionary note, there was some evidence of learners staying on the course for some years without completing. This was reported from both the refugee group and from those with mental health problems.

Some learners in work mentioned increased job security as a benefit from completing a course. Similarly, all groups of learners - not just those in work - cited increased confidence as a benefit of basic skills training.

> Key Learners - People with Disabilities

Key Points

- A low proportion of people with disabilities are taking up learning opportunities as a way of overcoming barriers to employment.
- In the academic year September 2001 to July 2002, the LSC is funding placements for 2,504 learners at 70 specialist colleges. This is an increase of 631 learners - 34% - on the previous year.
- People with disabilities account for nearly a fifth of the working-age population in Great Britain, but for only about one eighth of all in employment.
- Placements for this academic year represent £70 million worth of funding by the LSC.
- The LSC is committed to increase the percentage of young people with disabilities on Work Based Learning programmes from 2% (as at period 10 2001) to 4% by 2004.
- London West LSC aims to ensure that no individual is excluded from appropriate learning on the grounds of disability. This is in accordance with the Disability Discrimination Act (DDA). It is necessary to ensure that specialist provision is available where an individual's needs cannot be met through mainstream provision.

This chapter will focus on people with disabilities. The majority of the data used has been derived from the London Skills Survey. This took the form of a questionnaire-based survey, asking over 9,400 people living and/or working in London questions relating to, amongst other things, skills, training and education.

For the purpose of this analysis, people with disabilities are defined from the questionnaire as "those who suffer from any disability or illness that affects the type of work they can do". Just over five percent of London West respondents to the 2001 London Skills Survey answered "yes" when asked whether they met this definition. This percentage seems quite low when compared to national figures, reasons for this relate to the very narrow disability based questions asked in the survey.

Recent government policy in the form of the Special Needs and Disability Act 2001 also known as the Disability Discrimination Act (DDA), has been introduced and will improve the standard of education for individuals with Special Educational Needs. It will bring access to education within the remit of the DDA. This makes it unlawful for education providers to discriminate against learners with disabilities. In addition, LEAs and schools will be obliged to make mainstream schools more accessible to pupils with disabilities. The Disability Provisions of this Act will be phased in over a three year period from September 2002.

The following chapter analyses the characteristics of people with disabilities in London West, their economic status and participation and achievements in education and Training. It also looks at the barriers people with disabilities face accessing education and training in London West.

Economic Status Of People With Disabilities

People with disabilities in London West are likely to require additional support to enter and progress within the labour market. Over 5% of London West LSC residents report having a disability. Whilst evidence from the Skills Survey 2001 supports the view that people with disabilities are more likely to face economic exclusion; only 39.5% of respondents with disabilities are in full-time employment compared to 51.5% of respondents without disabilities.

Official figures produced by the government show 28% of people with disabilities are unemployed in the London West area. Only 9% are registered unemployed. More than 17% of London West respondents to the Skills Survey gave being 'permanently sick or disabled' as their working status. This suggests that the true figure for the number of unemployed people with a disability may be higher.

Economic Status Of People With and People Without Disabilities (%) London West Area		
Economic Status	People With Disabilities	People Without Disabilities
Self-employed	1.8	3.5
Employed Full-time	26.3	38.8
Employed Part-time	10.5	6.1
Working Students	0.9	3.1
Non-working Students	7.0	15.7
Unemployed	28.0	18.8
Lone Single Parents	5.3	2.6
Other Inactive	20.2	11.4
	100.0	100.0
Source: 2001 London Skills Survey		

What is of interest is the 'true' economic status of this permanently sick/disabled group i.e. are they employed, unemployed, or economically inactive?

Evidence suggests that the majority of this group are unemployed. It could be that this sub-group of respondents regard their disability as their fundamental economic characteristic and one that determines any current or future role they may play in the local labour market. In London West, people with disabilities are less likely to be seeking work and less likely to indicate that they will look for work in the future.

London West LSC looked at the job searching activities, employment expectations and education participation rates amongst unemployed/inactive people with disabilities. Figures suggest that many feel that their role in the labour market is severely restricted, due to their disability. Some may even feel that they are totally excluded from the labour market. There is evidence to suggest that a significant number have withdrawn from the local labour market permanently.

Participation in Education

A low proportion of people with disabilities are taking up learning opportunities as a way of overcoming barriers to employment. Despite their relative difficulty in securing employment, people with disabilities do not show higher than expected education participation rates. Just fewer than 8% of respondents with disabilities were students compared to nearly 19% of respondents without disabilities.

There is a notable divergence between skill and qualification levels of people with disabilities and those without disabilities. For example, 33% of respondents with a disability had no qualifications, compared to 18% of respondents without a disability.

Education Participation Rates By Levels of Qualifications (%)				
	London West		All London	
	People with disabilities	People without disabilities	People with disabilities	People without disabilities
No Equivalent	33.3	18.6	33.2	18.4
Level 1	7.0	6.1	5.8	6.1
Level 2	26.3	26.7	22.6	26.9
Level 3	19.3	21.2	15.5	20.5
Level 4	10.5	23.0	18.4	23.3
Level 5	3.5	4.4	4.5	4.8
	100.0	100.0	100.0	100.0
Source: 2001 London Skills Survey				

Evidence from the 2001 London Skills Survey suggests that low education participation rates and low employment rates do have an impact upon the qualification and skill levels of respondents with disabilities. The table above clearly shows differences in the qualification levels of respondents, particularly at the extremes of the qualification range. People with lower skill levels are less likely to find employment and therefore less likely to acquire or develop skills: thus a circle of economic exclusion develops.

If people with disabilities face additional barriers to education and training, their chances of falling into this economically excluded group are increased. There is some evidence from the London Skills Survey to suggest that people with disabilities in employment have lower employment expectations than employed people without disabilities. However, this is not conclusive and is based on occupational comparisons at the London level, which reveal that a higher percentage of respondents without disabilities are employed in higher skilled/professional occupations than respondents with disabilities.

Just over 35% of people with disabilities in manager/administrator occupations are qualified to NVQ Level 4 and above, compared to 53% of respondents without disabilities. Whilst 89% of people without disabilities in professional occupations were qualified to NVQ Level 4 and above, only 84% of people with disabilities in similar occupations were qualified to the same level.

Characteristics of Unemployed People with Disabilities

Differences in employment expectations between people with or without disabilities become most apparent when comparing their job seeking activities. While 17% of respondents without a disability said they had not sought work in the four weeks prior to the Survey, the figure for unemployed people with disabilities was 37%. While 44% of respondents without a disability gave their reason for being unlikely to look for work in the next 12 months as 'still in education', only 8% of people with disabilities gave the same answer. The majority response (66%) to this question among people with disabilities was 'being disabled' itself.

The table above illustrates that people with disabilities in London West are much more likely to have no qualifications and half as likely to be qualified to NVQ Level 4 or above as those without disabilities.

The London Skills Survey shows a higher percentage of people with disabilities with basic or no skills in management, numeracy and IT compared to people without disabilities.

The lower participation rates of people with disabilities in employment are also reflected in education and training. Only 14% of London West respondents with disabilities were taking part in education or training at the time of being interviewed compared to 25% of respondents without disabilities. Whilst 24% of respondents with disabilities had taken part in education or training in the last 12 months, this figure rose to 31% for respondents without disabilities.

This difference between respondents may partly be due to differences in employment rates. It is assumed that people in employment are presented with greater opportunities to participate in training than those outside employment, and therefore given that people without disabilities are more likely to be in employment they are also more likely to participate in training.

Barriers to Education

There are clearly differences in the qualification levels of respondents without disabilities and those with disabilities, particularly at the extremes of the qualification range. Differences in skill levels, as with training/education participation rates, may partly be due to differences in employment rates.

Further evidence of the existence of barriers can be found when looking at the two groups' attitudes to training/education. Only 18% of respondents with disabilities were considering education/training and actively seeking a place at the time of being interviewed, compared to 27% of respondents without disabilities. Almost twice the proportion of people with disabilities as respondents without disabilities stated that they were not considering education/training and would not do so in the future (25% and 13% respectively).

Pupils with Special Educational Needs

A statement of Special Educational Needs (SEN) is a legal document detailing the educational needs that a child or young person has. It outlines the specific help which will be made available to meet these needs. This additional educational provision should describe how the school or college intends to help pupils with special educational needs. Under three children in every hundred are likely to have such significant difficulties as to need a statutory assessment or a statement.

The table below show the pupils with SEN in the six London West LSC boroughs. These figures are expected to rise, as early diagnosis of pupils with additional needs increases.

Secondary School Pupils with Special Educational Needs London West LSC, 2001							
	All Secondary School Pupils	Pupils with additional needs			Pupils with additional needs as a percentage of all pupils		
		With a statement	Without a statement	All	With a statement	Without a statement	All
LONDON	408,132	10,660	82,314	92,974	2.6%	20.2%	22.8%
London West LSC	78,390	1,888	15,258	17,146	2.4%	19.5%	21.9%
Brent	14,480	404	2,614	3,018	2.8%	18.1%	20.8%
Ealing	15,091	270	3,921	4,191	1.8%	26.0%	27.8%
Hammersmith & Fulham	7,181	153	1,605	1,758	2.1%	22.4%	24.5%
Harrow	8,874	277	1,717	1,994	3.1%	19.3%	22.5%
Hillingdon	16,472	421	2,587	3,008	2.6%	15.7%	18.3%
Hounslow	16,292	363	2,814	3,177	2.2%	17.3%	19.5%
Source: DfES schools performance tables 2001							

Local Case Study

LEAP (Life-skills, Education and Activity Programme) is a Specialist Further Education Service, based in Ealing, for adults with Autistic Spectrum Disorder. LEAP was founded by The National Autistic Society in 1976. LEAP has an excellent reputation for meeting the needs of adult students with complex needs. The LEAP Service consists of a day service of further and continuing education for 25 people aged 18 years and over and a community and leisure group for five people (initially) aged 18 years and over.

The National Picture

There appears to be increased parental awareness of the options open to young people beyond the age of 16. Greater emphasis/value appears to be placed by parents on their son or daughter progressing from school to further education rather than moving to social services day provision. This is one of the reasons why the LSC has seen a rise in the number of people applying to local offices for funding placements.

The removal of the 'schedule 2' requirement due to the implementation of the Learning and Skills Act means that the Council is now being asked to fund provision which would previously have been the responsibility of the social services. In addition, this has removed the lever for seeking social services or health authority contributions to the funding of placements.

The publication of the recent government White Paper, Valuing People, the first White Paper on learning disability for thirty years, sets out an ambitious and challenging programme of action for improving services. Valuing People provides a clear direction and creates clear objectives for all agencies working with people with disabilities.

Attention needs to be given to facilitating the access of people with disabilities to the labour market. There are a number of government initiatives, which aim to do this but clearly further efforts and targeted assistance are still required.

The Learning and Skills Act requires the Council in the discharge of its main duties to consider the needs of people with learning difficulties and/or disabilities.

The "Two Ticks" symbol is a recognition given by the Employment Service to employers who have agreed to take action to meet five commitments regarding the employment, retention, training and career development of employees with disabilities. We hope to gather further information on "Two Ticks" employers in the 2002 pan London survey.

> Key Learners - Unemployed People

Key points

- Although unemployment rates fell considerably between 1991 and 2001 in London West, they have risen sharply since September 2001.
- The events of September 11 have had a detrimental impact on unemployment levels across London West.
- In February 2002, there were 26,824 unemployed claimants in the London West LSC area, an unemployment rate of 3.9%. This compares to 23,469 claimants in January 2001.
- In January 2002, in our area, 34% of claimants had been unemployed for over six months, 16% had been unemployed for over a year and 6% of claimants had been unemployed for more than two years.
- There are still pockets of persistent high unemployment, chiefly in the east of the London West area: four wards in Brent and Hammersmith & Fulham experience unemployment rates of 12% or more.
- Areas of high unemployment tend to reflect concentrations of vulnerable groups or otherwise disadvantaged people.

This chapter focuses on unemployment in London West, and how it has evolved over the past ten years. In London West and across the country, unemployment has fallen in recent years to its lowest levels in decades whilst a range of initiatives have had a substantial impact on the numbers, characteristics and circumstances of unemployed people. Increasingly, these people also experience other aspects of disadvantage and are more likely than the general population to experience social and economic exclusion.

In February 2002, the number of unemployed claimants in Great Britain stood at 974,192, an unemployment rate of 3.7%. Nearly a fifth of these claimants have been unemployed for over a year, and 9% have been unemployed for over two years.

In February 2002, 26,824 people were unemployed and claiming benefit in the London West LSC area, representing 3.9% of the workforce. This is lower than the comparable rate for London (4.8%) and similar to Great Britain (3.7%). The latest indications suggest that the unemployment rate has not changed significantly since February, although the number of claimants has risen slightly.

Unemployment by Age and Duration

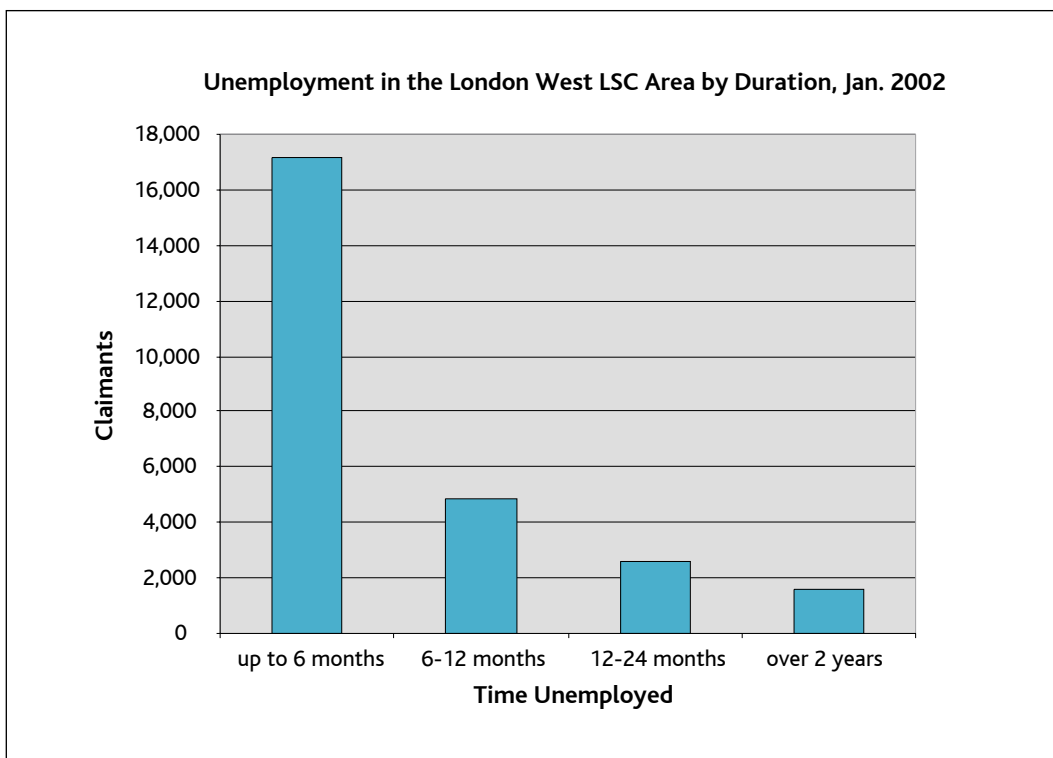
An indication of the relative difficulty that unemployed people face in gaining employment can be seen by looking at the length of times people remain unemployed. The most recent data available for unemployment by age and duration is from January 2002. At this point in time in London West, 34% of claimants had been unemployed for over six months, 16% had been unemployed for over a year and 6% of claimants had been unemployed for more than two years. Young people aged between 18-24 accounted for a fifth of all unemployed people in the London West LSC area, compared with a quarter for Great Britain. Those aged 25 and over accounted for 80% of all those unemployed, therefore making up the largest share. Those aged over 50 accounted for 14% of all those unemployed. It is evident that those aged between 25-50 are more likely to experience periods of long-term unemployment than younger age groups. For example, of those who are unemployed, 15% of 25-50 year olds have been unemployed for over 12 months and 6% for over two years. Long-term unemployment would appear to be less of a problem for young people (those aged 18-24) as, of those unemployed, only 0.3% have been unemployed for over 12 months and virtually none over two years.

This is supported by data from the 2001 Skills Survey which suggests that there is a relationship between age and duration of unemployment. Responses to the survey indicate that as people become older, if they become unemployed, they are more likely to remain unemployed for a longer period of time.

The Survey gave a snapshot of the unemployment situation in the area at one point in time and makes it possible to discern some of the characteristics of those unemployed people. The majority of the unemployed respondents have been unemployed for six months or less, suggesting that most unemployed people do find work within a few months.

Young people reported the shortest duration of unemployment - on average nearly 80% of unemployed 16-24 year-olds had been unemployed for six months or less. Furthermore, claimants aged over 50 are far more likely than younger claimants to have been unemployed for more than two years. This is, of course, partly a consequence of young people having spent less time in the labour market. Amongst older people, however, long-term unemployment is much more prevalent: nearly two thirds had been unemployed for over two years.

The following chart shows unemployment by duration for January 2002:

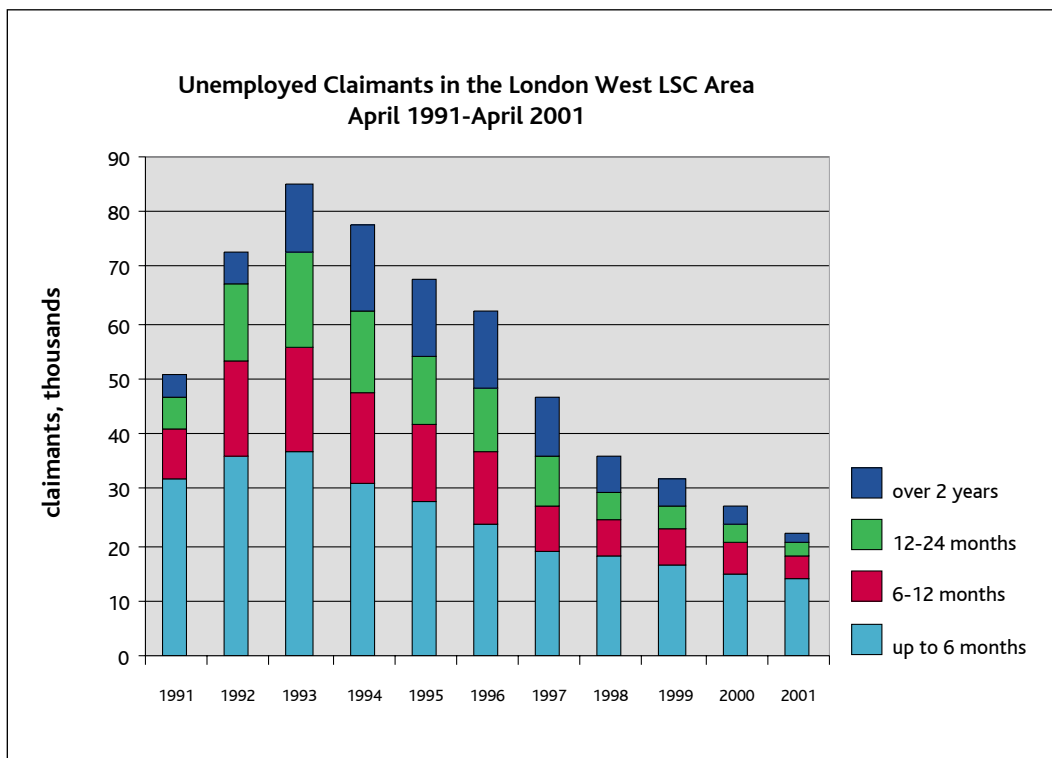


It is important to acknowledge that unemployment rates have fallen considerably in the London West LSC area between 1991 and 2001. For example, between January 1991 and January 2001, the number of unemployed claimants fell by 17,543. The number of unemployed claimants fell considerably between 2000 and 2001. To illustrate this, in January 2000, there were 28,876 unemployed claimants (an unemployment rate of 4.2%). This fell to 23,469 claimants in January 2001 (an unemployment rate of 3.4%). Despite these falls in unemployment, there are still pockets of high unemployment, which are primarily concentrated in the east of our area, in the boroughs of Brent and Hammersmith & Fulham.

However, although unemployment rates fell between 1991 and 2001, they have risen sharply since September 2001. This may be attributed to the events of September 11 and their aftermath. A number of redundancies were made across the country, resulting in job losses for many people, particularly in the tourism industry. By way of illustration: in September 2001, there were 23,560 unemployed claimants in the London West LSC area; this rose to 24,580 in November and by December, there were 25,585 unemployed claimants. At the beginning of 2002, unemployment continued to rise in our area but at a slower rate. For example, there were 26,134 unemployed claimants in January and by February this figure had risen to 26,824, showing less of an increase than previously. This may indicate that the economy is gradually recovering from the effects of September 11.

Changes In Unemployment Over Time

The chart below gives numbers of unemployed claimants across the London West area in April of each year from 1991-2001. However, it is important to note that claimant unemployment underestimates the true level of unemployment, as not all those who want to work will be eligible for benefits and hence claiming. Also, the eligibility criteria have changed over time, so that the claimant count is not strictly comparable over the period. Nevertheless the chart gives a good picture of the broad trends in unemployment over the decade.



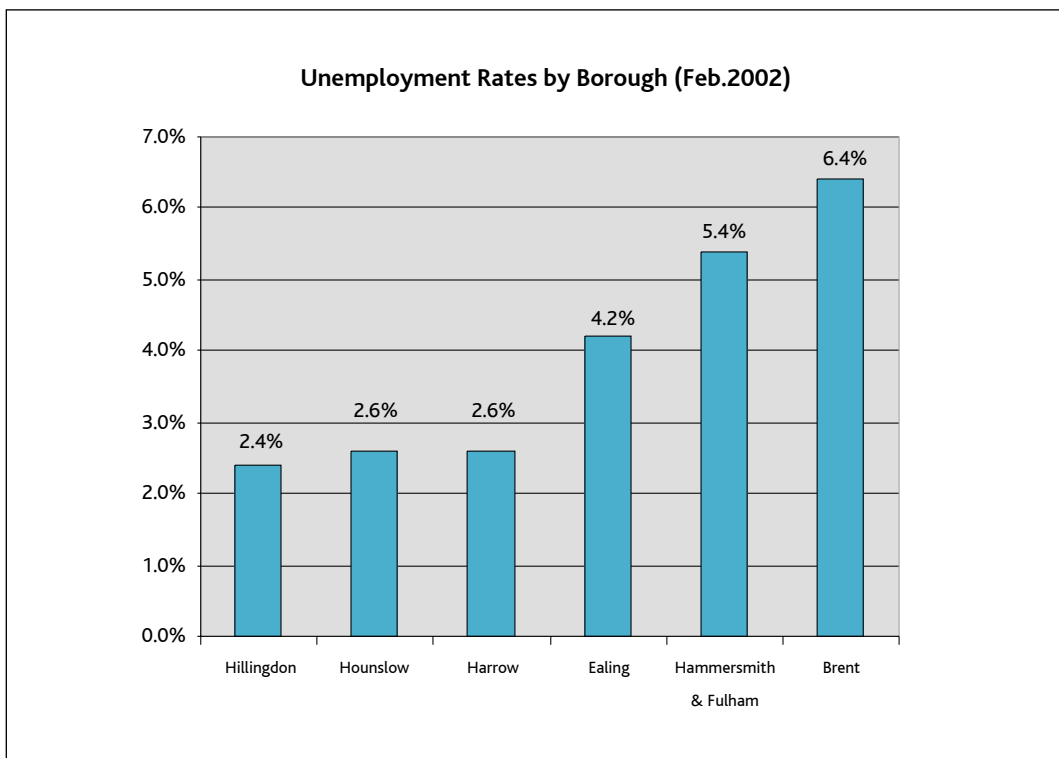
Source: ONS claimants counts; Taylor Associates' rates estimates

Unemployment in the London West area rose sharply during the recession of the early 1990s to peak in 1993 at over 10% of the workforce. Since the mid-90s, it has been falling steadily and now stands at just over 3%. As the economic climate has changed, the nature of unemployment has also changed. The proportions that were long term unemployed rose during the first half of the decade with increasing structural unemployment. However, the upturn in employment prospects in the middle of the decade took longer to affect this group, with relatively high levels of people unemployed over two years persisting until around 1996. More recently, the tightening labour market has seen something approaching full employment across much of the London West area. This has meant groups facing difficulty in gaining employment have been more successful in re-entering the jobs market. Government initiatives, notably New Deal, may also have played a part in reducing the numbers in long-term unemployment after 1996 as people come off the unemployment register into training.

Variations Within the London West Area

There are considerable variations between boroughs and wards in the distribution of unemployment and this is highlighted on the chart and map. It is evident that there are concentrations of high unemployment, particularly in parts of Brent and Hammersmith & Fulham.

The following chart shows unemployment rates by borough in the London West LSC area:

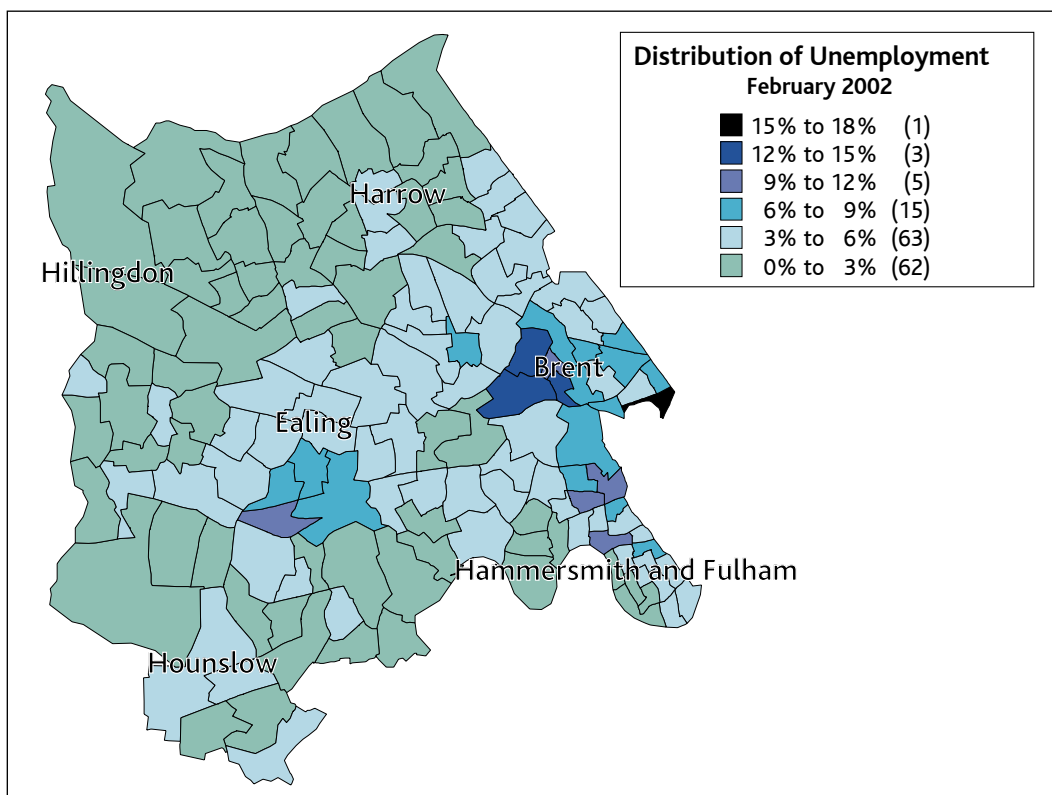


Source: ONS claimant count; GLA estimates of population

The boroughs of Brent and Hammersmith & Fulham have the highest levels of unemployment, with 6.4% (7,976 people) and 5.4% (4,445 people) respectively.

It is likely that areas of high unemployment will reflect concentrations of vulnerable groups or otherwise disadvantaged people. This is noticeably true for Brent, where 12% of the population are on income support, (a relatively high percentage compared to Great Britain where 8% are on income support). Also, a relatively high percentage of the population in Brent and Hammersmith & Fulham have low/very low literacy skills (15% in both boroughs). Literacy skills are particularly low in the White City and Shepherd's Bush area. General qualification levels of the unemployed are also lower in the London West LSC area, for example 38% of those in employment are qualified to NVQ Level 4 and above, compared to only 26% of those who are unemployed. Furthermore, only 9% of those in employment have no qualifications, compared to 22% of those who are unemployed.

The following map shows levels of unemployment by ward across the London West area:



Source: Claimant numbers, ONS/NOMIS, (2001), ward boundaries © Edline 2000, Crown Copyright

There have been noticeable changes to the map since April 2001. For example, there was previously only one ward with an unemployment rate of 12-15% but now there are three wards within this range. Despite increases in unemployment levels since September 2001, there is near full employment, even labour shortage, across much of the London West Learning and Skills Council area. Unemployment is chiefly a problem for particular localised areas and for particular groups of people.

There are considerable variations within each borough with regard to the unemployment rate and, indeed, variation is more extreme at ward level. For example, ward unemployment rates in Brent vary considerably, with Carlton having an unemployment rate of 17.5%, the highest of all the wards in the London West LSC area, whilst Kenton, also in Brent, has an unemployment rate of just 2.4%. Similarly, in the borough of Hammersmith & Fulham, White City and Shepherds Bush has the highest unemployment rate, with 11.2%, whilst Palace, also in Hammersmith & Fulham, has an unemployment rate of just 2.4%.

The table below gives the unemployment rates of the ten wards in the sub-region that have the highest unemployment rates: for these wards the rates are all over 8%.

Ten Wards with Highest Unemployment Rates Feb. 2002- London West		
Ward	Borough	Rate
Carlton	Brent	17.5%
St Raphael's	Brent	12.7%
Harlesden	Brent	12.0%
Stonebridge	Brent	12.0%
White City and Shepherds Bush	Hammersmith & Fulham	11.2%
Roundwood	Brent	10.1%
Glebe	Ealing	9.2%
Coningham	Hammersmith & Fulham	9.1%
Broadway	Hammersmith & Fulham	9.0%
Willesden Green	Brent	8.6%

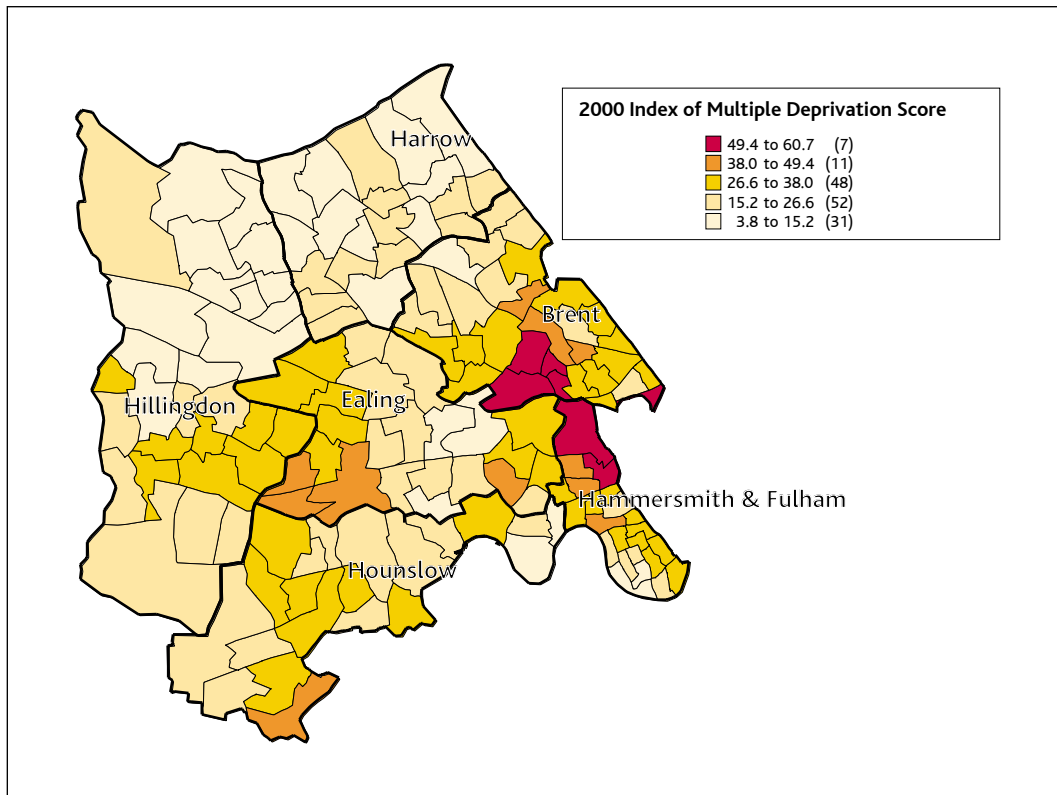
Source: estimates by Taylor Associates based on claimant counts. Please note that following the Boundary Commission Report, from May 2002 ward boundaries and in some cases ward names have changed. The information in the table and this chapter relates to the previous 1998 ward boundaries.

Deprivation in London West

The table below shows the deprivation ranking of London West LSC boroughs. The higher the average ward score, the greater the level of deprivation. The lower the ranking of average ward scores, the greater the level of deprivation. The table shows that Brent is the most deprived borough, followed by Hammersmith & Fulham. Rankings are out of 354 English Unitary Authorities, districts and London boroughs.

Deprivation ranking of London West LSC		
	Average ward score	Ranking of average ward score
Brent	33.53	68
Hammersmith & Fulham	31.57	77
Ealing	26.78	107
Hounslow	25.76	115
Hillingdon	18.30	200
Harrow	16.03	230

Source: 2000 Index of Multiple Deprivation, DETR © Edline 2000, © Crown Copyright 2000



Source: 2000 Index of Multiple Deprivation, DETR © Edline 2000, © Crown Copyright 2000

The map shows that the wards with the highest deprivation scores are clustered in Brent and the north of Hammersmith & Fulham although there are other notable areas with higher than average deprivation scores across the other London West boroughs. There would appear to be a correlation between clusters of deprivation and clusters of high unemployment within the London West area. Unemployment is both an indicator and a symptom of social and economic deprivation, so there must necessarily be some correlation between high unemployment and other deprivation factors.

Characteristics of Unemployed People

Certain groups of people are much more likely than average to face unemployment. For example, the majority of unemployed claimants in the London West LSC area (73%) are male. People from some ethnic minorities, particularly from Black Caribbean backgrounds, are more likely than average to be unemployed. Also, young people, older people, people with disabilities and those with fewer qualifications are disproportionately likely to be unemployed. The current economic climate - still characterised by relatively low unemployment and continuing skills shortages - means that these people represent an under-utilised resource to the local economy.

Gender

When examining the unemployment rate in London West, there are notable gender differences in the number of unemployed claimants in each borough. It is evident that the unemployment rate is higher amongst men than women in all London West boroughs.

This is particularly noticeable in the borough of Brent, where the unemployment rate for men is 8.5%, whilst for women it is only 3.8%. Also, in Hammersmith & Fulham, the unemployment rate for men is 7.3%, compared to 3.2% for women. In most cases, the unemployment rate for men is at least twice as high as that for women.

Skill Levels

The following table shows skill levels of the unemployed, by NVQ/NVQ equivalent qualifications. The unemployed are split into two groups - those claiming job seekers allowance and those not claiming job seekers allowance.

Qualification Levels of Unemployed People by NVQ equivalent (%)						
	No Equivalent	Level 1	Level 2	Level 3	Level 4	Level 5
Claiming job seekers allowance	31	17	23	14	11	4
Not claiming job seekers allowance	29	8	27	20	14	2

Source: London Skills Survey, 2001. 'No equivalent' includes respondents who don't hold any qualifications, who hold qualifications which don't correspond to the NVQ levels and unknown categories.

The table shows that very few unemployed people are qualified to NVQ Level 5. There are high proportions in the 'No equivalent' category, which suggests that a high number of unemployed people have no qualifications, or hold qualifications which cannot be coded as an NVQ.

> Key Communities - Ethnic Minority Communities

Key Points

- FE participation amongst Indian, Black African and Black Caribbean learners has continued to remain high over the past four years.
- A higher number of pupils from Asian and Black communities continue into further education compared with white pupils.
- Non-white groups are more likely to be unemployed than white people.
- A high proportion of Black African and Caribbean people work in administrative, secretarial or health and social occupations.

The proportion of ethnic minorities in Britain has risen from 1% in 1950 to over 7% today. The London West community is particularly diverse in terms of ethnicity, with a wide variety of ethnic groups. Brent has the highest proportion of ethnic minority members within its population, with over half of the population classified as 'Non-white'. Over a quarter of the London West LSC area workforce comes from a Non-white ethnic minority background and perhaps a further eighth comes from a White, non-British background. Due to the relatively younger age structure of many ethnic minority groups, we would expect their importance to the labour market to grow over time, especially in terms of entrants to the labour market.

The Race Relations Amendment Act 2000 makes it unlawful for a public authority to discriminate directly in carrying out any of its functions. It also places a general duty on those authorities to work towards the elimination of unlawful discrimination and promote equality of opportunity. These amendments will have an impact on colleges and schools and the data produced by them will be closely monitored.

The LSC will be introducing EDIMS (Equality and Diversity Impact Measures) to begin to address some of the inequalities that currently exist in the LSC funded education and training provision. It has convened six pathfinder local LSCs to pilot EDIMS during 2002 and London West is one of the pilot LSCs. The main objective of this pilot project will be to explore and test the process before it becomes mandatory in all LSCs.

One of the EDIMS specifically addressing ethnic minorities will be aimed at Work Based Learners. The target will be to increase the number of ethnic minorities in the Construction sector as follows:

Age Groups	Targets	
	From	To
15-18 year olds	13.4%	18%
19 year olds	4.8%	7%
20-25 year olds	0%	3%

The Ethnic Minority Population of London West

It is known that the ethnic profile of the population of London West has changed considerably since the 1991 Census. In particular, there has been a recent influx of refugees to the area, which has contributed to the growth of new immigrant communities. Unfortunately, there is no reliable source of information on the ethnicity of London West's population. The reliability of all such estimates including those given below, is difficult to evaluate.

London West Ethnic Minority Populations, 2000 (in thousands)			
	Total Population	White	All Ethnic Minorities
London West LSC	1,381.2	892.3	488.9
Inner London	2,751.6	1,840.0	911.6
Outer London	4,436.5	3,415.2	1021.1
Greater London	7,188.0	5,255.2	1932.7
Brent	250.6	116.9	133.7
Ealing	299.8	177.5	122.3
Hammersmith & Fulham	157.8	121.5	36.3
Harrow	207.8	130.7	77.1
Hillingdon	252.4	206.6	45.8
Hounslow	212.8	139.1	73.7

Source: ONS / London Research Centre "round ethnic group" projections, 1999

Population projections of ethnicity within our area estimate that Non-white ethnic minority populations are likely to increase both in total numbers and as a proportion of London West's population between 1991 and 2011. Increases in the coming decade are likely to be less sharp than between 1991 and 2001. However, the proportion of the working population that comes from an ethnic minority background is still expected to increase, at least up to 2011.

Unemployment

Ethnic minority unemployment has remained around twice that of the White population throughout the 1980s and 1990s. The highest unemployment rates in Great Britain are within the Black, Asian and mixed race communities. In London, 15% of mixed race residents are unemployed, followed by 13% for Black or British Black residents. Only 5% of White residents are unemployed.

The lowest workforce participation rates in the London West LSC area are amongst Pakistani, Bangladeshi and the "other Non-white" categories. For these groups, participation rates are less than 60%. The highest participation rates are found amongst the British White and Black Caribbean workforce, both at 70%.

Occupations

The 2001 London Skills Survey showed that some highly educated groups, such as those of Black African origin, are characterised by a strong presence in professional and managerial posts but, on average, they are not doing nearly as well as equally well-educated white people. Across London, 34% of the White population works in management and professional occupations, whilst only 19% of the Black community work in these occupations.

The survey also showed a number of instances where, for a given ethnic group, employment was concentrated in certain occupations. For example, a high proportion of those in the Black Caribbean group worked in administrative and secretarial occupations. A high proportion of Pakistani respondents worked in professional occupations and, similarly, a large proportion of those categorised as 'White British' worked in managerial, professional or associate professional occupations.

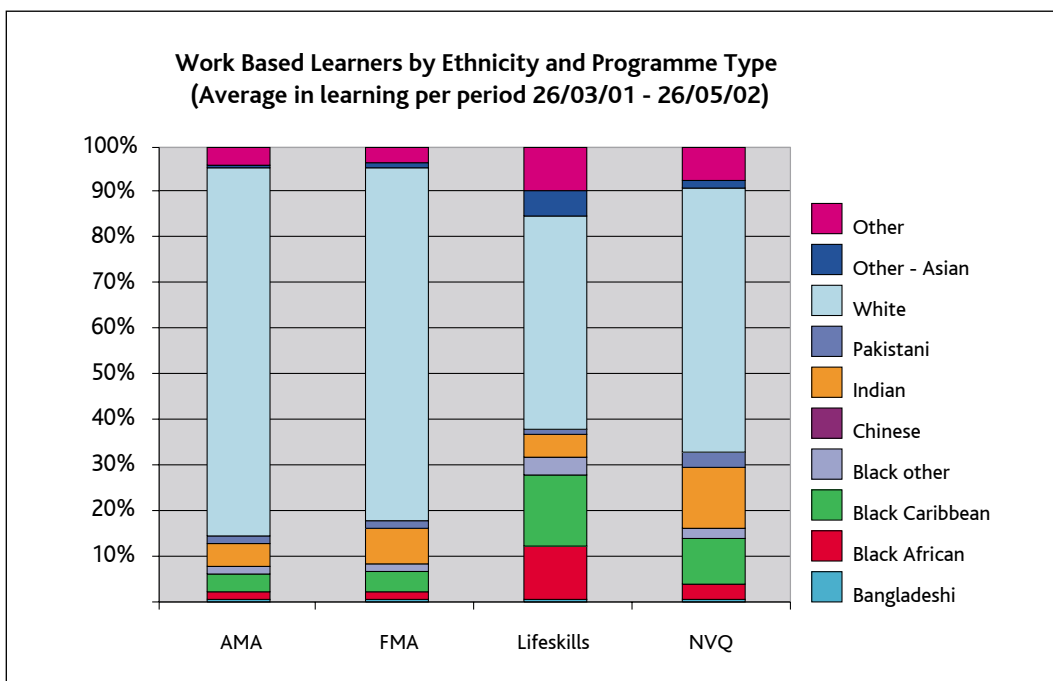
Certain minority groups did tend to work in particular industries: Indian, Pakistani and other Non-white respondents were more likely to work in wholesale and retailing, with 30% of employed Indian respondents working in this industry. Around 20% of Black African and Caribbean employed respondents worked in the health and social work sectors. A higher percentage - 21% of the white British population works in the real estate and business industries.

At a national level, the government's new Strategy Unit is currently engaged in a project titled Ethnic Minorities and the Labour Market (EMLM). The Strategy Unit began operating in July 2002. It was created by a merger of the Performance and Innovation Unit, the Prime Minister's Forward Strategy Unit, and part of the Policy Studies Directorate of the Centre for Management and Policy Studies. The objective of the project is to increase the participation and achievement of Black and Asian ethnic minorities in the UK labour market through:

- A better and shared understanding of what the current differences are between and within ethnic groups and what causes these differences by drawing together existing research.
- Assessing the effectiveness of different approaches for increasing the achievement of ethnic groups by examining the impact of existing action by government, private and voluntary sectors.
- Clear policy recommendations for building on existing work and adopting new approaches to address the causes of the differences in labour market achievement.
- A fresh approach to policies regarding the issue of performance amongst ethnic minorities in the labour market.

Participation and Qualifications in Education

There is a higher number of White learners compared to Non-white learners attending further education institutions in the London West LSC area. Amongst the ethnic minority participants, there are a higher number of Indian, Black African and Black Caribbean learners. This has been the continuing trend in further education over the past four years.



London West learners participating in work-based learning programmes follow a similar pattern. There are an average of 2,549 White learners in-learning per period (Mar 01 to May 02) compared to 232 Indian and 160 Black Caribbean learners attending work-based Learning.

The table on the following page shows achievement rates in further education and adult education over the past three academic years in London West and indicates that the Other Asian group continues to have the highest achievement rates. It seems that Black Caribbean and Black Other minority groups have had the lowest achievement rates.

The biggest increases in achievement rates over the past two academic years have been amongst White, Other and Chinese learners, whilst drops in achievement rates have been amongst Black Other, and Bangladeshi learners.

London West - Achievement Rates by Ethnicity (%)			
	98-99	99-00	00-01
Bangladeshi	67	69	63
Black African	63	68	63
Black Caribbean	59	64	57
Black Other	59	66	54
Chinese	65	71	70
Indian	64	69	66
Pakistani	61	69	61
White	63	67	67
Other Asian	67	72	72
Other	65	69	69
Individualised Student Records (16, 19, 22fb)			

The Individualised Student Records for the academic year of 2000/2001 seem to indicate that the white British are the highest achievers in NVQ Level 1 and 2 or its equivalent qualifications. The table below shows that there is no consistent pattern; achievement within the ethnicities is spread randomly across all levels. Bangladeshi learners seem to have the lowest achievement rates in Level 2 and Level 3 qualifications. Chinese and Indian learners have the highest achievement rates in Level 3 qualifications.

London West - Achievement Rates for Ethnic Minority Learners by NVQ Levels or Equivalents (%)					
	Level 1	Level 2	Level 3	Level 4	All levels
Bangladeshi	54	36	60	..	63
Black African	42	50	64	61	63
Black Caribbean	45	52	61	39	57
Black Other	35	50	64	56	54
Chinese	55	46	77	0	70
Indian	47	52	75	47	66
Pakistani	44	48	69	33	61
White	56	62	72	54	67
Other Asian	54	52	67	41	72
Other	52	54	66	50	69
Individualised Student Record, ISR22fb (2000-2001)					

English for Speakers of Other Languages

Many people from ethnic minority backgrounds also have a language barrier to overcome. The proportion of children (estimated at 36%) in London West secondary schools for whom English is a second language is higher than that in Greater London schools (28%) and far higher than that in England as a whole (8%). Within the region, Brent has the highest share (45%), with Harrow at 42%, Hounslow and Ealing both at 41%, Hammersmith & Fulham at 31% and Hillingdon at 16%.

Destinations of Year 11 Pupils

Careers Services are responsible for the tracking of young people's destinations as they leave full-time compulsory education. The boundaries of the relevant careers service areas, which track the destinations of Year 11 pupils, are not contiguous with the London West LSC boundary and this makes it difficult to support general conclusions about the whole London West LSC youth cohort with specific data. However, further education continues to be the preferred option for most pupils after completing compulsory secondary education. A higher number of pupils from Asian and Black communities continue into further education compared to White pupils. There is also an increasing number of White pupils compared to Non-white pupils who are choosing employment as opposed to training.

The subject studied by the largest number of students, studying in FE colleges in London West is Computing. This is especially popular among the British White and Indian students. English for Speakers of Other Languages (ESOL) is the next most popular programme especially among Black African, Other Asian and students from White Other backgrounds. There are no further detailed descriptions in ISR data about the origins of White Other students and their reasons for studying ESOL. Interestingly, literacy and other basic education programmes have a higher participation number of White students than Non-white students.

Learning Provision for Ethnic Minority Communities in London West

Due to the language barriers faced by many people from ethnic minority backgrounds, there is a large demand for ESOL and basic education provision from colleges and providers in the London West area.

All of the seven FE colleges provide courses in Adult Literacy and Numeracy but West Thames and North West London Colleges specialise in Basic Skills training.

Uxbridge College provides a basic skills course called 'English Language in the Workplace' aimed at employers with large numbers of ethnic minority workers; such people may work shifts and have strong family commitments that can prevent involvement in the wider community. Flexible provision has met with a huge response. The college is currently working with five employers in this way and, over the past 12 months, around 150 adults have undertaken the programme. The colleges also all provide ESOL training, with the exception of St. Dominic's Sixth Form College.

There are a number of projects currently running which focus on ethnic minority groups in the London West LSC area. The following are some examples of projects currently being run or which have recently completed in our area.

Funding By London West LSC
<p>Workforce Development Project Ethnic Minority Business Development Programme:</p> <ul style="list-style-type: none">• targeting Southall, Harrow and Brent;• the project objective is to provide intermediate/higher level skills to help ethnic minority SMEs manage the business;• target is to assist 40 businesses; and• the project aims to recruit ethnic minority MA, youth training and identify innovative models to encourage update of NVQs. <p>LIF Project ESOL & Childminder Training Course</p> <ul style="list-style-type: none">• targeting Chinese women in all London West's six boroughs;• the objective is to provide ESOL training followed by accredited; training in childminding for Chinese women aiming to enter the labour market;• nineteen women have signed on to the programme to date;• the training will be held at Hillingdon Learning and Development Centre in Ruislip; and• the Chinese community is particularly underrepresented in other programmes. This is believed to be the first programme in the area to target this ethnic group.

Funding by Other Organisations

European Social Fund Projects (ESF)

Community Training & Mentoring & Accessing Lifelong Learning:

- targeting unemployed, those in poorly paid employment, ethnic minorities, refugees, disabled, older workers over 50 and those lacking basic skills (Jan 2001 - Dec 2002);
- the aim is to work with 30 inner city voluntary organisations in Brent and Harrow to deliver ICT, Basic Skills, Job Search, utilising outreach tutors and volunteer facilitators/mentors;
- 13 centres have been opened and 725 people trained, where 93% are from Non-white ethnic minority backgrounds; and
- training is delivered through ICT centres in the voluntary sector. More advanced training is delivered by colleges and adult education.

Southall

Recruit and Train:

- targeting disadvantaged, socially excluded ethnic minorities in Southall;
- the aim of the project was to improve employment prospects for disadvantaged groups by helping them to gain qualifications;
- a 13-week programme which began in October 2001, delivered off-site by eight suppliers (three colleges and five community/private training providers). Training programme included Basic Skills, ICT, NVQ 1 & 2 and specialist courses;
- since October 2001, 186 individuals have attended the programme leading to eight job outcomes; and
- the downturn following September 11, 2001 had an effect on local employers, many of whom were Heathrow-dependent and this resulted in low job outcomes for participants.

Employment Services

New Deal for Communities (NDC)

There are two programmes in the London West area, in South Kilburn and North Fulham. They are considered to be more strategic than programme deliverers. In Hammersmith & Fulham, £44 million had been secured for New Deal communities but the delivery plan has only recently been completed.

> Refugees and Asylum Seekers

Key Points

- Latest figures show around 60,000 refugees and asylum seekers living in London West.
- The main barriers to learning and employment are lack of English language skills and employer discrimination.
- The two main recommendations - from a report commissioned by London West LSC - to improve the position of refugees and asylum seekers are access to ESOL courses and better work training and placements.

The issue of refugees and asylum seekers has become a very emotive one over the course of the last twelve months. Government plans to build accommodation centres for asylum seekers, together with the continuing problems around the French holding centre at Sangatte, have projected a very negative impression of people who are seeking refuge. This has engendered a feeling of unease amongst them, making reliable information harder to come by.

It is worth reiterating the various definitions, which may have become unclear due to inaccurate portrayals in the media.

- Asylum Seekers: those who have arrived in the UK and who are seeking a place of safety
- Refugees: people who have been granted refugee status under the terms of the UN convention
- Exceptional Leave to Remain (ELR): groups or individuals who have failed to gain refugee status but who have been allowed to remain here on compassionate grounds
- Other refugees: those who have no official status but are still in the country

With the proximity of Heathrow Airport, the region of London West has significant populations of refugees and asylum seekers. The most recent information suggests that more than 60,000 live in the six boroughs: around 5% of the total population.

Estimated Numbers of Refugees and Asylum Seekers in London West 2000		
Borough	Population	Percentage of Population
Brent	16,300 - 18,800	6.5% - 7.5%
Ealing	13,500 - 15,600	4.5% - 5.2%
Hammersmith & Fulham	9,800 - 11,300	6.2% - 7.2%
Hounslow	7,100 - 8,200	3.3% - 3.9%
Hillingdon	6,500 - 7,500	2.6% - 3.0%
Harrow	6,500 - 7,500	3.1% - 3.6%
Source: Renewal 2001		

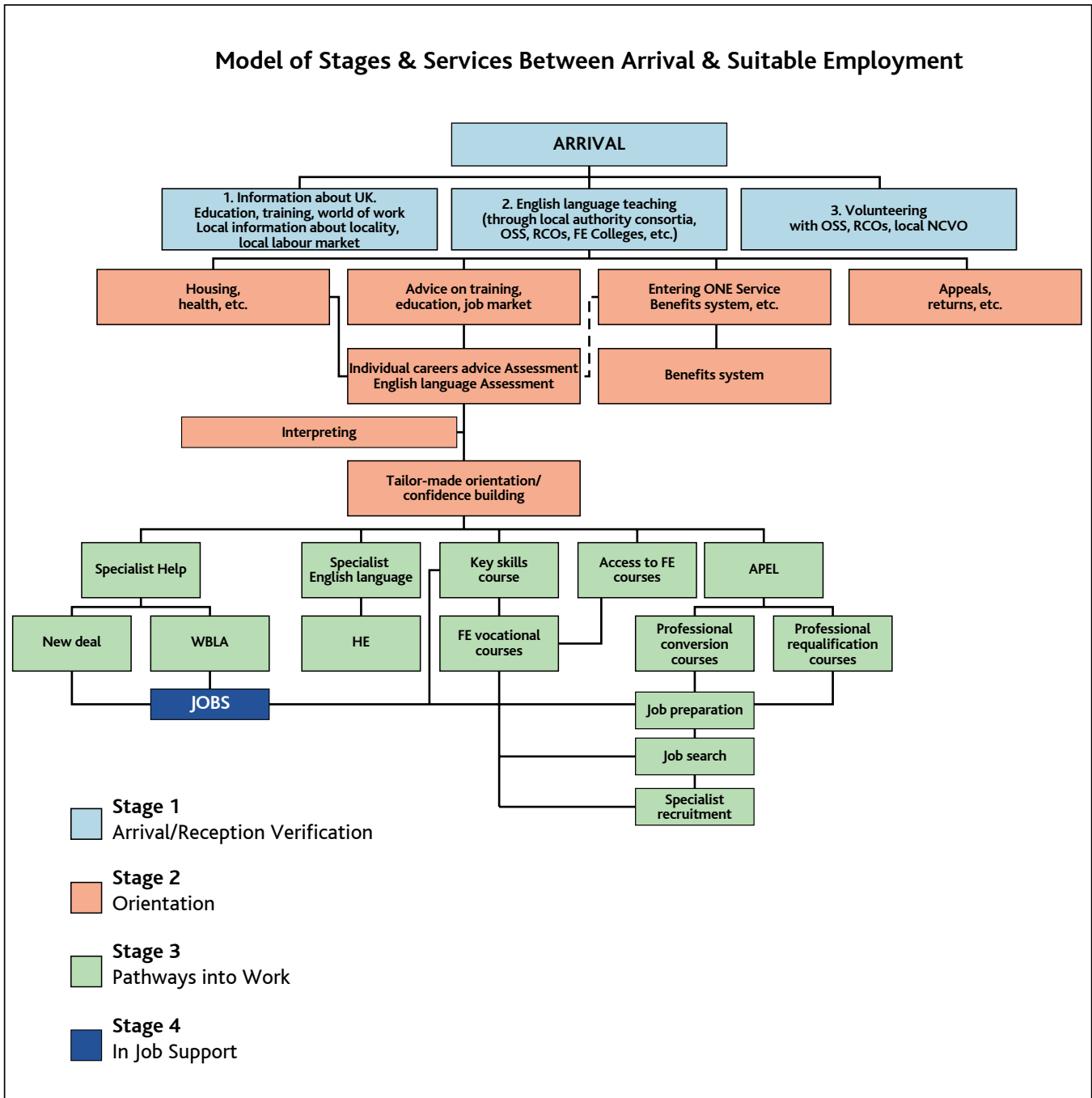
The research for Renewal SRB also revealed that the refugee population was much younger than existing residents of the area: 72% were between 18 and 34 years of age. Applicants tend to be male although this would be judged on the basis of the principal applicant and would, therefore, almost certainly underestimate the number of female applicants. The most frequent countries of origin of refugees and asylum seekers in London West are:

- Somalia
- Afghanistan
- Kosovo
- Former Yugoslavia
- Iran
- Iraq
- Sri Lanka
- Pakistan

All previous studies show that ability to speak English is a significant factor in obtaining employment. Although there are no reliable data across the London West region, a study in Brent and Harrow found that 66% of respondents who had been in the UK for less than three years spoke little or no English but that this dropped to 46% once people had been in the country for longer. Anecdotal evidence from Hammersmith & Fulham indicated that around 50% of the asylum seeking clients lacked fluent English. Refugee children in Harrow received language support in 77% of cases and this rose to 96% in Hammersmith & Fulham. Data on the other boroughs were not available.

A further study for Renewal cited many barriers to employment for refugees and asylum seekers. Chief among these were: racism and discrimination (including employers' reluctance to take on refugees); lack of English language skills; lack of knowledge about the local labour market; difficulties in negotiating ESOL provision. There have been no studies to identify the barriers from the point of view of the employers and this would provide vital additional information to facilitate employment opportunities.

Failure to get qualifications recognised was an additional barrier to employment. The survey from Brent and Harrow detailed the employment profile of refugees in work. More than 50% were working in professional and technical posts. We reproduce a helpful flow-chart from the Renewal Study, highlighting the stages and services between arrival and employment.



A report for Pan London Refugee Training and Employment Network (PLRTEN) identified a number of key stages for refugees and asylum seekers to gain access to employment. These were:

- Personal development - e.g. confidence, assertiveness
- Training - including both skills and employment preparation
- Careers advice and guidance
- Volunteering - a majority of those with professional jobs had done voluntary work
- Work placement - there were few good placements in the private sector and many placements lacked adequate supervision
- Mentoring - especially if the mentors were themselves refugees
- Networking

There are two pivotal recommendations that emerge from the Renewal research to assist learning and employment strategies for refugees and asylum seekers. The first - which has been posited in many of these studies - is to facilitate ESOL/EFL training, involving refugee organisations and learners more closely in service planning. Secondly, there is a need for improvements in training and work placements in both the public and private sectors. Again, the linkage of refugee community organisations to the mainstream employment services is a vital component of this process.

> Post-16 Learning in London West Education Participation and Performance

Key Points

- The total estimated number of students in FE Colleges in London West is 53,561.
- The average points score for students taking 2 or more A Levels in London West has steadily increased since 1994, and now stands at 16, compared to 15 in 2000.
- The majority of learners attending FE colleges and adult education institutions in London West are also residents of London West.
- Computing and ESOL are by far the most popular subjects taken up by FE students in London West.
- The majority of London West residents studying outside of the area tend to study within the London Central LSC areas.

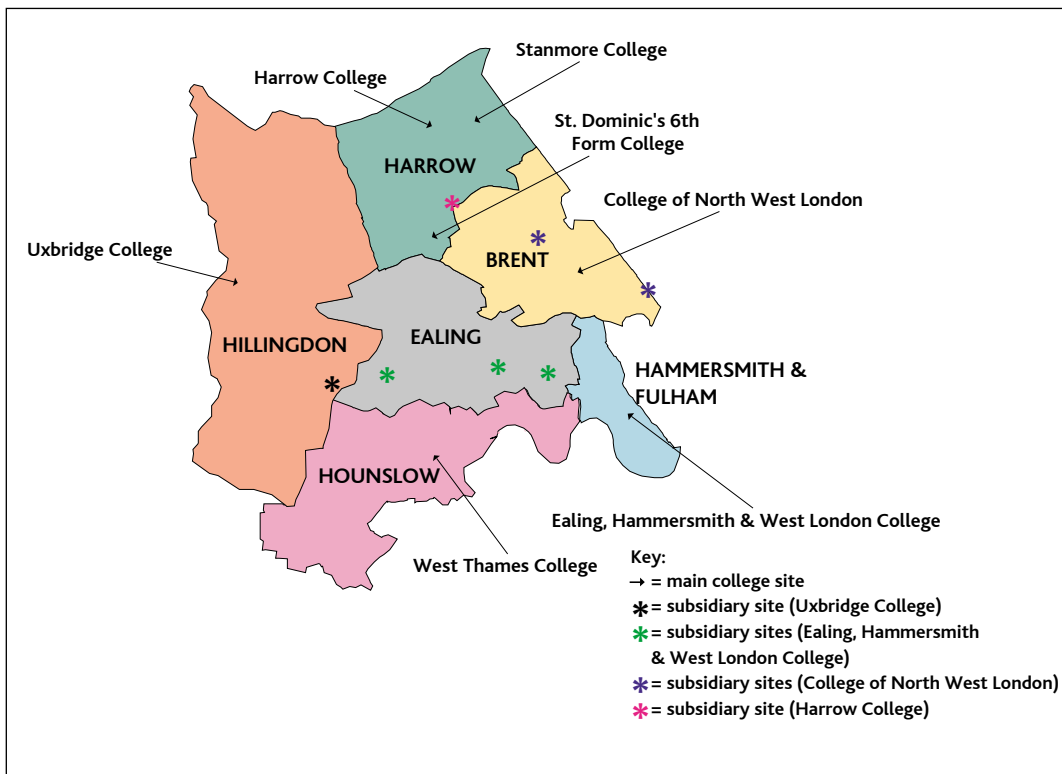
FE Colleges in the London West Area

There are seven FE Colleges in the London West area. They offer a variety of programmes and courses to their students, ranging from general education in academic subjects, vocational education and training, creative and recreational activities and basic education to remedy disadvantage, for example ESOL (English for Speakers of Other Languages).

Merger between Hammersmith and West London College and Ealing Tertiary College

On 25th September 2001, London West Learning and Skills Council approved the final proposal for the merger of Hammersmith and West London College (HWLC) and Ealing Tertiary College (ETC). The merger took effect from January 2002 and the new merged college is renamed 'Ealing, Hammersmith and West London College'. The new college has sites located in Hammersmith, Ealing, Acton and Southall, although the main site is based in Hammersmith.

FE Colleges in the London West LSC Area



A/AS Level Passes

National Learning Targets for 2002 were devised for young people who were undertaking / completing their further education. These were as follows:

- 85% of 19-year olds with a "Level 2" qualification
- 60% of 21-year olds with a "Level 3" qualification

Level 2 = NVQ level 2, 5 GCSEs at grades A-C, intermediate GNVQ or equivalent.

Level 3 = 2 A Levels, an NVQ Level 3, an advanced GNVQ or the equivalent London West did not achieve the first target. At present, only 68% of 19-year olds in our area hold a Level 2 qualification.

National Learning Targets have also been devised for 2004. These are:

- 85% of 19-year olds with a "Level 2" qualification
- 55% of 19-year olds with a "Level 3" qualification

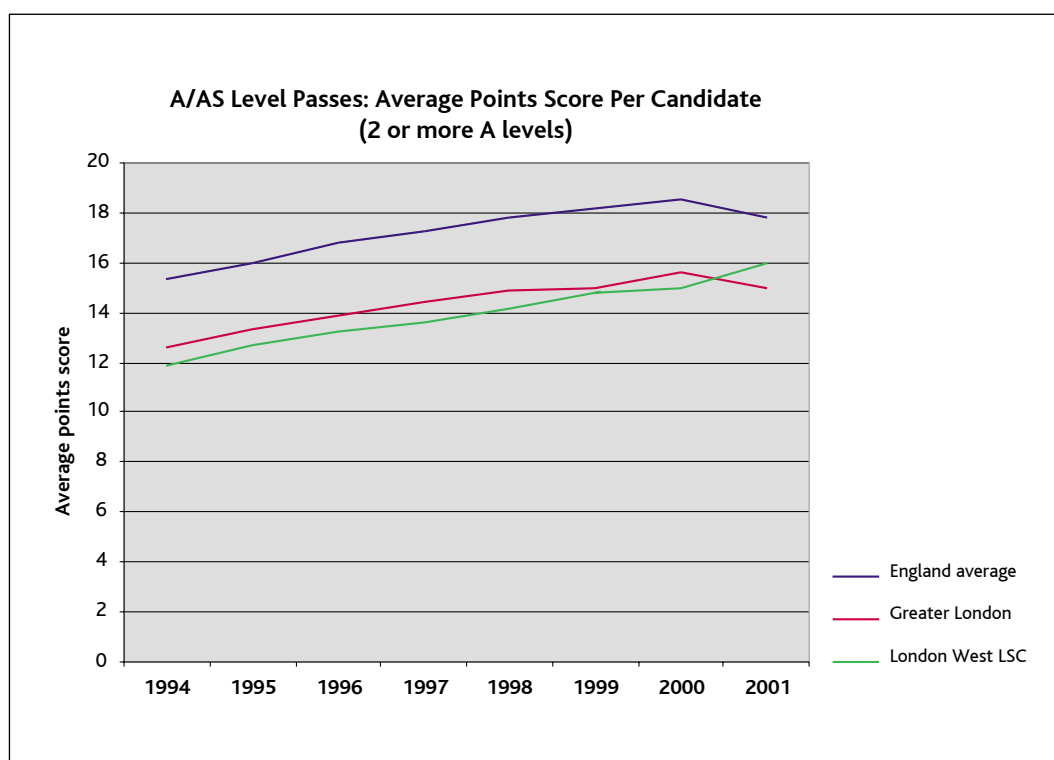
At present, 43% of 19-year olds in the London West LSC area hold a Level 3 qualification.

In this section, A level passes are reported in terms of the 'average points score per candidate'. The average points score per candidate gives an average, which depends on the numbers of examinations taken, and the grades achieved. The points scoring system is as follows:

Grade Achieved	GCE A level points	AS points
A	10	5
B	8	4
C	6	3
D	4	2
E	2	1

Source: DFEE Performance Tables (Taken from Taylor Associates 2002)

(Please note that at the time of going to press, 2002 A level results were unavailable because of the commissioning of the Tomlinson Report and subsequent delay in revising the results).



The graph shows that the average points score for England and Greater London has fallen slightly since 2000. However, the average points score for the London West LSC area has increased slightly, by 1 point, since 2000 when the average points score was 15. The average points score for students taking two or more A Levels in our area has steadily increased since 1994, and is now higher than the average for Greater London. The average points score for the London West LSC area now stands at 16, compared with 15 for Greater London. This is still lower than that for England (17.8 in 2001), but it is important to note that the figure reported by the DfES in its performance tables for England includes independent schools, which is likely to lead to an upward bias in results and is not therefore an accurate comparison for London West figures.

Hammersmith & Fulham had the highest average points score per candidate taking two or more A Levels in 2001 with 16.2, followed by Hillingdon with 15.8, then Ealing with 14.9, Harrow with 14.8, and Brent and Hounslow both with 13.6.

A Level Value-Added Measures

Although examination results tell us what students have achieved, they do not tell us what progress they have made. A Level results do not take into account the fact that some students make a lot more progress than others. Recent OfSTED area-wide inspection reports have highlighted the need to use value-added measures to measure performance at individual, subject and provider level. The DfES (Department for Education and Skills) intends to introduce value-added performance tables in the near future. A pilot study will be carried out in 2003 and a value-added performance indicator may be included in performance tables in 2005.

> Further Education

The total number of London West learners studying in the educational institutions listed below is 53,561 (this figure includes all types of students, full-time and part-time students of all ages, irrespective of funding). A majority of the FE students, 43,911 (82%) are LSC funded.

FE Learners in Education 2001-2002		
	No. Students	No. Sites
College of North West London	12,343	3
St. Dominic's Sixth Form College	813	1
Harrow College	10,587	2
West Thames College	5,189	2
Uxbridge College	9,827	2
Stanmore College FEC	4,484	1
Ealing, Hammersmith & West London College	10,318	4*
Total	53,561	17

Source: ISR21fd (Individualised Student Records), 2001/2002

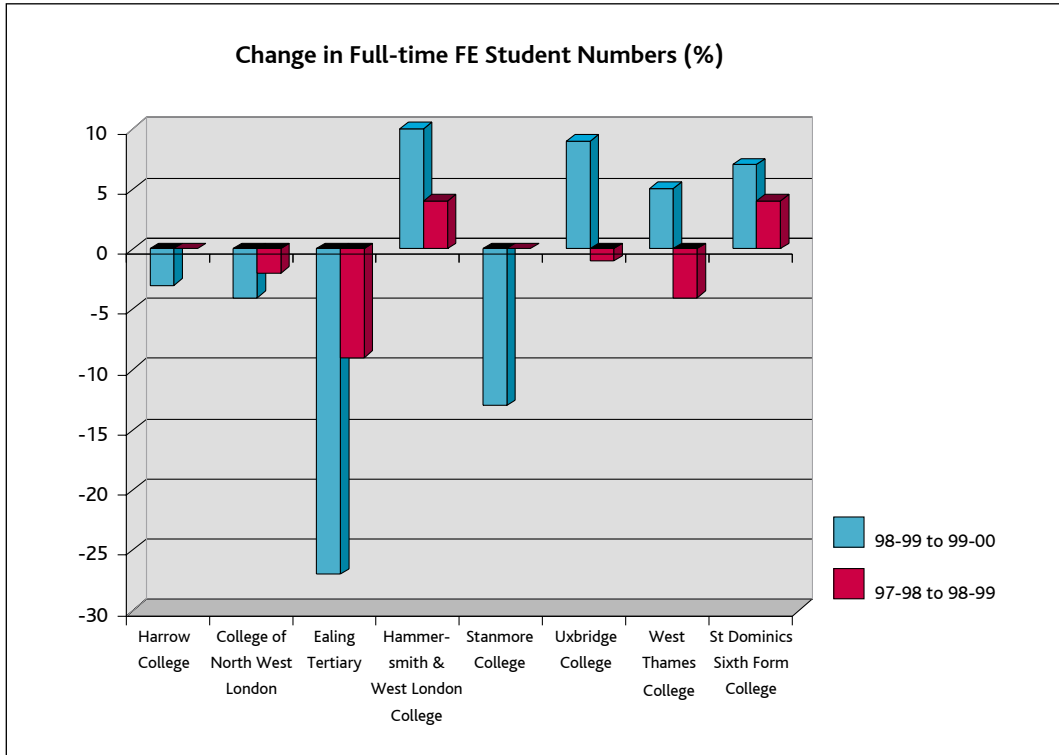
*There is a further site at Norwood Hall

From the number of LSC funded FE learners, there are 12,066 students who are aged between 16-18 and 31,431 who are aged 19 plus. Many of these learners are there to further their education, embark on a route to higher education or to develop useful skills to enter employment.

LSC Funded Learners in FE - London West 2001/2002						
	16 - 18			19+		
	Females	Males	Total	Females	Males	Total
Full-time	4,664	4,923	9,587	4,586	3,958	8,544
Part-time	1,082	1,397	2,479	12,861	10,026	22,887
Total	5,746	6,320	12,066	17,447	13,984	31,431

Source: ISR21fd (Individualised Student Records), 2001/2002
Note 414 students have missing/incorrect date of birth, hence not included in totals.

Particular patterns over the past three years remain the same. For example, the majority of further education learners - 31,431 - are aged over 19 and there seems to be a higher number of women students over the age of 19 than men. There are a higher number of learners aged between 16 - 18 taking up full-time education rather than part-time.



Source: Summary Statistics for FE Institutions 99-00, Learning & Skills Council

Note: On 25th September 2001, Hammersmith and West London College and Ealing Tertiary College merged to become 'Ealing, Hammersmith and West London College'.

The above chart displays the percentage change in full-time student numbers over the past three years within each of the further education institutions in London West. The latest figures are still at a provisional stage but the indications are that these trends have not altered appreciably.

During the academic years of 1997-1998 to 1998-1999 there was a drop of 9% in student numbers participating at Ealing Tertiary College. A further significant drop of 27% during 1998-1999 to 1999-2000 followed this. During 1998-1999 to 1999-2000 Hammersmith and West London College had a 10% rise in student numbers, Uxbridge College also had a 9% rise in student numbers.

Part-time student numbers fell in most London West FE institutions between 1997-1998 and 1998-1999, the exceptions were West Thames College, College of North West London and St. Dominic's Sixth Form College. However student numbers recovered between 1998-1999 and 1999-2000, with only Hammersmith and West London College registering another decrease.

Popular Courses taken up by Further Education Learners

The following table shows the most popular courses taken by students in the seven FE colleges in the London West LSC area.

Most Popular Subjects - London West	
Subject	No. of Students
Computing	8,452
ESOL	6,848
English	2,107
Other Humanities	2,062
Other Business	1,999
Hairdressing and Beauty	1,976
English as a Foreign Language	1,814
Literacy	1,474
Foreign Languages	1,403
Other Basic Education	1,371
Business Studies	1,205
Source: ISR21fd (Individual Student Records), 2001/2002	

The most popular subjects taken by students are Computing and ESOL. These two subjects still remain to be as popular amongst students in London West as they were in the academic year 1999-2000. The only difference being that ESOL had a total of 8,690 students and Computing 6,372.

Overall, the courses in ESOL, English as a Foreign Language and Literacy are very popular with students in our area. The ESOL courses are for people who are resident in this country; EFL is more appropriate for non-permanent residents. The popularity of this provision may be a reflection of the ethnic diversity of the youth population in the area and the increasing number of refugees.

Achievement Rates

Comparison of Learner Numbers Achieving NVQ levels by Age						
	99/00			98/99		
	16-18	16-20	21+	16-18	16-20	21+
General FE and Tertiary Colleges	NVQ2	NVQ2	NVQ3	NVQ2	NVQ2	NVQ3
College of North West London	153	226	565	198	190	609
St. Dominic's Sixth Form College	28	243	0	25	245	0
Harrow College	246	739	337	327	710	212
West Thames College	119	220	188	134	267	235
Uxbridge College	277	365	294	199	292	258
Stanmore College FEC	72	254	228	84	215	169
Ealing, Hammersmith & West London College	208	241	548	191	190	497
Ealing Tertiary College	105	314	278	132	362	315
Learning & Skills Council, Summary Statistics 99/00 & 98/99						

Retention Rates

Comparison of In-Year Retention Rates				
	99/00		98/99	
	FT	PT	FT	PT
College of North West London	75	77	79	81
St. Dominic's Sixth Form College	95	100	96	100
Harrow College	88	79	89	80
West Thames College	84	81	81	79
Uxbridge College	82	81	80	79
Stanmore College FEC	92	87	88	88
Ealing, Hammersmith & West London College	80	84	76	91
Ealing Tertiary College	83	75	80	73
Learning & Skills Council, Summary Statistics 99/00 & 98/99				

> LSDA/FDS Survey of Learners and Learning Provision

Introduction

In late 2001, London West LSC commissioned some research from LSDA and FDS - two research agencies which specialise in education and employment issues - to examine learning needs and learning provision across London West. In addition to desk research and statistical reviews, the study involved several surveys designed to establish the needs of learners and non-learners. These included questionnaires, face-to-face interviews, telephone interviews and focus group discussions.

The study reveals generally high levels of satisfaction among learners and positive attitudes towards learning by those not currently engaged in learning. There were, however, a number of concerns and unmet needs that indicate room for improvement in provision. Notable among these are the significant number of learners who specified that the courses were not what they expected when they enrolled. This information could be considered alongside the tables on retention in this section. Some of the results point to a need for further research, some of which has already been considered by London West LSC. We summarise the outcomes of the study below.

Learners and Non-learners

The study reveals generally high levels of satisfaction among learners who responded to the survey and positive attitudes towards learning among those not currently engaged in learning. This holds true across all our boroughs and for the various population groups that are of particular concern and interest to London West LSC.

The results of the self-completion survey of over 1,300 learners in London West indicate that over four in five are very or fairly satisfied with the course they are currently taking. Still, the results highlight several key issues:

- courses not meeting expectations;
- courses being too hard;
- difficulty in finding time for private study;
- financial problems; and
- travel-related problems.

Among those who say they are not satisfied with their courses, the main complaints focus on the poor quality of teaching. Focus groups with learners highlighted this problem and others:

- concerns about the quality of teaching, especially in terms of lack of support and understanding for ethnic minority learners on NVQ courses who are trying to combine work with study;
- courses are not always matched to learners' abilities. The issue of uneven levels of ability, particularly in computer classes, was raised in both the unemployed and NVQ ethnic minority groups;
- inconsistent delivery of timely information and advice about suitable courses, particularly to unemployed Jobcentre clients from ethnic minority backgrounds needing urgent help with English language skills;

- financial support, including help with course fees and travel expenses; and
- for mature students, there are childcare issues around finding affordable childcare facilities and trying to combine study with family responsibilities, with calls for more flexible, understanding tutors.

Among non-learners surveyed, over half claim they have considered further learning or training, either for personal interest, to keep work skills up to date, to get a new job, or to get a qualification. Computer courses are of particular interest to both learners and non-learners. Across all age groups, the most widely taken courses are in Computing/IT skills, followed by English, Business Studies, and Maths/maths-related subjects.

Although interest in adult learning is high among non-learners, a substantial majority have not tried to find a course, claiming no time, no interest at present or no need. Two out of five say they would like to study, but feel they cannot due to their current circumstances. Members of ethnic minority groups, and women with young children, are more likely to hold this view. These barriers mean they are more likely to postpone further study. Of those non-learners who had actually tried to find a course, although the majority say it is easy to find out what is available, a sizeable minority say they could not find a suitable course. Many potential learners, especially the young and ethnic minority groups, perceive the need for more personal advice and guidance to help them make decisions about further study or training. However, only one in four who had actually tried to find a course say they received any help or advice.

Employees

Interest in learning rises to 60% among employees in the priority industry sectors, and it is clear that the main motivations relate to improving work skills and enhancing career prospects.

Industry sectors with the highest numbers of workers (about two-thirds each) seeing a need for more training are:

- Information Technology
- Health and Social Care
- Hospitality and Leisure

A majority of employees are aware of a particular course that would help them with the work they do, or believe their employer would help them find a suitable course. This expectation appears to have been fulfilled, as three in five say their employer has already helped with training in the past.

There are differences between industry sectors. Workers in Information Technology and Health and Social Care are more likely to say their employer will help; in Retail, the proportion is much lower, and there is a corresponding low knowledge of suitable courses. This is not surprising in view of a higher than average staff turnover in the retail sector.

As for non-learners generally, only about one in five employees had actually tried to find a suitable course recently, and a sizeable minority found it difficult. The main reasons for not taking up a course are the inability to find a suitable course, not being able to get time off work, and the perception that a particular course is too expensive.

Important influences on the decision to study are:

- being able to study near home (rather than near work);
- support with course fees;
- employer allowing time off to study; and
- financial support from employer.

For one in three employees with young children, availability of childcare and support with childcare costs are also important concerns. For nearly one in five employees, their employer has not helped in the past, nor do they believe they will receive any help with finding suitable training in future. Previous assistance from employers with training for work is lowest among those working in Construction and Retail industries (43% and 51% respectively).

Intermediaries

Intermediaries strongly believe that the people they work with can succeed given the right support and the majority reject the notion that there are no suitable courses for their needs. The majority say that at least some of the people they support are in some form of learning or training.

Although about half say that all or most of their clients' needs are satisfied, only one in ten feel their needs are being met fully. Intermediaries who support people with special learning or training needs are even less confident; only a third say that all or most specialised needs are being met.

A majority of intermediaries believe barriers do exist to learning and training, namely lack of funding and self-confidence. In spite of these barriers, a clear majority of intermediaries claim that their clients are well catered for as far as learning and training is concerned.

They believe that responsibility for providing any necessary training or learning opportunities lies with the local authority followed by themselves. The main changes intermediaries would like to see are the provision of more courses, more facilities, and more funding.

CONCLUSIONS

Learners

Both quantitative and qualitative research conducted with learners identified a number of potential barriers to learning that must be addressed if their needs are to be met:

- inconsistent delivery of timely information about suitable courses to those needing help with English and practical skills to improve employment prospects (unemployed ethnic minorities);
- criticisms of the quality of teaching, especially among the unemployed, the disabled and ethnic minority learners/students;
- the relatively high proportion of younger learners who claim their courses are too hard, and say it is difficult finding time for private study;
- low usage of learning centre childcare facilities and the need for affordable childcare; and
- the correlation between travel problems and dissatisfaction with courses.

Inconsistent Delivery of Timely Information about Suitable Courses

This issue came up in the group discussions with unemployed ethnic minority learners, where finding out about suitable courses was problematic, particularly for those visiting Jobcentres who were not always made aware of courses on their first visit. Getting information also seemed to be a bit 'hit and miss' for others new to the UK who had not visited Jobcentres and needed basic language skills. There needs to be a consistent way of informing Jobcentre visitors and others about suitable courses to improve communication/English language skills and acquire practical job-hunting skills.

If the Government is serious about linking rights to benefits with the responsibility to find work, and offering basic skills courses where needed, then obviously the first step is to make people aware that these courses exist.

We know from other work conducted among employers that if Jobcentres send potential work candidates without the necessary English language skills, this does not create the right impression. It can also have a negative impact on the candidate's self-confidence.

Criticisms of the Quality of Teaching

Group discussions among unemployed ethnic minority learners provided evidence of the use of inexperienced teachers and lax standards, such as poor timekeeping.

Classes were also not geared to different levels of ability. This may either mean that classes are grouping together too many people of mixed ability, or that insufficient pre-class assessment of ability is occurring. However, staff shortages and the wide range of language abilities and learning needs for these groups of learners meant they presented additional challenges.

A review of the quality of teaching, particularly among the unemployed and disabled could form the subject of further research. There is also a need for better assessment of level of ability before assigning an individual to a class. Ultimately, this may mean reducing class sizes for these groups.

High Proportion of Young Learners who Find their Courses Too Hard

The key skills requirement and the introduction of AS levels have meant much heavier demands on young learners' time. Both sixth formers and NVQ students were highly critical of the key skills for different reasons: sixth formers said universities are not interested in them; NVQ students did not like this programme because it involved additional coursework and exams. Both complained that key skills interfered with their main course work. NVQ students also complained about the degree of support and understanding they were receiving from tutors, particularly in terms of managing their heavy workload.

There would appear to be a need for a more flexible, caring approach from tutors especially towards ethnic minority students, who face additional barriers in the form of language difficulties and are often trying to combine full-time study/work experience with paid part-time work.

There also appears to be a need for a review of how coursework, in particular the key skills requirement, is structured and delivered.

Perceptions that Courses are Too Hard or Too Easy

This suggests that learners may not have been adequately informed about what courses involve or how to prepare for the course, and that learners may not be finding their way to courses that are suitable for their needs. This mismatch between expectations and reality among learners was confirmed in the group discussions with ethnic minority NVQ students especially and in the quantitative survey, where half of 16-18 years old claimed their courses were not what they expected. This means many may discontinue or postpone learning without adequate guidance and support.

There are also indications elsewhere in this Needs Assessment of an unmet need for more advice and guidance about suitable courses. This matches the results of the LSDA and FDS studies, where half the respondents claimed they would be more likely to take up a course if they had better information and advice.

Low Usage of Learning Centre Childcare Facilities and the Need for Affordable Childcare

Low usage of learning centre childcare facilities by those with children could reflect a tendency to take courses while children are at school due to:

- a lack of childcare facilities attached to learning centres, or insufficient places, and the fact that these facilities are usually limited to pre-school children of a certain age (at least 2 years old, for example);
- a preference for making their own arrangements e.g. using family members to help with childcare to enable parents to study; and
- a perceived lack of affordable, trustworthy childcare e.g. free crèches, childminders, and facilities for older children, for example, before/after school and during school holidays. From other research, we know that childcare (cost and availability) is a barrier to learning for lone parents in particular, who may want to study but cannot always rely on family relations to help with childcare. Parents may prefer to use relations and people they know because they do not trust or cannot afford childminders. Ways of improving childcare provision for parents who want to study should be a high priority for Government.

More childcare facilities attached to learning centres may encourage adult learning and these should be available for day, evening and weekend classes, for older as well as younger children, and during school holidays.

Potential learners with children need more information about funding for childcare to enable them to study, and perhaps help finding affordable childcare where crèche facilities or childminders are not available or appropriate. Lack of availability, i.e. limited local provision for childcare, is a potential barrier to learning. Correlation between travel problems and dissatisfaction with courses/course location - being near to home and to public transport - is a very important consideration for both learners and potential learners. There is a positive correlation between perceived travel difficulties, particularly on Underground/train or by bus, the most widely used mode of transport, and overall dissatisfaction with courses. The group discussions also highlighted the importance of location, especially for adult learners with family responsibilities, the elderly, and unemployed ethnic minorities who often do not have a say in the choice of course.

Consideration should be given to locating courses for these groups in particular, where they are accessible to public transport. Perhaps there could be financial incentives for using public transport to travel to learning centres.

Non-learners

Reasons for not taking up courses among non-learners centre on:

- not finding one to match their needs;
- being too expensive; and
- not being able to get time off work.

Although the majority were able to find the information they were looking for, they would have welcomed more personal advice and guidance about suitable courses.

There is an unmet need for more personal advice and guidance, including information about sources of financial support. Courses need to be advertised more widely. Jobcentres and social services organisations have an important role to play in the consistent delivery of information to potential learners.

Although employers generally appear to be helpful and supportive, there is scope for improvement in terms of helping employees to find suitable courses, providing time off for study and more flexible work arrangements, as well as financial incentives to encourage adult learning.

There may also be a case for targeting women with young children. They appear to be putting off learning, due to their circumstances, possibly making it more difficult to get back into the labour market when their children get older. More consideration should be given to making access to learning easier for women who want to combine study with childcare, for example, through more home study and Internet courses.

Intermediaries

Only half believe that all or most of the people they support are in some form of learning or training. More worrying is the fact that two out of five say that only some or none of their learning/training needs are being met. Two-thirds believe there are barriers to learning and training, and the main ones are financial and lack of encouragement or confidence. However, non-learners (including ethnic minorities) themselves indicated, in the street survey, that self-consciousness about going back to college was not a major issue. Language barriers, childcare issues, and lack of awareness or information about what is available are other barriers that need to be addressed.

Although there is a widespread need for help with communication/ English language skills, there appears to be a serious gap in provision of access to these courses, particularly for those with special learning/training needs. Qualitative research with unemployed ethnic minorities, which provided more detailed information about their problems getting information about suitable courses, confirmed this view.

There are calls from intermediaries for greater funding to provide more courses and more facilities but further research may be required to understand better the reasons for these barriers to learning and training beyond lack of funding.

> Travel to Study

The table below displays the total number of learners who are either residents or attending the London West colleges or adult education institutions.

Numbers of London West Learners by Residence			
	FE Colleges	Adult Education	Total
Residing and studying in London West	40,124	8,249	48,373
Residing in London West & studying outside of London West	17,196	3,497	20,693
Residing outside of London West & studying within London West	13,437	1,010	14,447

Source: ISR21fd (Individualised Student Records), 2001/2002

The majority of London West learners - 58% - study and reside in the London West area. Only 17% of learners residing outside of London West travel into this area to study.

The table below shows that the majority of learners living in the London West LSC area seem to attend Harrow College and The College of North West London. Whereas, a majority of learners living outside of the London West LSC area attend Ealing, Hammersmith and West London College.

Numbers of Students attending London West FE Colleges				
	Living in the London West LSC Area		Living outside of the London West LSC Area	
	Number	%	Number	%
The College of North West London	8,731	22	3,612	27
Ealing, Hammersmith & West London College	5,475	14	4,843	36
Harrow College	9,087	23	1,500	11
Stanmore College	3,406	8	1,078	8
St Dominic's Sixth Form College	776	2	37	0
Uxbridge College	8,279	21	1,548	12
West Thames College	4,370	11	819	6
Total	40,124	100	13,437	100

Source:ISRfd (Individualised Student Records), 2001/2002

Profile of Learners Living and Studying in London West Further Education

A higher percentage of women learners study in FE institutions within London West than men: 56% compared with 44%.

Some 51% of learners at FE colleges are aged between 25-59. There is a higher number of younger learners - 30% - aged 16-18 studying in FE institutions compared to 16% who are aged between 19-24.

The greatest proportion of learners 27% studying in London West colleges are residents of the London Borough of Harrow; 25% are residents of the London Borough of Brent.

Percentage of FE Learners attending London West Colleges by Residence of Borough							
	Brent	Ealing	Hammer-smith & Fulham	Harrow	Hilling-don	Houns-low	Total
College of North West London	66	10	5	10	4	2	22
Ealing, Hammersmith and West London College	5	23	83	1	2	17	14
Harrow College	18	12	0	57	9	0	23
Stanmore College	7	1	0	23	3	0	8
St Dominic's Sixth Form College	2	1	0	5	1	0	2
Uxbridge College	3	37	7	3	77	14	21
West Thames College	1	16	4	0	4	67	11
Total	100	100	100	100	100	100	100
Source: ISR21fd (Individualised Student Records), 2001/2002							

The table above suggests that FE learners residing within the London West boroughs are more likely to attend their local colleges. For example, the table shows that the majority of learners attending Harrow (57%) are residents of the same borough, Harrow.

The most popular programmes being studied by this group of learners are Sciences (22%), Basic Education (21%) and Humanities (17%). Basic Education is the most popular subject taken up by learners in nearly all the London West colleges.

Profile of Learners Living in London West & Studying Outside of London West

In total, 25% of all learners living in London West, study outside of the area.

Further Education

The majority of this group of London West resident learners tend to study in and around the London area. The table below shows that the majority of London West learners commute into London Central LSC area to study. London South LSC area seems to be the next popular area, where learners attend Richmond College, Richmond Adult and Community College and Kingston College.

It seems that London West learners are more likely to travel to colleges located 'closer to home' or commute to colleges in neighbouring boroughs. For example, the table below shows that 11.4% of all learners living in the London West area but studying outside of London West study at Richmond upon Thames College.

Top 15 Further Education Colleges Attended by London West Learners			
	LSC Area	Number of Learners	% of Learners
Richmond upon Thames College	London South	1,963	11.4
Richmond Adult and Community College	London South	1,729	10.1
East Berkshire College	Berkshire	1,670	9.7
Kensington and Chelsea College	London Central	1,598	9.3
Barnet College	London North	1,324	7.7
City of Westminster College	London Central	1,183	6.9
West Herts College	Hertfordshire	1,030	6.0
Westminster College (now Westminster Kingsway College)	London Central	715	4.2
Kingston College	London South	713	4.1
South Thames College	London Central	435	2.5
St. Charles Catholic	London Central	429	2.5
Sixth Form College			
City and Islington College	London Central	363	2.1
Spelthorne College	Surrey	231	1.3
Lambeth College	London Central	215	1.3
Amersham & Wycombe College	Milton Keynes & Buckinghamshire	214	1.2
Source: ISR21fd (Individualised Student Records), 2001/2002			

Of FE learners studying outside the London West area, 53% were women and 47% were men. The majority of FE learners - 48% - are aged between 25-59. There is a higher percentage of younger learners - 31% - aged 16-18 compared to 16% who are aged between 19 and 24.

Around 23% of learners studying outside of the London West area reside in the Borough of Hounslow and 22% reside in the Borough of Brent.

Percentage of London West Residents Attending the Top 15 Colleges Outside of the London West Area							
	Brent	Ealing	Hammer-smith & Fulham	Harrow	Hilling-don	Houns-low	Total
Richmond upon Thames College	2	24	8	1	7	31	14
Richmond Adult and Community College	1	17	4	1	2	36	13
East Berkshire College	7	22	1	4	49	7	12
Kensington and Chelsea College	9	7	42	1	1	2	12
Barnet College	28	2	0	28	1	0	10
City of Westminster College	21	6	8	5	5	1	9
West Herts College	8	2	0	47	12	0	7
Westminster College (Westminster Kingsway College)	10	5	8	3	1	1	5
Kingston College	1	7	3	0	5	12	5
South Thames College	1	1	13	0	0	1	3
St. Charles Catholic Sixth Form College	4	2	9	0	0	0	3
City and Islington College	5	2	2	4	2	1	3
Spelthorne College	0	0	0	0	1	7	2
Lambeth College	2	2	3	1	1	1	2
Amersham and Wycombe College	0	1	0	3	11	0	2
Total	100	100	100	100	100	100	100
Source: ISR21fd (Individualised Student Records), 2001/2002							

It seems that learners are more likely to attend colleges that are located closer to home. For example, the above table shows that 42% of learners living in the Borough of Hammersmith & Fulham who study outside the area travel to Kensington and Chelsea College to study.

Popular programme areas studied by this group of learners are Humanities, at 23%, with Art and Design and Sciences coming up second favourite at 17%. Humanities is one of the top popular courses studied by these learners in nearly all the colleges listed above. Richmond Adult and Community College and Kensington and Chelsea College seem to be popular with Art and Design students. East Berkshire College has a higher number of learners (456) studying Sciences.

Adult Education

A majority of this group of London West adult learners who live in the London West area but study out of the London West area, attend The City Literary Institute. As with the FE Colleges, the table below shows that the majority of adult learners living in the London West area tend to travel into the London Central LSC area.

Top 10 Colleges and Adult Education Institutions attended by London West Residents			
	LSC Area	Number of Learners	% of Learners
The City Literary Institute	London Central	1,170	33.5
Westminster Adult Education Service	London Central	518	14.8
Workers Educational Association	London East	518	14.8
Morley College	London Central	435	12.4
Mary Ward Centre	London Central	304	8.7
Capel Manor College	London North	143	4.1
Working Mens College	London Central	62	1.8
London Electronics College	London Central	46	1.3
Milton Keynes Continuing Education	Milton Keynes	40	1.1
Berkshire College of Agriculture	Berkshire	38	1.1
Source: ISR21fd (Individualised Student Records), 2001/2002			

Adult education seems to be more popular with women learners - 67% - than men, 33%.

Of those learners participating in adult education, 66% are aged between 25 and 59 and 20% of learners are over 60.

Some 5% (160) of these learners class themselves as having some form of disability or learning difficulty and, of these learners, 31% attend The City Literary Institute and 18% attend the Westminster Adult Education Service.

The majority of adult learners studying outside of the London West area live in the Boroughs of Brent, 30%, Hammersmith & Fulham Boroughs, 21%, while 19% of adult learners reside in the Borough of Ealing.

Percentage of London West Residents attending the top 10 Colleges & Adult Educational Institutions outside of the London West area							
	Brent	Ealing	Hammer-smith & Fulham	Harrow	Hillingdon	Hounslow	Total
The City Literary Institute	31	44	47	26	18	41	36
Westminster Adult Education Service	31	10	15	4	3	7	16
Workers Educational Association	5	11	3	54	44	7	16
Morley College	15	12	17	8	8	13	13
Mary Ward Centre	10	11	11	4	3	13	9
Capel Manor College	2	8	3	3	3	12	4
Working Mens College	5	0	1	1	1	0	2
London Electronics College	1	2	3	0	0	2	1
Milton Keynes Continuing Education	0	0	0	0	12	0	1
Berkshire College of Agriculture	0	1	0	0	8	3	1
Total	100	100	100	100	100	100	100
Source: ISR21fd (Individualised Student Records), 2001/2002							

Again, a similar pattern seems to be emerging where residents of particular boroughs of London West seem more inclined to study at local or neighbouring borough colleges and adult educational institutions. For example, the table above shows that 47% of learners living in the Borough of Hammersmith & Fulham who study outside the area attend The City Literary Institute. A higher number of learners living in the Borough of Hillingdon seems to be studying further out at The Milton Keynes Continuing Education and Berkshire College.

Like the FE learners, the most popular programme area for this group of learners is Humanities - 35% - and Art and Design, 30%. Both of these subject areas are most popular at The City Literary Institute and the Workers' Educational Association.

From the above listed educational institutions, Westminster Adult Education has the majority of learners - 57% - studying Basic Education.

Profile of Learners Living Outside of the London West Area & Studying within London West Further Education

A total of 51% of women learners living outside of the London West LSC area study within this area compared to 49% of men. There is a higher proportion - 19% - of younger learners aged between 16 and 18 compared to only 8% of learners aged between 19-20. The majority of learners - 56% - are aged between 25- 59.

The vast majority, 68%, of learners who live outside of the London West area but study within London are residents of the four other London Learning and Skills Council areas. Some 35% of these learners live in the London Central LSC area.

Learning and Skills Council areas of residence of London West Learners		
Learning and Skills Council area	Number of learners	% of learners
London Central	4,649	35
London North	2,403	18
London East	1,141	8
London South	1,010	8
Total London	9,203	68
Outer London	2,164	16
Missing Information	2,070	15
Source: ISR21fd (Individualised Student Records), 2001/2002		

The majority of London West learners living outside of London reside in the Learning and Skill Council areas of Hertfordshire, Milton Keynes and Berkshire.

Most of the learners living within the London areas and studying at the London West colleges are residents of the Borough of Barnet (13%), Hackney (8%) and Kensington and Chelsea (8%).

Ealing, Hammersmith and West London College is the most popular college in this category. It is attended by 36% of learners living outside of the London West LSC area, while 27% of learners living outside our area attend the College of North West London.

The table below suggests that most of these learners are more likely to attend colleges located in the neighbouring boroughs. For example, 71% of learners attending West Thames College reside in the Borough of Richmond upon Thames.

Percentage of Learners Attending London West Colleges from the Top Ten London Boroughs								
	College of North West London	Hammer-smith & West London College	Harrow College	Stanmore College	St. Dominics Sixth Form College	Uxbridge College	West Thames College	Total
Barnet	31	3	70	89	82	7	3	24
Hackney	32	5	9	3	0	9	2	15
Kensington & Chelsea	5	27	3	1	0	21	3	14
Westminster	16	13	8	2	18	15	2	13
Lambeth	2	17	1	1	0	9	5	8
Richmond upon Thames	1	5	1	0	0	12	71	7
Wandsworth	1	12	0	0	0	9	8	6
Haringey	6	6	4	2	0	6	2	5
Southwark	2	8	1	0	0	7	3	4
Islington	4	5	3	2	0	6	1	4
Total	100	100	100	100	100	100	100	100
Source: ISR21fd (Individualised Student Records), 2001/2002								

Humanities (23%), Sciences (18%) and Basic Education (14%) are the most popular programme areas taken up in FE London West colleges by learners living outside of the London West LSC area. Hammersmith and West London College has a higher number of these learners studying humanities and basic education, whereas learners studying sciences are more likely to attend Uxbridge College.

Adult Education

Some 70% of women learners living outside of the London West LSC area study within this area compared to 30% of men. Of these learners, 68% are aged between 25 and 59, whereas only 2% are aged between 16 and 24. The majority of adult learners residing outside of the London West area attend Brent Adult and Community Education Service and Hounslow Adult Education.

Learning and Skills Council Areas of Residence of London West Learners		
Learning and Skills Council area	Number of learners	% of learners
London Central	320	32
London South	140	14
London North	107	11
London East	29	3
Total London	596	60
Outer London	107	10
Missing Information	307	30

Source: ISR21fd (Individualised Student Records), 2001/2002

The vast majority, 60%, of learners who live outside of the London West area but study within London West adult education institutions are residents of the four other London Learning and Skills Council areas. Some 32% of these learners live in the London Central LSC area.

The highest number of London West learners living outside of London reside in the Learning and Skill Council area of Surrey.

Most of the learners living in the London areas and studying at the London West colleges and adult education institutions are residents of the Borough of Hackney (12%), Richmond upon Thames (12%) and Barnet (11%).

Brent Adult and Community Education Service seems to be the most popular adult educational institution attended by 47% of learners living outside of the London West LSC area. Around 32% of learners living outside our area attend Hounslow Adult Education.

Percentage of Learners attending London West Adult Education Institutions from the Top Ten outer London Boroughs					
	Brent Adult & Community Education Service	Hammersmith Community Learning and Leisure	Hillingdon Adult Education Service	Hounslow Adult Education	Total
Hackney	34	1	25	0	22
Richmond upon Thames	0	22	0	83	22
Westminster	30	8	25	2	21
Barnet	25	1	25	2	17
Kensington & Chelsea	3	41	25	1	7
Lambeth	3	4	0	3	3
Wandsworth	1	15	0	1	3
Haringey	3	1	0	0	2
Kingston upon Thames	0	3	0	6	2
Merton	1	3	0	2	1
Total	100	100	100	100	100
Source: ISR21fd (Individualised Student Records), 2001/2002					

The table above suggests that most of these learners are more likely to attend colleges located in their neighbouring boroughs. For example, 41% of learners attending Hammersmith Community Learning and Leisure live in the Borough of Kensington and Chelsea.

Basic Education - 29% - and Humanities - 20% - seem to be the most popular programme areas taken up by learners living outside of the London West LSC area.

> Work-based Learning

One of the priorities for the LSC is to extend participation in education, learning and training. Encouraging more young people to become Modern Apprentices has become one of the Learning and Skills Council's key goals. The Learning and Skills Council's target is to increase the numbers of 16-21 year olds entering Modern Apprenticeship (MA) programmes nationally by 35,000 to around 175,000 - 28% of the age group by 2004.

MAAs are a mixture of work-based learning and education. The new system evolved out of a government review in 2001 which recommended a number of changes to update and revise the apprenticeship programme so that it was more relevant to a 21st century workforce.

Among the major changes are the revision of Foundation and Advanced Modern Apprenticeships (FMAs and AMAs) which have different levels of achievement; the establishment of frameworks, which clarify the expected content and duration of the apprenticeships and; the inclusion of four elements - NVQ, key skills, technical certificates and particular requirements according to the occupation. Technical certificates differ from NVQs in that they comprise "off-the-job" training whereas NVQs are delivered in the workplace. Apprentices can move between the foundation and advanced programmes or join the advanced programme, as appropriate.

The average number of London West work-based learners per period (up to May 2002) is 3,342. Around 91% of these work-based learners are in funding. The table below shows that the majority of the London West work-based learners participate in Modern Apprenticeships, especially Foundation Modern Apprenticeships.

Number of Learners in Work-based Learning from 26/03/01 to 26/05/02			
Programme Types	Starters	Leavers	Average in learning per Period
AMA	766	844	1,307
FMA	1,538	1,653	1,684
Life-skills	305	259	61
NVQ	443	420	261
Preparatory Learning	37	16	30
Learning & Skills Council, ILR for periods 1 to 14			

Work-based learning seems to be more popular with the male learners. There are 54% of males participating in the various types of work-based learning programmes compared to 45% of females.

Learners in Work-based Learning By Age				
	Average in Learning per period from 26/03/01 to 26/05/01			
	London West LSC		All LSCs	
Age Groups	AMA	FMA	AMA	FMA
15-18 years	672	1,096	69,108	74,353
19-24 years	633	586	48,331	25,324
25- 35 years	0	0	4	6
Learning & Skills Council, ILR for periods 1 to 14				

The majority of learners participating in work-based learning are aged between 15 and 18. Generally there seems to be more of an interest in taking up Foundation Modern Apprenticeships than any other work-based learning programme. In the London West LSC area there are nearly twice the numbers of work-based learners aged between 15 and 18 taking up Foundation Modern Apprenticeships as Advanced Modern Apprenticeships.

Top Ten Programme Areas taken up by Work-based Learners			
AMA		FMA	
Programme Area	Average in Learning per Period	Programme Area	Average in Learning per Period
Early Years Care and Education	217	Customer Service	233
Engineering Manufacture	184	Business Administration	182
Customer Service	141	Hairdressing	168
Rail (AMA only)	132	Information Technology	166
Motor Industry	123	Early Years Care and Education	141
Business Administration	95	Retailing	124
Hospitality	77	Hospitality	117
Health and Social Care	54	Motor Industry	102
Hairdressing	52	Horse Industry	92
Retailing	42	Health and Social Care	54
Learning & Skills Council, ILR for periods 1 to 14			

The LSC begins promoting the new generation of Modern Apprenticeships in summer 2002. The aim will be to raise the profile of MAs during 2002-03 and promote awareness of Apprenticeships among young people and employers. All LSCs will be identifying appropriate sectors in their local areas. The key sectors nationally will include Chemicals, Food and Automotive Manufacturers and Financial Services. The table above reflects that the opportunities for Modern Apprenticeships in the London West LSC region lie mainly in the areas of Childcare, Engineering Manufacturing, Customer Services and Business Administration.

> The London West Economy

Key Points

- Before 2001's economic slowdown which was exacerbated by the events of September 11, the economy of London West was growing strongly – employee numbers were up by 20% between 1995 and 2000.
- Other Business Activities, including areas such as recruitment, accountancy and industrial cleaning, was the largest industrial sector.
- The eight priority sectors in London West accounted for more than half of all employees in the region.
- There have been a total of 943 Investors in People accreditations in London West since April 2001.

Introduction

After nearly a decade of buoyant growth, the economy of London West faltered a little in 2001. The dramatic drop in air travel following the events of September 11 2001 had an immediate, detrimental effect on the Heathrow economy, although there are now grounds for some optimism that the longer term consequences of this might be limited.

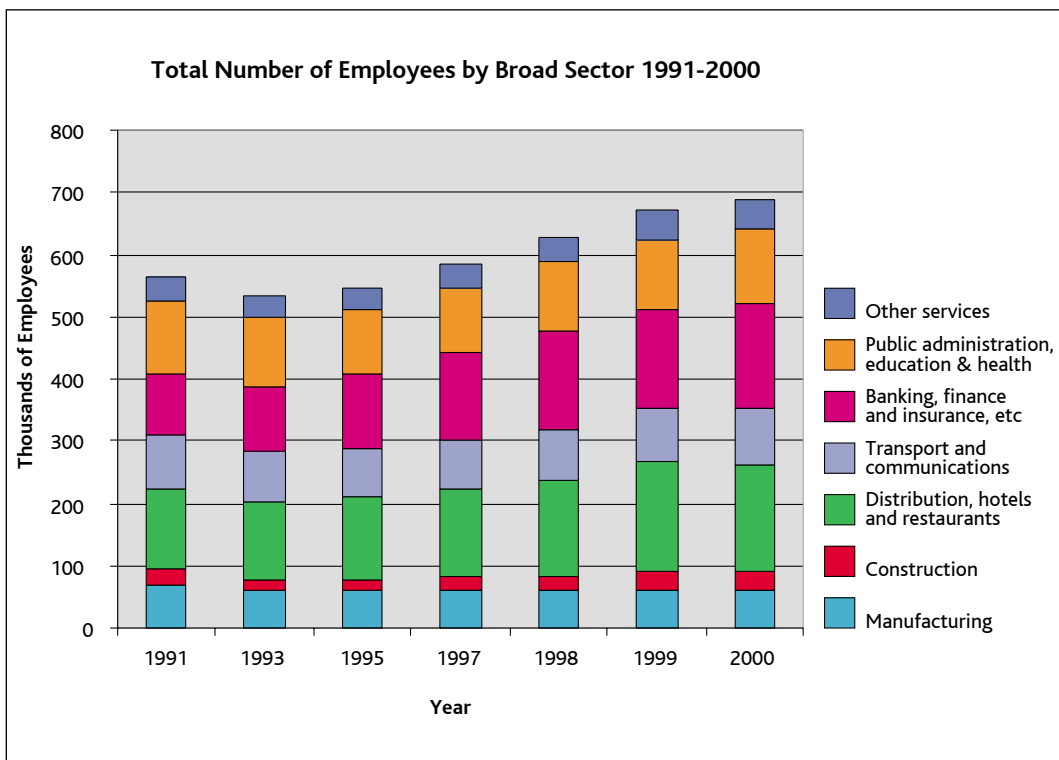
The downturn in the global economy that had already started by the second half of 2001 is, perhaps, cause for more concern. London West had been following the trend of the London economy - and the wider national economy - in slowing economic growth and rising unemployment since, probably, the beginning of 2001. Although forecasters do not expect a recession - the overall London economy still grew over 2001 - certain sectors are expected to face tougher conditions. The particular importance to the London West economy of sectors such as Logistics, IT and Media, and Manufacturing may make a return to jobs growth more difficult.

The unemployment rate of London West stood at 3.9% of the resident workforce in February 2002: a steep rise (albeit it from a low base) from around 3% a year earlier. This rate is below the London average of 4.8% and, compared to the numbers unemployed during the early 1990s, the unemployment rate is still low. In fact, across much of the London West area, there is a state approaching full employment. Economic and social deprivation does exist in the London West area but it is a very localised phenomenon, both spatially and in the groups of people affected. A particular concern with any increase in unemployment is that people who are most likely to have difficulty gaining employment tend also to those who can most easily lose their jobs.

The Industries of London West

From the mid-1990s until the recent slowdown, the economy of London West had been growing strongly. This was reflected in the rapidly expanding workforce. Between 1995 and 2000, the number of employees in the area grew by over 110,000: a 20% increase over 1995.

This growth has come predominantly in a few particularly dynamic sectors, as shown in the table below. The Other Business Services sector - which includes such diverse activities as accountancy, industrial cleaning and recruitment - has seen the greatest increase in numbers employed employing over 20,000 more people in 2000 than in 1995. The numbers employed in Computer and Related Activities grew by over 18,000 over this period. This growth represents more than doubling the numbers employed in this sector over just five years.



London West Top Ten Industrial Sectors Employment Increase 1995 - 2000		
	Number Employed - Thousands (2000)	Increase 1995 to 2000 - Thousands
Other Business Activities	99.4	20.7
Computing & Related Activities	30.8	18.3
Wholesale Trade/ commission Trade, etc	50.4	10.3
Education	39.5	10.1
Hotels and Restaurants	41.6	8.8
Construction	28.3	7.8
Recreational, Cultural & Sporting	33.9	7.3
Retail Trade, except of motor vehicles	63.2	6.5
Air Transport	30.7	5.5
Land Transport; transport via pipelines	16.7	4.5
All sectors	688.0	115.5
Source: Annual Employment Survey / Annual Business Inquiry		

Priority Sectors

The above sectors reflect the standard industrial classification of industry in Britain. In considering funding the skills development of the London West workforce, a number of industries have been identified as priority areas, based on their strategic importance, recent growth or potential for future growth. They also attempt to follow the structure of the emerging Sector Skills Councils.

The eight priority sectors for London West are: Retail, Transport and Logistics, Media, Construction, Engineering, Health and Social Care, Hospitality and Leisure and Information Technology.

Altogether, the priority sectors make up a little over half of all employees in London West. Numbers employed and the relative importance of the sectors are given in the following table.

London West's Priority Industrial Sectors Employment 2000			
Sector	Thousands	Per cent of all employed	Per cent of all employed - Greater London
Logistics	82.3	12.0%	6.4%
Retail	63.2	9.2%	9.2%
Health & Social Care	48.2	7.0%	8.1%
Hospitality	41.6	6.1%	6.5%
Media	41.5	6.0%	5.8%
Engineering	35.3	5.1%	4.1%
Information Technology	30.8	4.5%	3.0%
Construction	28.3	4.1%	3.2%
All priority sectors	371.2	54.0%	46.2%
Source: 2000 Annual Business Inquiry			

CASE STUDY: The Media Facilities Sector

Media is one of eight priority industrial sectors in the London West region. The facilities component of the media industry deals with the supply of specialised technical equipment and services. Many facilities employers are located near large studios and the west and north-west of London - with its major centres of production - is home to more than half of all employers in the sector.

There is a fairly limited number of jobs in facilities employers, ranging from core staff involved in equipment maintenance to preparing equipment - or "kit" - for the services of clients. Some staff are engaged in actually operating the equipment for the productions although, more often, this is done by freelancers. A majority of the facilities workforce is freelance.

In many ways, the facilities sector exemplifies the economy in west London as a whole. Traditional industries are in a downturn and are seeking to survive by developing niche markets and expanding to new clients, sometimes in Eastern Europe and Africa. The sector continues to be attractive to new entrants and recruitment is not a problem. There are, however, on-going difficulties with skills gaps for both new entrants and freelancers and a high proportion of existing staff in certain trades, for example grips (camera equipment operators), will have retired by the end of the next decade.

The significance of the facilities sector to the economy of west London prompted Skillset - the training organisation for the audio visual industries - and London West LSC to commission some research into both the skills issues at a sub-regional level and the needs of a disparate workforce. This research was funded by London West LSC, as part of the Skillset contract that it holds with the London Sector Skills Forum. The Forum is a pivotal body, in that it, uniquely, combines representatives from sectors, industries, regions and sub-regions.

A survey of 19 facilities employers found that most trained their own staff, with day release generally confined to lighting employers, where insurance stipulations applied. There was little knowledge of college courses.

The research identified several issues where it may be possible to make progress. These included: a review of the role of NVQs across the sector; provision for training the trainers; entry route training for some key operators such as grips and addressing the needs of freelancers. One solution presented at a subsequent conference of employers was that of a Modern Apprenticeship (MA) training scheme as part of a more structured approach to new entrants training.

London West LSC will take a keen interest in the recommendations arising from the research and actively promote training schemes that will enable the facilities workforce to remain a central element of the developing media sector.

> Investors In People Accreditations in London West

The Investors in People (IIP) Standard provides a national framework for improving business performance and competitiveness through a planned approach to setting and communicating business objectives and developing people to meet these objectives. The result is that people are able and motivated to achieve personal goals that match the objectives of the organisation. The IIP process is cyclical and should engender a culture of continuous improvement.

The Standard is based on four key principles for people development:

- Commitment - to develop employees to achieve business goals and targets;
- Planning - to review training and development needs required in context of the business;
- Action - assuring relevant steps are taken to meet training and development needs; and
- Evaluation - measuring the outcomes of training and development for individuals and the organisation.

Investors In People Accreditations, London West		
	Number	Percent of all
Schools	161	
Colleges	13	
Training Organisations	17	
Education/training	191	20%
Doctors/dentists	117	
Hospitals/care homes	60	
Health Administration	20	
Health	197	21%
Local Authorities	85	9%
Residential/community Care	62	7%
Manufacturing	75	8%
Transport/logistics	54	6%
Wholesale/retail	57	6%
Hotels and Catering	36	4%
Construction	20	2%
Professional and Bus. Services	75	8%
Other	91	10%
All accreditations	943	100%
Source: London West LSC		

Since April 2001, local offices of the Learning and Skills Council, together with the Small Business Service (SBS), have been delivering the Investors in People Standard in England.

There have been a total of 943 liP accreditations in London West since April 2001. In general, public sector and larger organisations are more likely to gain liP status. The Health sector and Education and Training each account for around 20 per cent of accreditations. Schools, alone, make up a sixth of all accreditations.

It is common for large or diverse organisations to work towards liP for individual teams or functional units within the organisation. This is most noticeable within London West's six Local Authorities that between them have a total of 85 accreditations. London West's hospitals are also likely to apply for liP as individual teams and so the liP performance for these sectors is much higher than might be expected.

The converse sometimes occurs. Many infant and primary schools have an associated pre-school nursery. Schools have a very good record of liP achievement in London West and it appears that, in many cases, the nursery does not apply for separate accreditation. There, thus, appear to be far fewer liP accredited nurseries than is actually the case.

Size of Organisations Gaining liP Status

Information on the number of employees covered by organisations gaining liP accreditation is available for nearly 900 of the accreditations. Around 200, over 20%, are 'large' enterprises - that is they employ over 200 persons. This trend is even more marked in the Hotels and Catering, Hospitals and Care homes, and Logistics sectors.

Investors In People Accreditations, Number of employees covered by selected sectors		
	Number of accreditations	Average number of employees
Schools	161	56
Colleges	13	250
Training Organisations	17	45
Doctors/dentists	117	11
Hospitals/care homes	60	337
Residential/community Care	62	95
Manufacturing	75	253
Transport/logistics	54	290
Hotels and Catering	36	600
Construction	20	249
Source: London West LSC		

> Appendix 1 - London West Schools

This appendix provides listings of education, training and other learning providers in the London West Learning and Skills Council area. Included in the listings are:

- Schools for pupils aged 11 and over,
- Further Education colleges,
- Higher Education institutions whose main base is in the London West area,
- Work-based training providers, and
- Learning centres for Adult and Community education.

In total, there are 130 secondary schools in the London West area. The table below illustrates that there are 77 comprehensive schools, 32 independent schools and 21 special schools:

Secondary Schools in the London West LSC Area				
	Comprehensive	Independent	Special schools*	TOTAL No. of schools
Brent	14	4	3	21
Ealing	13	10	5	28
Hammersmith & Fulham	9	7	3	19
Harrow	10	6	2	18
Hillingdon	17	3	5	25
Hounslow	14	2	3	19
Total:	77	32	21	130
Source: DfES, www.schoolsnet.com, CfBT (West London Careers), Lifetime Careers, Capital Careers. *Special schools – these cater for pupils with a range of special needs				

Schools with and without 6th forms in the LONDON WEST LSC Area			
	Schools with 6th forms	Schools without 6th forms	TOTAL No. of schools
Brent	17	4	21
Ealing	18	10	28
Hammersmith & Fulham	9	10*	19
Harrow	7	11	18
Hillingdon	24	1	25
Hounslow	16	3	19
Total:	91	39	130

Source: DfES, www.schoolsnet.com, CfBT (West London Careers), Lifetime Careers, Capital Careers.
 *The William Morris Academy provides post-16 provision for five of the comprehensive schools in Hammersmith and Fulham.

City Academies

Academies are all ability schools established by sponsors from business, faith or voluntary groups working with partners from the local community. All academies are located in areas of disadvantage. They will either replace one or more existing schools facing challenging circumstances or are established where there is a need for additional school places. The DfES expects Academies to form part of the Local Education Authority's strategic plans to increase diversity in secondary provision. Each academy will provide a state of the art environment for teaching and learning. They will offer a broad and balanced curriculum to pupils of all abilities focusing especially on one or more subject areas. Academies will have a key part to play in the regeneration of communities and will help break the cycle of underachievement in areas of social and economic deprivation.

There are three schools in the London West LSC area which will be replaced by City Academies in the near future.

Beacon Schools

The Beacon Schools scheme has been specifically designed to help raise standards in schools through the sharing and spreading of good practice. It is one of the main strands of the Excellence in Cities strategy. Schools are short-listed by the DfES as eligible to apply on the basis of appearance in the most recent annual report of Her Majesty's Chief Inspector of Schools as a "high performing" school. In addition, LEAs can be asked to nominate schools which they consider as suitable for Beacon status.

Beacon schools are employing a wide range of activities to disseminate their good practice, including seminars to teachers from other schools, mentoring, provision of in-service training and consultancy.

Beacon schools offer advice on a wide range of areas including specific curriculum subjects, pupil monitoring, school management, provision for gifted and talented children, improving parent involvement, special educational needs and anti-bullying strategies.

In total, there are 13 Beacon schools in the London West LSC area.

Brent Schools Comprehensive Schools

School Name and Address	Type of School
Alperton Community School Stanley Avenue, Wembley, Middlesex	FD COMP MIXED 11-18+
Cardinal Hinsley Roman Catholic High School Harlesden Road, London	VA COMP BOYS 11-18+
Claremont High School Claremont Avenue, Kenton, Harrow, Middlesex	COMP MIXED 11-18+
Convent of Jesus and Mary Roman Catholic Language College ○ Crownhill Road, London	VA L COMP GIRLS 11-18+
Copland Community School and Technology Centre ○ Cecil Avenue, Wembley, Middlesex	FD COMP MIXED 11-18+
John Kelly Boys' Technology College Crest Road, London	FD T COMP BOYS 11-18+
John Kelly Girls' Technology College Crest Road, London	FD T COMP GIRLS 11-18+
JFS - Jews Comprehensive School 175, Camden Road, London	VA COMP 11-18+
Kingsbury High School ○ Princes Avenue, Kingsbury, London	FD COMP MIXED 11-18+
Preston Manor High School Carlton Avenue East, Wembley, Middlesex	FD COMP MIXED 11-18+
Queens Park Community School Aylestone Avenue, London	FD COMP MIXED 11-18+
St Gregory's RC High School Donnington Road, Kenton, Harrow, Middlesex	VA COMP MIXED 11-18+
Wembley High School East Lane, Wembley, Middlesex	CY COMP MIXED 11-18+
Willesden High School Doyle Gardens, London	CA1 CY COMP MIXED 11-18+

Independent Schools

School Name and Address	Type of School
Al-Sadiq and Al-Zahra Schools 134 Salusbury Road, London	IND NONSEL MIXED 4-16
Brondesbury College for Boys 8 Brondesbury Park, London	IND SEL BOYS 11-16
Islamia Girls' High School 129 Salusbury Road, London	IND SEL GIRLS 11-16
The Swaminarayan School 260 Brentfield Road, Neasden, London	IND SEL MIXED 2-18

Special Schools

School Name and Address	Type of School
Grove Park School Grove Park, Kingsbury, London	CYS NA MIXED 2-19
Hay Lane School Grove Park, Stag Lane, Kingsbury, London	CYS NA MIXED 3-19
Woodfield Secondary School Glenwood Avenue, Kingsbury, London	CYS NA MIXED 11-16

Ealing Schools Comprehensive Schools

School Name and Address	Type of School
Acton High School Gunnersbury Lane, Acton, London	CY COMP MIXED 11-16
Brentside High School Greenford Avenue, Hanwell, London	FD A COMP MIXED 11-19
The Cardinal Wiseman Roman Catholic School Greenford Road, Greenford, Middlesex	VA AT COMP MIXED 11-19
The Compton High School & Sports College Bengarth Road, Northolt, Middlesex	CA2 CY S COMP MIXED 11-18
Dormers Wells High School Dormers Wells Lane, Southall, Middlesex	CY COMP MIXED 11-16
Drayton Manor High School Drayton Bridge Road, London	FD COMP MIXED 11-19
The Ellen Wilkinson School for Girls Queen's Drive, Acton, London	FD COMP GIRLS 11-19
Elthorne Park High School Westlea Road, Hanwell, London	CY COMP MIXED 11-16
Featherstone High School 11 Montague Waye, Southall, Middlesex	CY S COMP MIXED 11-16
Greenford High School Ruislip Road, Greenford, Middlesex	FD L COMP MIXED 11-19
Northolt High School Eastcote Lane, Northolt, Middlesex	FD COMP MIXED 11-19
Twyford Church of England High School Twyford Crescent Acton, London	VA COMP MIXED 11-18
Villiers High School Boyd Avenue, Southall, Middlesex	CY COMP MIXED 11-16

Independent Schools

School Name and Address	Type of School
Barbara Speake Stage School East Acton Lane, East Acton, London	IND SEL MIXED 4-16
Ealing College Upper School 83 The Avenue, Ealing, London	IND NONSEL BOYS 11-18 GIRLS 16-18
Greek School of London 3, Pierrepont Road, Acton	IND NON SEL MIXED 13-19
Harvington School 20 Castlebar Road, Ealing, London	IND SEL GIRLS 3-16
The Japanese School 87 Creffield Road, Acton, London	IND SEL MIXED 6-16
King Fahad Academy Bromyard Avenue, Acton, London	IND NONSEL MIXED 5-19
Notting Hill and Ealing High School 2 Cleveland Road, London	IND SEL GIRLS 5-18
St Augustine's Priory RC Hillcrest Road, Ealing, London	IND SEL GIRLS 4-18
St Benedict's School 54 Eaton Rise, Ealing, London	IND SEL BOYS 11-18 GIRLS 16-18
Tutorial College of West London 39-47 High Street, Southall, Middlesex	IND NONSEL MIXED 14-19

Special Schools

School Name and Address	Type of School
Belvue School Rowdell Road, Northolt, Middlesex	CYS NA MIXED 12-19
John Chilton School Compton Crescent, Northolt, Middlesex	CYS NA MIXED 2-19
St Ann's School Springfield Road, Hanwell, London	CYS NA MIXED 12-19
Springhallow School Compton Close, Cavendish Avenue, Ealing, London	CYS NA MIXED 3-18
Sybil Elgar School Havelock Road, Southall, Middlesex	IND(SS) NA MIXED 11-15

Hammersmith & Fulham Schools Comprehensive Schools

School Name and Address	Type of School
Burlington Danes C. of E. School Wood Lane, London	VA COMP MIXED 11-16
Fulham Cross Secondary School Munster Road, London	CY COMP GIRLS 11-16
Henry Compton Secondary School Kingwood Road, London	CY COMP BOYS 11-16
Hurlingham and Chelsea Secondary School Peterborough Road, Fulham, London	CY A COMP MIXED 11-16
Lady Margaret C. of E. School Parson's Green, Fulham, London	VA COMP GIRLS 11-18
The London Oratory School Seagrave Road, Fulham, London	VA COMP BOYS 7-18
Phoenix High School The Curve, London	CY COMP MIXED 11-16
Sacred Heart Roman Catholic High School ○ 212 Hammersmith Road, London	VA COMP GIRLS 11-16
The William Morris Academy St Dunstan's Road, Hammersmith, London	COMP MIXED 16-19

Independent Schools

School Name and Address	Type of School
The Godolphin and Latymer School Iffley Road, Hammersmith, London	IND SEL GIRLS 10-18
Holborn College 200 Greyhound Road, London	IND SEL MIXED 13-18
Latymer Upper School 237 King Street, Hammersmith, London	IND SEL BOYS 7-18
Ravenscourt Theatre School Tandy House 30-40 Dalling Road, Hammersmith, London	IND SEL MIXED 6-16
St Paul's Girls' School Brook Green, London	IND SEL GIRLS 10-19
Twynholm School 324 Lillie Road, Fulham, London	NON SEL MIXED 5-19
Marist Convent School 596 Fulham Road, Fulham, London	IND NON-SEL GIRLS 4-16

Special Schools

School Name and Address	Type of School
Cambridge School Cambridge Grove, London	○ CYS NA MIXED 11-16
Jack Tizard School Finlay Street, London	CYS NA MIXED 2-19
Woodlane High School Du Cane Road Hammersmith, London	CYS NA MIXED 11-16

Harrow Schools Comprehensive Schools

School Name and Address	Type of School
Bentley Wood High School Bridges Road, Stanmore, Middlesex	CY COMP GIRLS 12-16
Canons High School Shaldon Road, Edgware, Middlesex	CY COMP MIXED 12-16
Harrow High School Gayton Road, Harrow, Middlesex	CY COMP MIXED 12-16
Hatch End High School Headstone Lane, Harrow, Middlesex	CY COMP MIXED 12-16
Nower Hill High School <input type="radio"/> George V Avenue, Pinner, Middlesex	CY COMP MIXED 12-16
Park High School * <input type="radio"/> Thistlecroft Gardens, Stanmore, Middlesex	CY COMP MIXED 12-16
Rooks Heath High School Eastcote Lane, South Harrow, Middlesex	CY COMP MIXED 12-16
The Sacred Heart Roman Catholic High School 186, High Street, Wealdstone, Harrow, Middlesex	VA COMP GIRLS 12-16
Salvatorian Roman Catholic College High Street, Wealdstone	VA COMP BOYS 12-16
Whitmore High School Porlock Avenue, South Harrow, Middlesex	CY COMP MIXED 12-16

Independent Schools

School Name and Address	Type of School
Buckingham College School 15-17 Hindes Road, Harrow, Middlesex	IND SEL BOYS 11-18
Harrow School 5 High Street, Harrow, Middlesex	IND SEL BOYS 13-19
Heathfield School Beaulieu Drive, Pinner, Middlesex	IND SEL GIRLS 3-18
The John Lyon School Middle Road, Harrow, Middlesex	IND SEL BOYS 11-18
North London Collegiate School Canons Drive, Edgware, Middlesex	IND SEL GIRLS 4-18
Peterborough and St Margaret's School Tanglewood, Common Road, Stanmore	IND SEL GIRLS 4-16

Special Schools

School Name and Address	Type of School
Shaftesbury High School Headstone Lane, Harrow, Middlesex	CYS NA MIXED 11-17
Woodlands and Kingsley High School Whittlesea Road, Harrow, Middlesex (Woodlands is the primary school, which caters for pupils between the ages of 2-10. Kingsley High School is part of Woodlands but caters for pupils between the ages of 11-19)	CYS NA MIXED 2-19

Hillingdon Schools Comprehensive Schools

School Name and Address	Type of School
Abbotsfield School Clifton Gardens, Hillingdon, Uxbridge	FD COMP BOYS 11-18
Barnhill Community High School Yeading Lane, Hayes, Middlesex	FD COMP MIXED 11-18
Bishop Ramsey C. of E. Voluntary Aided Secondary School Hume Way, Ruislip, Middlesex	VA COMP MIXED 11-18
Bishopshalt School Royal Lane, Hillingdon, Uxbridge	FD A COMP MIXED 11-18
The Douay Martyrs Roman Catholic School * ○ Edinburgh Drive, Ickenham, Uxbridge	VA COMP MIXED 11-18
Evelyns Community School CA3 Appletree Avenue, Yiewsley, West Drayton, Middlesex	CY COMP MIXED 11-18
Guru Nanak Sikh Secondary School Springfield Road, Hayes, Middlesex	VA COMP MIXED 11-18
Harlington Community School Pinkwell Lane, Harlington, Hayes, Middlesex	FD COMP MIXED 11-18
Haydon School ○ Wiltshire Lane, Eastcote, Pinner, Middlesex	FD L COMP MIXED 11-18
The Hayes Manor School Wood End Green Road, Hayes, Middlesex	FD COMP MIXED 11-18
John Penrose School Northwood Way, Harefield, Uxbridge	CY COMP MIXED 11-18
Mellow Lane School Hewens Road, Hayes, Middlesex	FD COMP MIXED 11-18
Northwood School Potter Street, Northwood, Middlesex	FD COMP MIXED 11-18
Queensmead School Queen's Walk, Ruislip, Middlesex	FD T COMP MIXED 11-18
Swakeleys School Clifton Gardens, Hillingdon, Uxbridge	FD COMP GIRLS 11-18
Uxbridge High School The Greenway, Uxbridge	FD COMP MIXED 11-18
Vyners School Warren Road, Ickenham, Uxbridge	FD COMP MIXED 11-18

Independent Schools

School Name and Address	Type of School
American Community School 108 Vine Lane, Hillingdon, Uxbridge	IND SEL MIXED 3-18
Northwood College Maxwell Road, Northwood, Middlesex	IND SEL GIRLS 3-18
St Helen's School Eastbury Road, Northwood, Middlesex	IND SEL GIRLS 4-18

Special Schools

School Name and Address	Type of School
Chantry School Falling Lane, Yiewsley, West Drayton, Middlesex	FDS NA MIXED 11-16
Meadow High School Royal Lane, Hillingdon, Uxbridge	CYS NA MIXED 11-18
Moorcroft School Bramble Close, Hillingdon, Uxbridge	CYS NA MIXED 11-19
Pield Heath House School Pield Heath Road, Uxbridge	NMSS NA MIXED 7-19
Hillingdon Manor School Harlington Road, Hillingdon	CYS 3½-19

Hounslow Schools Comprehensive Schools

School Name and Address	Type of School
Brentford School for Girls 5 Boston Manor Road, Brentford, Middlesex	CY COMP GIRLS 11-18
Chiswick Community School Burlington Lane, Chiswick, London	CY COMP MIXED 11-18
Cranford Community College High Street, Cranford, Hounslow	CY L COMP MIXED 11-18
Feltham Community College Browells Lane, Feltham, Middlesex	CY COMP MIXED 11-18
The Green School for Girls (C of E) <input type="radio"/> Busch Corner, Isleworth, Middlesex	VA COMP GIRLS 11-18
Gumley House RC Convent School, FCJ St John's Road, Isleworth, Middlesex	VA COMP GIRLS 11-18
Gunnersbury Catholic School The Ride Boston Manor Road, Brentford, Middlesex	VA COMP BOYS 11-18
The Heathland School Wellington Road South, Hounslow	CY COMP MIXED 11-18
Heston Community School <input type="radio"/> Heston Road, Heston, Hounslow	CY COMP MIXED 11-18
Hounslow Manor School Prince Regent Road, Hounslow	CY COMP MIXED 11-18
Isleworth and Syon School for Boys Ridgeway Road, Isleworth, Middlesex	VC COMP BOYS 11-18
Lampton School <input type="radio"/> Lampton Avenue, Hounslow	CY COMP MIXED 11-18
Longford Community School Tachbrook Road, Feltham, Middlesex	CY COMP MIXED 11-18
St Mark's Catholic School 106 Bath Road, Hounslow	VA T COMP MIXED 11-18

Independent Schools

School Name and Address	Type of School
The Arts Educational School Cone Ripman House, 14 Bath Road, London	IND SEL MIXED 8-16
International School of London 139 Gunnersbury Avenue, London	IND NONSEL MIXED 3-19

Special Schools

School Name and Address	Type of School
Marjory Kinnon School Hatton Road, Bedford, Middlesex	CYS NA MIXED 4-16
Oaklands School Woodlands Road, Isleworth, Middlesex	CYS NA MIXED 11-19
Syon Park School Twickenham Road, Isleworth, Middlesex	CYS NA MIXED 11-16

Glossary

○	Beacon School
*	Charter Mark – this indicates that the school has been awarded the Charter Mark. This is the Government’s award which recognises and encourages excellence in public service.
CA1	Capital City Academy will replace Willesden High School
CA2	The Compton Enterprise and Sports Academy will replace the Compton High School and Sports College. It is aiming to open its doors in September 2003.
CA3	Evelyns Community Academy will replace Evelyns Community School.
LEA	Local Education Authority
DfES	Department for Education and Skills
CTC	City Technology College or City College for the Technology of Arts
CY	Community school maintained by the local education authority (LEA). The LEA is the admissions authority - it has main responsibility for deciding arrangements for admitting pupils.
CYS	Community special school maintained by the LEA, which is specially organised to make special educational provision for pupils with special educational needs.
FD	Foundation school maintained by the LEA. Some may have a foundation (generally religious) which appoints some - but not most - of the governing body. The governing body is the admissions authority.
FDS	Foundation special school maintained by the LEA which is organised to make special educational provision for pupils with special educational needs.
IND	Registered independent school , normally charging fees.
IND(SS)	Independent school approved under the Education Act 1996 to take pupils who have statements of special educational needs.
NMSS	Non-maintained special school approved by the Secretary of State under the Education Act 1996 which is specially organised to make special educational provision for pupils with special educational needs.
VA	Voluntary aided school maintained by the LEA, with a foundation (generally religious) which appoints most of the governing body. The governing body is the admissions authority.
VC	Voluntary controlled school maintained by the LEA, with a foundation (generally religious) which appoints some - but not most - of the governing body. The LEA is the admissions authority.
COMP	Comprehensive - takes all pupils, regardless of their ability, aptitude, or whether they have been selected for a place at a selective school.

MOD	Modern - takes pupils regardless of their ability or aptitude and who have not been selected for a place at a selective school.
NON SEL	Non-selective - independent school which takes pupils usually regardless of their ability or aptitude.
SEL	Selective - takes pupils depending on their ability or aptitude and also known as grammar schools.
A	Designated as an arts college under the specialist school programme.
L	Designated as a language college under the specialist school programme.
S	Designated as a sports college under the specialist school programme.
T	Designated as a technology college under the specialist school programme.
GCSE	General Certificate of Secondary Education
GCE A	General Certificate of Education Advanced Level
GCE AS	General Certificate of Education Advanced Supplementary
GNVQ	General National Vocational Qualification
NVQ	National Vocational Qualification
C&G	City and Guilds
BTEC	Business and Technology Education Council
RSA	RSA Examination Board

> Appendix 2 - FE and HE Colleges in the London West Area

The seven further education colleges in London West and two higher education establishments educate and train both the area's residents and its workforce. The further and higher education establishments are an important part of the London West economy. They are major employers, producers, property owners and purchasers in the area. Many of the students are furthering their education, embarking on a route to higher education or developing useful skills to enter employment. Through collaboration and co-operation the colleges and universities maximise opportunity for individuals and provide lifelong learning for our communities.

Ealing, Hammersmith and West London College

The college is spread across four sites in West London.

There are over 500 courses in areas such as Business and Management, Hospitality and Catering, Hairdressing and Beauty, Building Crafts, Multimedia, Music and Performing Arts, Engineering and Motor Mechanics, Travel and Tourism, Humanities and Languages, Teaching and Information Technology. There is also a wide range of courses for speakers of foreign languages - from beginner to advanced level.

- Full and part time students = 10,318

Source – ISR21fd (Individualised Student Records). 2001/2002

Ealing, Hammersmith and West London College – site locations

Acton & West London College Mill Hill Road Acton London W3 8UX	Ealing & West London College The Green Ealing London W5 5EW
Hammersmith & West London College Gliddon Road Barons Court London W14 9BL	Southall & West London College Beaconsfield Road Southall Middlesex UB1 1DP

Harrow College

Harrow College was formed in August 1999 following the merger of two of the biggest colleges in the London Borough of Harrow - Greenhill College and Weald College. The college curriculum is organised into two distinct product centres – the sixth form centre and the Lifelong Learning centre where the majority of adult and community education takes place. The college provides outreach learning in over 40 sites around the London borough of Harrow. The College offers more than 200 qualification courses and over 800 adult and community education programmes in 40 sites around the London Borough of Harrow.

Harrow College has identified training needs for the future; training needs to be delivered through flexible and accessible forms of delivery. Education and training for key sectors in Distribution, Business Services, Education, Health and other services. The college has recently been involved in a successful partnership comprising both the voluntary and community sector. The government funded the UK online scheme, which will establish 14 community based ICT centres.

- Full and part time students = 10,587

Source – ISR21fd (Individualised Student Records). 2001/2002

Harrow College – Site Locations

Harrow Weald Campus

Brookshill
Harrow Weald
Middlesex
HA3 6RR

Harrow on the Hill Campus

Lowlands Road
Harrow
Middlesex
HA1 3AQ

Uxbridge College

Uxbridge College, which has campuses in Uxbridge and Hayes, is the only further education establishment in the borough of Hillingdon. A major initiative has been the Hayes Community Campus, in partnership with the Local Authority, a Housing Association and the Local Health Authority. The Hayes Community Campus is the first of its kind in London. The campus is a focus for learning and houses a Learndirect centre and other widening participation initiatives.

The college has mapped some significant growth areas within the London West economy. The Terminal 5 development at Heathrow, growth of the retail and business services sector as a result of the construction of the Chimes shopping centre, Rank Xerox, Highbridge, Hayes Park development, and Stockley Park phase two. Gaps in the local market have highlighted greater demand for provision in Media and Performance, ESOL (English for Speakers of Other Languages) and basic skills, leisure and sports, management, engineering, ICT and computer networking skills. Local companies have attributed local recruitment difficulties in the office and service sectors to the lack of basic skills and employability skills.

- Full and part time students = 9,827

Source – ISR21fd (Individualised Student Records). 2001/2002

Uxbridge College – Site Locations

Uxbridge Campus
Park Road Uxbridge
Middlesex
UB8 1NQ

Hayes Campus
Coldharbour Lane
Hayes
Middlesex
UB3 3BB

College of North West London

The College of North West London is one of the largest further education colleges in the UK. Most of the students use the college as a stepping-stone to higher education – it has links with Middlesex, Westminster and Thames Valley universities. The College is the only further education college in Brent. It has earned a reputation for excellence in areas such as computing, refrigeration and air conditioning, access courses and ESOL.

The college noted the continued demand for managers and professional staff in its recent plans, and a high demand for IT skills at basic and more advanced levels. The college has identified shortages of staff in health and other public service sectors; new technology, digital and e-business skills are increasingly required.

- Full and part time students = 12,343

Source – ISR21fd (Individualised Student Records). 2001/2002

College of North West London – Site Locations

<p>Willesden Centre Dudden Hill Lane London NW10 2XD</p>	<p>Wembley Park Centre North End Road HA9 0AD</p>
<p>Kilburn Centre Priory Park Road London NW6 7UJ</p>	

West Thames College

West Thames College is located in Isleworth in Hounslow. It was originally founded as an FE college in the sixties; it adopted the name West Thames College in 1993 when the college merged with part of the Hounslow Adult Education Service. The main site comprises specialist teaching accommodation and a new £4 million millennium building opened in September 1999.

The college offers more than 400 courses, there are academic courses – GCSEs and A levels, and for the mature returner, Access programmes which lead on to degree studies. They offer many courses leading to professional qualifications, and there is a wide range of vocational courses for students who want to learn skills targeted at a specific type of work. There are a number of levels, with long established qualifications such as City & Guilds, BTEC National Diplomas, Foundation Degrees and Higher National Diplomas as well as General National Vocational Qualifications (GNVQs) at all levels.

West Thames has mapped considerable increase in their IT courses. System engineering is now being offered as a result of local demand. Additional courses in media and popular music have brought growth in enrolment this year.

- Full and part time students = 5,189

Source – ISR21fd (Individualised Student Records). 2001/2002

West Thames College – Site Location

London Road
Isleworth
Middlesex
TW7 4HS

St. Dominic's Sixth Form College

St Dominic's is on the site of the former Dominican Convent School and was opened as a sixth form college in September 1979 to serve the Roman Catholic community in North West London. Most students at St Dominic's are full-time and follow two-year GCE A level courses. Over 80% of students choose to apply to university at the end of the course.

The College places great emphasis on the development of each individual student spiritually, academically and pastorally. This means that students may expect to be kept busy, to have a full academic programme, and to be actively involved in the daily life of the community.

As part of Curriculum 2000, the college offers a choice of almost 30 A level subjects and students may also pursue some subsidiary subjects in the first year. Advanced Vocational courses can be taken in Business, ICT, Travel & Tourism and Leisure & Recreation.

In 2000/2001 the 16-19-student population at the college grew by 10%.

- Full and part time students = 813

Source – ISR21fd (Individualised Student Records). 2001/2002

St. Dominic's Sixth Form College – Site Location

Mount Park Avenue
Harrow on the Hill
Harrow
HA1 3HX

Stanmore College

Stanmore College Further Education Corporation, originally called Harrow Junior College was the first purpose-built college in the country for the education of 16-19 year olds. Since its inception in 1969, the college has undergone several changes. In 1994, the college was renamed Stanmore College and now comprises two distinct colleges, Stanmore Sixth Form College and Stanmore Adult College, and a commercial training arm, Stanmore Business Development. The college provides sixth form courses, further and adult education, business services and training. The college's aim is the achievement of excellence through the delivery of a curriculum that combines innovation with the best traditional values.

- Full and part time students = 4,484

Source – ISR21fd (Individualised Student Records). 2001/2002

Stanmore College – Site Location

Elm Park
Stanmore
Middlesex
HA7 4BQ

Higher Education Sector

London West is home to two universities – Brunel University and Thames Valley University. Although their main sites are in London West, they have subsidiary sites outside of the area, for example Brunel University has a campus in Runnymede (Surrey).

The University of Westminster also has a major campus located in the London West area, in the borough of Harrow.

Brunel University
<p>Brunel has been a university for over 35 years, with roots going back to 1798. It currently has 12,000 students and nearly 2,000 staff with 20 teaching departments. One of the main priorities of the university is to ensure that students acquire the skills they need to secure jobs on graduation and throughout their working lives. It has four campuses in total, three of which are based in London West. The main campus is located in Uxbridge:</p>
<p>Departments based on Uxbridge campus:</p>
<ul style="list-style-type: none">• American Studies and History• Biological Sciences• Business and Management• Economics and Finance• Electronic and Computer Engineering• English• Geography and Earth Sciences• Government• Human Sciences• Information Systems and Computing• Law• Mathematical Sciences• Mechanical Engineering• Performing Arts• Systems Engineering
<p>Departments based on Osterley (Isleworth) Campus:</p>
<ul style="list-style-type: none">• Business and Management Studies• Department of Health and Social Care• Health Studies / Social Work• Sport Sciences
<p>Departments based on Twickenham Campus:</p>
<ul style="list-style-type: none">• Education• Rambert School of Ballet and Contemporary Dance• Department of Health and Social Care• Health Studies / Social Work
<p>Departments based on Runnymede Campus (Egham, Surrey):</p>
<ul style="list-style-type: none">• Design

Brunel University – Site Locations	
Uxbridge Middlesex UB8 3PH	Englefield Green Egham Surrey TW20 0JZ
Borough Road Isleworth Middlesex TW7 5DU	300 St Margaret's Road Twickenham Middlesex TW1 1PT

Thames Valley University

The University offers a wide range of courses at further education, undergraduate, postgraduate and professional levels. There are full-time, part-time, open and distance learning programmes in a variety of subjects, short courses for updating skills, and a range of community education courses. The College provides services for employers, such as tailor-made short courses, company training schemes, plus the facility to accredit in-company training programmes, accreditation of prior (experiential) learning (AP (E) L), NVQs, and NVQ assessors and verifiers courses.

Subjects are organised into three faculties:

- Professional Studies, incorporating: business, management and law tourism, hospitality and leisure
- LCMM (London College of Music & Media)
- Wolfson Institute of Health and Human Sciences

Thames Valley University – Site Locations

St Mary's Road Campus
Ealing
W5 5RF

Wellington Street
Slough
Berkshire
SL1 1YG

University of Westminster – Harrow Campus

The Harrow Campus was designed as the University's showcase for creative and business disciplines. The Harrow Campus is home to the School of Communication and Creative Industries, the Harrow Business School and the Harrow School of Computer Science.

It provides state of the art facilities, including broadcast quality TV and radio studios, professional level photography and music studios, and advanced computing laboratories. Over 1,000 computers are linked through a high speed fibre optic network to a multimedia intranet and to the World Wide Web.

Departments are as follows:

School of Communication and Creative Industries

- Department of Art and Media Practice
- Department of Fashion, Film and Music
- Department of Journalism and Mass Communication
- Department of Design, Digital Media and Photography

Harrow School of Computer Science

- Department of Artificial Intelligence
- Department of Computer Systems
- Department of Information and Software Systems

Harrow Business School

- Department of Human Resource Management
- Department of Information and Financial Systems
- Department of Marketing and Strategy

Number of students = 5,000

Site Locations (Harrow & main site)

Harrow Campus University of Westminster Watford Road Northwick Park Harrow HA1 3TP	Main headquarters University of Westminster 309 Regent Street London W1B 2UW
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Appendix 3 - London West LSC Training Providers

Key

AMA - Advanced Modern Apprenticeship

FMA - Foundation Modern Apprenticeship

Note: The information is correct as at 19th July 2002

Training Provider	Type of Training	Age
The Assessment Company T.D.S House Terrace Road South Binfield Berkshire RG42 4BH Tel: 01344 300 070 Fax: 01344 488 709 Contact name: Marion Martin	AMA Level 3 - Business Administration	16-18 19-24
	- Administration	
	- Retailing and Customer Services	16-18 19-24
	- Call Handling Operations	
	FMA Level 2 - Engineering	16-18 19-24
	- Providing Telecommunication Services	
	- Business Administration	16-18 19-24
	- Administration	
	- Retailing and Customer Services	16-18 19-24
	- Retail Operations	
NVQ Training Level 2 - Retailing and Customer Services	16-18 19-24	
- Business Administration	16-18 19-24	
NVQ Training Level 3 - Business Administration	16-18 19-24	
Asset Training & Consultancy 106 Park Royal Business Centre Park Royal London NW10 7QL Tel: 020 8961 4497 Fax: 020 8961 4497 Contact Name: Peter Blackburn	AMA Level 3 - Business Administration- Using IT	16-18 19-24
	- Manufacturing:	16-18 19-24
	- Performance manufacturing operations	
	- Food and Drink Manufacturing	
	- Retailing and Customer Services:	16-18 19-24
	- Retail	
	- Customer Services	
	- Distribution	
	- Warehousing	
	- Management and Professional	19-24
FMA Level 2 - Business Administration- Using IT	16-18 19-24	
- Manufacturing:	16-18 19-24	
- Performance manufacturing operations		
- Food and Drink Manufacturing		
- Retailing and Customer Services:	16-18 19-24	
- Retail		
- Customer Services		
- Distribution		
- Warehousing		
- Management and Professional	19-24	

Training Provider	Type of Training	Age
<p>Aston Training Centre 109 Uxbridge Road Ealing London W5 5TL</p> <p>Tel: 020 8579 3955 Fax: 020 8579 6907</p> <p>Contact Name: Vivian Sloan</p>	<p>AMA Level 3</p> <ul style="list-style-type: none"> - Business Administration (BA only) - Customer Services - Healthcare and Public Service- child care (early years) <p>FMA Level 2</p> <ul style="list-style-type: none"> - Business Administration (IT & BA) - Customer Services - Healthcare and Public Service- child care (early years) 	<p>16-18 19-24 16-18 19-24 16-18 19-24</p> <p>16-18 19-24 16-18 19-24 16-18 19-24</p>
<p>Business Skills 3-5 Thames Street Kingston Surrey KT1 1PH</p> <p>Tel: 020 8546 2345 Fax: 020 8547 2099</p> <p>Contact Name: Donna Brace</p>	<p>AMA Level 3</p> <ul style="list-style-type: none"> - Business Administration - Customer Services <p>FMA Level 2</p> <ul style="list-style-type: none"> - Business Administration - Accounts - Customer Services <p>NVQ Training Level 1</p> <ul style="list-style-type: none"> - Business Administration <p>NVQ Training Level 2</p> <ul style="list-style-type: none"> - Business Administration 	<p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18</p> <p>16-18 19-24</p>
<p>Capital Workforce Development 2nd Floor Euro house 54-56 High Street Hounslow Middlesex TW3 1NW</p> <p>Tel: 020 8577 8444 Fax: 020 8577 3770</p> <p>Contact name: Libby Burgess</p>	<p>AMA Level 3</p> <ul style="list-style-type: none"> - Construction- Maintenance operations - Engineering- Maintenance - Hairdressing <p>FMA Level 2</p> <ul style="list-style-type: none"> - Customer Service - Transportation- Handling airline passengers 	<p>16-18 16-18 19-24 16-18</p> <p>16-18 16-18</p>

Training Provider	Type of Training	Age
<p>Carequest Ltd. 2nd Floor Congress House Lyon Road Harrow Middlesex HA1 2EN</p> <p>Tel: 020 8861 6170 Fax: 020 8861 6188</p> <p>Contact Name: Karen Short</p>	<p>AMA Level 3 - Healthcare & Public Service - Health & Social Care - Child Care</p> <p>FMA Level 2 - Healthcare & Public Service - Health & Social Care - Child Care</p>	<p>16-18 19-24</p> <p>16-18 19-24</p>
<p>Central Training 377 Station Road Harrow HA1 2AW</p> <p>Tel: 020 8863 4441 Fax: 020 8863 9888</p> <p>Contact name: Brigitte Landon</p>	<p>FMA Level 2 - Hairdressing</p> <p>NVQ Training Level 1 - Hairdressing</p> <p>NVQ Training Level 2 - Hairdressing</p>	<p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18</p>
<p>Certified Computing Personnel 4th Floor Elvin House Stadium Way Wembley HA9 0DW</p> <p>Tel: 020 8903 6900</p> <p>Contact Name: Dan Pathirana</p>	<p>AMA Level 3 - Engineering</p> <p>FMA Level 2 - Engineering - Healthcare & Public Service</p>	<p>19-24</p> <p>16-18 16-18 19-24</p>

Training Provider	Type of Training	Age
<p>College of North West London European Training and Enterprise Division Wembley Park Centre North End Road Wembley HA9 0AD</p> <p>Tel: 020 8208 5448</p> <p>Contact Name: Sue Aldridge</p>	<p>AMA Level 3</p> <ul style="list-style-type: none"> - Construction - Engineering - Healthcare & Public Service - Business Administration <p>FMA Level 2</p> <ul style="list-style-type: none"> - Construction - Engineering - Healthcare & Public Service <p>FMA Level 2 to AMA Level 3</p> <ul style="list-style-type: none"> - Engineering <p>NVQ Training Level 2</p> <ul style="list-style-type: none"> - Engineering (ALN /ASN only) <p>Lifeskills</p> <ul style="list-style-type: none"> - Personal Development Programme 	<p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18</p> <p>16-18 19-24</p> <p>16-18</p>
<p>Ealing Hammersmith & West London College Gliddon Road Barons Court London W14 9BL</p> <p>Tel: 020 8741 1688 Fax: 020 8741 2491</p> <p>Contact Name: Adrienne Pain</p>	<p>FMA Level 2</p> <ul style="list-style-type: none"> - Hairdressing - Construction - Wood Trade - Painting & Decorating - Plumbing - Building Crafts - Retailing and Customer Services <p>NVQ Training Level 2</p> <ul style="list-style-type: none"> - Hairdressing <p>Lifeskills</p> <ul style="list-style-type: none"> - Personal Development - Workshops - Basic Skills - Numeracy & Literacy - Job Preparation - Drama & Dance, Career - Planning - Motivational Planning - Hairdressing - IT - Sports & Gym - Construction – Wood Trades - Painting and Decorating - Plumbing & Building Crafts 	<p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24</p>

Training Provider	Type of Training	Age
<p>Four Counties Training 6th Floor Cumberland House 80 Scrubbs Lane London NW10 6RS</p> <p>Tel: 020 8960 5116 Fax: 020 8960 3910</p> <p>Contact Name: Jo Lewis</p>	<p>AMA Level 3 - Engineering - Business Administration - Retailing and Customer Services</p> <p>FMA Level 2 - Retailing and Customer Services - Transportation</p> <p>NVQ Training Level 3 - Engineering</p>	<p>16-18 19-24 16-18 19-24 16-18 19-24</p> <p>16-18 16-18</p> <p>16-18 19-24</p>
<p>General Physics Corporation 3rd Floor Grove House 551 London Road Middlesex TW7 4DS</p> <p>Tel: 020 8758 2204 Fax: 020 8758 2206</p> <p>Contact Name: Elaine Hare</p>	<p>AMA Level 3 - Retail - Customer Services - Warehouse and Distribution</p> <p>FMA Level 2 - Retail - Customer Services - Warehouse and Distribution</p>	<p>16-18 19-24 16-18 19-24 16-18 19-24</p> <p>16-18 19-24 16-18 19-24 16-18 19-24</p>
<p>Hammersmith and Fulham Business Resources The Lilla Huset 191 Talgarth Road Hammersmith London W6 8BJ</p> <p>Tel: 020 8748 3355 Fax: 020 8748 1813</p> <p>Contact Name: Barbara Hamilton</p>	<p>AMA Level 3 - Management and Professional - Customer Services - Healthcare & Public Service- Early Years</p> <p>FMA Level 2 - Management and Professional - Customer Services - Business Administration - Healthcare & Public Service</p>	<p>16-18 19-24 16-18 19-24 19-24</p> <p>16-18 19-24 16-18 19-24 16-18 16-18</p>
<p>Harrow College Lowlands Road Harrow Middlesex HA1 3AQ</p> <p>Tel: 020 8929 6563 Fax: 020 8909 6497</p> <p>Contact Name: Cas Allen</p>	<p>AMA Level 3 - Business Administration - Early Years Care – Promoting Independence</p> <p>FMA Level 2 - Business Administration - Early Years Care – Promoting Independence Care</p>	<p>16-18 19-24 16-18 19-24</p> <p>16-18 19-24 16-18 19-24</p>

Training Provider	Type of Training	Age
<p>Head to Head Training 67-68 Lilburne Walk St Raphaels London NW10 0TW</p> <p>Tel: 020 8830 1034 Fax: 020 8459 7411</p> <p>Contact Name: Sonia Green</p>	<p>Lifeskills</p> <ul style="list-style-type: none"> - IT and Multimedia Skills (Including internet, basic desk top publishing, modern office skills) - Adobe Photoshop - Personal Budgeting - Communication Skills (using drama and art) - Interpersonal Skills <p>Many more subjects using Ufi, Learn Direct, and on-line materials</p>	
<p>Hotel & Catering Training Company Ltd. The Annex Grosvenor Hall Bolnore Road Haywards Heath West Sussex RH16 4BX</p> <p>Tel: 01444 410 589 Fax: 01444 410 616</p> <p>Contact Name: Matthew Carter</p>	<p>AMA Level 3</p> <ul style="list-style-type: none"> - Hospitality - On licensed Premises supervision - Restaurant Supervision - Front Office Supervision - Accommodation Supervision - Multi-Skilled Hospitality Supervision - Restaurant Supervision - Kitchen Supervision - Kitchen & Larder - Food Preparation - Patisserie & Confectionary <p>FMA Level 2</p> <ul style="list-style-type: none"> - Hospitality - Bar Service - Food and Drink Service - Reception - Housekeeping - Hospitality Service - Hospitality Quick Service - Food Preparation And Cooking - Retailing and Customer Services - Customer Service <p>NVQ Training Level 2</p> <ul style="list-style-type: none"> - Hospitality - Bar Service - Food and Drink Service - Reception - Housekeeping - Hospitality Service - Hospitality Quick Service - Food Preparation And Cooking 	<p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24</p>

Training Provider	Type of Training	Age
<p>James Kimber Education Ltd. Second Floor Euro House 54-56 High Street Hounslow Middlesex TW3 1NW</p> <p>Tel: 020 8814 1888 Fax: 020 8814 1890</p> <p>Contact Name: Debbie Barnard</p>	<p>AMA Level 3 - Retailing and Customer Services - Hair and Beauty</p> <p>FMA Level 2 - Hair and Beauty - Retailing and Customer Services</p>	<p>16-18 19-24 16-18 19-24 16-18 19-24 16-18 19-24</p>
<p>Marlborough Training De Brome Building 77 Boundaries Road Feltham Middlesex TW13 5DT</p> <p>Tel: 020 8583 2916 Fax: 020 8583 2920</p> <p>Contact Name: Champa Shah Paul Soward</p>	<p>AMA Level 3 - Business Administration (IT & BA)</p> <p>FMA Level 2 - Business Administration (IT & BA) - Engineering (Motor Vehicle)</p> <p>NVQ Training Level 1 - Engineering (Motor Vehicle) - Business Administration</p> <p>NVQ Training Level 2 - Engineering (Motor Vehicle) - Business Administration</p>	<p>16-18 16-18 19-24 16-18 16-18 19-24 16-18 16-18</p>
<p>Motor Industry Training Ltd. Apex House 23-25 Hythe Road London NW10 6RT</p> <p>Tel: 020 8969 9100 Fax: 020 8969 7300</p> <p>Contact Name: Hisham Zubeide</p>	<p>AMA Level 3 - Engineering</p> <p>FMA Level 2 - Engineering</p> <p>FMA Level 2 to AMA Level 3 - Engineering</p>	<p>16-18 19-24 16-18 19-24 16-18 19-24</p>

Training Provider	Type of Training	Age
<p>Protocol Skills 23 The Courtyards Croxley Business Park Watford Herts. WD1 8YH</p> <p>Tel: 01923 212 144 Fax: 01923 239 822</p> <p>Contact Name: Robert Murray</p>	<p>AMA Level 3</p> <ul style="list-style-type: none"> - Management - Business Administration - Retail Operations - Customer Services - Hospitality - On Licenced Premises Supervision - Restaurant Supervision - Food Preparation And Cooking - Drink Service - Food Service - Distribution and Warehousing <p>FMA Level 2</p> <ul style="list-style-type: none"> - Business Administration - Retail Operations - Customer Services - Hospitality - Food Preparation And Cooking - Distribution and Warehousing - Food and Drink Service - Bar Service - Hospitality Quick Service 	<p>16-18 19-24 16-18 16-18 19-24 16-18 19-24 16-18 19-24</p> <p>16-18 19-24 16-18 19-24 16-18 19-24 16-18 19-24</p>
<p>Richmond Way to Work Civic Centre 44 York Street Twickenham London TW1 3BZ</p> <p>Tel: 020 8891 7585 Fax: 020 8744 0111</p> <p>Contact Name: Dillwyn Rosser</p>	<p>AMA Level 3</p> <ul style="list-style-type: none"> - Engineering - Transportation - Management and Professional- Management - Business Administration - Office Administration - Retailing and Customer Services - Retail - Switchboard - Reception - Healthcare & Public Service- Childcare <p>FMA Level 2</p> <ul style="list-style-type: none"> - Retailing and Customer Services - Retail - Switchboard - Reception - Agriculture - Construction - Engineering - Management and Professional - Business Administration- Office Administration <p>FMA Level 2 To AMA Level 3</p> <ul style="list-style-type: none"> - Healthcare & Public Service 	<p>19-24 19-24 19-24 16-18 19-24 16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24 16-18 16-18 16-18 19-24 16-18 19-24</p> <p>16-18 19-24</p>

Training Provider	Type of Training	Age
<p>Quantica Training 2nd Floor Euro House 54-56 High Street Hounslow TW3 1NW</p> <p>Tel: 020 8814 1484 Fax: 020 8814 1494</p> <p>Contact Name: Harpreet Badyal</p>	<p>AMA Level 3 - Retailing and Customer Services - Business Administration</p> <p>FMA Level 2 - Retailing and Customer Services - Business Administration - Using IT - Accounting - Sales - Team Leaders - Transportation - Internal Trade Service - Transporting Goods by Road - Handling Airline Passengers</p> <p>FMA Level 2 To AMA Level 3 - Retailing and Customer Services - Business Administration</p> <p>NVQ Training Level 2 - Business Administration</p> <p>NVQ Training Level 3 - Business Administration</p>	<p>16-18 19-24 16-18 19-24</p> <p>16-18 19-24 16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24 16-18 19-24</p> <p>16-18 19-24</p> <p>16-18 19-24</p>
<p>Sheila Giles Training 44 Harvey Road Northolt Middlesex UB3 6QU</p> <p>Tel: 020 8841 6367 Fax: 020 8841 6367</p> <p>Contact: Sheila Giles</p>	<p>FMA Level 2 - Business Administration (covers IT, customer service)</p>	<p>16-18</p>
<p>Skillnet Unit 4 Eastcote Industrial Estate Field End Road Eastcote Ruislip HA4 9NJ</p> <p>Tel: 0845 1300 899 Fax: 020 8429 0072</p> <p>Contact Name: Georgie Durrell</p>	<p>AMA Level 3 - Engineering - Vehicle Maintenance and Repair - Vehicle Body Paint Operations</p> <p>FMA Level 2 - Engineering - Vehicle Maintenance and Repair - Vehicle Body Paint Operations - Vehicle Fitting - Vehicle Parts and Distribution</p>	<p>16-18 19-24</p> <p>16-18 19-24</p>

Training Provider	Type of Training	Age
<p>Skills Training UK Legion House 854-864 Uxbridge Road Hayes UB4 0RP</p> <p>Tel: 020 8813 5055 Fax: 020 8848 7900</p> <p>Contact Name: Ray Pocock</p>	<p>NVQ Training Level 1 - Business Administration - Office Administration</p> <p>Lifeskills - Word Power - New CLAIT - Anger Management - Breakthrough motivational Courses - Work Placements</p>	<p>16-18</p>
<p>Training Network Group Shaftsbury House 49-51 Uxbridge Road Ealing London W5 5SA</p> <p>Tel: 020 8566 4609 Fax: 020 8859 0013</p> <p>Contact Name: Ruth Fagg Frank Currie</p>	<p>AMA Level 3 - Retailing and Customer Services (includes Business Administration) - Healthcare & Public Service (Healthcare & Social care)</p> <p>FMA Level 2 - Retailing and Customer Services (includes Business Administration) - Healthcare & Public Service (Healthcare & Social care)</p>	<p>16-18 19-24 16-18 19-24 16-18 19-24 16-18 19-24</p>
<p>UK Training and Development 2nd Floor 41-47 Stephens Chamber Bank Court Hemel Hempsted Herts. HP1 1BZ</p> <p>Tel: 01442 230 130 Fax: 01442 248 407</p> <p>Contact Name: Lydia Horne Lionel Smith</p>	<p>AMA Level 3 - Management and Professional - NEBS Management - Management NVQ - Team Leader - Hairdressing - Business Administration</p> <p>FMA Level 2 - Hairdressing</p>	<p>19-24 16-18 19-24 16-24</p>

Training Provider	Type of Training	Age
<p>Uxbridge College Business Development Unit Uxbridge College Hayes Community Campus Coldharbour Lane Hayes UB3 3BB</p> <p>Tel: 01895 853 621 Fax: 01895 853 636</p> <p>Contact Name: Shirley Walsh</p>	<p>AMA Level 3</p> <ul style="list-style-type: none"> - Construction - Engineering - Business Administration - Hair and Beauty - Healthcare & Public Service - Retailing and Customer Services - Leisure Sport and Travel - Hospitality <p>FMA Level 2</p> <ul style="list-style-type: none"> - Construction - Engineering - Business Administration - Hair and Beauty - Healthcare & Public Service - Retailing and Customer Services - Leisure Sport and Travel - Hospitality 	<p>16-18 19-24 16-18 19-24 16-18 16-18 19-24 16-18 19-24 16-18 19-24 16-18 19-24 19-24</p> <p>16-18 19-24 16-18 19-24 16-18 19-24 16-18 19-24 16-18 19-24 16-18 19-24 16-18 19-24 16-18 19-24</p>
<p>West Thames College London Road Isleworth Middlesex TW7 4HS</p> <p>Main Tel: 020 8326 2000 Fax: 020 8569 7787</p> <p>Contact Name: Doreen Groves</p> <p>Or</p> <p>Meena Lota - Work-based Learning Tel: 020 8326 2195</p>	<p>AMA Level 3</p> <ul style="list-style-type: none"> - Hairdressing (EDEXCEL) <p>FMA Level 2</p> <ul style="list-style-type: none"> - Hairdressing (EDEXCEL) <p>Lifeskills</p> <ul style="list-style-type: none"> - Sector tasters options vary and other sessions could include outward-bound activities and visits to places of interest. - Personal Development Workshops - Basic Skills (Numeracy & Literacy) - Graphics - Introduction to Public Services - Drama and Dance - Career Planning - Motivational Workshops - Hairdressing and Beauty Therapy - IT - Catering - PC Maintenance - Sports and Gym - Foreign Language Workshops 	<p>19-24</p> <p>16-18 19-24</p>

> Appendix 4 - Adult and Community Education in London West

Borough	Learning Centres
<p>BRENT</p> <p>Contact: John Fitzpatrick Principal</p> <p>BACES 1 Morland Gardens Stonebridge London NW10 8DY</p> <p>020 8838 0808</p> <p>www.brent.gov.uk</p>	<p>Stonebridge Centre 1 Morland Gardens Stonebridge London NW10 8DY 020 8838 2882</p> <p>Harlesden Centre 38 Craven Park Road Harlesden London NW10 4AB 020 8961 1315</p> <p>Madison House 24-28 London Road Wembley Middlesex HA9 7HD 020 8795 3977</p> <p>Ashley Gardens, off Preston Road Wembley Middlesex HA9 8NP 020 8904 9952</p> <p>Carlton Centre Carlton Vale London NW6 5RA 020 7624 8853</p> <p>John Kelly Centre Crest Road Neasden London NW2 7SN 020 8208 4654</p> <p>Winkworth Hall 215 Chevening Road London NW6 6DT 020 8960 6720</p>

Borough	Learning Centres
BRENT	<p>Queens Park Centre Aylestone Avenue London NW6 7AD 020 8459 3418</p> <p>Voluntary and Community Organisations working with Brent Adult and Community Services:</p> <p>Cricklewood Homeless Concern 60 Ashford Road London NW2 6TU 020 8208 1608</p> <p>Asian People's Disability Alliance The Old Refectory Building Central Middlesex Hospital Acton Lane Park Royal London NW10 7MS 020 8961 6773</p> <p>Willow Housing Kenbrook 100 Forty Avenue Wembley Park Middlesex HA9 9PF 020 8904 5818</p> <p>Kingsbury Manor Asian Mental Health Resource Centre 288 Kingsbury Road London NW9 9HA 020 8905 0187</p> <p>Metropolitan Housing Trust 1 Saxon Road Wembley Middlesex HA9 9TP 020 8908 1063</p>

Borough	Learning Centres
<p>BRENT</p> <p>HAMMERSMITH & FULHAM</p> <p>Contact: Janet Bell Head of Service: Post -16</p> <p>Training and Arts Macbeth Centre Macbeth Street London W6 9JJ</p> <p>020 8741 9615</p> <p>www.lbhf.gov.uk</p>	<p>Brent Indian Association 116 Ealing Road Wembley Middlesex HA0 4BP 020 8903 3010</p> <p>The Bryony Centre 61 Bryony Road London W12 0SP 020 8749 1000</p> <p>Macbeth Centre Macbeth Street London W6 9JJ 020 8846 9090</p> <p>Munster Centre Filmer Road London SW6 6AS 020 7736 0864</p> <p>Dawes Road 20 Dawes Road London SW6 7EN 020 7385 6166</p> <p>Sands End Community Centre 59/61 Broughton Road London SW6 2LE 020 7736 1724</p> <p>OUTREACH CENTRES</p> <p>Addison Centre Addison Primary School Addison Gardens W14 0DT 020 8846 9090</p> <p>Barons Court Library North End Crescent W14 8TG 020 8576 5055/020 7736 0864</p>

Borough	Learning Centres
HAMMERSMITH & FULHAM	<p>Bishop Creighton House 378 Lillie Road SW6 7PH 020 7736 0864</p> <p>Clem Attlee T.A. Hall Clem Attlee Estate Fulham SW6 020 7736 1504</p> <p>College Park Community Centre Letchford Gardens NW10 020 7736 1504</p> <p>Edward Woods Community Centre 60-70 Norland Road Edward Woods Estate W11 4TR 020 7736 1504</p> <p>Fulham Cross Centre Caroline Walk W6 8PR 020 7736 1504</p> <p>Janet Adegoke Leisure Centre Bloemfontein Road White City W12 7DH 020 7736 1504</p> <p>Masbro Centre 87 Masbro Road W14 OLR 020 7603 1293</p> <p>Normand Park Bowling Club Normand Park Lillie Road SW6 020 7736 1504</p> <p>Orchard House Varna Road SW6 020 7736 1504</p>

Borough	Learning Centres
<p>HAMMERSMITH & FULHAM</p>	<p>Park Court Ravenscourt Park Road SW6 020 7736 0864</p> <p>POSK Polish Centre 238-246 King Street W6 020 8749 1000</p> <p>Sunberry Day Centre Stevenage Road SW6 020 7736 0864</p> <p>West Kensington Youth Club Thaxton Road W14 020 7736 1504</p>
<p>HILLINGDON</p> <p>Contact: Terry Loane Head of Adult Education</p> <p>Hillingdon Adult Education 86 Long Lane Ickenham Middlesex UB10 8SX</p> <p>01895 676690</p> <p>www.hillingdon.gov.uk</p>	<p>Victoria Centre Victoria Hall Dulverton Road Ruislip Manor HA4 9AD 01895 634714</p> <p>The Hillingdon Learning and Development Centre Queens Walk South Ruislip HA4 0LR 01895 634714</p> <p>Hillside Centre Northwood Hills Northwood HA6 1RX 01895 634714</p> <p>Haydon Centre Haydon School Wiltshire Lane Eastcote HA5 2LX 01895 634714</p>

Borough	Learning Centres
HILLINGDON	<p>North Hillingdon Centre 86 Long Lane Ickenham UB10 8SX 01895 634616</p> <p>Harlington Centre Harlington Community School Pinkwell Lane Hayes UB3 1PB 020 8569 1613</p> <p>Frays Centre 65 Harefield Road Uxbridge UB8 1PJ 01895 254766</p> <p>Mellow Lane Centre Hewens Road Hayes End Hayes UB4 8SP 01895 254766</p> <p>The Compass Theatre Glebe Avenue Ickenham UB10 8PD 01895 632488</p> <p>OUTREACH CENTRES</p> <p>Asian Women Group 020 8561 7489</p> <p>Asian Women Centre 020 8247 5582</p> <p>Bell Farm 01895 444406</p> <p>Com. Café 020 8866 5495</p> <p>Cranford Women Project 020 8561 0202</p> <p>HAVS 01895 442722</p>

Borough	Learning Centres
HILLINGDON	<p>Hillingdon Hospital 01895 238282</p> <p>Margaret Cassidy House 01923 775503</p> <p>South Ruislip Library 01895 631883</p> <p>Southland Art Centre 0780 8414789</p> <p>The Boroughs Residential Home 020 8897 8315</p> <p>Uxbridge Central Library 01895 277798</p> <p>Yeldall Homeless Project 01895 631008</p> <p>Yiewsley Library 01895 442539</p> <p>Yiewsley Sheltered Housing 01895 254313</p> <p>Yiewsley Methodist Church 07767 326874</p> <p>Open Door Church 01895 621442</p> <p>St Marys Church Hall (Harefield) 020 8868 6999</p> <p>Schools William Byrd Primary School 01895 636185</p> <p>Harefield Infant School 01895 823289</p> <p>Barnhill Community High 020 8845 7677</p> <p>Belmore School 020 8845 6634</p> <p>Brookside Primary 020 8845 6634</p>

Borough	Learning Centres
HILLINGDON	<p>Charville School 01895 442381</p> <p>Cherry Lane 01895 442301</p> <p>Colham Manor Infant School 01895 442301</p> <p>Colham Manor Junior School 01895 442879</p> <p>Coteford Infant School 01895 637660</p> <p>Coteford Junior School 01895 634206</p> <p>Cowley Infant School 01895 232291</p> <p>Cranford Park Primary School 020 8573 3453/0638</p> <p>Deansfield Primary School 020 8845 2715</p> <p>Dr Triplett's Primary School 020 8573 1617</p> <p>Frithwood 01923 825548</p> <p>Grange Park Infant School 020 8573 2021</p> <p>Grange Park Junior School 020 8573 3638</p> <p>Guru Nanak Primary School 020 8561 6318</p> <p>Harefield Infant School 01895 823289</p> <p>Harlyn Primary School 020 8866 1290</p> <p>Haydon School 020 8429 0005</p>

Borough	Learning Centres
HILLINGDON	<p>Hayes Manor School 020 8573 2097</p> <p>Hillside Junior School 01923 825991</p> <p>John Penrose School 01895 822108</p> <p>Long Mead Primary School 01895 442356</p> <p>McMillan Nursery School 020 8573 4427</p> <p>Meadow High School 01895 443310</p> <p>Minet Infant School 020 8573 5177</p> <p>Minet Junior School 020 8573 5300</p> <p>Pinkwell Primary School 020 8573 2199</p> <p>Rabbsfarm Primary School 01895 444971</p> <p>Ruislip Gardens School 01895 632895</p> <p>St Catherine Primary School 01895 442839</p> <p>St Laurence Junior School 01895 235886</p> <p>St Mary's Primary School 01895 232814</p> <p>St Mathew's Primary School 01895 442724</p> <p>West Drayton Primary School 01895 442018</p> <p>Whitehall Infant School 01895 234018</p>

Borough	Learning Centres
<p>HILLINGDON</p> <p>HOUNSLOW</p> <p>Contact: Anne Armstrong Principal Officer Community Education</p> <p>Education Department Civic Centre Lampton Road Hounslow Middlesex TW3 4DN</p> <p>020 8583 2759</p> <p>www.hounslow.gov.uk</p>	<p>Whitehall Junior School 01895 234071</p> <p>Whiteheath Primary School 01895 630262</p> <p>Wood End Park Primary 020 8573 7829</p> <p>Brentford Adult Education and Training Brentford School for Girls 5 Boston Manor Road Brentford Middlesex TW8 0PG 020 8569 7212 brentfordcourses.edu@hounslow.gov.uk</p> <p>Chiswick Community Education Chiswick Community School Burlington Lane Chiswick London W4 3UN 020 8995 5934 chiswickcourses.edu@hounslow.gov.uk</p> <p>Cranford High Street Cranford Middlesex TW5 9PD 020 8897 6608 cranfordcourses.edu@hounslow.gov.uk</p> <p>Feltham Community Education Feltham Community College Browells Lane Feltham Middlesex TW13 7EF 020 8831 3031 felthamcourses.edu@hounslow.gov.uk</p>

Borough	Learning Centres
HOUNSLOW	<p>Heston Adult Education and Training Heston Community School Heston Road Heston Middlesex TW5 0QR 020 8577 1166 hestoncourses.edu@hounslow.gov.uk</p> <p>Hounslow Manor Community Education Hounslow Manor School Prince Regent Road Hounslow Middlesex TW3 1NE 020 8572 1828 hounslowmanor.edu@hounslow.gov.uk</p> <p>Longford Adult Education and Training Longford Community School Tachbrook Road Feltham Middlesex TW14 9PE 020 8890 5768 longfordcourses.edu@hounslow.gov.uk</p> <p>The Adult Education Music Centre The Green School Busch Corner Isleworth Middlesex TW7 5BB 020 8847 1562 musiccentrecourses.edu@hounslow.gov.uk</p> <p>OUTREACH CENTRES</p> <p>Chiswick Lodge C/o Chiswick Lodge Day Hospital Netheravon Road South Chiswick W4 2PZ</p> <p>Genesis Project Mission Hall Mission Square Brentford TW8 OSD</p>

Borough	Learning Centres
HOUNSLOW	<p>Bridge Link Community Centre Summerwood Road Isleworth Middlesex</p> <p>Heston Farm Fenton House Biscoe Close Heston Middlesex</p> <p>The William Hogarth Primary School Devonshire Street Chiswick W4 2JR</p> <p>West Thames College London Road Isleworth Middlesex TW7 4HS</p> <p>Chiswick Day Centre Bridge Street Chiswick W4</p> <p>St Mary's Convent & Nursing Home Burlington Lane Chiswick W4 2QE</p> <p>Holy Angel Church Cranford High Street Cranford Middlesex Borough Learning Centres</p> <p>St John's Community Centre 80 St John's Road Isleworth Middlesex TW7 6RU</p> <p>Ivybridge Local Learning Centre for Adults Ivybridge Primary School Summerwood Road Isleworth Middlesex TW7 7QB</p>

Borough	Learning Centres
HOUNSLOW	<p>Asian Women's Centre 86 Hibernia Road Hounslow Middlesex</p> <p>Bedfont Library Staines Road Bedfont Staines</p> <p>Boswood Court Ede Close Hounslow Middlesex</p> <p>Isleworth Centre, Van Gogh Close 146 Twickenham Road Isleworth Middlesex TW7 7DJ</p> <p>Feltham Hill Junior School Ashford Road Feltham Middlesex TW13 4QP</p> <p>Wellington Day Centre 292 Staines Road Hounslow Middlesex</p> <p>Beavers Community Primary School Arundel Road Hounslow Middx TW4 6HR</p> <p>Teck Centre 1 Teck Close West Middx Estate Isleworth</p> <p>Age Concern Hounslow Alexandra House, Albany Road (off Brentford High St) Hounslow TW8 ONE</p>

Borough	Learning Centres
<p>HARROW</p> <p>Contact: Geoff Trodd Lifelong Learning Development Officer</p> <p>PO Box 22 Civic Centre Harrow HA1 2UW</p> <p>020 8424 7505</p> <p>www.harrow.gov.uk</p>	<p>Feltham Women's Centre Hounslow Road Hanworth Middlesex TW13 6QQ</p> <p>Duke's Meadow C/o Julie Apsey Chiswick Adult Education Burlington Lane Chiswick W4 3UN</p> <p>Harrow College Harrow-on-the-Hill Campus Lowlands Road Harrow Middlesex HA1 3AQ 020 8909 6400 enquiries@harrow.ac.uk</p> <p>Harrow Weald Campus Brookshill Harrow Weald</p> <p>Community based sites include: Grant Road Centre & Library Grant Road Wealdstone</p> <p>Harrow Teachers Centre & Whitefriars Nursery & School Tudor Road Wealdstone</p> <p>Harrow High School Gayton Road Harrow</p> <p>Islamic Centre Wood lane</p> <p>Stanmore Kenmore Park First School Moorhouse Road Kenton</p> <p>Kenton Baptist Church Hall Streatfield Road Kenton</p>

Borough	Learning Centres
HARROW	<p>North Harrow Methodist Church Hall Pinner Road North Harrow</p> <p>Nower Hill High School Pinner Road Pinner</p> <p>Pinner Youth & Community Centre Chapel Lane Pinner Borough Learning Centres</p> <p>Roe Green School Princes Avenue Kingsbury</p> <p>Rooks Heath High School Eastcote Lane South Harrow</p> <p>Roxeth Manor First & Middle School Eastcote Lane South Harrow</p> <p>South Harrow Methodist Church Walton Avenue South Harrow</p> <p>St. Lawrence's Parish Church Hall St. Lawrence's Close Canons Park</p> <p>Stag Lane School Collier Drive Edgware</p> <p>Welldon Park Middle School Wyvenhoe Road South Harrow</p> <p>West Lodge Middle School West End Lane Pinner</p> <p>Whiteways Brookshill Harrow Weald</p>

Borough	Learning Centres
HARROW	<p>Stanmore Adult College (Part of Stanmore FE College) Elm Park Stanmore HA7 4BQ</p> <p>Park High School Thistlecroft Gardens Stanmore</p> <p>Canon Hall Wemborough Road Stanmore</p> <p>Priestmead First & Middle School Hartford Avenue Kenton</p> <p>St. John's C. of E. School Stanmore Hill Stanmore</p> <p>Little Stanmore School St. David's Drive Edgware</p> <p>Glebe First & Middle School D'arcy Gardens Kenton</p> <p>Canons High School Shaldon Road Edgware</p> <p>Harrow Arts Centre Uxbridge Road Hatch End</p> <p>Voluntary and Community Organisations working with Harrow LEA:</p> <p>Family Welfare Association Resource Centre 76 Marlborough Hill Harrow HA1 1TY</p>

Borough	Learning Centres
HARROW	Mind in Harrow 132 - 134 College Road Harrow HA1 BQ Harrow Association of Voluntary Services The Lodge 64 Pinner Road Harrow HA1 4HZ Neomari Enterprises 38 Rusland Park Road Harrow HA1 1UT Weekend Family Learning Centre 5 Pembroke Avenue Kenton HA3 8QG
EALING Contact: Dave Greenwood Post 16 Officer Perceval House 14-16 Uxbridge Road Ealing W5 2HL 020 8758 8736	Acton Library High Street Acton W3 6NA Central Library 103 Ealing Broadway Centre W5 4BQ Dominion Centre 112 The Green Southall UB2 4BQ Friary Park Community Centre Joseph Avenue Acton W3 Greenford Library Oldfield Lane South UB6 9LG Hardy Court 112-114 Bollo Bridge Rd Acton W3

Borough	Learning Centres
EALING	<p data-bbox="655 349 932 517">Kids Cookery School 107 Gunnersbury Lane Acton London W3 8HQ</p> <p data-bbox="655 557 916 689">Northolt High School Eastcote Lane Northolt UB5 4HP</p> <p data-bbox="655 730 995 862">Oaktree Community Centre Osborne Rd South Acton W3</p> <p data-bbox="655 902 847 1003">Southall Library Osterly Park Rd UB2 4BL</p> <p data-bbox="655 1043 895 1176">Sunlight Nursery 8-11 Hanbury Road Acton W3</p> <p data-bbox="655 1216 879 1417">Webb Court Community Room 1st Floor Webb Court Bollo Lane W3 8QZ</p> <p data-bbox="655 1458 890 1590">West Ealing Library Melbourne Avenue Ealing W13 9BT</p> <p data-bbox="655 1630 1070 1762">Westcott Park Community Centre 13 Ferguson Drive Acton W3 6YP</p> <p data-bbox="655 1803 1046 1935">Acton and West London College Mill Hill Road Acton W3 8UX</p>

Borough	Learning Centres
EALING	<p>Ealing and West London College Ealing Green Ealing W5 5EW</p> <p>Hammersmith and West London College Gliddon Road Baron's Court London W14 9BL</p> <p>Southall and West London College Beaconsfield Road Southall UB1 1DP</p> <p>Acton Age Concern 216 High Street Acton W3 9NX</p> <p>Greenford Community Centre 170 Oldfield Lane South Greenford UB6 9JB</p> <p>Holy Trinity Church Hall 14 Medway Drive Perivale, Middlesex UB6 8LW</p> <p>Islip Manor Community Centre 1 Arnold Road Northolt Middlesex UB5 5EF</p> <p>Perivale Community Centre Horsenden Lane South Perivale Middlesex UB6 7NP</p> <p>Small Mansions Art Centre Gunnersbury Park Popes Lane Acton, W3</p>

Borough	Learning Centres
EALING	<p>Dormers Well High School Dormers Wells Lane Southall UB1 3HZ</p> <p>Dormers Wells Infants School Dormers Wells Lane Southall, Middlesex UB1 3HZ</p> <p>Priory Community Centre Acton Lane Acton W3 8NY</p> <p>Rectory Park Community Centre Rectory Park Avenue (off Ruislip Road) Northolt, Middlesex</p> <p>Viking Community Centre Radcliffe Way Northolt, Middlesex UB5 6HW</p> <p>Pitshanger Manor and Gallery Walpole Park, Mattock Lane Ealing W5 5EQ</p> <p>Acton Vale Community Centre Beech Avenue Acton Vale Estate W3</p> <p>Michael Flanders Centre Church Road Acton W3 8PP</p> <p>Northolt Library Training Centre Church Road Northolt Middlesex UB5 5AS</p> <p>Northfields Community Centre 71a Northcroft Road Ealing W13 9SS</p>

Borough	Learning Centres
EALING	<p>Acton Vale Community Centre Beech Avenue Acton Vale Estates W3</p> <p>Greenford Library Oldfield Lane South</p>

Adult Education Borough	Learning Centres
	<p>Voluntary and Community Organisations working with Ealing LEA:</p> <p>Empowering Action and Social Esteem Ltd (EASE) 79 Uxbridge Road Hanwell, London W7 3ST</p> <p>The SPARC Foundation 31b Churchfield Road Acton W3 6BD</p>

> Appendix 5 – Information Sources for the Needs Assessment

This Needs Assessment has been prepared using information from a variety of sources; primarily the Office for National Statistics (ONS), which is responsible for the Annual Business Inquiry (ABI) and the Labour Force Survey (LFS), the Department for Education and Skills (DfES), local colleges and education authorities, and two commissioned surveys; the Employer Survey and the Skills Survey. The Employer and Skills Surveys were jointly commissioned and conducted on a London-wide basis on the behalf of the five London Learning and Skills Councils, thus providing information on both a sub-regional (London West) and regional (all London) basis.

Population and Census

The Census remains the largest, most comprehensive and most authoritative survey of the nation's population, its home circumstances, working circumstances, demographics, characteristics, and origins. It is the definitive source of information on the population but, unfortunately, is of such a scale that it can only be undertaken once every ten years, with the results taking up to three years to become available. Consequently, only the initial results of the 2001 census - population counts for London West's boroughs - have been incorporated in this year's Needs Assessment. Detailed results will be available next year.

The last Census from which data are available was taken in 1991, since which time there have been many shifts in population and changes in people's day-to-day activities and working patterns. Where reliable, more recent estimates or projections of the population that take account of demographic and other changes are available, these are used in the Needs Assessment. However, it must be stressed that until 2003 at the earliest, the 1991 Census remains the primary source on which such projections are based.

Labour Force Survey

The Labour Force Survey (LFS) is a continuous household survey, which provides a wide range of data on labour market statistics and related topics such as training, qualifications, income and disability.

Annual Business Inquiry

The Annual Business Inquiry (ABI) is the largest regular survey of Britain's businesses and is conducted in two parts: one dealing with employment, the other with financial information. The financial inquiry covers about two thirds of the UK economy including production, construction, distribution and service industries, the coverage of the employment inquiry is wider. Taken together, the two elements of the survey provide an in depth review of business activity and the health of the economy based on firms, their performance and expectations.

Employer Survey

The Employer Survey is a survey of businesses. It provides information on businesses that permits analysis by industry, business type, ownership and workforce. The survey allows inter-LSC comparisons and, some analyses by borough although not by more detailed geographies as the information at this level is not sufficiently reliable for this.

Skills Survey

The Skills Survey is a survey of people of working age, whether in employment or otherwise. It provides information on individuals, using interviews conducted with a sample of people of working age who either work or live in the London West Learning and Skills Council area.

The survey provides an overview of the resident workforce (actual and potential), analysed by age, gender, ethnicity, disability and economic status and allows further analysis of individuals' working circumstances.

> Notes

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London West