

# London West Learning and Skills Council Annual Plan 2006-07

## May 2006

Of interest to National, Regional and  
Local Learning and Skills Colleagues

## **Contents**

### **Our Vision**

Our Priorities

Our Targets

Our Values

### **A Context for Delivery**

What we have delivered and our planned changes for 2006/07

Skills Matrix

The Key Changes needed

Key Actions

### **Our Delivery Resources**

Partnership Working

Local Council

Equality and Diversity

Learners with Learning Difficulties and / or Disabilities

Sustainable Development

Health and Safety

## Our Vision

London's economy is vital to the success of England. It is a world city demanding world class skills. London is fortunate to have the highest concentration of graduates in the country but a skills gap has opened up below this level; it is this gap that the LSC and its partners need to address. The high levels of worklessness that exist across London are an end result of this skills gap and we must focus our funding on the learning and skills that are most effective in improving Londoners employability.

Learners and employers do not recognise the artificial boundaries between boroughs and sub regions. As the organisation responsible for skills, the LSC in London is well positioned to narrow the skills gap by acting both regionally and locally when it makes most sense. This plan taken together with the other four local LSC plans underpins the London Learning and Skills plan.

Whilst the challenge in London is immense, fantastic opportunities are on the horizon with the world focusing its attention on London for the Olympic Games and Paralympic games in 2012. The staging of the games provides a once in a lifetime opportunity; it will inspire and motivate both young people and adults to develop their skills for future opportunities.

We will ensure everyone who does not have a basic Level 2 (equivalent to 5 GCSEs A\*-C) qualification can study for one but, more importantly, we will work to achieve access to Level 3 (equivalent to 2 GCE A levels) qualifications that are the basic requirement for many of the skilled jobs in London. These goals can only be realised through joint working with our regional and local partners and we welcome the introduction of Local Area Agreements (LAA) as a way of working more effectively.

This plan sets out the priorities for London West LSC 2006-07 and how we intend to meet them. In achieving our plan we will ultimately reach beyond the local level by contributing to the regional and national objectives of the LSC.

Since April 2001, London West has invested nearly one billion pounds in learning and skills. Some 600,000 learners have been able to learn new skills and to improve existing skills in the last year thanks to LSC funded education and training. Learning and skills matter to our communities. There is a high expectation by parents for their children, high aspirations from adults pursuing their own learning and there is a high demand for skilled workers from employers in a dynamic part of the London economy. London West has made good progress in meeting these expectations. Participation in full time learning for young people aged 16 is over 80%. 34,474 young people and adults have achieved Skills for Life qualifications, successfully exceeding our basic skills targets. Level 3 participation for 16 - 18 learners has remained high. In London West there are 8 Centres of Vocational Excellence (CoVEs) in operation and 1 is in development.

We will focus on working with our key partners and strategic groups, such as the 14-19 fora, Young People's Strategic Boards and Local Strategic Partnerships to deliver the 'learner offer' and increase choice and quality of provision, as well as building a learning infrastructure that supports the implementation of our key priorities and emerging strategies. In addition, we will participate in the schools reorganisation initiative in Harrow to rebalance provision and make post 16 options available in all of the high schools in the borough and we will integrate and consolidate 14-19 activities and the Every Child Matters Agenda. Finally, we will continue to work with employers to provide the skills that they need, especially under the Train to Gain scheme.

Rod Kenyon  
Chair

Clare Arnold  
Acting Area Director

## Our Priorities for London

In January 2006, we published our Regional Statement of Priorities, setting out our strategic direction for the coming year. These priorities offer continuity from the previous year, demonstrating the consistency of our approach in London.

Our seven priorities for 2006/07 are to:

1. Improve educational opportunities for all Young People.
2. Tackle London's skills gap.
3. Integrate skills with regeneration.
4. Equip Londoners with skills to benefit from investment in the 2012 Olympic Games and Paralympic games.
5. Upskill the Public Sector workforce.
6. Transform the learning and skills sector through Agenda for Change.
7. Improve our effectiveness at a regional and local level

London has both a strong identity both as a region and in its local communities. While there is incredible diversity in London, there are also many common needs which are more effectively tackled regionally. For example, pockets of severe worklessness occur right across London. This is a complex issue which needs regional agencies, like the LDA and the LSC, to come together and deliver as a partnership. Picking up these big issues for Londoners on a regional basis, is just one side of the coin. Locally, we recognise that needs in local areas are different and our local offices allow us to provide real local flexibility in response to this.

While this local plan for London West sets out how we will meet local need, we will also be publishing our first London Learning and Skills plan in March 2006. This plan will set out the actions we will undertake to address our priorities for London; the targets we will use to measure our progress and the outcomes we will deliver for Londoners.

## Sectors

We need to deliver the skills that all employers need, but we must focus our resources. We will use sectors to help us to do this. It is too simplistic to set a single list of priorities at the expense of others. Instead, we have decided to take a differentiated approach that recognises the unique structure of the capital's economy, as virtually all of the 25 Sector Skills Councils identify London as a priority region.

We will develop sectoral actions plans for London with partners. These will develop more quickly as the Sector Skills Agreements emerge. Meanwhile our intelligence and work with Sector Skills Councils has led us to the starting point for focusing our resources.

Sector	Scope of response
Construction	Large regeneration initiatives across London causing skills shortages. Low levels of Basic Skills in existing workforce and need for Level 3 site management
Retail	Large and growing employment sector, low level of basic skills. Retail Academy offers a tremendous opportunity
Hospitality and tourism	Large employment sector, low level of basic skills,

	Level 1, Level 2
Manufacturing	Shortage of high-level skills at Level 3, Level 4 and above
Creative industries (especially media)	One in seven London jobs is in this sector, concentrated at Level 3 or above. Key component of London economy
Public services	25% of London jobs. Skills gap between graduate and entry level. Ageing workforce
Financial services	Largest employment sector and demanding higher level skills. Financial Services Academy offers a fantastic opportunity
Health and social care	Large employment sector that is growing, low level of basic skills, Level 1, Level 2
<p>Crosscutting these are the following subjects:</p> <ul style="list-style-type: none"> <li>• ICT</li> <li>• Business Administration</li> <li>• Business Improvement Techniques</li> <li>• Customer Care</li> </ul>	London is a world centre for financial and business services. ICT and Business Administration underpin this sector. Need for intermediate skills levels (Level 2/Level 3)

We recognise this is not an exhaustive list, but rather an initial approach that we will develop over the next 12 months, working with the London Skills Commission.

## Our Targets

Under priority 1, for young people:

- Increase the proportion of 19- year-olds who achieve at least Level 2 by 3 percentage points between 2004 and 2006, and a further two percentage points between 2006 and 2008, and improve attainment at Level 3.

In London, we need an additional 5,180 young people to gain a first Level 2 in 2006 compared to 2004 and a further 4,070 in 2008 compared to 2006.

Locally, we need an additional 867 young people to gain a first Level 2 in 2006 compared to 2004 (Level 2 at 19 in 2003/04 was 68% or 10,733) and a further 681 in 2008 compared to 2006.

Under priority 2, for adults:

- Reduce by at least 40 per cent the number of adults in the workforce who lack an NVQ Level 2 or equivalent qualifications by 2010.

In London, we need an additional 11,179 adults to gain a first full Level 2 in 2006/07, through further education and work-based learning, that is an increase of 2,317 compared to 2005/06

Locally, we plan to deliver 1,671 full Level 2 achievements through further education and work-based learning in 2006/07, that is an increase of 92 compared to 2004/05 (1,579 full Level 2 achievements)

In addition, we will also deliver 8,730 first full Level 2 achievements through Train to Gain in London.

Under priority 2, for adults:

- Improve the basic skills of 2.25 million adults between 2001 and 2010, with a milestone of 1.5 million in 2007.

In London we need 31,634 learners to achieve a first SfL qualification at Entry Level 3 or above in 2006 / 07

Locally, we are planning over 10,090 learners to achieve a first SfL qualification at Entry Level 3 or above in 2006/07.

Underpinning both priorities 1 and 2, for Apprenticeships:

- The LSC has agreed a new Performance Indicator for Apprenticeships. The aim is for 75 per cent more people to complete their apprenticeships in 2007/08, compared to 2002/03.

In London, we need to raise the number of Apprenticeship completions to 3,680 in 2006/07

Locally, we aim to raise the number of completions to 540 in 2006/07.

We also work with key partners to contribute to the following targets:

- Increase the proportion of young people and adults achieving a Level 3 qualification
- Reduce the proportion of young people not in education, employment or training by two percentage points by 2010.
- Increase participation in Higher Education towards 50 per cent of those aged 18 to 30 by 2010.

## Our Values

Our values set out for us the way we work.

- **Trust:** we have to be excellent at partnership and so we believe trust must be at the heart of the LSC.
- **Expertise:** we demonstrate expertise and true leadership in every aspect of our work. We have complete understanding of the communities we serve and of what is needed by business in terms of current and future skills.
- **Ambition:** we are ambitious for ourselves, in the goals and objectives we set, but more importantly we are ambitious for the communities we serve, for employers and for individuals in education and training.
- **Urgency:** we want to bring drive and urgency to the learning and skills sector, to tackle long-standing issues swiftly and professionally and to be responsive and fast moving.

Together, our four values will ensure the LSC can provide leadership and direction at a time of great change.

Our plan sets out how we will deliver our national and regional priorities in a local context highlighting what actions will be critically important in local delivery and what our contribution to the national targets will be.

## **A Context for Delivery**

### **London Context**

London is a global city and is the most connected in the world. With almost half of the UK's ethnic minority population and over 300 languages spoken daily, London's cultural diversity makes it unique. London's importance to the UK's economy is well-documented. London's GVA<sup>1</sup> is the largest per head of all regions in England. More than 40% of this is generated by finance and business services; the largest and fastest growing employment area, with over 1.4 million people. Around 25% of Londoners are employed in the Public Sector. This is closely followed by the creative sector, which accounts for one in seven London jobs. London is a major centre for HE and FE with more than 300,000 students in HE and more than 630,000 in FE. Over one-third of the UK's public funded research is carried out in London.

The greatest demand in the London economy, both in growth employment areas and replacement of the existing workforce, is for workers with at least a Level 3 qualification. Therefore, a key London challenge is to ensure that Londoners can access high quality provision from Skills for Life through to Level 3, funded in part by the LSC, which helps them into employment and to progress into better paid employment.

Despite these opportunities, London has a lower employment rate than the rest of the country and this gap is widening. Over half of London boroughs (18 out of 33) are in the top 30% most deprived in England as measured by the 2004 IMD index. In London West, most pockets of deprivation are found in Brent, Ealing, Hammersmith and Fulham and Hounslow.<sup>2</sup> Education Deprivation in London West shows that the most education deprived SOAs (approximately 5 SOAs make up one ward) are especially found in Hillingdon, Hounslow and Ealing. However, pockets of education deprivation are found in all the boroughs.

London's successful bid to host the Olympic and Paralympic Games in 2012, means that the LSC is now gearing up to play a crucial role in planning and funding the skills necessary for the Games and the opportunities that the legacy of the Olympics will provide to London.

One reason for the success of the London bid was the "Regeneration Dividend" provided by the transformative opportunity to leave behind a positive legacy and positive associations for the Olympics movement. This will also dovetail with and provide a "kick start" to many of the other developments and regeneration activities planned for the Thames Gateway and in particular the Lower Lea Valley. The proposed volunteer programme involving an estimated 70,000 people will provide opportunities for Londoners.

### **Young People**

The 16 – 18 population is forecast to decline by 10,000 by 2017 before seeing growth so that by 2021 the 16 – 18 population will be 6,000 (2%) higher than in 2001. Based on this data there is likely to be sufficient places across London however there may be areas within it that are faced with over or under supply.

The population for London West in 2003 was around 52,000 young people aged between 16 and 18.<sup>3</sup> Although a small population increase is forecasted in Hammersmith and Fulham and Hillingdon, overall, this cohort is forecasted to decrease for 2012.<sup>4</sup> This means that there will not be an increase in demand for 16-18 schools and our current existing institutions will be able to respond to 16-18 training and education needs.

In terms of the ethnicity of the population, 49% of the 1.4 million residents of London West are non-white British and 60% of the pupils are non-white British (compared with only 16% in



England as a whole).<sup>5</sup> Around 42% of pupils have English as an additional language: more than four times the national figure and 31% above the figure for London.<sup>6</sup> This ethnic variety in London West means that ESOL demand is particularly high and we will continue to respond to it through our Skills for Life programmes, whose targets have been met successfully.

The percentage of young people achieving Level 2 by 16 in London is the same as the national average (55%) but London West is marginally higher at 56%.<sup>7</sup> However, attainment of Level 2 by 19 in London (68%) falls behind the rest of England (70%) and London West is slightly higher than London at 69%.<sup>8</sup>

In 2004/05 there were 15,610 16-18 year olds participating in FE Level 3 in London West.<sup>9</sup> Around 83% of year 11 leavers (16 year olds) remained in full-time education.<sup>10</sup> In 2004/05 there were 29.76% of 16-18 year olds participating in Full FE Level 3, up from 29.15% in the previous year.<sup>11</sup>

The rate for achieving Level 3 at 19 in London is 46%,<sup>12</sup> which is the same as the national figure. However, this masks considerable variations within the sub regions.<sup>13</sup> Locally, we have surpassed the regional and national rate. Our rate is 45% (7,152 learners by the end of 2004).<sup>14</sup> The findings from 'Modelling the Future Demand and Supply of Education and Training Provision for Young People in London'<sup>15</sup> indicated that the projected increase in demand for education and training in London West was more likely to be at levels 3 and 4 than the lower levels and more oriented towards academic than vocational. We will respond to this by increasing employer investment in Level 3/ Level 4 provision.

The WBL Success Rate for 04/05 in London was 45%, which is 7% below the national average (52%). In London West the WBL success rate was 47% in 2004/05 and although this is still below the national average, the position has improved by 11% (36%) from the previous year. The framework completion rate of 31% in London remains significantly behind the national average of 39%. In the case of London West, the framework completion rate has improved from 22% in 2003/04 to 34% in 2004/05. E2E progression has also increased from 43% to 58% (one of the highest in London)<sup>16</sup>.

The numbers of young people not in education, employment or training (NEET) in London has decreased between December 2004 and December 2005 from 8.7% to 7.7% and the number of young people whose status is 'unknown' to the Connexions service has fallen from 7.2% to 6.4% over the same time period.

Locally, in December 2005, there were 2,473 (6.45%) of 16-18 year olds in London West who were not in education, employment or training (NEET). This is a reduction from 7.5% in December 2004. In December 2005, there is a further 2,648 young people whose destination was unknown (6.54% of the age group).<sup>17</sup>

The breadth of the curriculum offer also varies across London; too many of our learners cannot access the full range of opportunities, at a level appropriate to their needs, these should be available as standard across London. London West funds a wide range of providers (5 academies and one (Brunel) due to open in 2008, 53 schools, 1 sixth form college, 6 FE colleges, 25 independent schools with secondary provision and 33 WBL and E2E programmes.)<sup>18</sup>

Although a cross sample of Ofsted inspections revealed a reasonable curriculum choice, there was some concern over the low levels of young people studying modern foreign languages, as well as the provision of sciences and music. As the supply of teachers in these subjects is acknowledged to be well below optimum levels, there are doubts as to whether this can be rectified in the short term. To address any gaps London West is developing 'learning

prospectus' in each borough, which should result in easily accessible (electronic) provision offer. As well, we expect one third of the young people involved in the Increased Flexibility projects to gain access to the right provision and to progress into further education or training.

Overall success rates masks considerable differences by gender and ethnicity. In terms of gender the overall success rates differs from 64% for females and 59% for males.

In terms of ethnic groups:

- The lowest success rates for females were from mixed race and black Caribbean ethnic groups at 59%<sup>19</sup>.
- The lowest success rates for males were from the black Caribbean ethnic group at 51%<sup>20</sup>.

The Strategic Area Review in London identified capacity issues in relation to the needs of Learners with Learning Difficulties and/or Disabilities (LLDD), and that the number of LLDD wanting to access mainstream LSC provision has increased, both through additional demand and improvements in identifying LLDD.

Locally, the numbers of young people aged between 16 and 18 participating in education that consider themselves to have a disability of some form during 2004-05 currently stands at 2,847, most of whom were involved in FE.<sup>21</sup> For the academic year 2003/2004, 21 16-18 year olds required specialist college provision and remained at that provision for the length of the course<sup>22</sup> while in 2004/2005, 13 16-18 year old required specialist college provision and remained at the provision for the length of the course<sup>23</sup>. This demand has been met partly through working in partnership with local further education colleges to develop a capacity building model. This model has resulted in provision for visually impaired and asperger syndrome learners. A hearing aid centre is in development. These activities are relevant to the recommendations in the review *Through Inclusion to Excellence*.

## **Adults**

London has the highest proportion (31%) of residents qualified to degree level when compared with the rest of the UK. Around one quarter of all Londoners of working age, however, are not qualified to Level 2 or equivalent with 14% having no qualifications at all. Locally, adult education provision is delivered through six further education colleges, college of North West London, Harrow college, Stanmore college, West Thames college, Uxbridge college, Ealing, Hammersmith & West London college and by six LA services. In 2004/05 the percentage of the total population participating in Full FE Level 2 was 6.37%, and in 2003/04 it was 6.53%<sup>24</sup>. The percentage of adult population participating in Level 3 in 2004/05 was 4.51% compared to 3.84 in 2003/04.<sup>25</sup>

Fifty percent of the London workforce has numeracy skills at Level 1 or below and 25% has literacy skills at Level 1 or below. The LSC in London spends approximately 30% of its funds on Skills for Life including ESOL. However, most of this spend is directed towards the 125,000 ESOL learners, increasingly we expect providers to address the balance towards numeracy and literacy. We also need to improve the proportion of learners who are following courses that lead to qualifications that are recognised, thus improving their employability. Therefore, 80% of learning programmes are expected to be offering QCA approved qualifications.

The cumulative target for London West for 2001-04 was 19,200 people who achieve a qualification at Entry Level 3 or above. So far, 34,474 achieved a qualification, an over-achievement of nearly 80%. The cumulative target for 2007 is 43,000 (an additional 23,800 learners).<sup>26</sup> The focus for all London providers is to increase the proportion of approved SfL provision delivered. In London West this figure has increased from 34% in 2004/5 to 70% in 2005/6 (FO1). In 2006/7, we will work with providers in order to achieve the target of 80% of all SfL provision leading to approved qualifications.

Worklessness is one of the most important issues for London. In Spring 2005, over one quarter of Inner London households were workless, compared with 16.2% in Outer London and 16% in England as a whole. The barriers which prevent Londoners from accessing the labour market are often complex but skills are often a component. The LSC has a clear role to play in meeting the skills needs of London's unemployed.

Brent, Ealing and Hammersmith and Fulham illustrate large pocket of worklessness. Brent presents large pockets particularly in the ward of Stonebridge. Ealing follows with 46 output areas out of 944 and Hammersmith and Fulham with 45 out of 605 with Old Oak Common as the largest ward. On the other hand, Hillingdon shows the least worklessness with only 5 output areas out of 772.<sup>27</sup>

London West is currently tackling the issue of worklessness through its work with the Local Area Agreements (LAA). In the boroughs of Hounslow, Hammersmith, Ealing and Brent activities and projects have been set up to work towards specific worklessness targets.

For instance, Hounslow has relatively low unemployment rates, however, specific groups, such as ethnic minorities, lone parents and older people experience higher levels of unemployment. To tackle worklessness economically disadvantaged groups will be assisted into sustained work through outreach and job brokerage with employers. A 3-year plan has been devised and specific targets have been set.

The LW LSC through the different strategies outlined in the LAAs will continue to fund basic skills training and providing outreach support in the deprived boroughs. The benefit of these programmes will lead to economic development, both regionally and in time nationally.

We are working to challenge this figures through the Neighbourhood Learning in Deprived Communities (NLDC). In 2004/5 NLDC fund was used to support capacity projects in each borough resulting in 31 voluntary and community sector organisations supported, 226 learners were progressed into further skills for life learning, 40 voluntary sector organisations were supported through capacity building activities, 41 individuals from voluntary sector organisations accessed training, 735 New Learners in deprived areas were engaged in learning. LWLSC will continue to use the NLDC fund to support local voluntary and community sector organisations to develop their capacity to deliver learning opportunities for residents of disadvantaged neighbourhoods.

Forty six per cent of all black and minority ethnic individuals in the UK live in London, accounting for 29 per cent of London's population International in and out-migration has been high and is projected to remain so. By 2016, 80 per cent of the population increase will be from BAME (Black, Asian and Minority Ethnic) communities, and it is expected that this trend will continue in future years. In terms of gender, for all ethnic groups the overall success rates differs from 69% for females and 65% for males. The lowest success rates for females were from black Caribbean and black 'other' ethnic groups at 61%<sup>28</sup>. The lowest success rates for males were from the black Caribbean, mixed race and black 'other' ethnic groups at ethnic group at 58-59%.<sup>29</sup>

In LW we have used discretionary funding (LID) for mentoring projects aimed at improving performance of Black Caribbean students in FE provision because the success rates for all ethnic groups were above 62% apart from this group which had a success rate of 55%<sup>30</sup>.

The introduction of Equality and diversity impact measures (EDIMs) in London West has been a key tool for London West to reveal cases of under-representation in some colleges and WBL providers. All providers are working to address the general disparities found in participation and achievement.

LSC is taking responsibility for developing new learning and skills for the 14,000 offenders in custody and almost 60,000 in the community.

The Foster Review identified that too many of our learners remain in unsatisfactory provision. There is a clear need to improve the quality of our physical infrastructure and to continue the progress we have made in improving the learner's experience.

Locally, to improve quality, we will identify overall inadequate inspection and withdraw funding where necessary. In terms of physical infrastructure over the last 18 months there has been a significant investment in new buildings for colleges. Ealing, Hammersmith & West London, Uxbridge, College of North West London and St Dominic's College have all improved, or are in the process of improving part of their estates. However, approximately 40% of FE estate in West London still requires modernisation and/or rationalisation and a series of major capital bids are expected over the next 18 months to address this.

Information, Advice and Guidance (IAG) is offered inconsistently across London. In LW the contract year for IAG has been characterised by high performance in delivering services and the rapid implementation of new arrangements in line with the new national IAG policy framework. London West well-established service delivery network has continued to develop and risen to the challenge of serving a new, harder to reach, target client group. The number of sub-Level 2 adults provided with advice currently at 10,280 for 2004/05 has brought performance above target at 111%.

An independent IAG survey shows a decline in satisfaction and positive outcome and links this with changes associated with the introduction of the new Policy Framework for IAG. This might be expected at a time of change, but we need to consider the implications of the report as we plan further service development.

## **Employers**

GLA Economics identifies four key 'pillars' of employment, where the largest number of jobs are located, These are in the Central Area, Isle of Dogs, Heathrow and Croydon. Heathrow is one of the largest centres of employment in the UK. Over 320 companies operate from the airport employing over 68,000 people. In total, it is estimated that some 110,000 jobs in the local economy are reliant upon the airport. Expansion, planned or underway, is creating still more employment opportunities. The opening of Terminal 5 in 2008 will create an additional 6,000-7,000 operational jobs while the workforce required to construct the terminal peaked in 2005 at 5,000.

London has a greater net requirement for managers; senior officials; associate professional and technical occupations, this suggests a need to increase qualifications at Level 3 and above. Of all employment in London West 18% is concentrated in the management segment and 11% in the skilled trades.<sup>31</sup> Men dominate skilled trades but the most striking statistic is the caring personal services sector, where 85% of workers are women, the majority of them part-time.<sup>32</sup> Learning in health and social care is mostly popular amongst women. There are a quarter of a million people working in London West who have qualifications at level 1 or below, that is around 10% of the working population.<sup>33</sup> This is slightly lower than the UK as a whole but above the level for London. The percentage of working age population with Level 1 qualifications in London West is forecast to fall by 2009 by no more than 3%.<sup>34</sup>

In contrast, the percentage of working people in London West with qualifications at levels 4 and 5 (graduate or above) is almost 9% (some three percentage points higher than the UK) and is forecast to rise further to 9.5% by 2009.<sup>35</sup>

Those economically inactive are more likely to have lower levels of qualifications. The most important gaps in both London West and London itself are found at Level 3. This is consonant with the 16-19 modelling research which indicated that projected increase in demand for education and training in London West was at levels 3 and 4 rather than at lower levels and more oriented towards academic than vocational. One way in which London West will cope with this demand will be to increase employer investment in Level 3 and Level 4 provision.

London's existing workforce is highly skilled: Nationally, nearly 17 per cent of employers reported that some of their staff had gaps in their skills. In London this proportion was 12.8%. This still represented nearly 219,000 workers with skills gaps in London.

The LSC surveys employers annually for its National Employers Skills Survey. In London the key findings for the 2005 survey are:

- Across London employers around 16% reported that they had had vacancies in the past year (2005). This represents 87,444 vacancies, which represented 2.3% of the London workforce. Locally, around 11% of employers reported to have vacancies in 2004. This represents 12,000 vacancies (1.9% of the London West workforce).<sup>36</sup>
- This is a better performance than for England as a whole: Nationally, vacancies reported were 2.7% of the workforce.
- Nearly six per cent of London employers reported vacancies that were hard to fill, compared with 7.3% nationally. London West employers reported 5% hard to fill vacancies, which is equivalent of 0.5% of the workforce.

In London 45% of establishments provided staff with a training plan and 62% carry out some kind of training. 21% of employers who train their staff do so at an FE college. This is the lowest percentage of any region. While the Public Sector in London has traditionally been strong in developing staff, it has under utilised apprenticeships as a mode of delivery. By extending our Public Sector apprenticeships pilot, we hope to address the skills gap that has opened up in this sector between graduate and entry level positions. In the west of London, more than 50% of employers did not have a training plan for their staff and only 60% of employers provided any training at all during the year.<sup>37</sup> In 2004, London West LSC established a structure of employer engagement units to broker training with businesses. There are three companies operating the brokerage network. The units started modestly but there are indications that steady progress is being made and that the brokerage model is productive.

Using a sector based approach is a useful tool in planning provision. We need to address the needs of Sector Skills Agreements in a London context as they emerge.

The core statement of skills priorities outlined within each of the four pathfinders SSA (and emerging SSA) has been integrated in all of the employer engagement activities within London West. Workforce development activity has also been targeted to build capacity to meet emerging priority skills provision identified within SSA i.e. ITQ, OSAT and to meet employer demand.

There is an extensive CoVE programme in London West including refrigeration & air conditioning, welding, construction, early years' education, automotive engineering, logistics, catering and retail. These reflect some of the main sectors in the sub-region. Other CoVEs that are still development include the Heathrow Airport vocational centre, and health and social care cove.

The following table summarises what we have delivered in 2004/05, our planned changes for 2005/06, and our forecast for 2006/07.

# What we have delivered so far and our planned changes for 2006/07 (sheet 1 of 2)

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05			
	Learners Volumes of learners	In-year achievement s (volume)	Learning Aims Success Rates	Funding £
<b>FE Total Learners</b>	15,604 <sup>1</sup>		N/A	60,768,273 <sub>3</sub>
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	7,445 <sup>1</sup>	3,630 <sup>1</sup>	49% <sup>1</sup>	
<i>Learners on a full Level 2 qualification</i>	2,844 <sup>1</sup>	1,567 <sup>1</sup>	55% <sup>1</sup>	
<i>Learners on a full Level 3 qualification</i>	4,676 <sup>1</sup>	1,895 <sup>1</sup>	41% <sup>1</sup>	
<i>Learners on 2 or more A2 qualis</i>	1,045 <sup>6</sup>	648 <sup>6</sup>	N/A <sup>1</sup>	
<b>Discrete* activity, e.g. fully ESF, or LIDF funded provision</b>	685 <sup>7</sup>	64 <sup>7</sup>	46% <sup>7</sup>	
<b>School sixth form</b>	13,354 <sup>8</sup>			69,207,929
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievement s (volumes)	Framework success rate	Funding £
<b>WBL Total Learners</b>	1,077 <sup>9</sup>		34% <sup>9</sup>	4,507,959
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	**			
<i>Learners on an Apprenticeship</i>	671 <sup>9</sup>	271 <sup>9</sup>	34% <sup>9</sup>	
<i>Learners on an Advanced Apprenticeship</i>	406 <sup>9</sup>	44 <sup>9</sup>	25% <sup>9</sup>	
<b>Entry to Employment</b>	Learners			Funding £
	Volume s (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destination s
All E2E	610 <sup>11</sup>	918 <sup>11</sup>	17.8 <sup>12</sup>	58% <sup>12</sup>

2005/06 <sup>2</sup>				
Learners	Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates	Funding £
	16,071 <sup>3</sup>		N/A	66,600,000 <sub>3</sub>
	7,365	4,537	50% <sup>1</sup>	
	2,929	1,645	56% <sup>1</sup>	
	4,781	1,888	42% <sup>1</sup>	
	1,136	639	N/A	
	822 <sup>7</sup>	522 <sup>7</sup>	63% <sup>7</sup>	
	13,833			74,113,899
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
1,050 <sup>10</sup>		37% <sup>10</sup>		4,344,533
**				
700 <sup>10</sup>	280 <sup>10</sup>	39% <sup>10</sup>		
350 <sup>10</sup>	50 <sup>10</sup>	50% <sup>10</sup>		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destination s	
580 <sup>10</sup>	810 <sup>10</sup>	18 <sup>10</sup>	60% <sup>10</sup>	3,102,384

2006/07 <sup>2</sup>				
Learners	Volumes of learners	In-year achievements (volume)	Learning Aims Success Rates	Funding £
	16,226 <sup>1</sup>		N/A	71,000,000 <sup>4</sup>
	7,556	4,541	51% <sup>1</sup>	
	3,238	1808	57% <sup>1</sup>	
	4,884	2,121	43% <sup>1</sup>	
	1179	653	N/A	
	822 <sup>7</sup>	522 <sup>7</sup>	63% <sup>7</sup>	
	13,971			
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
1,040 <sup>13</sup>		39% <sup>13</sup>		
	*			
720 <sup>13</sup>	290 <sup>13</sup>	42% <sup>13</sup>		
320 <sup>13</sup>	50 <sup>13</sup>	32% <sup>13</sup>		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destination s	
550 <sup>13</sup>	750 <sup>13</sup>	18 <sup>13</sup>	60% <sup>13</sup>	

<sup>2</sup> LW toolbox 25/05/06



# What we have delivered so far and our planned changes for 2006/07 (sheet 2 of 2)

SUMMARY OF ADULTS (19+)	2004/05			
	Learners		Learning Aims Success Rates	Funding £
	Volumes of learners	of In-year achievements (volume)		
<b>FE Total Learners</b>	50,079 <sup>1</sup>		N/A	71,795,161 <sub>3</sub>
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	11,768 <sup>1</sup>	7,104 <sup>1</sup>	60% <sup>1</sup>	
<i>Learners on a full Level 2 qualification</i>	2,973 <sup>1</sup>	1,402 <sup>1</sup>	47.2% <sup>1</sup>	
<i>Learners on a full Level 3 qualification</i>	2,187 <sup>1</sup>	864 <sup>1</sup>	40% <sup>1</sup>	
<i>Learners on 2 or more A2 qual.</i>	138 <sup>6</sup>	119 <sup>6</sup>	N/A	
<b>Discrete* activity, eg fully ESF, or LIDF funded provision</b>	5,050 <sup>7</sup>	486 <sup>7</sup>	54% <sup>7</sup>	
<b>Personal &amp; Community Dev't Learning</b>	23,757 <sup>14</sup>			
<b>Work Based Learning</b>	12 month average in learning (volume)	Framework achievement s (volumes)	Framework success rate	Funding £
<b>WBL Total Learners</b>	560 <sup>9</sup>		34% <sup>9</sup>	
<i>of which...</i>				
<i>Learners on Skills for Life target qualifications</i>	2,369 <sup>15</sup>			
<i>Learners on an Apprenticeship</i>	300 <sup>9</sup>	177 <sup>9</sup>	35% <sup>9</sup>	
<i>Learners on an Advanced Apprenticeship</i>	260 <sup>9</sup>	76 <sup>9</sup>	32% <sup>9</sup>	
<b>ETP / NETP</b>	Volumes of learners	In-year achievements (volume)		Funding £
<i>Of which...</i>				
Level 2				
Skills for Life	2,674 <sup>6</sup>	702 <sup>6</sup>		

2005/06 <sup>2</sup>			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	of In-year achievements (volume)		
47,510		N/A	68,893,000
11,899	7,346	61% <sup>1</sup>	
3,086	1,669	48% <sup>1</sup>	
2,106	1,242	41% <sup>1</sup>	
134 <sup>6</sup>	128 <sup>6</sup>	N/A	
3,500 <sup>7</sup>	2,227 <sup>7</sup>	64% <sup>7</sup>	
20,456 <sup>14</sup>			
12 month average learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
570 <sup>10</sup>		51% <sup>10</sup>	1,537,254
246 <sup>16</sup>			
340 <sup>10</sup>	140 <sup>10</sup>	53% <sup>10</sup>	
230 <sup>10</sup>	60 <sup>10</sup>	40% <sup>10</sup>	
Volumes of learners	In-year achievements (volume)		Funding £
727			
0			

2006/07 <sup>2</sup>			
Learners		Learning Aims Success Rates	Funding £
Volumes of learners	of In-year achievements (volume)		
41,573		N/A	66,461,795 <sup>4</sup>
10,090	5557	62% <sup>1</sup>	
3,210	1,531	49% <sup>1</sup>	
2,091	1,561	42% <sup>1</sup>	
95 <sup>6</sup>	94 <sup>6</sup>	N/A	
3,500 <sup>7</sup>	2,227 <sup>7</sup>	64% <sup>7</sup>	
18,479 <sup>14</sup>			
12 month average learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
530 <sup>13</sup>		53% <sup>13</sup>	
	*		
340 <sup>13</sup>	140 <sup>13</sup>	55% <sup>13</sup>	
190 <sup>13</sup>	60 <sup>13</sup>	40% <sup>13</sup>	
Volumes of learners	In-year achievements (volume)		Funding £
1065	332		
140	110		

**Budget to be confirmed**

<sup>2</sup> LW Toolbox 25/05/06  
London West Annual Plan

<sup>1</sup> Differentiation Report for London West January 2006.

<sup>2</sup> LW Toolbox 25/05/06

<sup>3</sup> AMPS Funding Allocation 2005/06.

<sup>4</sup> Local Office estimate from Indicative Allocations March 2006.

<sup>5</sup> Estimated volumes of learners x 2004/05 achievement rates from January 2006 Differentiation Reports.

<sup>6</sup> Assumptions totals from Toolbox return 3<sup>rd</sup> February 2006, prior to updates indicative allocations.

<sup>7</sup> Short Records learners database (historical), phase 3 rounds 1 and 2.

<sup>8</sup> 2004-05 Actual Year to Date, Aged 16-18 School 6<sup>th</sup> Form Data; Source: Performance Scorecard.

<sup>9</sup> Final period 13 PFR for London West – ALI figure is funded learners only.

<sup>10</sup> Based on London West PFR for P6 - ALI figure is for funded learners only.

<sup>11</sup> WBL Differentiation Report for London West January 2006. This figure is a Participation figure and not AIL figure

<sup>12</sup> 2004-05 Actual Year to Date, Aged 16-18 E2E Data; Source: Performance Scorecard

<sup>13</sup> Based on the current planned levels and adjusted to show an ongoing increase in achievement, but a decrease in learner numbers, especially at level 3 and 19+.

<sup>14</sup> Figures are from the Toolbox.

<sup>15</sup> PFR, period 13.

<sup>16</sup> PFR, period 8.

\* There will be no WBL funding for Skills for Life in 2006/07. Skills for life will be offered through Train to Gain in 2006/07.

\*\*The project was open to 16-18 year olds however only 19+ participated because it was aimed at those in employment.



## London West Skills Matrices

The Skills matrices, below, show the mix of FE provision for the 2005/06 academic year (from FO1). They are a useful tool in understanding the profile of FE provision being funded by the LSC in London. First tier Sector Subject Areas have been allocated as a high, medium or low priority in accordance with the regional priority sectors. This analysis is helpful when looking at 19+ provision and the results are shown below for London West, contribution to targets is also shown for 16-18 provision. This high level analysis provides a useful framework for discussion with local providers about the mix and balance of their current provision.

The percentage of under 19 provision that contributed to the national targets is almost 100% with the exception of 2% of the total funding which had the 'potential to contribute to the national targets'. Only 1% of young people's provision was not contributing to the national targets.

The 19+ provision matrix shows that the funds were distributed slightly differently from the 16-18 provision matrix. 84% of provision contributed to targets, and a further 14% had potential to contribute while only 2% was did not contribute to national targets. A large portion of the funding, 78%, went to 'high' curriculum areas, 15% went to 'medium' curriculum areas and only 7% of the funding contributed to 'low' skilled curriculum areas.

### London West Provision matrix 16-18

Under 19	Total	
	£ and Enrols	%
Likely to contribute to National Targets	52,376,944	98%
	44659	
Potential to contribute to National Targets	975,195	2%
	625	
Provision does not contribute to National Target	363,654	1%
	1681	
Other (e.g. Ufl and Unclassified)	0	0%
	0	
Entitlement	0	0%
	N/A	
<b>Total</b>	<b>53,715,793</b>	<b>100%</b>
	<b>46965</b>	

### London West Provision matrix 19+

19 and over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%
Likely to contribute to National Targets	33,272,711	64%	7,544,108	14%	3,009,777	6%	<b>43,826,597</b>	<b>84%</b>
	28970		7761		3411		<b>40142</b>	
Potential to contribute to National Targets	6,339,990	12%	454,947	1%	355,827	1%	<b>7,150,764</b>	<b>14%</b>
	4729		1197		500		<b>6426</b>	
Provision does not contribute to National Target	1,015,655	2%	14,831	0%	101,624	0%	<b>1,132,110</b>	<b>2%</b>
	8412		50		483		<b>8945</b>	
Other (e.g. Ufl and Unclassified)	0	0%	0	0%	0	0%	<b>0</b>	<b>0%</b>
	0		0		0		<b>0</b>	
Entitlement	0	0%	0	0%	0	0%	<b>0</b>	<b>0%</b>
	N/A		N/A		N/A		<b>N/A</b>	
<b>Totals</b>	<b>40,628,356</b>	<b>78%</b>	<b>8,013,887</b>	<b>15%</b>	<b>3,467,228</b>	<b>7%</b>	<b>52,109,470</b>	<b>100%</b>
	<b>42111</b>		<b>9008</b>		<b>4394</b>		<b>55513</b>	

## Sector Activity in London

Within the national sector priorities particular emphasis is placed on supporting priority skills identified within pathfinder Sector Skills Agreements (SSAs):

- Construction Skills: *On Site Assessment and Training (OSAT)*
- SEMTA: *Business Improvement Techniques*
- E-Skills: *Information Technology Qualification (ITQ) Level 2 and Level 3*
- *School Support Staff*

Our response to these priorities is given below:

### Construction Skills: On Site Assessment and Training (OSAT)

The On site Assessment and Training (OSAT) delivery model for construction provision has been one of the most successful sector pilots in that it has almost doubled the achievement rate of NVQ Level 2 in the construction industry to over 70%. National funding will not continue beyond September 2006 and OSAT delivery will need to be funded through mainstream participation budgets.

We currently have 16,453 19+ Level 2 enrolments and capacity has been built up for OSAT through the National Pilot activity and provision has also moved into the mainstream as well as ESF funded OSAT. Currently only 218 of the enrolments do not contribute to targets as identified in the Skills Matrix.

The tables below set out current construction provision in London (2004/05) by provider:

Construction Award		Percentage	Funding	Enrolments
	Barking College	5.15%	£256,503	108
	Barnet College	5.23%	£260,159	90
	Bexley College	5.53%	£275,218	112
	Bromley College of Further and Higher Education	6.46%	£321,783	104
	Building Crafts College	1.44%	£71,476	32
	College of North East London	2.37%	£117,775	50
	College of North West London	22.89%	£1,139,328	482
	Croydon College	0.64%	£32,073	19
	Ealing, Hammersmith and West London College	17.30%	£860,882	356
	Hackney Community College	3.38%	£168,426	65
	Havering College of Further and Higher Education	6.87%	£342,172	148
	Lambeth College	10.09%	£502,198	175
	Lewisham College	3.97%	£197,748	44
	Myrrh Ltd	1.55%	£76,903	28
	Richmond upon Thames	1.83%	£91,264	46

College			
Southgate College	3.38%	£168,157	122
Waltham Forest College	1.90%	£94,648	49
Construction Award Total	99.99%	£4,976,711	2030

However, not all of this provision was delivered by the OSAT method.

In addition to OSAT, similar provision is offered through our Employer Training Pilot (ETP) with approximately 5.5% of London East ETP starts (1,255 learners) since 2003 in the construction sector.

The national Sector Skills Agreement identifies the Level 2 demand at regional level. The figures have been endorsed by LSC National Office.

Table: Level 2 demand identified in SSA for London

	2006/2007	2007/2008	2008/2009	2009/2010
No. of workers needing Level 2 in London	5,843	7,356	7,785	7,785

Clearly, current LSC supply of OSAT will not meet the forecast demand

## Challenges

- Many colleges feel unable to develop the capacity to deliver OSAT as it requires significant levels of employer engagement and the delivery of which is more difficult to manage than traditional in-college delivery models.
- There are challenges recruiting experienced onsite assessors. The industry will pay significantly higher wage rates than a college can offer. Assessors need to have substantial site experience gained within the last 5 years so it is difficult to recruit older workers who may have been out of the industry for a time on Incapacity Benefit.
- It is the SSC's aspiration to have a fully carded workforce (CSCS card – site health and safety accreditation ). This can only be achieved in conjunction with Level 2 accreditation – with some exceptions - No Level 2, no card.

## Responses

A more detailed approach to the construction sector will be set out in our action plan with CITB and includes

- CoVE;
- Construction Skills Academy
- Expansion of OSAT with other providers

## SEMTA – Business Improvement Techniques (BIT)

SSCs' projections for BIT NVQ Level 2 & Level 3 within the region.

Number of BIT required in London	Level 2	Level 3
	23,280	2,910

We currently have 17,022 19+ Level 2 enrolments under Engineering & Manufacturing and 28,873 in Administration. Capacity for BIT is not as advanced as OSAT although the Automotive Academy is working within the region to drive up BIT capacity. Currently 2215 enrolments in Engineering and 13,561 in Business Administration and Law do not contribute to targets as identified in the Skills Matrix so there could be scope to deliver additional BIT activity by refocussing that activity.

A significant contribution could be made by shifting provision from PMO (Performance Management Operations).

## Challenges

- Mainly delivered by private providers (currently)
- Ability to deliver BIT through Automotive Academy approved network
- Marketing and understanding of qualification
- Achievement of national, regional and local targets
- Supply of assessors in the London region

## Responses

- We will develop a 'Fast track' programme for assessors
- Raise awareness with LSC Staff and Engineering Providers.

## E-Skills

Employers have committed via the Sector Skills Agreement, to support future delivery of Information Technology Qualification (ITQ) and E-Skills intend that ITQ will replace or encompass a fit for purpose IT user qualifications by September 2006 increased capacity in providers to deliver ITQ is needed within each region if this ambition is to be realised.

	Provider	Funding %	Funding	Enrolments
ITQ	Ealing, Hammersmith and West London College	2.31%	£11,250	14
	Kensington and Chelsea College	65.61%	£319,151	124
	London Electronics College	1.75%	£8,509	2
	Newham College of Further Education	5.67%	£27,562	14
	South Thames College	5.81%	£28,281	24
	Westminster Kingsway College	15.29%	£74,394	75
	Sebert Rd Training Centre (NCRP Ltd)	3.56%	£17,314	10
ICT for Users Total		100.00%	£486,461	263
<b>Grand Total</b>		<b>100.00%</b>	<b>£486,461</b>	<b>263</b>

We currently have 14,059 19+ Level 2 enrolments under ICT and we have been promoting ITQ as part of a national programme and have experience of using providers outside mainstream LSC activity (through franchising) to deliver ITQ. Currently 70,061 enrolments in ICT do not contribute to targets as identified in the skills Matrix so there is scope to deliver ITQ by re-

focussing that activity. There are ongoing discussions with E Skills about the range of qualifications ITQ may encompass in the future.

### **SSC's projections for the number of employees requiring an NVQ Level 2**

	<b>06/07</b>	<b>07/08</b>
<b>Number of employees requiring NVQ Level 2 in London</b>	34,760	44,240

Once again substantial work is needed to contribute significantly to the forecast demand.

### **Challenges**

- Capacity to deliver across the provider network
- True understanding of ITQ qualification
- Achievement of national, regional and local targets

### **Responses**

- Awareness sessions for LSC London Staff, providers and employers.
- Establish an ITQ delivery network forum and use it to share good practice.
- Make alternative learning routes available and transfer of existing skills and qualifications.

### **School Support Staff**

In line with our national priority to improve the skills of workers in the public sector, the LSC has, as part of The School Support Staff Sector Plan (2004) supported action to improve the skills of people working in Schools. The volume of support staff in schools is growing, currently at 500,000 people reflecting a 78% increase since 1997. The number of qualified staff remains low, raising the skills of this work force is critical to a healthy and sustainable economy.

### **Sectors' projections for the number of employees requiring an NVQ level 2**

	<b>06/07</b>	<b>07/08</b>
<b>No of employees requiring Level 2</b>	2275	2275

We currently have 11,023 19+ Level 2 enrolments under Education and Training but the majority lie in Teaching and Lecturing. However there are 3398 learners in Direct Learning Support and there will be activity across other sectors e.g. Administration where there is a significant level of enrolments that do not meet targets. In addition we have a target of 700 Public Sector Employers for Train to Gain and if 300 of those were schools who might generate 9 learners each we will reach the target.

## Challenges

- There are some issues that need addressing before the mainstream programme replaces the pilot phases, including gaining full approval from QCA for the qualifications at Level 2 and Level 3 so DfES recognises them as successful outcomes.
- Currently, the Support Work in Schools VQ does not meet full NVQ level targets.
- It is expected that the mainstream programme will become available from September 2006 but the following issues need to be addressed.
  - Local Authorities accessing mainstream budgets.
  - Local Authorities articulating demand to delivery network.
  - Colleges' ability to be flexible enough to deliver work-based VQ to school support staff.
  - The number of private providers delivering within the pilot phases.

## Further Regional Areas of Focus

The role of Skills for Life in London is particularly crucial and we believe it needs a special focus.

By 2006/07 80% of our total SfL provision will be leading to approved qualifications. Whilst London has made progress towards this goal in recent years, we still have a distance to travel. The table below summarises how locally and regionally we will reach this goal.

Percentage of SfL approved qualifications	2004/05	2005/06	2006/07
London Central	29	47	<b>80</b>
London East	30	34	
London North	34	66	
London South	46	56	
London West	36	71	
<b>London Region</b>	<b>35</b>	<b>56</b>	

In London we are currently collecting SfL planning data that will inform planning for 07/08 in relation to the amount and type of Literacy, Numeracy and ESOL being offered under SfL provision.

## **The key changes needed**

To realise the step change in provision that London needs we need to make the following changes in London West during 2006/07.

### **Priority 1: Improve educational opportunities for all Young People**

Develop the 14-19 learning infrastructure by implementing an entitlement for young people as detailed in the LSC 14-19 Framework and *A Vision for 14-19 in London*. Specific outcomes will be:

- Increase 16-18 year old places taken up in London West to over 32,000.
- Reduce the percentage of young people Not in Employment, Education or Training by 1.0%
- Increase the number of learners achieving Level 2 by the age of 19 to 11,826<sup>38</sup>

Continue work on progression routes for 16-18 year olds, making these clear through impartial advice and guidance. Specifically we will:

- Increase the proportion of learners achieving Level 3 by the age of 19 to 48%<sup>39</sup> by 2006 to increase the progression rate to higher education to meet the level 4 needs of the London economy.
- Improve achievement rates in apprenticeships to enable a further 540 learners to complete a full framework by the end of 2006, concentrating on those from a BAME background and increasing apprenticeships in Public Sector employers, in line with national priorities.

### **Priority 2: Tackle London's skills gap**

Through planning discussions with providers, shift the provision mix towards qualifications that enhance the employability of Londoners. Specifically:

- Increase the volume of Approved SfL (and therefore potentially target bearing SfL qualifications) to 80% of all SfL provision
- Increase the amount of (SfL) QCA approved qualifications on offer to 80%
- Increase the number of Adults achieving a full Level 2, to 1,671
- Increase the number of Adults achieving a full Level 3, to 1,621

Ensure effective and efficient implementation of Train to Gain

### **Priority 7: Improve our effectiveness at a regional and local level**

- Further develop borough partnerships to include achievement of relevant targets for participation, retention, success and progression in Local Area Agreements, Community plans, Neighbourhood Renewal Fund (NRF) plans.

## Key actions

Priority 1		Improve educational opportunities for all Young People
Action		Measures of Success
1.1	Embed the <b>London Learner Offer</b> in LA 14-19 prospectuses from September 2006.	<ul style="list-style-type: none"> <li>All London West LA 14-19 prospectuses from September 2006 link to the London Learner Offer in their published /internet documentation</li> <li>Protocols agreed across London West Local Authorities to ensure that the 14-19 prospectuses are freely available across boundaries</li> </ul>
		<ul style="list-style-type: none"> <li>London West year 11 learners to have access to a 2007-08 prospectus, which fully reflects the agreed Learner Offer, by January 2007</li> </ul>
1.2	<b>Guarantee</b> that all young Londoners who leave in school in the summer term have the offer of a place in learning by <b>September</b> 2006, by working with 14 -19 Forums and Connexions partnerships & Youth Offending Teams.	<ul style="list-style-type: none"> <li>182 young people at risk of becoming NEET, including those outside of the educational system through exclusion, supported into learning by end of September 06, contributing to a regional target of 1250</li> <li>NEET reduced in London West by 1 percentage point by December 2006 (against December 2005 performance)</li> </ul>
1.3	<p><b>Raise achievement</b> of 14-19 year olds by supporting colleges, WBL and schools.</p> <p>Agree planned increases of <b>first Level 2 achievement</b> by 19 and support progression to Level 3.</p>	<ul style="list-style-type: none"> <li>London's GCE/VE Level 3 average points score per student to increase by 5 points in 2006, so as to reach the national average by 2008. In London West we will increase the score per student from 229 average point score to 234</li> <li>75% of London's Young People to achieve Level 2 and 48% to achieve Level 3 by the age of 19. In London West will ensure 71% are at Level 2 and 48% at Level 3.</li> </ul>
1.4	Extend the capacity and improve the quality of <b>Increased Flexibility</b> Programmes and other school / college linked provision available at KS4.	<ul style="list-style-type: none"> <li>At KS4 1030 will benefit from Increased Flexibility 7.5% of the Year 10 and Year 11 cohort (as measured by places)</li> <li>All IFP and other school/ college link courses achieve 80% completion rates</li> <li>one third of the young people involved in the project should gain at least one GCSE in a vocational subject at Level 2 (over and above their predicted GCSEs);</li> <li>one third should gain at least one VRQ/NVQ at Level 1 (over and above their predicted GCSEs); and</li> <li>three quarters of the young people involved should progress into further education or training</li> </ul>



	<p>Pilot <b>vocational pathways</b> from KS 4 onwards in key sectors for London.</p> <p>Extend the provision of Level 2 and Level 3 general vocational qualifications in schools and colleges by working with awarding bodies.</p> <p>Improve the accessibility, occupational range and progression performance of all <b>E2E</b> provision.</p>	<ul style="list-style-type: none"> <li>Vocational progression pathways are developed in at least 5 sectors and at least half the LAs of London.</li> <li>Vocational progression pathways are developed in each of 5 London areas. London West boroughs will have vocational progression pathways, in the agreed priority areas, integrated into the learner offer and the September '07 prospectus.</li> <li>All young people have access to Level 2 and Level 3 general vocational programmes in at least 5 occupational areas for September 2006 (either through single institution provision or through local consortium arrangements).</li> <li>All young people have local access to preE2E and E2E programmes in at least 5 occupational areas from September 2006.</li> </ul>
1.5	Agree, through the allocations process, an improved range of <b>Apprenticeships</b> focusing on key sectors for London.	<ul style="list-style-type: none"> <li>All young people have local access to Level 2 and Level 3 apprenticeships in at least 7 occupational areas identified as key sectors for London from September 2006.</li> </ul>
1.6	Develop new capacity, where appropriate, through <b>16-19 Competitions</b> , which supports the London Learner Offer by building on current successful institutions, adjusts the vocational/academic balance and increases the number of Level 2 places.	<ul style="list-style-type: none"> <li>Increase Level 2 and Level 3 provision to meet increased learner numbers</li> <li>Ensure the inclusion of winning proposals in the 16-19 Capital Fund Programme</li> <li>Post 16 provision in Harrow reconfigured in order to raise participation</li> <li>Need for more vocational provision addressed in Feltham, including redevelopment of West Thames College</li> </ul>

Priority 2		Tackle London's skills gap
Action		Measures of Success
2.1	<p>Implement <b>Train to Gain</b> as part of a national rollout prioritising resources to key sectors in London economy:</p> <ul style="list-style-type: none"> <li>The Built Environment</li> <li>Transport and Logistics</li> <li>Health &amp; Social Care</li> <li>Retail</li> <li>Hospitality &amp; Tourism</li> <li>Business &amp; Financial</li> </ul>	<ul style="list-style-type: none"> <li>Regionally, 5,200 employers to be engaged by March 2007.</li> <li>Including 3,200 employers defined as new and hard to reach.</li> <li>34,300 new first Level 2 starts leading to 8,730 achievements and 5643 Skills for Life starts leading to 2124 achievements.</li> <li>2.5% growth planned in learners within Train to Gain key sectors for 06/07.</li> </ul>

	<p>Services</p> <ul style="list-style-type: none"> <li>• Manufacturing &amp; Engineering</li> </ul> <p>Negotiate planned increases in FE provision under Train to Gain key sectors and percentage increase in 'firstness'</p>	<ul style="list-style-type: none"> <li>• Local contribution will be established once the current planning cycle is complete and upon funding figures for Train to Gain</li> </ul>
2.2	<p>Working with <b>Sector Skills Councils</b> ensure provision is shifted towards qualifications identified as a priority by employers:</p> <p>Target specific qualifications from the first SSAs, such as:</p> <ul style="list-style-type: none"> <li>• BIT (SEMTA)</li> <li>• ITQ (ESkills); and</li> <li>• OSAT as a mode of Delivery (CITB)</li> <li>• School support staff</li> </ul> <p>Promote these qualifications through the contracting and brokerage in London of <b>Train to Gain</b>.</p>	<ul style="list-style-type: none"> <li>• Increased number of OSAT learners delivered in the region by July 07</li> <li>• Increased proportion of activity currently delivered through PMO to be replaced by BIT by July 07</li> <li>• Increase proportion of total IT qualifications will be delivered to new ITQ learners at Level 2</li> </ul>
2.3	<p>Develop specialised Level 3 provision which meets London's higher-level skill needs by</p> <ul style="list-style-type: none"> <li>• Reaccrediting the <b>CoVE</b> network</li> <li>• Piloting an entrepreneurship CoVE</li> <li>• Working with the Sector Skills Councils</li> <li>• Responding to Sector Skills Agreements</li> <li>• Developing Fashion Retail Academy</li> <li>• Launching Skills Academies in Finance and Construction</li> </ul>	<ul style="list-style-type: none"> <li>• 47 centres assessed for re-accreditation for CoVE status by March '07. Support the 4 CoVEs with Interim Status in London West to Full Status.</li> <li>• 3 additional regional sector networks established.</li> <li>• Entrepreneurship CoVE pilot established.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Target 3 Centres in London West LSC assessed for re-accreditation by March '07 contributing to the regional target of 47. 3 CoVEs to be re-accredited for continuation on the CoVE programme following completion of three year developmental plan.</li> <li>• LW 5 academies providing high quality learning offer and work on Brunel Academy (due to open in 2008) in progress in line with the proposal.</li> </ul>
2.4	<p>Define a set of common principles (including fees remission policy) to underpin the mix and balance of provision and activities safeguarded PCDL should support.</p> <p>Agree respective volumes of PCDL and First Step learning</p>	<ul style="list-style-type: none"> <li>• Delivery framework implemented from 2006/07.</li> <li>• 7% reduction in low priority 'first steps' learning and/or rebalance of fees in PCDL <ul style="list-style-type: none"> <li>- Volumes at 66% level of 174,000 learners in 2005/06 , in London West this will mean 27,339 learners.</li> </ul> </li> </ul>

	<p>for 2006/2007 plans through annual review.</p> <p>Remove persistently poor provision.</p> <p>Embed <b>RARPA</b> in all non accredited provision.</p>	<ul style="list-style-type: none"> <li>• All boroughs with overall 'inadequate' inspection to become at least satisfactory by 2007/08</li> <li>• RARPA embedded in providers 3 year development plans</li> <li>• Local Authorities to demonstrate in 3YDP how LSC funding for adult learning contributes to local borough targets in community renewal, health and libraries</li> </ul>
2.5	<p>Increase capacity and improve quality of provision for <b>Learners with Learning Difficulties and /or Disabilities</b>.</p> <p>Undertake feasibility study to create centres of excellence in London.</p> <p>Fund placements at specialist colleges for learners with learning difficulties and/or disabilities, where their needs cannot be met by local provision.</p>	<ul style="list-style-type: none"> <li>• Draft strategy available by end of July 2006</li> <li>• Feasibility study completed by Dec 2006</li> <li>• In London West, approx 40 new learners are likely to be funded in specialist college placements in 2006-07 from the London West area.</li> </ul>

Priority 3		Integrate skills with regeneration
Action		Measure of success
3.1	Implement the Economic Development Strategy for West London.	<ul style="list-style-type: none"> <li>• EDS signed by LDA</li> </ul> <p>LSC leading on the Skills for Growth implementation (A draft Economic Development Strategy for West London had been agreed. West London Business chairs the steering group for this strategy. London West LSC led on the 'Skills for Growth' chapter. The strategy is now with the LDA for their signature).</p>
3.2	Launch a new £35 million package of <b>European Social Funds</b> in Spring 2006 to tackle worklessness in partnership with the London Development Agency and Jobcentre Plus.	<ul style="list-style-type: none"> <li>• Programme agreed to support 16,110 learners and delivery commenced by September 2006 leading to outcomes by 2008 of:</li> <li>• 2025 Level 2 delivered</li> <li>• 3030 Level 3 delivered</li> </ul>

		<ul style="list-style-type: none"> <li>• 4670 SfL achieved</li> <li>• 2170 progressing to employment</li> </ul>
3.3	<p>Build the capacity of the <b>Voluntary and Community Sector</b> consortia in order to support learners most disadvantaged or likely to participate in mainstream provision.</p> <p>Develop London West Compacts.</p> <p>Support the development of training infrastructure in London West.</p>	<ul style="list-style-type: none"> <li>• At least one new provider in London receives mainstream funding during 06 – 07</li> <li>• London LSC sign up to pan-London Compact Action Plan by 2007</li> <li>• On-going project to be achieved by the end of 2006</li> <li>• Development of and support for the Training Consortium and other initiatives</li> </ul>
3.4	<p>Develop with Local Authority partners round 3 <b>LAAs</b> to address <b>worklessness</b> and raise adult skills levels.</p> <p>Influence local Section 106 agreements, to integrate skills better with local regeneration</p>	<ul style="list-style-type: none"> <li>• Round 3 Agreements reflect LSC priorities, targets and funding</li> </ul>
3.5	<p>Create an <b>IAG</b> Board for London, with representative of Regional IAG provision for offenders, which will agree London IAG priorities, align the 5 local strategies with the objective of a consistent IAG offer for London</p>	<ul style="list-style-type: none"> <li>• IAG Board for London convened and linked with Regional Skills Partnership by September 2006</li> <li>• Common regional priorities for IAG published by Summer 2006</li> <li>• LSC London West IAG Board to evolve into local implementation groups</li> </ul>
3.6	<p>Implement regional <b>Skills for Life</b> action plan, specifically to negotiate and agree with providers to shift the balance to 80% NQF by 2006</p> <p>Increase through the planning process the volume of <b>literacy</b> and <b>numeracy</b> support for learners.</p>	<ul style="list-style-type: none"> <li>• Provider plans demonstrate trajectory milestone towards 80% target by September 2007</li> </ul>
3.7	<p>Procure a new <b>offender learning</b> and skills service for offenders in custody and commission education and training for offenders in the community.</p> <p>Utilise mainstream funds and ESF funds to meet the needs of offenders in community and in custody.</p> <p>Develop innovative ways of</p>	<ul style="list-style-type: none"> <li>• New contracts in place for 8 London prisons by 30 June 2006 and new service operational from 31 July 2006</li> <li>• Contracts in place and new service operational on 31 July 2006.</li> <li>• Three new innovations in terms of curriculum development/</li> </ul>

	meeting the education and training needs of offenders.  Increase the number of offenders in the community participating in and obtaining skills for life qualifications.	delivery introduced by 31 March 2007.  <ul style="list-style-type: none"> <li>6,000 offenders in the community to start skills for life provision/1,500 to achieve SfL qualifications.</li> </ul>
	Strengthen offenders learning.	<ul style="list-style-type: none"> <li>Increase by 50% Information, Advise and Enhance Support Services to Offenders and Ex-Offenders for 2006/07.</li> <li>Effective engagement with the Voluntary &amp; Community Sector (VCS) to improve training and education opportunities for Offenders.</li> </ul>

Priority 4		Equip Londoners with the skills to benefit from the investment in the 2012 Olympic Games and Paralympic Games
Action		Measure of Success
4.1	<p>Develop the Project Plan and identify key points for interventions in relation to the timeline (due 31 March 2006).  Assess responses to the Prospectus and allocate funding to projects.</p> <p>Using our membership of the London 2012 Employment and Skills Taskforce and the 5 Borough Local Employment &amp; Training Framework Implementation Group, to identify the additional resource implications for the LSC (and partners) of the Experian report and introduce specific items in the provider dialogues for 2007-8.</p>	<ul style="list-style-type: none"> <li>Production of Plan and intervention timeline</li> <li>75% of ESF and co-finance to be contracted by September 2006 and 25% by March 2007</li> <li>Initial quantification by June 2006 (in line with the London 2012 Employment and Skills Taskforce Business Plan)</li> </ul>

Priority 5		Upskill the Public Sector workforce
Action		Measure of success
5.1	<p>Expand the <b>London Public Sector Apprenticeship</b> pilot in response to high demand with new investment of.</p> <p>Extend pilot in numbers of public bodies employing</p>	<ul style="list-style-type: none"> <li>600 apprentices in the Public Sector by the end of 2007/08</li> <li>2 additional occupational sectors to be established.</li> </ul>

	apprentices and occupational sectors on offer.	
5.2	Develop a local approach to public sector procurement, to ensure that the public sector workforce in London West is equipped with the skills they need.	<ul style="list-style-type: none"> <li>• Identification of key public sector employers by Nov 2006.</li> <li>• Local approach by March 2007.</li> </ul>

Priority 6		Transform the learning and skills sector through agenda for change
Action		Measures of Success
6.1	<p>Implement the <b>Regional Quality Improvement Strategy/Action Plan</b> to support colleges and providers to achieve stretch targets for improvement, with a particular focus on work based learning.</p> <p>Lead the establishment of the <b>Regional Quality Improvement Partnership</b> working with the Quality Improvement Agency to build the capacity of the provider base.</p> <p>Reform FE sector within the context of <i>Agenda for change</i></p>	<ul style="list-style-type: none"> <li>• 73% overall success rate in FE in 2006/07</li> <li>• 50% framework completions in WBL in 2006/07</li> <li>• 60% positive destinations in E2E in 2006/07</li> <li>• LSC priorities fully reflected in provider development plans</li> <li>• Implement the Joint Area Reviews planned for 2006/07 in London West (Harrow-Nov '07, Ealing Nov '07 and Hammersmith and Fulham 2007-08).</li> <li>• All providers align self-assessment and planning activities to LSC business cycle</li> <li>• Self assessments provided to LSC by November 2006</li> </ul>
6.2	<p>Implement the funding priorities within <b>Priorities for Success</b> to fund more 16-18 provision, accredited SfL provision and first full Level 2 for adults, and PCDL.</p> <p>Agree targets for all FE providers as a measure of employer / customer responsiveness.</p>	<ul style="list-style-type: none"> <li>• Increased employer investment in Level 3 / Level 4 provision</li> <li>• Fee income targets agreed and monitored through business cycle</li> </ul>
6.3	Increase the volume of <b>full Level 2</b> provision in key sectors of the London economy.	<ul style="list-style-type: none"> <li>• 7.9% increase in local Level 2 FE provision for adults from 2,973 in 04/05.</li> </ul>
6.4	<b>Capital Strategy for London</b> agreed to provide world class facilities by modernising the estate by 2013.	<ul style="list-style-type: none"> <li>• Capital resources allocated to support London Learning and Skills Plan</li> </ul>

Priority 7		Improve our effectiveness at a regional and local level
Action		Measure of Success
7.1	<p>Develop new <b>Partnership Teams</b> to deliver first class leadership and management supported by new business processes through <i>agenda for change Theme 7</i>.</p> <p>Agree a process that delivers consistent and robust Performance management system implemented from provider, local to regional level.</p>	<ul style="list-style-type: none"> <li>• Restructuring completed by Summer 06</li> <li>• 6 Partnership Teams created by Summer 06</li> <li>• Performance management system implemented by April 06</li> </ul>
7.2	Establish a <b>London Regional Board</b> from local council non executives and national council members.	<ul style="list-style-type: none"> <li>• Board established by March 2006</li> </ul>
7.3	Implement <b>Race Equality Scheme</b> action plan.	<ul style="list-style-type: none"> <li>• RES implemented</li> </ul>
7.4	<p>Agree challenging Equality and Diversity Impact measures (EDIMS) for:</p> <ul style="list-style-type: none"> <li>• Improve success rates for Black Caribbean boys</li> </ul> <p>Equality and Diversity embedded in all LSC programmes and functions.</p> <p>Implement London West EDIMS.</p>	<ul style="list-style-type: none"> <li>• Analysis of pan-London underperforming groups completed by September 2006</li> <li>• Targets and improvement measures set by October 2006</li> <li>• To maintain participation of learners with learning difficulties and/or disabilities at 9% (WBL); to increase participation of 19+ female learners in construction courses from 8% to 10% (FE) and from 3% to 5% (WBL).</li> <li>• to maintain female participation in WBL engineering, technology and manufacturing courses at 2%; to increase male participation in health, social care and public services from 2% to 4% (FE) and 3% to 5% (WBL); to increase male participation in ACL from 25% to 30%; to increase participation of BAME learners on WBL programmes from 35% to 40% and to maintain participation of BAME learners on FE construction programmes at 40%</li> </ul>

## **Our Delivery Resources**

### **Partnership Working**

As a strategic funding body the LSC can only succeed by working effectively with its partners. By agreeing shared priorities with our key partners we can achieve better outcomes for Londoners.

Across London we will build on the regional partnerships that we have developed over the last 5 years. Our work with the London Skills Commission has led to a co-ordinated approach to ESOL for London. We will extend this to cover Skills for Life as a whole. Worklessness is a shared priority with the London Development Agency and JobCentre Plus, we will work closely with our regional partners to align funds and tackle this challenge through the regeneration of the Capital. The major projects: Olympics, Thames Gateway, Heathrow Terminal 5, Kings Cross and Brent Cross/Cricklewood offer a great opportunity to address this issue, leaving a legacy of social inclusion, participation in the economy and real improvement in the success and wealth of local communities.

At a sub regional level, London West leads on skills in the West London Alliance, an umbrella group of key partners from the six boroughs, and West London Business, the lead partnership on economic development and business. The LSC is also actively engaged in all the key regeneration partnerships in the area.

We will contribute to emerging Children's Trusts in each of our boroughs; specifically leading the 14-19 agenda, driving forward a collaborative approach and directing mainstream funds to ensure success and economic well being of our young people.

We are committed to Local Area Agreements as a framework to agree shared priorities with our partners; to increasing the skills base of the most deprived communities and specifically addressing the two key challenges of young people who are NEET, and Worklessness.

We will work with all post-16 providers to develop a more effective and more dynamic sector that is valued by business and is responsive to both employer's and learner's needs. We will seek to use the existing network of Centres of Vocational Excellence (CoVEs) to offer flexible and responsive approaches to learning and to support other providers to develop similar programmes through sharing good practice.

London West is in the process of communication and dialogue with college bodies and principals in relation to the developments on *Agenda for Change*.

### **Local Council**

Local knowledge and influence, that is a real strength of the LSC in London is most clearly illustrated by our local council. This body is vital to our local credibility because it is reflective of the diverse population of London West is representative of our key stakeholders and plays a clear leadership role in setting our direction. Council meetings are also an opportunity for challenge, for scrutiny and a forum to provide accountability at a truly local level. Our local Chair holds a dual role as Rod Kenyon is also a member of the London Regional Board. This ensures that London West can play an integral role in leading the LSC in London, while influencing wider regional partners.

### **Equality and Diversity**

The Learning and Skills Council recognises its statutory duties under Race Equality legislation and emerging duties around Disability and Gender Equality. The Local office will work in



partnership with colleagues at Regional and National level to support the process of Equality Impact Assessments across all function areas.

London West is a complex sub region with considerable diversity amidst economic prosperity. Our Vision places Equality and Diversity at the heart of all that we do. London West LSC has produced a local Equality and Diversity action plan and instrument of internal control to ensure that equality of opportunity is built into all aspects of our work. Our performance will be measured through implementation of our Equality and Diversity Impact Measures (EDIMs) for 2005-07.

#### **Participation of Learners with Learning Difficulties and/or Disabilities (LLDD):**

- Maintain participation of Learners with Learning Difficulties and/or Disabilities on WBL programmes at 9% (2004/05 WBL ILR)

##### **Gender stereotyping**

- To increase participation of 19+ female learners in FE construction courses from 8% to 10% and in WBL construction programmes from 3 to 5% (2004/05 FE and WBL ILR)
- To maintain female participation in WBL engineering, technology and manufacturing courses at 2%. (2004/05 WBL ILR)
- To increase male participation in FE health, social care & public services from 2% to 4% and in WBL programmes from 3% to 5%. (2004/05 FE and WBL ILR)

##### **Male participation in learning**

- To increase male participation in ACL from 25 to 30%. (2004/05 ACL A02)

##### **BAME participation and success rates**

- To increase participation of BAME learners on WBL programmes from 35% to 40% (2004/05 WBL ILR) and maintain participation of BAME learners on FE construction programmes at 40%. (2004/05 FE ILR)

All London West LSC EDIMs will be reviewed in early 2006 during the annual review of providers' 3 year development plans. We will also work closely with colleagues from national and regional offices on contributing to relevant national and regional EDIMs.

#### **Learners with Learning Difficulties and/or Disabilities (LLDD)**

Within London West LSC there are two national Independent Specialist Colleges. The LEAP Service provides day placements for learners with autism and challenging behaviour. LEAP is part of the National Autistic Society and is based in Acton. The National Autistic Society has made the decision to close this provision with effect from 31<sup>st</sup> July 2006. West Middlesex College provides day placements for learners with autistic spectrum disorders. The College is based in Uxbridge.

London West LSC has worked in partnership with local further education colleges to develop a capacity building model. The Visually Impaired Learning Support Centre, based in the College of North West London, was developed as a result of this model. The Centre has developed resources and increased the number of qualified staff working with visually impaired learners through a programme of awareness raising, training, transcription and support services. The College is providing training and development to other London West providers.

Using the same model, Ealing Hammersmith & West London College has set up a Centre for Learners with Asperger Syndrome. The aim of the project is to provide specialist support for learners with Asperger Syndrome and to provide training and development to other London West Providers. Harrow College and Uxbridge College are using the model to set up a Centre for Hearing Impaired learners in 2005-2006.

These activities are relevant to the recommendations in the review *Through Inclusion to Excellence*.

### **Sustainable Development**

The LSC in London welcomed the publication in September of *From Here to Sustainability: The LSC's Strategy for Sustainable Development*. We will proactively commit and contribute to sustainable development through our management of resources, the learning we deliver and our engagement with communities.

We will build sustainable development partnerships between the LSC, employers and other agencies both in education, training and employment and agencies in related social, environmental and economic policy. Our work on regeneration and economic development will be further pursued through informed representation and influence in local authority Community Plans, Local Strategic Partnerships and Local Area Agreements.

### **Health and Safety**

The health and safety of learners is a fundamental value for the Learning and Skills Council. We believe that learners are entitled to learning that takes place in a safe, healthy and supportive environment. Our policy is to adopt a "best practice" role with regard to the promotion of learner health and safety, by applying the following four core principles:

- to expect that colleges and other providers funded by the Council will fully meet their legal obligations and "duty of care" to learners;
- to seek assurance that colleges and other providers have suitable and sufficient arrangements for learner health and safety;
- to take appropriate action where expected standards are not met or maintained;
- to promote the raising of standards for learner health and safety through support, and challenge, as appropriate.

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Learning and Skills Council  
**National Office**  
Cheylesmore House  
Quinton Road  
Coventry CV1 2WT  
T 0845 019 4170  
F 024 7682 3675  
[www.lsc.gov.uk](http://www.lsc.gov.uk)

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