

London West Learning and Skills Council Annual Plan 2005-06

September 2005

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

Annual Plan 2005-06



Leading learning and skills

Annual Plan 2005-06

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1 Executive Summary

The job of the LSC is to transform post 16 learning and skills in England. This is an ambitious task but one that needs doing for the social and economic health of our nation. This plan sets out the priorities for London West LSC 2005-06 and how we intend to meet them. It is written in light of the national and regional priorities published by the LSC and summarised below.

Since April 2001, London West has invested over £¾ billion in learning and skills. This has allowed nearly 500,000 learners to improve skills and gain nationally recognised qualifications. Learning and skills matter to our communities. There is a high expectation by parents for their children, there are 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%, we have comfortably exceeded our basic skills targets and reduced 'other provision' in further education from over 60% in 2002/03 to 26% in 2004/05 but more needs to be done. The local priorities, set out below, identify the key issues to help us meet the needs of young people, adults and employers in West London and, as a result of detailed analysis of the area, which communities we plan to target.

January 2005 saw consultation close on our Strategic Area Review (StAR). A copy of the report on the consultation is available at www.londonwest.org/StAR. With four of our six boroughs already covered by Area Wide Inspections we were not recommending major changes to the pattern of provision but seeking agreement to principles that will lead to the developing and improvement of existing provision. Actions for 2005/06 are built into this plan. Longer-term actions arising from StAR will be developed over the next four months and incorporated into future Annual Plans.

Final budgets for 2005/06 will take time to agree and until these have been finalised this plan remains in draft form. Public money is finite and some hard choices have been made in deciding where resources should be allocated and where they should not. We will focus on funding young people aged 16-18, especially those wishing to pursue an Apprenticeship and adults without basic skills qualifications or a Level 2 qualification so that young people and adults have the skills they need, and the employers have the appropriate workforce.

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Chair
London West LLSC

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2 Strategic Priorities

2.1.1 National Priorities

The LSC's Annual Statement of Priorities published in December 2004 sets out what needs to be done to support the delivery of world-class learning and skills. Our priorities are to:

1. Make learning truly demand-led so that it better meets the needs of employers, young people and adults.
2. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.
3. Transform Further Education so that it attracts and stimulates more business investment in training and skills development.
4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs.
5. Strengthen the LSC's capacity to work effectively at a regional level – particularly with Regional Development Agencies and Regional Skills Partnerships.
6. Improve the skills of workers who are delivering public services.

The LSC priorities are set within the context of three key policy drivers that will inform and shape the direction of the work we undertake. They are:

14-19 White Paper

The LSC welcomes the 14-19 White Paper's focus on the needs of the learner and the importance of providing stretch and encouragement for all young people. Critically, it recognises the part employers will play in shaping provision and in providing more opportunities for work-related learning and work experience. The LSC will support these reforms by providing leadership, nationally, regionally and locally and by expanding on the excellent work already being provided in the 14-19 arena and by continuing to develop strong partnerships with the organisations that have direct contact with young people. 14-19 and collaborative developments are strong features of our plan for 2005-06.

Skills Strategy

The LSC will work with its key partners nationally, regionally and locally to ensure the effective implementation of the Government's Skills Strategy. A key element of this will be the National Employer Training Programme (NETP) that will offer employers hassle-free access to their skills needs. Building on the success and experience of the LSC's Employer Training Pilots, NETP will provide employers with solutions that address access to high quality learning provision at Level 3 and above and to short bespoke courses, and, where appropriate, support for basic skills and Level 2 provision. A comprehensive skills brokerage service, led by the LSC, will ensure that employers receive high quality and impartial advice that is designed to have a positive impact on their bottom line.

Agenda for Change

The LSC's agenda for change encompasses a wide range of activity to transform the FE sector. We recognise that there are significant strengths in the sector, but also major issues to tackle. We need to work together with all of our providers to respond to the challenges that we face so we are able to meet the vision for the future laid down by our own Annual Statement of Priorities, and the 14-19 Strategy, the Skills Strategy and *Success for All*. The LSC 's agenda for change will strengthen the sector's ability to respond to the needs of local learners, employers, the economy and the communities we serve. To do so, we are committed to transforming six key areas of work: skills and employers; quality; funding; efficiency; data and reputation.

Government has set challenging skills targets that we are committed to delivering - directly and by influencing the activities of our partners. In supporting these priorities nationally, the LSC plans to deliver against the following targets:

For young people:

- Increase the proportion of 19 year olds who achieve at least Level 2 (equivalent of 5 GCSEs) by three percentage points between 2004 and 2006, and a further two percentage points between 2006 and 2008. Contributing to this, the LSC aims to deliver 23,000 additional 19 year olds at/above Level 2 in 2006 compared to 2004

For apprentices:

- A performance indicator for apprenticeships has been developed. By 2008, the number completing their apprenticeship will have risen by three quarters.

For adults:

- Improve the basic skills of 2.25 million adults between 2001 and 2010, with a milestone of 1.5 million in 2007 of which the LSC plans to fund at least 1.4 million directly.
- Reduce by at least 40% the number of adults in the workforce who lack an NVQ Level 2 or equivalent qualifications by 2010. The LSC will lead on ensuring the delivery of this target through its own funding and contributions from others.

We will also work with key partners to contribute to their efforts to:

- Increase the proportion of young people and adults achieving a Level 3 qualification. These targets will be set regionally to reflect the priorities of regional skills partnerships and regional skills needs
- Reduce the proportion of young people not in education, training or employment by two percentage points by 2010
- Increase participation in Higher Education towards 50% of those aged 18 to 30 by 2010.

London West's planned local contribution to the delivery of these targets is summarised in Annex A (**to follow**).

2.1.2 Regional Priorities

The London Regional LSCs published a statement of priorities in January 2005. A copy of the document can be found at www.lsc.gov.uk. Having undertaken an extensive analysis of London's needs and consulted with our partners it has been agreed that within the six national priorities, The key actions we will take in support of our priorities are:

1. Make learning truly demand-led so that it better meets the needs of employers, young people and adults

- Work with groups of employers, SSCs, Business Link for London and Trade Unions to deliver specific programmes of activity for the major sectors in London on a theme or sector basis. Examples include the FRESA Construction Flagship and the Thames Gateway (C1.1) (C1.2)
- Develop Entry to Employment, Employer Training Programmes and Apprenticeships to better meet the needs of London's employers (A3.2) (A3.3).
- Ensure that the balance of provision reflects London's unique set of skills priorities (B1.1) (A9.1) (C5.2).
- Deliver the four pilot Sector Skills Agreements in collaboration with the SSCs and continue to work with other skills councils as they develop their requirements. (B1.1)
- Work with the Association of Colleges, Association of Learning Providers, work-based learning networks, Adult and Community Learning and the voluntary sector to engage them fully in ensuring that the system is flexible and responsive to rapidly changing demand and new skills gaps. (A3.6) (B7) (C1.2)
- Develop a capital strategy for FE in London to renew the FE infrastructure in ways that make it responsive to particular market segments, employers, adult learners and 16 to 19-year-olds. (C6.1)

2. Ensure that all 14 to 19-year-olds have access to high-quality, relevant learning opportunities

- Work with schools, colleges and work-based learning providers to improve retention, achievement and progression for young people aged 14 to 19, placing greater emphasis on generic skills for employability and to develop a London-wide learner entitlement. (B3.1) (B3.2) (B3.6)
- Align priorities and resources with the LDA and other key partners to ensure that maximum use is made of public funds (C1.2)
- Promote a 14-19 pan-London learner offer, and publish a London LSC 14-19 Framework to present a 'ladder of opportunity' for all young people, embracing all levels of achievement. (A2.4)
- Increase the number of Apprentices and extend the range of Apprenticeships to underpin the future skills needs of more sectors and occupations, providing enhanced opportunities for those young people who choose to learn at work. (A2.7) (A2.3)
- Pilot the concept of a 'September Guarantee' to ensure that all 16-year-olds have an offer of education, work or training by the September after they leave school. (A2.11)
- In partnership with relevant organisations, undertake a regional review of provision for learners with special educational needs to improve the range of provision within London and reduce the need for learners to study away from home. (A1) (A.2)
- Support SkillCity 2005, where over 120,000 visitors are expected attend an interactive exhibition demonstrating a range of vocational training programmes and career paths. (A2.12)

3. Transform FE so that it attracts and stimulates more business investment in training and skills development.

- Work regionally and nationally with FE colleges on the Agenda for Change, which includes skills, employers, quality, funding, efficiency and data. (C2.1) (C2.3)
- Re-energise the CoVE programme to develop higher-level specialist provision, ensuring that existing networks increase employer engagement. Establish virtual CoVEs for London's key sectors. (C8.3)
- Through the three-year development planning process, engage with colleges to help them attract increased investment from individuals and employers. (A5.3)
- Work with FE colleges to maximise opportunities for adults requiring Level 2 qualifications and opportunities for progression. (A1.1)

4. Strengthen our role in economic development so that we provide the skills needed to help individuals into jobs.

- Contribute to key regeneration projects including Thames Gateway, Heathrow's Terminal 5, Kings Cross, the NHS new hospitals programme and the potentially successful Olympics 2012 bid. (A1.6) (C10.2)
- Develop a model for addressing the worklessness agenda with the LDA, Jobcentre Plus, the Office of the Deputy Prime Minister, Government Office for London and others. The model, which will be piloted during 2005-06, will ensure that regeneration programmes fully integrate skills programmes with employability and workforce development. It will also identify other funding opportunities for higher-level skills needs. (C10.3)
- Lead on tackling issues relating to the quantity, quality and nature of ESOL provision through the London Skills Commission to ensure that diverse communities are more effectively engaged in the economy and life of the city. (A2.8) (B3.1)
- Ensure that the Information, Advice and Guidance (IAG) service infrastructure is built on the achievement of the Matrix Standard and is both responsive to individual need and linked to employer requirements. (B3.4) (C5.2)
- Implement the National Employment Panel recommendations for increased collaboration with Jobcentre Plus to maximise skills development for unemployed people leading to sustained employment. We will ensure that the system is flexible and responsive to rapidly changing needs. (B6.1) (C1.4)
- The LSC will take the lead with the Prison and Probation Service and other key partners to develop an integrated learning offer for those identified as offenders in the community or in prison and ensure high quality learning opportunities with particular attention to Skills for Life and English for Speakers of Other Languages needs. (B3)

5. Strengthen our capacity to work effectively at a regional level

- Implement the principles of the protocol agreement between the LSC and the LDA. (A6) (C12)
- Play a lead role in the London Skills Commission's Regional Skills Partnership. (C1.3)
- Ensure that we use our resources effectively in the delivery of the London Skills Commission's regional partnership priorities. (C1.3)
- Align plans, priorities and funding allocations with regional strategic partners to meet the needs of the London economy. (C1)
- Develop effective and efficient LSC infrastructure and expertise, both locally and regionally. (A1)

6. Improve the skills of the workers who are delivering public services.

- Develop an Apprenticeship curriculum model for the public sector in London, in partnership with LDA, Association of London Government, London Challenge, Trade Unions, SSCs and others. (A5) (A6)
- Contribute to the NHS Skills Escalator Flagship programme.
- Develop a hub and spokes model for CoVEs in Healthcare, Social Care and Childcare/Early Years.
- Contribute to the London Skills Commission's agenda for enhancing public sector skills development. (A6)
- Work with the TUC and Union Learning Representatives in the Public Sector. B5
- Work with FE Colleges to enhance the skills and qualifications of their workforce. (A3) (A9)
- Contribute to the work of London Challenge in developing staff development activities within secondary education. (A6)

LOCAL PRIORITIES FOR LONDON WEST

Key issues driving the local priorities are:

- Participation in work-based learning (WBL) remains low in London West. One of the predominant characteristics of the area is that there is a ready availability of low-skilled jobs. Participation in Level 2 WBL provision has increased, but only by 9%. On the other hand, participation in level 3 WBL provision has decreased for 16-18 and 19+.
- In a small number of schools, fewer than 20% of pupils achieve five higher grade GCSE passes. A level performance is below the national average. Inspections have highlighted weakness in the curriculum offer. According to the StAR, the 14-19 curriculum offer needs to improve. Inspections have highlighted the need for more vocational and basic skills provision.
- Only 20% of employers reported having contact from training providers or colleges. There is a trend towards occupations that will require higher levels of skills and qualifications, while low skill jobs in the service sectors are most at risk. There are skill shortages, especially in the construction industry.
- 50% of employers do not train their staff but the skills gap in London West is clear, with many employers reporting difficulties in filling vacancies.
- Information, Advice and Guidance for adults does not yet reach all the target groups in London West. Adults are mostly engaged in non-accredited learning.

These lead to the following local priorities:

YOUNG PEOPLE

1. Target clusters of low participation in learning by young people aged 16-18 identified through the StAR process and local research. (A7)
2. Increase achievement rates at levels 1, 2 and 3 for young people, targeting providers with curriculum areas showing below average achievement. (A8)
3. End poor quality provision and focus on full Apprenticeship framework completion. (A9)

4. Increase choice by developing high quality Entry Level, Level 1 and vocational provision by extending the network of Skills Centres. (A10)

ADULTS

5. Increase the number of adults in accredited FE learning at Level 2 by further reducing other provision that does not lead to an accredited qualification. (B3)
6. Increase the number of adults participating in, and achieving, accredited basic skills provision, focusing on those suffering disadvantage and those in employment. Within this, the highest priority will be given to English for Speakers of Other Languages (ESOL). (B3.4)

EMPLOYERS

7. Identify and meet employers demand through more effective engagement with employers and working with providers to ensure the curriculum offered meets employers' needs. (C8)
8. Promote skill partnerships with relevant Sector Skills Councils and local organisations working with businesses and contribute to the delivery of sector skills agreements in the four pathfinder areas. (See para 2.1.2 and headline activity C9)
9. Put most disadvantaged first: enhance role of the LSC in economic and social development by maximising job opportunities for local people in most deprived areas. (C10)

3 Market Analysis

1. The London West context

1.1 In terms of the extent of cultural diversity, the six boroughs that comprise the sub-region of London West are the most ethnically diverse in Britain. Some 49% of the 1.5 million residents classify themselves as "non-white British". London West has seen a return to economic growth in 2004, following two years when the economy, following national trends, was in a period of slowdown. Employment is centred around the dynamic large-scale employment areas of Heathrow airport, the Park Royal industrial estate, the new stadium at Wembley and the White City economic regeneration zone. Some 90% of businesses employ 10 people or fewer.

1.2 More than 750,000 people are in employment and the unemployment rate is 3%. There are, however, areas of multiple deprivation, particularly in Hammersmith and Fulham and in Brent (which also has the highest levels of unemployment, with the rates in some wards in excess of 7%). London West has employment in most of the industrial sectors but, in terms of strategic importance and potential for future growth, the key sectors are: Logistics, Retail, Health & Social Care, Hospitality, Creative Industries, Engineering, Construction and Information Technology.

1.3 Recent projections by the Greater London Authority forecast an increase in population for London West of 5.6% by 2014. In terms of employment, estimates indicate an increase in total employment of 57,000 jobs in the decade to 2012, with a strikingly disproportionate rise for women over men (46,000 increase compared with 11,000). Sectors expected to show significant growth include business services, distribution and transport. Manufacturing is predicted to decline but changing technologies and work practices will still require provision for updating skills. The number of people employed in skilled trades is set to fall sharply, as is the number working in elementary and unskilled occupations. Conversely, substantial increases in employment are projected for managerial, professional and personal services occupations and sales.

1.4 There is a wide range of education and training provision. London West currently funds 53 school sixth forms and there are a further 25 independent schools with secondary provision, 21 special schools and three academies (with a fourth due to open in September 2005). Around 40% of pupils have English as an additional language: more than four times the national figure.

1.5 There are also six colleges of further education, one sixth form college and 37 providers of work based learning, which deliver a mixture of apprenticeships and entry to employment (E2E) programmes. Adult education is delivered by six services – one in each of the boroughs. Brunel and Thames Valley universities are in London West and the University of Westminster has an outlying campus in Harrow. There are two specialist colleges for learners with learning difficulties and disabilities (LLDD), one specialising in Autism and one in Asperger Syndrome.

1.6 In 2002/3, there were 26,156 under 21 year olds residents of London West studying at higher education institutions in the area, with Brunel and the University of Westminster as the most popular. For over 21s - of which there were 35,947 in HE – the number at Thames Valley was nearly double that of the next institution. There are currently six centres of vocational excellence (CoVEs), with a further five in development.

2. Improving the Participation and Achievement of Young People

The Cohort

2.1 Estimates from the GLA show there to have been 52,000 young people aged between 16 and 18 in London West in 2002. The GLA is forecasting population growth to 2010, with varying rates of growth in each borough. In 2003, some 13,000 young people were attending sixth forms funded by London West LSC and 15,000 16-18 year olds were in further education (FE). Just over 81% of year 11 leavers (16 year olds) remained in full-time education.

Performance

2.2 A number of key indicators have been set by the LSC National Office to be monitored on a local basis through a management information system known as *The Performance Scorecard*. For young people the two key indicators are learner numbers in FE and work based learning (WBL) and the number of Apprenticeship starts. Performance against the targets set does not give a true picture of what actually happened in London West as it had been signalled early in the year that we could not fully fund the development plans agreed with colleges to meet the targets. Performance also reflects

the need to increase high cost provision such as construction to meet the major redevelopments in the area, which has an impact on learner numbers.

2.3 In 2003/4, the number of young people in further education and work-based learning (WBL) was 16,948. This was 97% of the target. The total number of apprentice starts was running at 1,417, which was 97% of the target. Although the position has improved over the past year, there is a need for further improvement of quality and achievement of work based learning (WBL) provision. Entry to Employment (e2e) is proving to be a key programme for reducing the number of young people not in education, employment or training (NEET) and for ensuring that those young people have access to a variety of learning options tailored made to their individual needs, which aids further opportunities and progression.

2.4 Achievement at level 2 (equivalent to five GCSE passes at grades A*-C) in local schools continues to improve. In 2004, 52% of pupils in state maintained schools achieved this level at age 16. Further work is needed on the offer to 14-16 year olds to ensure a higher success rate that will enable us to reach the government's target of 60% by 2008. Success rates for young people in FE have improved significantly in recent years and at 65% are currently the best in London. We have also improved Entry to Employment provision and have progression rates of 50%.

2.5 At level 3 (equivalent to two A levels), the performance of London West schools is slightly below the London average and, unlike GCSE performance, trails the national average. London West has recently begun work with the ALPS (advanced level performance system) programme and there are positive indications that this work will help to improve overall performance. Further work will be needed with LEAs, schools and other providers to improve performance at AS and A2 level. We will continue to support the Aim Higher Steering Group to raise achievement post-16 and widen participation in Higher Education from under-represented groups. We have also identified a genuine employer need for Level 3 qualifications.

2.6 Data from Connexions shows that in July 2004, there were a total of 2,089 16-18 year olds in London West who were not in education, employment or training (the "NEET" group) which was 8.2% of that age group, with a further 3339 whose destination was unknown (13.9% of age group). By November, this position had improved to 7.5% and 7.9% respectively, against targets of 8.9% and 8.4% set by the government. Despite that welcome improvement, there is an undoubted need for further work to be done, particularly with young white people - where the proportion is double that of other ethnic groups – and to ameliorate the sharp fall in retention rates between the ages of 16 and 17.

3. Adults – raising the level of skills

Performance

3.1 The key indicators on the Performance Scorecard for adults are learner numbers, basic skills achievement and percentage of basic skills provision that does not contribute towards target qualifications.

3.2 In 2002/3, there were more than 63,000 people over the age of 19 in LSC funded provision in the area. The most popular subject areas were ICT, business administration and foundation programmes. In terms of the targets set for 2003/4, the combined learner numbers for adults at colleges or on work based learning courses was at 87% of target

Whilst volumes were high, performance against target looks low. The principal reason for this lay in colleges learning how to accurately forecast numbers of students rather than units. Although they are now much more accurate in their forecasting this was a weakness across the area in 03/04.

3.3 The number of learners on skills for life programmes (SfL) in 2003/4 was 26,087, with a cumulative total to July 2004 of 99,559. Of these, 33,185 counted towards the target, which has been comfortably exceeded. London West has also exceeded its target for achievements in basic skills; the figure of 173% is the highest in the country. We have reduced the percentage of non target-bearing provision from 59% in 2002/03 to 48% in 2003/04 and are on course to reduce this further in 2004/05.

3.4 Reduction in the percentage of “other” provision in FE has also been significant due to action by London West and its FE providers. This has dropped from 60% of total FE funding in 2002/03 to 26% in 2004/05. If ESOL courses were taken out this would fall below 20%.

3.5 London, traditionally, has had a considerable proportion of its population who are highly qualified and this position is also found in London West. This means people with qualifications at level 4 and above. There are, however, areas where low qualifications predominate: in Hillingdon and Hounslow, for example, there are 10 wards where more than half of the adults do not hold a level 2 qualification. Recent research suggests that Heathrow airport is a factor because it provides readily available low skilled jobs and progress towards adults obtaining a level 2 or, particularly, level 3 qualification has been slow.

3.6 The introduction of impact measures to gauge the participation of adults in learning has been a key tool for London West. Equality and Diversity Impact Measures (EDIMs) have been agreed with colleges or WBL in order to tackle cases of under-representation in specific areas. For example, the participation of people from a white background in further education is well below their proportion of the population, whilst that of black, Asian and Chinese is above. Also, there is a very large gender imbalance in adult and community education, where women outnumber men by a factor of more than three to one. All providers are working to address these general disparities but the EDIMs concentrate on smaller scale inequalities such as the percentage of ethnic minority learners on construction courses (currently under 1% for some ethnic groups) and the percentage of women in engineering programmes (around 3%). At present, the EDIMs apply to work based learning only but there has been consultation about drawing up comparable measures for FE. We are also targeting our ESF funding for projects that clearly show how they are planning to meet the needs of beneficiaries from disadvantaged groups (e.g. women, BME employees, offenders, refugees, people with disabilities, people in third age).

4. Improving the quality and responsiveness of provision

Employer Needs

4.1 The engagement with employers and the remodelling of provision so that it is more demand-led are two of the key national priorities for the LSC. With in excess of 55,000 businesses in London West – ranging from sole traders to international corporations – the identification of employer demand and the response in terms of the training offered are crucial elements in the overall London West curriculum offer.

4.2 The 2003 report on skills in England by the Institute for Employment Research revealed that around a third of London West's workforce had qualifications at NVQ level 4 or above, whilst just under 13% had no qualifications. A little over 5% of all employment establishments reported that they had posts that were hard to fill, whilst 4% recorded skills shortage vacancies. In comparison with other LSC areas, the level of hard-to-fill posts was around average whereas the proportion of vacancies related to skills gaps was above average.

4.3 The 2003 National Employers Skills Survey (NESS) found that more than 50% of employers in the London West area did not have a training plan for their staff and only one third of employers had a budget for training. Of those employers who did provide training and development, 18% used colleges. The public sector was, by far, the biggest user of training provision, with only 8% of private sector employers having any contact with further education colleges.

4.4 There is an extensive Centre of Vocational Excellence (CoVE) programme in London West, with CoVEs in refrigeration and air conditioning, construction, early years education, automotive engineering, welding and catering. These reflect some of the main sectors in the sub-region. Several more CoVEs are in development, including care, logistics, media and retail. Colleges report increased engagement with employers through the CoVE programme and those in development feature active participation by employers who are, in some cases, driving the development.

4.5 The prospects for employment and economic growth in London West in the short to medium term are good. The regeneration areas around Heathrow airport, Wembley and White City will be a central focus, with the construction, retail, logistics and hospitality sectors expected to feature strongly.

4.6 Given the relatively low incidence of employer contact with the colleges, London West has established an employer engagement unit to identify employer needs and ensure that these are met. A key challenge will be to develop the provision so that it is relevant to those needs. In addition, it is important to encourage more employers to become involved with the apprenticeships programme. The position has improved over the past year but requires further work -just 5% of employers in the area engaged with the programme in 2003.

Growth in Provision

No major growth in provision is planned although there will be two significant capital projects in colleges getting underway. We expect more as colleges review their strategies and implications for their estate. Growth in school sixth form provision is likely to be small and mainly driven by Academy developments.

4 Headline Activities

4.1 A: Young People - Improving the participation and achievement of young people			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resource (Funding Blocks)
A1. Widen the choice of stronger vocational routes for young people, including the participation and completion of those undertaking apprenticeships.	<p>1) Increase the proportion of 19 year olds who achieve Level 2 (equivalent to 5 GCSEs) by supporting colleges and providers and driving out poor provision.</p> <p>2) Create new skills provision in Harrow and Hammersmith and Fulham and further develop the Skills Centre at Feltham.</p> <p>3) Ensure that borough based 14-19 strategies widen the choice and quality of vocational provision through Young Apprenticeships, Increased Flexibility Programme (IFP) and Education Business Partnerships (EBP).</p> <p>4) Develop 1 new EDIM for FE colleges to address gender imbalance or ethnic minority imbalance.</p> <p>5) Target large employers to become WBL providers.</p>	<p>1) 3% increase in Level 2 achievements between 2004 and 2006.</p> <p>2) A new Skills Centre created in Harrow and extension of existing provision for 14-19 in Hammersmith & Fulham. The existing Feltham Skills Centre will be further developed to increase Level 1& 2 vocational provision.</p> <p>3) Targets to be set in each borough plan: increased number of Apprentices enrolled from September 2005; contribution towards IFP national targets.</p> <p>4) Establish benchmarks and agree target improvements with each provider as part of their 3-year plan.</p> <p>5) 50% increase in current local</p>	<p>Further Education (FE)/Work Based Learning (WBL)/S6F</p> <p>S6F/FE/WBL</p> <p>Staff time, Increased Flexibility Partnership, Young Apprentices</p> <p>FE</p> <p>FE /WBL/WFD</p>

A1	<p>6) Establish a vocational retail centre at Heathrow with BAA delivering Apprenticeship provision for airport retailers.</p> <p>7) Increase the number of WBL providers working towards the MATRIX standard in the provision of Information, Advice and Guidance (IAG).</p>	<p>contracting by signing up two new employers to contract directly with London West LSC. <i>(NB many large employers in LW are signed up to NES)</i></p> <p>6) Retail programme set up offering places for 50 learners.</p> <p>7) 25% of all WBL providers obtaining the MATRIX standard.</p>	<p>WBL & WFD</p> <p>LID</p>
A2. Guarantee 16-18 year olds a suitable learning opportunity, including the development of a more coherent phase of learning for 14-19 year olds	<p>1) Establish additional Key Skill test centres with WBL providers</p> <p>2) Work with schools to maximise their ability to deliver Sixth Form provision and increase choice for 16 year olds.</p> <p>3) Manage the delivery of the 14-16 Increased Flexibility (IF) Programme, including involvement in the Young Apprenticeships Programme.</p> <p>4) Work with partners to produce a pan-London and London West 'Learner Offer'. The Offer will be designed to meet needs and improve choice for all learners, including LLDD</p>	<p>1) 5 new Key Skill test Centres with WBL providers.</p> <p>2) 2% (257 learners) increase in the rate of 16 year olds staying on in Sixth Forms.</p> <p>3) All 5 IF partnerships to include representatives from work based learning (WBL) providers and Education Business Partnerships (EBPs). 75% of Cohort 2 to progress into further education or WBL training by September 2005, one third to gain at least one vocational GCSE at Level 2 and one third to gain at least one vocationally related qualification at level 1.</p> <p>4) A Pan-London and London West 'Learner Offer' produced and agreed by stakeholders.</p>	<p>WBL</p> <p>School Sixth Form (S6F)</p> <p>Increased Flexibility funding and Young Apprenticeships funding (proposal submitted, awaiting decision)</p> <p>Staff time</p>

A2	(activity identified during StAR).		
	5) Use the London West 'Learner Offer' to develop a more coherent 14-19 phase of provision (activity identified during StAR).	5) Each borough 14-19 group to develop a strategy for implementing the Learner Offer and update the 14-19 Action Plan. Outcomes incorporated in 14-19 Action Plan.	LID
	6) Use preparation work for Joint Area Reviews (JAR) and the implementation of area action plan to strengthen and promote coherence of 14-19 Phase.	6) Actions relating to the post inspection action plans agreed by Minister, implemented and monitored.	LID
	7) Follow up successful E2E progressions to workplace with offer of apprenticeship places.	7) 10 companies contracted by the employer engagement unit to offer apprenticeships to young people from E2E programmes.	WFD/ WBL
	8) Work with providers to ensure that an increase in their vocationally related ESOL provision is contained in their 3-year development plans. Plans also to include professional development strategies (activity identified during StAR).	8) Baselines and improvement targets specified in 3-year development plans and monitored.	Staff time
	9) Address financial barriers facing young people so they can participate in learning.	9) Improve take up of Education Maintenance Allowances (EMAs) by 6% for enrolled 16 year olds by November 2005 (target: 4,700).	EMA Staff time
	10) Work in partnership with LEAs, Connexions, 14-19 providers (schools, colleges, training providers) to develop the quality of Careers Information, Education and Guidance (CIEG) - work to be informed by Young People Green Paper in Feb 2005 (activity identified during StAR).	10) All 14-19 provision to include planned programme of CIEG for 2006-07 within 3-year development plans. Longer term measure-increased retention and participation.	LID

A2	11) Implement, in conjunction with local Connexions Partnerships, systematic data sharing, coordinated support and appropriate enhancements to the post 16 provision to deliver the pan London September Guarantee in the agreed time scale.	11) 1% Reduction in NEET and unknowns to be negotiated with Connexions (2005-2006).	FE/WBL/S6F
	12) Support SkillCity by contributing to development and preparation of the event as well as contribute to its implementation.	12) 120,000 visitors attending the event (Pan London)	Pan London Funding
A3. Encourage more collaboration amongst schools, colleges and training providers and closer working with employers	1) Contract for the delivery of the Education Business Link (EBL) Programme.	1) 10,700 work experience placements. 7,200 young people participate in enterprise activities.	Education Business Link (EBL)
	2) Improve collaborative work between E2E and mainstream providers to clarify progression routes with support and guidance from Connexions' PAs.	2) Increase E2E success rates for progression to 56%.	Entry to Employment (E2E)
	3) Ensure that the range of E2E opportunities covers all occupational areas, and develop outreach links using ESF projects	3) Reduce number of NEET 16-18 year olds by 1% by 2006.	WBL & European Social Fund (ESF)
	4) Borough 14-19 Strategic Group reviewed and strengthened in line with the Youth Green Paper.	4) Contribution towards the LSC 14-19 target through improving progression into HE from deprived wards, and reduction in NEET group by 1%.	LID
	5) Vocational pathways identified and promoted within 14-19 groups.	5) Sectoral groups created for Motor Vehicle and Early years providers to establish clear progression routes to be offered to young people leading to increased take up of Apprenticeships in	LID

A3.	<p>6) Promotion of Learning, including through Champions of Learning Award, Year 9 Drama Tour and some sponsorships including SEN project.</p> <p>7) Use the Association of Learning Providers (ALP) collaboration toolkit to support WBL providers</p> <p>8) Develop pathways from ESF provision to WBL programmes.</p> <p>9) Assess impact of institutional curriculum development.</p> <p>10) Implement the Working Together Strategy.</p>	<p>these areas.</p> <p>6) Learning Champion Awards, Year 9 Drama tour and sponsorships implemented.</p> <p>7) 25% of WBL providers form closer working ties in line with the toolkit models.</p> <p>8) Develop 2 ESF funded providers to work with existing WBL providers. 50 learners on ESF funded programmes to progress onto WBL programmes.</p> <p>9) Impact model developed.</p> <p>10a) Support training infrastructure by funding 50% of a Sub-regional Training Infrastructure Officer post at West London Network.</p> <p>10b) Develop and implement a Compact and Working Together Action Plan.</p>	<p>LID & Area Inspection Action Plan</p> <p>LID</p> <p>WBL & ESF funding</p> <p>LID</p> <p>LID</p> <p>LID</p>
A4. Progression to Higher Education in support of the PSA target	<p>1) Continue to promote progression into Higher Education with partners on AimHigher Area Management Group.</p> <p>2) Work with DfES on the development of 16-19 Academies</p>	<p>1) Contribute to national targets for participation in Higher Education (HE). Actions to be agreed with AimHigher.</p> <p>2) Work with partners on the proposal for</p>	<p>LID</p> <p>LID</p>

	to ensure an improved offer to learners, and to enhance collaboration and cooperation in the LW area and develop links to HE Institutions.	Brunel Academy.	
Regional Priorities			
A5. In partnership with relevant organisations, undertake a regional review of provision for learners with special education needs to improve the range of provision within London and reduce the need for LLDD to study away from home.	<ol style="list-style-type: none"> 1) Work with partners to establish coherent planning processes to meet the needs of young people (post 16) and adults with learning difficulties and disabilities (LLDD) in London West (activity identified during StAR). 2) Work with Ealing Hammersmith and West London College (EHWLC) to develop an Asperger Syndrome provision in West London aimed at learners in the higher end of the spectrum. 3) FE colleges' 3-year development plans to include a review of their pre-entry and entry-level provision to ensure that learning outcomes match learner needs (activity identified during StAR). 	<ol style="list-style-type: none"> 1) London West LLDD Partnership established. Strategic Plan for LLDD in place in 2006 2) Development of curriculum for 2006-07 academic year. To enable 20 learners (Pan London) requiring this provision to continue learning in 2005-06. 3) Reviews timetabled in College Development Plans. Outcome from review included in 2006/07 provision. 	<p>Existing staff</p> <p>LID</p> <p>Existing staff</p>
A6. Develop an Apprenticeship curriculum model for the public sector in London, in partnership with LDA, Association of London Government, London Challenge, Trade Unions and	<ol style="list-style-type: none"> 1) Develop a strong positive brand and an enhanced delivery approach to raise the profile of career opportunities and progression for young people within the public sector. It is expected to have the initial pilot during the summer 2005. 	<ol style="list-style-type: none"> 1) Improved take-up especially from 16-19 age groups under represented in the sector. It is expected to have the initial pilot during the summer 2005. Measures and outcomes yet to be defined by regional steering group. 	To be regionally determined (WBL topsliced)

others.			
Local Priorities			
A7. Target Clusters of low participation A7 in learning by young people	1) Develop E2E provision in clusters of low participation identified in the Needs Assessment and StAR findings. 2) Increase participation of learners from ethnic minority communities on WBL programmes.	1) Improved E2E curriculum offering in sub-level 2 provision and differential start dates. Outcomes to be negotiated with providers. 2) Introduce new EDIM on participation of ethnic minorities on WBL programmes (5% increase target) and monitor progress.	WBL WBL
A8. Increase Achievement Rates at levels 1, 2 and 3	1) Achieve college success rates identified in 3-year development plans 2) Raise achievement of young white males in Hounslow and Hillingdon 3) Raise achievement in WBL delivered in colleges. 4) Raise achievement for underachieving ethnic minority learners. 5) To use ALPS report and training seminars to improve performance at A level in Hounslow, Brent, Ealing and Hammersmith & Fulham 6) Develop sub-Level 2 curriculum	1) 72% success rate for 16-18 year olds in colleges by August 2006. 2) Increase success rate for white young males by 2% (to 64.4%) in Hillingdon and Hounslow as measured by college performance reports. 3) Increase in WBL framework completion to 28% in FE colleges. 4) Achieve targets agreed for Ethnic Minority Students Achievement Grant (EMSAG) funded projects. 4) "A" level points score in all boroughs to increase to national average within 3 years. 5) Sub-Level 2 Curriculum improved	FE FE WBL LID S6F LID LID

<p>A9. End poor quality provision and focus on Full Apprenticeship framework completion</p> <p>A9</p>	<p>1) Develop colleges as Programme Led Agents to deliver programme led Apprenticeships.</p> <p>2) Improve completion of Full Apprenticeship frameworks.</p> <p>3) There will be a presumption to end funding for poor quality provision where inspection results or achievement is consistently weak.</p> <p>4) Improve inspection grades of coasting providers.</p>	<p>1) 6 courses at FE colleges identified as programme led courses. 30 programme led apprentices enrolled.</p> <p>2) Increase full framework achievement to 28%. No providers will have less than 25% completion rate.</p> <p>3) Provision with re-inspection grades 4 or 5 and other quality issues to have funding withdrawn and moved to provider with acceptable grades.</p> <p>4) Providers with inspection grades 1 and 2 to be increased by 15%.</p>	<p>FE</p> <p>WBL</p> <p>Staff time</p> <p>LID</p>
<p>A10. Increase choice by developing high quality entry level, Level 1 and vocational provision</p>	<p>1) Work with colleges to develop more flexible entry points to Level 1 provision.</p> <p>2) Develop vocational enterprise curriculum for 14-16 year olds.</p> <p>3) Promote support and choice for learners with learning difficulties and disabilities (LLDD) by working in partnership with local FE colleges and specialist organisations to champion good practice and specialist support (activity identified during StAR).</p>	<p>1) 2 new courses developed with entry points mid year.</p> <p>2) The MPower Project (Brent) reviewed and expanded.</p> <p>3) College of North West London's (CNWL) expertise on supporting visually impaired students disseminated to providers. All LW LSC providers (FE, WBL & ACL) will have access to specialist guidance, training and equipment.</p>	<p>FE</p> <p>LID</p> <p>LID</p>

B: Adults – Raising the level of skills			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resource
B1. Implement the initial priorities contained in Sector Skills Agreements	<p>1) As Sector Skills Agreements come on stream nationally we will review them under regional guidance (Regional Skills Partnership) and regional priorities will emerge. We will:</p> <ul style="list-style-type: none"> - Build these agreements into the contracts of all our Employer Engagement Units as they affect London West, subject to any budget constraints. - Review all skills brokerage in the light of SSA regional priorities agreed. - Delivery through FE colleges and other providers will adjust to SSA agreed priorities. - Work with CoVEs to ensure the Sector Skills Agreements priorities are incorporated in the delivery plans. - Work with West London Manufacturers Partnership to identify and address the skill needs of local Manufacturing organisations. 	<p>1) SSAs negotiated to be included in contract with Employer Engagement Units.</p> <p>1a) CoVEs incorporating new actions derived from 4 pathfinder SSAs.</p> <p>1b) Pan London LSC/SSC working groups established to define and increase local activity in the construction sector.</p> <p>1c) Employer engagement strategy incorporating priorities in Skillset in terms of employer engagement.</p> <p>1d) Local needs in manufacturing identified and map to local provision.</p>	<p>WFD/FE/LID</p> <p>WFD</p> <p>LID CILT</p>
B2. Look to extending the Level 2 entitlement and increase the numbers of adults participating on first full Level 2 (and 3)	<p>1) Agree three year plan to increase the number of adults in accredited FE provision at level 2 to ensure more adults achieve their first Level 2 qualification (activity identified during StAR).</p> <p>(Responds to Adults Local Priority 5)</p>	<p>1) Focused targets set for 2005/6 and indicated (direction of travel) for 2006/7 and 2007/8 within agreed volumes and priority sectors.</p> <ul style="list-style-type: none"> - Increase in the percentage of provision leading to accredited qualifications listed on Section 97. Aspirational 	FE

provision		<p>target of FE funded provision leading to listed qualifications set at 80%.</p> <ul style="list-style-type: none"> - Aspirational target of FE funded provision classified as 'Other Provision' set at 20%. - Number of adults in accredited FE provision at level 2 increased by x%. 	Adult & Community Learning (ACL) /FE /WBL
B2.	<p>2) Work with the 19+ groups and Lifelong Learning Partnerships to implement the agreed strategy relating to Skills for Life and the Level 2 offer.</p> <p>3) Develop Level 2 entitlement</p>	<p>2a) Increased progression from First Steps provision to higher level learning that addresses basic skills needs</p> <p>2b) Increased participation at levels 2 or 3 by learners without a full level 2 qualification.</p> <p>3) Level 2 entitlement developed</p>	<p>Staff time</p> <p>LID</p>
B3. Deliver the 'Skills for Life' strategy for tackling numeracy and literacy skills, including prioritising basic skills training that leads to a qualification and improving completion rates	<p>1) Agree ESOL participation and achievement measures as part of Three Year Development Plans ensuring that plans include targets and milestones for shifting existing other/non approved provision to nationally approved ESOL qualifications; improving retention rates and progression routes. Provision to be targeted at priority groups within London West.</p> <p>2) Agree Literacy & Numeracy (L&N) participation and achievement measures as part of Three Year Development Plans ensuring that plans include targets and milestones for shifting existing other/non approved provision to nationally approved L&N qualifications; improving retention rates and</p>	<p>1) Increase in the proportion of learners taking courses that count towards the ESOL qualifications negotiated with each provider. Aspirational target of 80% will be used to negotiate individual provider plans.</p> <p>2) Increase in the proportion of learners taking courses that count towards the L&N qualifications negotiated with each provider. Aspirational target of 80% will be used to negotiate individual provider plans.</p>	<p>FE & ACL</p> <p>FE & ACL</p>

B3.	progression routes		
	3) Agree continuation funding for London West Skills For Life Professional Development Centre (PDC) that builds on findings and recommendations from the National Research and Development Centre (NRDC) Evaluation of the PDC and the work of the Pan London Co-ordination Unit.	3) Development of the business case for the PDC to link the work of the PDC to the meeting of SfL target and the Workforce Capability target (2010).	LID/Basic Skills Capacity Funding ESF
	4) Increase the number of adults participating and achieving accredited basic skills provision, focusing on those suffering disadvantage and those in employment (activity identified during StAR) (Responds to Adult Local Priority 6) - Develop information and advice services in London West targeted at priority groups; lone parents, ex-offenders, people with disabilities and estates residents	4) Information and advice services reaching priority groups. London West IAG Network meets/exceeds its targets. Access 2785 pre-Level 2 adults (i.e.30% of national IAG target of 9285) 50% London LSC mainstream providers gained MATRIX accreditation.	LID & IAG
	5) Ongoing effective monitoring of ESF projects delivering SfL provision.	5) ESF funded SfL projects contribute directly to London West LSC SfL targets.	ESF
	6) Host planning meeting for ACL and FE-funded providers to harmonise the curriculum offer across the area and facilitate progression from 'first steps' to level 1/2 provision (activity identified during StAR).	6) Clear progression routes for learners mapped and agreed by FE and ACL providers across the London West sub region	Staff Time
	6a) Report on early implications for London West (and London) of the consultation on 'Reforming the Funding and Planning Arrangements for First Steps and Personal Development' learning for adults.	6a&b) Baseline position established. Percentage of learners in 'First Steps' provision within the total ACL budget agreed with LEAs for 2006/7	ACL

B3.	6b) Establish proportion of priority 'First Step' learning provision and progression to Level 1 & 2 qualifications 7) Develop a learning disabilities strategy working with providers, Connexions, and social services. 8) Transition for take over of offenders learning in LW	7) London West LLDD Partnership established and Strategic Plan for LLDD in place in 2006. 8) Contracts in place for delivery of learning.	Staff Time LID
B4. Increase skills development activities within the public services workforce, particularly those in the health and care sector, local authorities, children's services and schools and colleges.	1) Provide SfL awareness raising training to front line workers in public services (local authorities, schools, prisons, IAG). 2) Public sector Apprenticeship programme covered in regional activity A6. 3) Develop a Centre of Vocational Excellence (CoVE) in Health and Social Care. 4) Improve IT skills of classroom assistants in West London Schools through the national phase 4 pilot. 5) Continue to support delivery of joint LSC/DfES targets for level 2 and 3 achievement in the Childcare/Early Years sector. Deliver a progressive level 1 childcare programme for 80 learners with ESOL and IT support.	1) Number of additional front-line workers trained (to be confirmed when budgets are known). 2) See A6. 3) See C8. 4) Contract with Uxbridge College to deliver 60 ITQ qualifications by 2006. 5) 15 level 1 qualifications for staff working in the Childcare/Early Years sector.	ACL WFD FE & WBL WFD WFD
B5. Work with Union Learning representatives to boost the demand for learning, especially literacy and numeracy	1) Agree with SERTUC a specific number of level 2 and basic skill outcomes via London West provision. 2) Trades Union Congress: Work with SERTUC and West Thames College to link fully trained union learning reps with actual training and development in the workplace by following up rep courses with introductions to FE and WBL	1) At least a further 70 union learning reps to be trained. Level 2 and basic skills outcomes to be agreed by June 2005. 2) Event for ULRs and LSC providers to improve ULRs' knowledge about available provision.	WFD LID

	providers.		
B6. Link skills training and local employment opportunities supported through the harmonisation of local planning and delivery with Jobcentre Plus	1) Promotion of seamless training opportunity by exchange of information tracking particularly on Skills for Life.	1) Improved transfer of information between Job Centre Plus providers and London West LSC funded providers to enable continuity of participation in training.	Staff time
Regional Priorities			
B7. ACL funding and planning implications	<p>1) Identify and secure the appropriate volume of Personal Development learning to be subject to the 'safeguard' principle from 2006-2007 and the targets for growth in First Steps over the next three years.</p> <p>2) Establish the basis for redistribution of volume of 'safeguard' funding for personal and community development learning within the London region and between boroughs over a three-year period in line with outcomes of the reform consultation.</p> <p><i>Remaining regional priorities covered in other sections</i></p>	<p>1) Agree consistent target by each LSC in London Region. Plan for contracting % increase in first steps learning and redistribution for personal development learning completed by December 2005.</p> <p>2) Agree principles for redistribution process based on indicative regional 'safeguard' allocation for 06/07 and timeframe for change.</p>	<p>ACL reform Task Group</p> <p>ACL Reform Task Group</p>
Local Priorities	<i>Covered in other sections</i>		

C. Improving the quality and responsiveness of provision – taking forward the agenda for change

Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resource
C1. Align LSC plans and funding with those of other regional partners in support of Regional Economic Strategies	1) Support the implementation of Sector Skills Agreements and sectoral planning including the implementation of the initial priorities contained in the four national pathfinder Sector Skills Agreements (SSA). These four SSAs pathfinders are also regional FRESA priorities and 2 of these are based in London (E-skills and Skillset). (See also B1)	1) Incorporate outcomes into LWLSC Employer Engagement Units contracts. Sector based employer engagement strategy will incorporate priorities in terms of employer engagement.	WFD
	2) Set up pan London LSC/SSC working groups, involving all London LSCs, SSC's & LDA, to identify and coordinate all current and planned local activity to feed into the FRESA for: <ul style="list-style-type: none"> • Construction • Hospitality Leisure & Tourism • Transport & Logistics • Voluntary & Community 	2) Schedule of pan London activity in the Transport and Logistics activity. Forward schedule to all London LSCs and FRESA Implementation Group.	WFD
	3) Following the delivery of Sector Skills Agreements and the decisions and priorities of the London Skills Commission (acting as Regional Skills Partnership), to integrate as necessary the outcomes into local plans Responds to Employers Local Priority 8.	3) To ensure that the Employer Engagement Units integrate the necessary actions into the activities we require in priority sectors, leading to outputs mentioned in brokerage outcomes below (see C4).	WFD
	4) Develop a local agreement for a closer working relationship with Jobcentre Plus. Agreement will be based on the national implementation plan for joint LSC/Jobcentre Plus to be	4) Efficient work relationship as a result of Local Agreement. Sustained employment.	Staff time

	published in March 2005 (activity identified during StAR).		
C2. Ensure that colleges and the further education sector improve responsiveness to employers and become more demand led	<ol style="list-style-type: none"> 1) Ensure that Three year Development Plans are consistent with improving responsiveness to employers (activity identified during StAR). 2) Employer Engagement Provider working with FE sector and employers in LWLSC priority sectors to assess employer requirement and FE colleges ability to meet these. 3) Support activities related to specific sectoral engagement plans developed following employers, SSC and provider consultation in March 05. Responds to Employers Local Priority 8 4) Implement London West framework measures for responsiveness to employers' needs. 5) Disseminate information on education and training needs to make providers more responsive to employers needs. 6) Develop Actions to implement the Skills White Paper 	<ol style="list-style-type: none"> 1) Measures for responsiveness set and agreed with providers which identify contribution to LSC priorities 2) Contact with FE Sector established. Establish activity/action plan for future work. 3a) FE colleges providing key sectoral training. 3b) Action Plan agreed through London West Learning Partnership to promote and coordinate joined up approach among schools, colleges and WBL providers. 4) Colleges to adopt standard reporting formats. 5) Needs Assessment and Insight Journal published. 6) Actions contributing to the implementation of the Skills paper in place. 	<p>FE & WBL</p> <p>FE/WBL</p> <p>FE/WBL</p> <p>FE</p> <p>LID</p> <p>LID</p>
C3. Tackle the problem of gender stereotyping in apprenticeships	<ol style="list-style-type: none"> 1) Conduct research on gender stereotyping in London West leading to the production of an action plan to tackle gender stereotypes. 	<ol style="list-style-type: none"> 1) Outcomes of the ESF research to be used to produce an action plan to tackle gender stereotypes in apprenticeships. 	ESF

<p>C4. Streamline the ways in which employers secure suitable skills training and provide local employers with an integrated offer of business and skills support</p>	<p>1) Delivery of WFD Brokerage (to non priority sectors in London West) and Leadership and Management Programme (to all Sectors in London West) through Pan London general Small Medium Enterprise Employer Engagement (Business Link for London/Reed)</p> <p>2) Business Link for London delivery of Small Firms Initiative offer to SMEs</p> <p>3) Local Sectoral WFD employer brokerage to employers by the LWLSC Employer Engagement Units, within the priority sectors.</p>	<p>1) Brokerage 451 Training & Development Plans 223 Employer Reimbursements 159 liP Commitments 50 liP Recognitions 61 SfL sign ups 61 Apprenticeship sign ups 84 NVQ Level 2 sign ups 84 managers training to L2/3 Leadership and Management 676 Employer Engagements 325 Diagnostic Assessments 106 Employer Reimbursements 274 Personal Action Plans 283 Starts on L&M T&D 29 Reviews of T&D</p> <p>2) 259 SMEs to implement activity identified in their action plans. 106 liP Recognitions.</p> <p>3) Sectoral Brokerage implemented</p>	<p>WFD/LID</p> <p>WFD</p> <p>WFD</p>
<p>C5. Provide an improved impartial information and advice service</p>	<p>1) LWLSC IAG Strategic Board to focus on defining the role of IAG within workforce development. (Clear links with point 2 below)</p>	<p>1) Review of existing practices to inform the employer offer re information and advice. Employers using on-line training guide to identify training needs for their organizations.</p>	<p>IAG</p>

	2) LWLSC Employer Engagement Units to: <ul style="list-style-type: none"> • To establish contact and develop relationships with LWIAG Partnership. • Evaluate the usefulness of working with the MATRIX Standard. 	2) Develop an activity/action plan for way to integrate IAG with employer engagement.	WFD
C6. Produce a capital investment strategy that builds on Centres of Vocational Excellence and supports priority sectors	1) Agree a capital strategy for London based on the national strategy for capital approvals and the development of a CoVE network and published regional priorities.	1) Strategy in place and informing decisions on capital project proposals from September 2005. CoVE approvals and therefore capital investment based on a strategy agreed by local LSCs regionally and signed off by the LSC CoVE Policy and Selection Panel	Strategy to be developed by representatives from each London LLSC, regional finance director, regional skills director, regional property advisor
C7. Improve the quality, equality and success rates of provision	1) Achievement rates and quality of provision will be tackled through various activities detailed in the Young People section: A1, A6, A8, A9, A10. 2) Equality and Diversity Impact Measures for FE colleges (see section A1. 4), for WBL see A7 .2) and for ACL see B3. 3)	1) Measures of success stated in A1, A6, A8, A9, A10 2) Measures of success stated in A1.4, A7, 2, B3.3.	See references to Section A See references to Section A
Regional Priorities (Covered in other sections)			
Local Priorities			
C8. Identify and meet employers demand	1) Develop the Employer Engagement Unit to ensure employer demand (for both large and SME employers) is identified and met as appropriate (activity identified during StAR). 2) Develop the curriculum offer to meet employer demand across the priority sectors through the sectoral employer engagement activities of the LWLSC Employer Engagement	1) See reference to Pan London SME (BL4L/Reed), and LWLSC Employer Engagement Units under National Priorities above. 2) Engagement made with Education Business Partnerships, Schools, FE & WBL Providers as an integral part of	WFD WFD

C8.	Units.	activities and forums. To inform LSC funded providers of the priority skills issues to be taken into consideration in their delivery plans.	
	<p>3) Develop 3 new Centres of Vocational Excellence (CoVEs) in priority sectors (Health & Social Care, Creative Industries and an airport CoVE covering logistics, retail, engineering and construction). Monitor the delivery of Level 3 provision within existing CoVEs.</p> <p>4) Specific Sectoral Activities to support the LWLSC Priority Sectors through implementation of the specific sectoral engagement programmes, developed following employer, SSC, Provider consultation in March 05, leading to outputs highlighted under brokerage in National Priorities.</p>	<p>3) 3 new CoVEs developed and Level 3 targets regularly reviewed.</p> <p>4) See brokerage above for outputs.</p>	<p>FE, WBL & LID (airport CoVE)</p> <p>WFD</p>
C9. Promote skill partnerships to develop close relationships with organisations working with employers and employees	<p>1) Contract with West London Business to provide strategic opportunities to engage local employers in learning and the LSC services.</p> <p>2) West London Business to stage 'Better People Better Business' that will bring together LSC providers, partners and local employers.</p> <p>3) Support employers through the regional website (www.egtp.co.uk) that provides them with details of LSC funded providers and advice on training and workforce development.</p>	<p>1) 115 employers engaged through network meetings that promote the training of their employees.</p> <p>2) 200 employers engaged participating in events to promote employee training.</p> <p>3) Positive feedback from employers consulting the web page.</p>	<p>WFD</p> <p>WFD</p> <p>Regional Budget</p>
C10. Put most disadvantaged first: role of the LSC in economic and	<p>1) Concentrate on regeneration areas in and around Wembley & White City through the Wembley and Park Royal partnerships, and working with the local authorities (activity identified during StAR).</p>	<p>1) Action Plans developed with partners are implemented to link training progress with new jobs.</p>	<p>WFD</p>

<p>social development.</p> <p>C10</p>	<p>2) Lead on Heathrow's Employment Engagement Strategy phase II in partnership with BAA</p> <p>3) Contribute to develop a strategy to tackle deprivation in Education, Learning and Skills (Local Strategic Partnership) with each local borough.</p> <p>4) Providers encouraged/ supported (through their 3Yr Plans and annual profiles) to take positive actions in disadvantaged areas.</p> <p>5) Agree 3 year Development Plans for the delivery of ACL with LEAs</p> <p>6) Lead on the 'skills growth' element of the West London Economic Development Strategy. Play a similar role for borough-level Economic Development Strategies (currently Hillingdon).</p> <p>7) Develop a model to increase Skills for Life provision for employees in the workplace. This could be linked to compliance training, on-site assessment and testing (OSAT), incorporated into employer based contracts, or delivered as stand alone provision (activity identified during StAR).</p>	<p>2) Pilot application of strategy to identified sector.</p> <p>3) Deprivation issues identified in each borough and collective action plans agreed. Pooling together of resources, expertise and information to tackle "worklessness".</p> <p>4) Three year plans and annual profiles reflect concrete steps providers take in disadvantaged areas.</p> <p>5) LEA plans outline the direction of travel that will lead to an agreed percentage of learners on ACL funded 'first step' provision. Success rate targets/measures set in light of recognising and recording learners' progress in non-accredited learning project (RARPA).</p> <p>6) Skills element agreed by all signatories to the strategies and implementation plans prepared.</p> <p>7) - Contract for additional SfL brokerage to engage with at least 10 employers. Also see brokerage activities above. - Completion of contracts for delivery of SfL in the workplace by WBL</p>	<p>LID</p> <p>Staff time</p> <p>FE/ACL/WBL</p> <p>ACL</p> <p>Staff time</p> <p>ESF</p> <p>WBL</p>
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		providers.	
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1) Internal Resources

London West Council

The Council for London West comprises 16 highly skilled and knowledgeable members of the local community. They exercise leadership and control over the organisation through regular meetings of the Council and individual involvement in the work of the LSC. They bring strategic vision and collectively add value to our work. They act as ambassadors for the LSC in the local community. Through these roles they have been instrumental in developing plans for London West and holding the executive to account for their performance.

Staff Resources

London West LSC has 75 staff organised into three directorates; Operations & Quality, Planning & Development and Finance. The staff team is stable with a low turnover of staff. The expertise of many of our staff is reflected in the fact that they are part of regional and national groups in their areas of expertise. Each member of staff has clear objectives linked through team plans to this plan. Opportunities for training and development are provided to ensure staff are equipped to do their job and reflect the four core values of Trust, Expertise, Ambition and Urgency.

Partnership Working

Critical to the success of this plan is the ability to work effectively with our providers, partners and stakeholders. We will only achieve our plan if we can collaborate with others, add value to partnerships through demonstrating our core values and negotiate outcomes that contribute to our mission. Relationship management is a key skill for all of our staff.

Risk Management

An active register of risks is maintained across the organisation and sits in parallel to this plan. A copy of the register is available at www.londonwest.org. The register is regularly reviewed by the Council's Audit Committee.

Regional Working

London has a well established network to deliver regional priorities that require collaborative working. Under the London Region Board comprising the Regional Director, Chairs and Executive Directors from each LLSC is a small number of strategic groups chaired by Executive Directors. These address Performance, Planning, 14-19, Skills, Equality & Diversity and Basic Skills. They are tasked with organising regional actions that fall outside the remit of any one local plan. In some cases this will require short life working groups drawn from local LSC staff, in others it will require individuals or small groups working with partners.

Where regional priorities require collaborative action, it has been assigned to the local plan of the lead Executive Director under regional priorities in the relevant section of the plan.

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.

Learners with learning difficulties and/or disabilities

Under the Learning and Skills Act 2000, the Council has a specific responsibility to consider the needs of young people and adults with learning difficulties and/or disabilities. This Annual Plan aims to put robust arrangements in place to ensure that this group of learners have access to suitable provision that meets their needs and where appropriate the additional support required.

Equality and Diversity

The Council will ensure that planned activities take account of the duty to promote equality of opportunity in relation to race, gender and disability and our responsibilities under other equality legislation including the Race Relations Act, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith and age (age due to come into effect in 2006). Our actions and activities which are covered in this plan will be underpinned by and reflect the Council's Race Equality Scheme.

Local LSC Annual Planning Summary 2005/2006

LSC Name	London West	Region	Greater London
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Summary of 16-18 Participation

2003/04					2004/05						2005/06					
Further Education	Workbased learning	Entry to Employment (starts)	6th Forms (all ages)	Other	Further Education	Workbased learning	Entry to Employment (starts)	6th Forms (all ages)	ESF only funded participation*	Other (including ACL)	Further Education	Workbased learning	Entry to Employment (starts)	6th Forms (all ages)	ESF only funded participation*	Other (including ACL)*
15,912	1,356	733	12,241	0	15,611	1,942	600	13,090	422	0	16,000	950	620	13,694	1,224	0

Summary of Adult Participation

2003/04				2004/05						2005/06					
Further Education	Workbased learning	Non Accredited Learning (ACL)	Other	Further Education	Workbased learning	Non Accredited Learning (ACL)	ESF only funded participation*	ETP	Other	Further Education	Workbased learning	Non Accredited Learning (ACL)	ESF only funded participation*	ETP	Other
52,449	808	26,394		49,967	1142	28,042	9,901	N/A		47,000	400	26,712	1,836	N/A	

* NB only use these cells if discrete separately funded activity exists which is not already included in other categories.

Summary of Planned Contribution to National PSA Targets (volumes)

	2003/04		2004/05				2005/06			
	Further Education	Workbased learning	Further Education	Workbased learning	ETP	Other (including ESF)	Further Education	Workbased learning	ETP	Other (including ESF)
Full Level 2 Participation (Adults)	2,993	756	2,984	646	N/A	1,355	3,644	650	N/A	526
Full Level 3 Participation (Adults)	2,851	583	3,029	496	N/A	418	3,386	150	N/A	155
Skills for Life Qualifications (contributing to PSA)	15,823	0	16,021	600 (Estimate)	N/A	1,495	17,941	0	N/A	492

Planned achievements 2004/05 to 2006/07
see references

Success Rates (all ages)

Further Education	Short		Long		Overall	
	Starts	%	Starts	%	Starts	%
2003/04	53,416	68%	65,160	62%	118,576	65%
2004/05	50,318	67.60%	60,574	63.20%	110,892	65.20%
2005/06	50,524	69%	62,212	64.80%	112,736	66.70%

Workbased learning	Framework (National Performance Indicator)			Framework or NVQ - Success Rate and Floor Target			Entry to Employment	
	Total Leavers	Completers	%	Total Leavers	Completers	%	Total Leavers	% positive destinations
2003/04	1,386	276	20%	1,386	484	35%	625	42%
2004/05	1,313	405	31%	1313	617	47%	611	58%
2005/06	950	400	45%	950	460	50%	330	55%

Budgets and Funding	Learning Participation							
	Further Education	Workbased Learning	Entry to Employment	School 6th Forms	Development Funding	Capital	Administration	Other Programme Budgets
2005/06 Academic Year	#####	5,805,140	3,101,358	71, 406,000	3,849,976	755,749	2,010,732	3,012,874
2005-06 Financial Year	#####	5,941,000	2,519,000	71, 265,000	5,921,532	309,000	2,931,000	6,319,000

Note: All figures should be based upon agreed statistical definition included within Development Plans, underpinning toolbox and the LSCs Performance Scorecard

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