

Learning and Skills Council

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Local Strategic Plan 2002–05

London Central



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> Foreword by Yvonne Thompson (Chair)

Central London fuels the economic engine of a world-class city, a city that faces increasingly fierce competition for a share of key global markets, such as in financial and business services, tourism, retail and creative and cultural industries.

In this context, the skills of our people and business leaders, and the opportunity for all to develop their full potential professionally and personally through learning, are critical success factors, not only for central London but also for the region as a whole.

London Central Learning and Skills Council (LSC) has a leadership role working with key strategic partners to plan, fund, improve and develop post-16 education and training provision across the whole of central London. Added to this unique responsibility is the fact that our Council is operating in the heart of the capital. Four other local LSCs, surrounding the central area, have been established to meet London's learning and skills needs.

I am delighted to be chairing London Central Learning and Skills Council. I have run my own business for many years and am active in improving support services for small and medium size enterprises. My particular interest is helping black and minority ethnic owned enterprises grow.

Council membership brings with it a special and demanding responsibility and each of my Council colleagues brings a high level of experience, expertise and commitment to the task from their respective sectors. They share a strong sense of responsibility with the Executive Director and staff in seeking to make a significant contribution towards achieving the Learning and Skills Council's mission and vision.

Our mission is to raise participation and attainment through high quality education and training, which puts learners first.

Our vision is that, by 2010, young people and adults in England will have knowledge and productive skills matching the best in the world.

The Council at London Central LSC has set out its own mission – "to champion learning by influencing policy and practice to enable all in central London to contribute to a vibrant regional economy."

We are supported by an Executive Director and staff team with an exceptional range of skills, abilities and experience, all of whom share our dedication to the task ahead of us.

We will strive to achieve the national Strategic Objectives as outlined in the Corporate Plan in a way that acknowledges and meets the needs of the community and economy of central London.

I therefore commend this three year Strategic Plan to you and look forward very much to the Council working closely with staff and partners to achieve our collective vision.

Yvonne Thompson
Chair
May 2002

> Introduction by Jacqui Henderson (Executive Director)

Our primary goal at London Central Learning and Skills Council is to ensure that the learner is at the centre of all our policies and practices, creating a positive impact on the social and economic well-being of the people of central London.

This Plan aims to provide clarity of purpose and to define the Strategic Objectives, which reflect the needs of the central London economy and community. It sets out demanding targets and outcomes reflecting national, regional and local ambitions.

London is a truly world-class business centre and also has some of the UK's most diverse, and in some cases, disadvantaged communities. It is this complexity and diversity which creates the unique context for our strategy. Through investments in learning and skills, we aim to support the process of economic growth and social equality – seeking to sustain a successful and diverse city economy and at the same time to address the issue of inclusion.

Central London retains an internationally competitive advantage in key sectors including some of the world's most sophisticated financial, business and professional service providers. The London economy has been driven by growth in these services, and central London provides the core of this growth. The skills, capacities and capabilities of the people working in these industries have become key competitiveness factors. To further the development of world-class companies, we need to be more responsive to their needs, helping to build on their strengths and to provide a more consumer focussed service.

London Central LSC is at the centre of national government and equally important are the other public services, health, education and local government. This means that maintaining and improving public sector employment and skills levels are critical to the success of the local labour market.

We are clear that the Strategic Objectives we have set will only be achieved by working through effective partnerships and we are working closely with consumers and providers of education and training to meet the learning needs of central London. We have created strong strategic alliances with key partners and stakeholders. These include the London Development Agency, Local Authorities, the Association of London Government, the Central London Partnership, the Connexions Service, the Central London Learning Partnership, National Training Organisations, Sector Skills Councils, Employer Representative Organisations, Trade Unions, Business Link for London, Voluntary Sector organisations and the four other London Learning and Skills Councils.

The Plan for London Central Learning and Skills Council builds on the outcome of an extensive consultation process with the key stakeholders and sets out our ambitious programme for action for 2002 to 2005. All of the views and comments made during the consultation process (see Appendix 2) have been carefully considered and incorporated, where appropriate, into this Plan.

Jacqui Henderson
Executive Director
May 2002

> Executive Summary

Our Mission

To raise participation and attainment through high quality education and training which puts learners first.

Our Core Business

Leading on learning and skills in central London.

Our Challenge in Central London

- Central London's population is growing and changing
 - 1.6 million people live here and the population will grow by 1% by 2011
 - The number of young people will grow eight times faster than the population as a whole
- We are a culturally diverse community
 - 55% of pupils in LEA-run secondary schools are from black or minority ethnic backgrounds
- Unemployment remains high
 - 7% of local people are available and looking for work. This can be up to four times higher for minority groups
- Employment is heavily concentrated in service industries
 - 88% of the resident population work in service industries
- London's workforce is skilled and well-qualified, but some are missing out
 - Almost half of those in employment have degrees or higher level qualifications
 - 22,000 adults report needing help with basic numeracy
- Business has been growing
 - Around a third of all London's VAT registered businesses – more than 100,000 – are based in central London

Strategic Objectives to Tackle the Challenge

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

Impact Measures to Make a Difference and Meet Targets

Young People

- Increase participation and raise achievement for young people
- Develop a coherent stage of 14–19 learning
- Raise the status of vocational learning
- Increase the number of young people progressing into Higher Education
- Reduce the number of young people with basic skills needs

Adults:

- Stimulate demand and participation
- Improve Information Advice and Guidance
- Raise retention and achievement
- Meet the needs of adults with basic skills and/or ESOL requirements
- Use Information and Communication Technology to attract more learners

Workforce Development:

- Engage employers across key sectors within the central London economy
- Engage more SMEs in workforce development
- Create and develop a culture of demand-led provision
- Meet world-class company needs

Quality:

- Meet learner, employer and community needs
- Improve retention and achievement rates
- Raise the level of competence and qualification in learning providers
- Learn in a safe and supportive environment
- Raise standards in the leadership and management of learning provision

Equalities and Diversity:

- Ensure that the diversity of central London's population is reflected in learning provision and achievement
- Meet the needs of learners with learning difficulties
- Promote equalities and diversity in employment

Internal Effectiveness and Efficiency:

- Make efficient and proper use of resources
- Develop effective partnerships and working relationships
- Lead by example

> 1. Background

1.1 About the Learning and Skills Council

The Learning and Skills Council was launched in April 2001 as a new organisation with a national office based in Coventry and forty seven Councils located across the key local administration areas in England.

Its mission is ambitious and the Government has tasked it with achieving a number of long-term goals for:

- raising participation and achievement in learning by young people
- increasing demand for learning by adults and equalising opportunities through better access to learning
- engaging employers in improving skills for employability and national competitiveness
- raising the quality of education and training delivery, and
- improving internal effectiveness and efficiency across all post-16 learning.

Nationally and locally the LSC has inherited many of the learning programmes and activities of Training and Enterprise Councils (TECs), the Further Education Funding Council (FEFC) and the former Department for Education and Employment (DfEE) (now the Department for Education and Skills – DfES). In the first year of operation, our immediate priority has been to ensure continuity of provision, so that the best of what already existed could be carried forward.

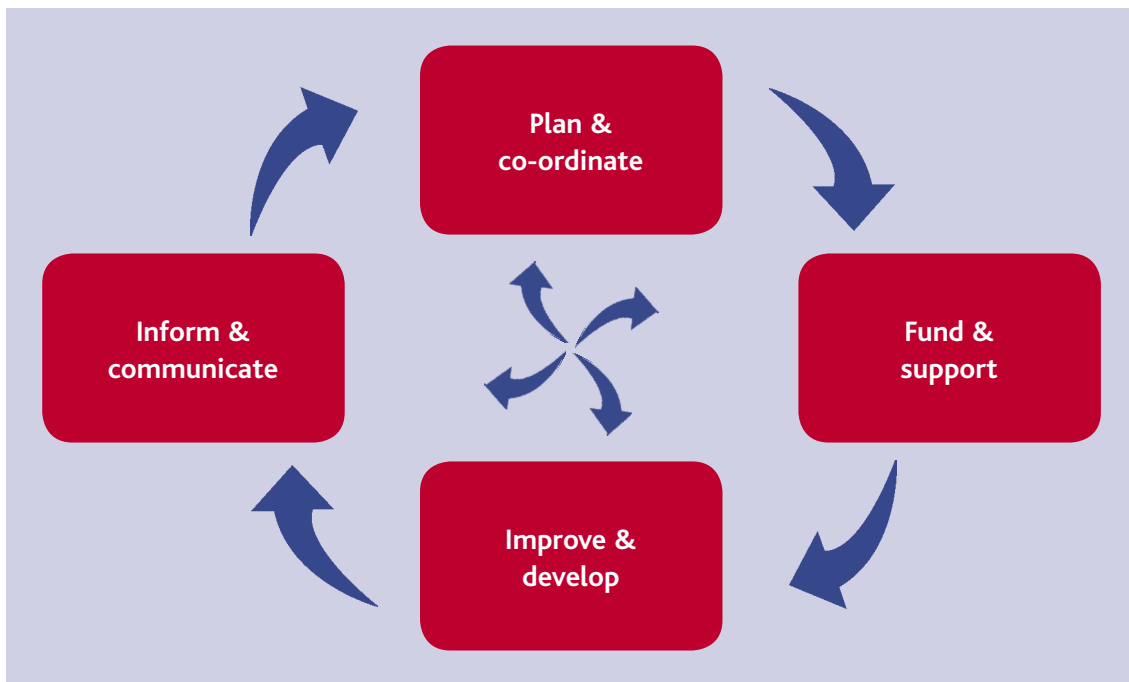
London Central LSC currently funds a large resource of post-16 education and training provision, including: seven Further Education (FE) colleges, two sixth-form colleges, 16 other types of FE institution, four Higher Education institutions that also provide FE opportunities and 64 work-based training providers (including a number of colleges and others in the private and voluntary sectors). We also provide funding to seven LEAs managing extensive adult and community learning programmes. In addition, there are 36 state-maintained schools with sixth-forms in our area.

Our role is to provide high quality post-16 learning opportunities for all and to encourage more individuals and businesses in central London to value and use learning, for both personal benefit and to ensure maximum contribution to a strong economic environment.

The challenge in central London is to create a more co-ordinated and coherent framework for learning and skills.

The following diagram graphically portrays our role.

1.2 What is our role and remit?



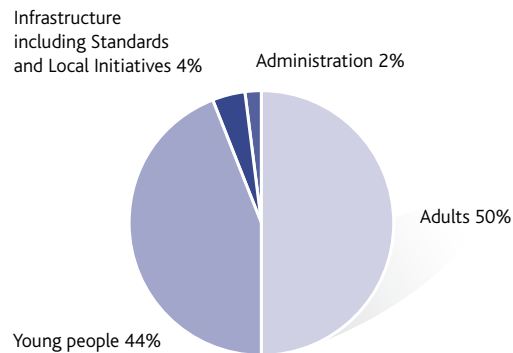
Our Core Business – Leading on Learning and Skills in Central London

Our remit covers:

- Adult and community learning – planning and co-ordinating the work of Local Authorities, voluntary and community groups and the range of adult education delivered by colleges.
- Further Education – we are the major funder for seven Further Education (FE) colleges, two sixth-form colleges and a range of other providers including 4 HE institutions that provide Further Education.
- Sixth-forms – from September 2002, for the first time, sixth-form planning and funding will be integrated with the rest of post-16 learning.
- Work-based training for young people aged 16 to 25 – supporting Advanced and Foundation Modern Apprenticeships (AMAs and FMAs).
- Workforce development – working with employers to expand the skills and productivity of their employees and to promote the benefits gained by achieving Investors In People status.
- Education business links – bringing schools and colleges closer to the employers who create London's wealth.
- Information, advice and guidance for adults – to ensure that the very best information on the wealth of learning and earning opportunities is available to all, fully utilising learndirect and other new technological opportunities.
- Acting as a Co-Financing Organisation – for Objective 3 of the European Social Fund (ESF).

1.3 What is our budget?

For the first twelve months of operation, from April 2001 to March 2002, our budget has been set at £216 million. The following pie chart shows how the budget is broken down by funding blocks.



The following table shows how the budget is broken down by type of learning activity.

London Central LSC budget April 2001 to March 2002

• Further Education	£171 million
• Work-Based Learning	£18 million
• Adult and Community Learning	£9 million
• Workforce Development	£3 million
• Information, Advice and Guidance	£1 million
• Local Initiative Fund	£5 million
• Other (including Dance & Drama)	£4 million
• Administration	£5 million
Total	£216 million

Budgets for future years will be set on an annual basis. Based upon present allocations, there is a real terms increase in funding of 5.9% at the national level between 2001/02 and 2002/03, which we expect to lead to similar increases at the local level. Along with the Government and stakeholders, London Central LSC expects to deliver real results with these resources.

We have some flexibility in addressing the particular issues and challenges facing central London. Both the Local Initiative Fund (LIF) and the European Social Fund (ESF) Objective 3 Programme, which London Central LSC has been approved to administer on a co-financing basis, will allow us to support locally defined approaches to delivery. We will work closely with Government Office for London and the other London LSCs to deliver the Regional Development Plan for the London European Social Fund Objective 3 Programme. It is our intention to target LIF at key identified priorities and to focus these on specific activities from 2002/03.

We will work very closely with the London Development Agency (LDA) to ensure that we both complement and support the regional strategy for skills. We are partners in the new LDA Skills Commission for London.

Our prime focus is on ensuring value for money and best customer service through an effective partnership programme. Ultimately, of course, London Central LSC will be judged on its record in achieving its remit and targets and the impact these have both socially and on the local economy.

Central London's population is growing ...

- 1.6m people live here
- 29% are from black and minority ethnic backgrounds
- The population will grow by 1% by 2011

And it's changing ...

- Over the next 10 years, the number of young people (16 and 17–24 year olds) will grow by 8% – eight times faster than the population as a whole
- Black and minority ethnic communities will account for almost a third of the population in the year 2011

So we are a culturally diverse community ...

- 55% of pupils in our LEA-run secondary schools are from black or minority ethnic backgrounds – we teach 10% of all of England's black and minority ethnic 11–16 year olds
- 37% of these children have English as an additional language
- We host 15,000 asylum seekers – 27% of the London total. Almost two thirds of them live in Islington, Lambeth and Southwark

Unemployment remains high ...

- Although the rate's been falling, 7% of local people (55,000) are ILO unemployed (available and looking for work, or waiting to start). Islington, Lambeth and Southwark account for 60% of these people
- The ILO figure rises to nearly 40% amongst 16–19 year olds – twice the GB average

And some are much worse off than others ...

- Unemployment rates for people from minority groups can be up to four times higher than white residents
- We have almost 40% of all London's very long-term unemployed (5 years and over)
- The poorest areas have seen the slowest declines in unemployment
- The most deprived boroughs are Camden, Islington, Lambeth and Southwark
- Educational deprivation is extremely marked in particular areas – 14 of Southwark's wards, for example, are in the 20 most deprived in central London
- Nearly three-quarters of our wards attract special FE 'uplift' funding for socially excluded groups

Employment is heavily concentrated in service industries ...

- Employers provide 1.44 million jobs, 37% of all jobs in Greater London
- 762,000 residents aged 16+ work in central London – 22% of London residents in employment
- 88% of the resident population work in service industries – 35% in financial and business services alone
- Other services, too, are key employers of local people – accounting for 13% of the total, which is much higher than the London average
- About half of the workforce commutes in from outside the area each day – most of these people work in the financial, public service, government and ICT sectors
- Local people are more likely to work in lower skilled, lower paid jobs

Our people are skilled ...

- 61% of all employees are in managerial, professional or associate professional occupations – a fifth more than the London average

And they're well-qualified ...

- Almost half of those in employment have degree or higher level qualifications

But some are missing out ...

- There are fewer job opportunities in lower level occupations here than in London overall – making it harder for unemployed people to get back, or in, to work
- 27% of Inner London workers have no or low qualifications, rising to almost half of all those working in distribution, hotels and restaurants
- More than 86,000 central London workers need training in management and basic IT skills
- 22,000 adults report needing help with basic numeracy

Business has been booming ...

- Around a-third of all London's VAT registered businesses – more than 100,000 – are based in central London
- 40% of all workplaces are in the business and professional services sector, which accounts for 27% of all local jobs
- Since 1995, employment in this sector, and in education and health, hotels and catering, has grown by 13% – and most employment growth in recent years (55%) has been in micro-businesses (employing 1–9 people)
- Creative, cultural and sporting activities, including film, TV and theatre, make up 15% of all workplaces and employ nearly 10% of the workforce



> 2. The skills picture

This summary of the skills picture reports on key characteristics of the central London economy and labour market, highlighting those areas where the Learning and Skills Council is seeking to make the most impact.

2.1 Building on central London's sector strengths

A sector focus will be important in much of the work being undertaken by London Central LSC and our strategic partners over the next three years on workforce development and the planning of future provision.

The central London economy has 129,600 workplaces which employ 1,440,200 people. Certain sectors dominate this vibrant business landscape.

Business and professional services has, by far, the greatest proportion of workplaces in central London (41%), offering a variety of specialist services that underpin many of London's key international and headquarter business functions – including legal, accountancy, research and development, management consultancy, personnel and recruitment, advertising, marketing and PR, fashion design, real estate and renting and computer hardware, software and support. With 389,600 employees, the sector accounts for the lion's share of employment – 27% of the total workforce in the London Central LSC area and 10% of all London's jobs. This sector has seen substantial growth over the last decade.

The hospitality sector (comprising hotels and catering) consists of 9,000 workplaces and employs 136,000 staff in the London Central LSC area. This makes up 9% of total employment in the area. Between 1995 and 1999, employment in this sector grew by 19%.

Retail, with 11% of workplaces, has 143,300 employees accounting for 10% of the workforce.

A fourth key sector – 'other' services – comprises a diverse array of organisations including employer and professional representative bodies, providers of personal services such as hair and beauty treatments and health clubs. This sector also covers the broad range of creative, cultural and sporting activities which imbue central London with much of its distinctive character: motion picture, television and radio production; live theatre; museums, libraries and archives; zoos and botanical gardens and casinos. Workplaces in this sector account for 15% of all workplaces and 123,200 jobs (9% of the London Central LSC area total).

Health and Social Work employ 108,000 people (7% of the total) whilst Education has 82,000 employees (6% of all jobs).

Other sectors which are also important in respect of their role in the central or Greater London context include construction, public administration and the voluntary sector.

2.2 Bridging the skills divide

An effective labour supply is critical to the future performance of the central London economy

The supply of people with adequate and effective skills is critical to the competitiveness of the central London economy. Many central London businesses are active in the global economy and they require a workforce which matches the best in the world. Central London must continue to attract highly skilled workers and have an education and training infrastructure that is responsive to employer needs.

A large proportion of the residents of the central London area are very well qualified – 40% have a qualification equivalent to NVQ level 4 or 5 and, according to recent research¹, most believe that their skill levels are adequate for the tasks placed upon them. However, 28% have no qualifications or only NVQ level 1.

Too many young people leave school without the means to compete in the competitive labour market

Only 40% of those in state-maintained schools in the London Central LSC area achieve a level 2 qualification through their GCSE exams in year 11. In Islington and Southwark, less than a third achieve this standard.

Overall, 20% of young people do not continue in any formal learning after the end of compulsory education at 16. In addition, 18% of those aged 16–18 who are studying at Further Education institutions, are enrolled on a course at entry level or level 1.

A priority is to raise the qualification profile of young people entering the labour force

Rates of participation in education and training for central London resident 16 and 17 year olds are below the England average: for 16 year olds, the rate in 1998/99 was 78 per cent compared with 83 per cent for England.

Although almost half the 16–18 year olds in Further Education are working towards a level 3 qualification, a large minority (18 per cent), are still at level 1 or entry level.

Achievement rates for 16–18 year olds in Further Education institutions improved significantly between 1997/98 and 1998/99. However, they still remain lower than the national average (66 per cent as compared to 74 per cent).

A recent, positive development has been the increase in the number of London Central LSC area resident 19 year olds participating in Higher Education in 2000/01 compared with 1998/9. However, the HE participation rate still lags behind that for Greater London as a whole.

1. London Skills Survey 2001, LSFU

2.3 Developing a skills base to meet future needs

Companies are faced with new challenges

The changing world economic environment will throw up new challenges and individual employees and businesses will need new skills to adapt. Firms in the central London economy are faced with two major challenges:

- **The requirement to compete on quality** – whilst price competition is still an important issue, firms are becoming increasingly aware of the need to differentiate themselves in terms of quality of service delivery and customer care.
- **The ability to manage change** – a third of large companies in central London were subject to a merger, takeover or major re-organisation in 2000². Organisational structures and staff responsibilities are being altered to reflect these new competitive conditions.

The implications are clear. Employers need staff who see the importance of meeting customer needs and who have the attitudes and abilities to adapt to changing conditions.

Vocational skills shortages are limiting companies' growth potential

Various occupations continue to feature in lists of hard-to-fill vacancies in Greater London. The London Employers' Survey has highlighted that there are many reasons for skills shortages, which include poor pay, terms and conditions and inadequate prospects for advancement. However, an insufficient supply of newly qualified prospective employees may also be a factor.

The following table details hard-to-fill vacancies as identified by employers across Greater London and recruitment agencies operating in the central London area.

Hard-to-fill vacancies

Employers	Science and technology professional and associate professionals (includes IT professionals and IT service delivery occupations)
	Health professionals and associate professionals
	Caring personal service occupations
	Teaching and research professionals
	Secretarial and related occupations
Recruitment agencies	Marketing and sales managers
	Scientific technicians
	Secretaries and personal assistants
	Chefs

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

Occupational growth is expected to be concentrated in professional and associate professional jobs. These include jobs in the caring professions, which are largely filled by women, and in computing activities which are more likely to be filled by men. This illustrates the on-going gender stereotyping issue in work and education.

Too many workers have poor generic skills

Job related skills are important. But recent research has highlighted the importance which employers attach to a range of generic skills³. Oral communication and team working are seen to be the most important, but a wide range of other key skills and personal competencies have also been found to be essential for efficient job performance. These include:

- Assertiveness
- Attention to detail
- Customer service skills
- Flexibility
- Inter-personal skills
- Knowledge of business environment
- Motivation
- Organisational skills
- Pro-activeness
- Time management

Previous research work has also identified the notion of "London Skills". These are higher order skills which local companies require if they are to continue competing in the global economy. These include management, entrepreneurial and language skills.

At the other end of the scale, we find individuals excluded from work or trapped in low pay jobs because of a lack of basic skills. The 1999 London Skills Survey found that 15% of those interviewed stated that their literacy skills were either at a basic level or not held at all. Similarly, 24% had numeracy skills at only these low levels. When respondents were asked about computer/IT skills, 43% said they had, at best, only a basic level of competence.

Too few employers are prioritising the recruitment and training of young people

Too many young people recruited directly from school or college are going into jobs which do not require intermediate or higher-level qualifications⁴. Only 14% of 16–24 year olds employed with private sector, central London employers are receiving formal training. Where it is provided, it is more likely to be on an internal training scheme than part of any national qualifications framework.

3. Skill Needs and Recruitment Practices, May 2000, FOCUS Central London

4. Central London Jobs and Skills, November 2000, FOCUS Central London

Training and development is not a priority in many small firms

The London Employer Survey 2000 found that in companies employing 1–9 employees that only 38% stated that staff at their establishment had participated in training or other personal development activities over the previous 12 months. This increases to 69% for those employing 10–49 employees and to over 80% for those with more than 50 employees.

2.4 Responding to the increasing and changing demand for learning

The resident population is growing

The resident population is growing and changing, creating a demand for more and differing kinds of learning opportunities.

The most recent population projections from National Statistics show the resident population of the London Central LSC area at 1.6 million in 2000 – over a fifth of all Greater London residents.

Since the last-published Census of Population in 1991, central London's population has grown by 17% (237,500) – almost twice the rate of growth of population in Greater London and almost three times the rate in Great Britain. Particularly strong population growth has been identified in Westminster (40%) and Kensington and Chelsea (38%).

The number of 16–24 year olds is expected to grow by 8% over the next decade.

The demographics of central London are changing

Black and minority ethnic groups will form an increasing proportion of the total population. In Greater London as a whole, the percentage of the population which it is expected will be black and minority ethnic by 2011 is 32%. Many black and Asian Londoners achieve well in education and business, but evidence from examination results and from analyses of unemployment rates shows that educational and business success does not extend to all.

Learning must become a part of everyone's life

The make-up of the student and trainee population in central London is highly diverse. For example, over 60% of 16–18 year olds in Further Education colleges are from black and minority ethnic backgrounds. Whilst it is encouraging that many providers can attract a diverse learner population, there are imbalances on particular types of provision: for example, on the Modern Apprenticeship schemes both ethnic minorities and people with disabilities are under-represented.

Central London hosts a very wide range of excluded and disadvantaged groups

A number of groups have already been identified for additional support through the LSC funding system. These continue to attract extra funding and include:

- Carers
- Drug and alcohol misusers
- Ex-offenders
- Those whose formal schooling has been interrupted
- Homeless people
- Those living in hostels/care
- Lone parents
- Mental health sufferers
- Refugees and asylum seekers
- Travellers

Recent research by the London Central LSC has provided estimates of the numbers involved in these groups. The following table provides a summary of the best available statistics.

Estimates of Numbers in Widening Participation Groups

Group	Details
Drug misuse	9,200 reports of problem drug use in Greater London in March 2000
Alcohol misuse	6% of individuals indulging in hazardous drinking in Inner London in 1994–96
Lone parents	41,275 income support claimants in central London were receiving the lone parent premium in 1999
Carers	9% of all UK residents are informal carers of someone living within their household or outside (1998/99)
Formal schooling interrupted	Over 350 children were permanently excluded from central London schools in 1998/99
Ex offenders	In 1999, around 5,500 prisoners were released in the central London area
Refugees and asylum seekers	Over 15,000 asylum seekers in the central London area, 27% of the Greater London total
Travellers	19,000 Irish Travellers in the UK
Homeless	7,450 households were homeless and in priority need in the central London area in 1999/00
Living in hostels/care	8,099 households were homeless and in temporary accommodation provided by local authorities in the central London area in 1999/2000
Mental health	15,700 people of working age in the central London area report problems with depression, bad nerves, mental illness, phobia or panics (Winter 2000)

Sources: Department of Health; Department for Work and Pensions Information Centre; DSS, Family Resources Survey; DfES; HM Prisons Service; London Asylum Seekers' Consortium; London Gypsy and Travellers Unit; DTLR 2001; Labour Force Survey.

Retention and achievement rates are significantly lower for particular groups of learners. This affects GCSE results as well as exam results in further and Higher Education.

2.5 Tackling deprivation

A successful central London is scarred by major areas of deprivation

Within central London, extremes of wealth and poverty sit side by side. Unemployment rates continue to remain well above the national average. Four of the seven London Central LSC boroughs – Camden, Islington, Lambeth and Southwark – have unemployment rates that are over one and a half times the national figure. The following table shows, within each borough, the percentage of wards with unemployment at least twice the national average. Three-quarters of wards in Islington fall into this category.

The table also shows the proportion of each borough's population living in wards which rank within the most deprived 10% in the country, according to the Indices of Deprivation, 2000. Over half the population in Islington and Southwark fall into this category as do over a third of those in Camden.

Borough	% of wards with double national rate of unemployment	Proportion of population living in wards which rank within the most deprived 10% in the country
Camden	50%	37%
Islington	75%	58%
Kensington & Chelsea	14%	11%
Lambeth	50%	15%
Southwark	64%	56%
Wandsworth	0%	0%
Westminster	22%	11%

Sources: Claimant Count March 2000 (Nomis, Crown Copyright), Indices of Deprivation 2000

Premiums are paid to FE institutions for learners from disadvantaged areas and in 1999–2000, 68% of central London enrolments fell into this category. This is more than twice the national average of 26%.

2.6 Further information

This Skills Picture has provided a summary of the research findings which have been used to inform the Strategic Planning process. A full version of the London Central LSC Skills Needs Analysis is available from the Research Team.

In addition, there is an on-going research programme which is providing information which will feed into the Business Planning process as well as supporting action planning post-area inspection and service delivery improvement.

> 3. Targets

3.1 The national picture

The LSC Corporate Plan requires all local Councils to set local targets that reflect the national targets published in the Corporate Plan. These targets specifically cover:

- Participation of 16–18 year olds in structured learning
- Attainment of 19 year olds at levels 2 and 3
- Improvements in adult basic skills (literacy and numeracy)
- Adult attainment at level 3

The LSC nationally has agreed a set of interim targets for 2004 with DfES. It will review progress against these and consider new targets for 2006 and 2010 when it rolls forward the Corporate Plan in March 2002.

The national interim targets for 2004 are as follows:

National interim targets for 2004

Key objectives	National indicators and targets for 2004	National 2000 position
Extend participation in education, learning and training	80% of 16–18 year olds in structured learning	75%
Set baseline and target for adults in next year's plan		
Increase engagement of employers in workforce development	Develop measure of employer engagement in next year's plan	
Raise achievement of young people	85% at level 2 by age 19 55% at level 3 by age 19	75% 51%
Raise achievement of adults	Raise literacy and numeracy skills of 750,000 adults % of adults at level 2: target to be set in next year's plan 52% of adults at level 3	Up to 7 million adults with literacy or numeracy difficulties 47%
Raise quality of education and training and user satisfaction	Set baselines and targets in next year's plan	

In addition, the Learning and Skills Council has set national targets for December 2002 in respect of additional Investors in People recognitions. These are:

- 2,569 companies/organisations with 10–49 employees
- 3,656 companies/organisations with 50+ employees

3.2 London Central LSC's contribution to the national targets

Every local office has been apportioned a target range for each of the national indicators based on its population. London Central LSC has chosen to set the target increases for each of the indicators at the lower end of the range.

Even so, the required increases in the period up to 2004 are extremely challenging. We will need to review all aspects of our programme to determine how best to work towards their achievement. In addition, it will be important to discuss these targets with our partners and providers to ensure that there is a consistent strategy to maximise the appropriate outcomes.

Targets for London Central LSC to 2004

Indicator	Additional number required to achieve level in 2004	Present achievement in LCLSC (1999/2000)	Percentage increase needed to meet target in 2004
Number of 16–18 year olds in structured learning	4,856	33,128	15%
Number obtaining a level 2 by age 19	1,273	8,753	15%
Number obtaining a level 3 by age 19	1,037	5,494	19%
Number of adults at level 3	76,447	480,000	16%
Number of adults acquiring literacy and numeracy qualifications	32,748 (cumulative)	To be calculated	To be calculated

liP target for London Central LSC to December 2002

Company size	Number of additional liP recognitions
50+ employees	249
10–49 employees	157

3.3 Additional local targets

In addition to the national targets, we have set a number of 'local impact measures' and these are set out at the end of the sections outlining each of our Strategic Objectives.

At present, we are not in a position to set precise targets for the level of increase we would expect to see for all of these indicators.

However, by September 2002, we intend to produce relevant baseline and trend-line data and, on this basis, to set stretching but realistic targets for the remaining period of this Plan.

In addition, we will be looking to monitor progress on all of these indicators in the coming years and this information will be made available as part of the dissemination element of our monitoring and evaluation strategy (see Section 5).

> 4. Our strategic objectives

This Strategic Plan will act as a point of reference for our partners, stakeholders and providers. It has been drawn up to reflect the priorities, objectives and targets identified in the Learning and Skills Council's National Corporate Plan, and the Secretary of State's Grant Letter for 2002–3.

The strategies and objectives incorporated into this Plan will provide the framework for future Business Plans. Key issues identified in the Skills Picture section of this Plan underpin the development of priorities within our Strategic Objectives. They will influence the allocation of mainstream funding and determine the priorities for the Local Initiative Fund and European Social Fund. Partners and providers will want to take full account of our plan in their own strategic and business planning processes.

The following principles underpin our strategy:

Putting the learner first – by improving the planning, delivery, flexibility and responsiveness of post-16 learning, skills and guidance services across central London ensuring greater learner involvement and feedback.

Promoting economic development in central London – by providing learning and skills opportunities that stimulate growth in the wealth-creating capacity of local people and by providing a more focussed approach to workforce development for businesses.

Supporting social regeneration in central London – through learning and skills programmes that promote greater social inclusion and equality of opportunity to ensure all members of the community benefit from employment and community opportunities.

Embedding Equal Opportunities into all policies, programmes and actions – through developing an equalities action plan that sets out a clear view of our priorities and targets.

Improving the efficiency, effectiveness and coherence of learning and related services in central London – through research, information-sharing, the facilitation of closer partnership working and through the incorporation of new technologies and processes.

Building on these principles and national priorities and objectives, our Plan is made up of a series of interlocking strategies which create a synergy of purpose and reflect an analysis of the economic and social context of central London.

Our Strategic Objectives mirror the Key Tasks set out in the National Corporate Plan and provide a clear view of the challenges we face. We have added an additional local objective to reflect the diverse population of central London.

Our six Strategic Objectives are to:

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

In the following pages, we set out the challenges related to each of these Strategic Objectives and detail our strategic responses.

4.1 Young people

The objective: to raise participation and achievement by young people

A major remit for the Learning and Skills Council is to improve the skills and qualifications of young people. At present, many young people leave school with few qualifications and no desire to continue with formal studies. Yet research has shown that life opportunities are enormously enhanced if young people remain positively engaged with learning post-16. We need to see a step change in the level of ambition of young people.

We have a considerable amount of valuable information from the five area inspections that have already taken place in central London (Islington, Lambeth, Southwark, Wandsworth and Westminster). These have provided a detailed 'snap-shot' analysis of 16–19 provision across Further Education, school sixth-forms and work-based learning. They have identified issues which are common across the area, including:

- the lack of effective collaboration and coherent planning
- inconsistency in the quality of teaching and learning
- low staying-on, retention and achievement rates
- the variable quality of advice and guidance and
- low take-up of work-based learning places

Action plans are in place to address the particular concerns for each borough. Collaborative work has already been greatly enhanced by the process of producing the action plans. Strong local links have been developed or reinforced with considerable positive action planned for immediate and longer-term implementation. The lessons learned are also being shared with Camden and Kensington and Chelsea, where inspections are due in summer 2002. London Central LSC is also committed to developing a more coherent and co-ordinated approach across our area as a whole. Overall, we will seek to ensure that all young people have access to a wide range of appropriate high quality provision which supports a positive and successful transition from school, college or learning provider into employment and Higher Education.

There is a particular need to raise the credibility of the work-based learning and skills route. For many young people, vocational skills can best be obtained through practical experience gained with an employer. The Government is looking for more than a quarter of young people to have entered a Modern Apprenticeship by the age of 22 by the year 2004.

To implement this strategy, we will work closely with the Connexions Service and build on our strategic alliances with Local Education Authorities, the Central London Learning Partnership, the London Central Education Business Alliance, colleges, schools and work-based learning providers.

In seeking to deliver this strategy, we will:

1. Increase participation and raise achievement for young people
2. Develop a coherent stage of 14–19 learning
3. Raise the status of vocational learning
4. Increase the number of young people progressing into Higher Education
5. Reduce the number of young people with basic skills needs

1. Increasing participation and raising achievement for young people

- **Monitoring progress of school leavers:** To increase the post-16 staying-on rate, we will work with partners to implement a programme to monitor where young people go once they leave school and to take action to support those who are at risk of not participating in post-16 learning. This action includes identifying and addressing barriers to participation, such as financial hardship, the lack of basic skills, including English for speakers of other languages (ESOL) and poor motivation.
- **Working with Connexions and others:** We will seek to reduce the number of young people who are not participating in learning or employment by working with the Connexions Service and others to develop high quality and universal information and guidance services for young people that empower them to make the right choices amongst post-16 learning opportunities. We will agree a protocol for future working with the Connexions service to be formalised through a Partnership Agreement. This will detail all our proposed collaborative activities which will include joint promotion of learning, participation and achievement for young people, developing a Learning Gateway Plan and joint follow-up on Area Inspections.
- **Curriculum 2000 qualifications:** We wish to encourage young people to study for Curriculum 2000 qualifications. We expect schools, colleges and training providers to deliver high quality provision for young people that includes key skills, enrichment and pastoral support to ensure that all individuals have the opportunity to progress to Higher Education, further learning or employment.
- **Increasing level 2 attainment:** We will work with Local Education Authorities and all learning providers to increase the numbers of young people who leave with level 2 qualifications. We will make funding available to support good practice and

innovation to ensure that young people are given the maximum support possible. We will raise attainment of level 3 qualifications by raising the quality of provision and giving people a wider range of choice and pathways through effective information and guidance.

- **Parity of outcome:** We are committed to achieving parity of outcome for learners regardless of ethnicity, gender or disability. Our programmes will be tailored to meet the additional learning needs of young asylum seekers and those with special educational needs.
- **Opportunities for active citizenship:** We will work with the Learning and Skills Development Agency and a range of partners to develop opportunities for active citizenship for 16–19 year olds as part of the national 16–19 Citizenship Development Project.
- **Enhancing employability:** We will work with the London Central Education Business Alliance, Mentor Point and the Connexions Service to ensure that young people have opportunities to develop and to enhance their employability through business mentoring, work experience and work-related learning programmes in Key Stage 4.
- **Promoting a mentoring culture:** We will promote a mentoring culture amongst all providers as a way of improving the quality of teaching and learning for learners and staff. Mentoring by peers, community members, Higher Education students or business people can achieve various goals, including raising achievement, improving the quality of learning, reducing drop-out or promoting progression.
- **Developing the Focus on Higher Education programme:** We will work with five London universities on the Focus on Higher Education programme to provide HE student role models for secondary schools. Through the Excellence Challenge, which is the extension to the Excellence in Cities programme, HE tutors and mentors will serve to widen participation among students aspiring to Higher Education. Through the London Central Education Business Alliance and Mentor Point, we will support business mentoring of Key Stage 4 students. Through the ESF Work-Related Learning Programme, mentors will be provided for young people at risk.
- **Championing black and minority ethnic mentoring programmes:** We will also act as a champion for black and minority ethnic mentoring programmes to raise achievement and aspirations, building on a very successful approach developed by FE colleges in central London. Our support for peer mentoring will encourage providers to look to maximise the use of their own human resources in raising achievement.
- **Utilising ESF Objective 3 programmes:** Several sections of the London Regional Development Plan for the ESF Objective 3 programme focus on the needs of young people, particularly those most disengaged from learning. We will explore, with partners, how ESF can generate the greatest synergy with main programmes to benefit young people.
- **Competing in the labour market:** London Central LSC will use its role as a commissioner of learning to ensure that young people leaving our learning programmes can compete effectively in the labour market. We will use the action plans developed as part of the area inspection process to map and review provision, matching it to identified labour market needs and skills gaps.

2. Developing a coherent stage of 14–19 learning

- **Breaking down barriers between different forms of learning:** The Government is committed to bringing about a coherent stage of 14–19 education, in which young people can make choices about their learning future from a wide range of quality options. Artificial barriers between academic, vocational and personal learning must be broken down and young people helped to see how learning will maximise their own development and the development of their communities. The LSC already has responsibility for planning and funding a substantial part of this stage and it is likely that its role will continue to evolve across 14–19 learning. Through the development of post-area inspection action plans, partners have acknowledged the need for clear links to be established between the 14–16 and 16–19 phases of learning. We wish to develop a coherent and well-balanced 14–19 phase of learning. We will build on LEA's Local Educational and Development Plans mapping and reviewing all provision to develop a curriculum model which meets the needs of all 16–19 year olds, but in time covering the 14–19 phase in full.
- **Developing 14–19 learning forums:** We are already working with colleges, schools, training providers, the careers services and LEAs to strategically plan and develop provision for young people. This collaborative approach will provide the major context for planning and funding learning provision for young people in central London. We expect this improved collaboration to positively impact on participation, retention, achievement and progression rates. Working closely with partners, we are establishing or reinvigorating 14–19 learning forums charged with planning, co-ordinating and delivering flexible and effective 14–19 provision.
- **Introducing vocational GCSEs:** We will work with partners through the Increased Flexibility for 14–16 Year Olds programme and the introduction of vocational GCSEs to increase the range of provision available. We expect to work with partners to contribute to the national target of 40,000 part-time vocational placements for 14–16 year olds who undertake at least part of their study in school, FE college or with a private training provider.

3. Raising the status of vocational learning

- **Increasing take-up of vocational opportunities:** A broad range of vocational opportunities is required up to level 3. This range needs to be developed through partnership with employers to maximise the benefit of vocational progression for young people. In particular, there is a need to address the low take-up of work-based learning opportunities by young people. Specifically, only a small proportion of young people opt for Modern Apprenticeship schemes. We shall work with partners locally to increase support for groups such as learners with learning difficulties and/or disabilities, to take up Modern Apprenticeships, implementing national initiatives as these arise.
- **Revising the range of vocational opportunities:** We will review and revise the range of vocational opportunities available through work-based learning to ensure its continued relevance both to the demands of young people and those of employers.
- **Promoting Modern Apprenticeships:** We particularly wish to develop new vocational provision and to vigorously promote Modern Apprenticeships by developing closer links between schools and work-based learning providers.

- **New target for entry into Modern Apprenticeships:** Our work with employers will help to achieve the target that more than a quarter of young people, by the age of 22, enter a Modern Apprenticeship programme by 2004.
- **Raising awareness of work-based learning:** We will raise young people's awareness of the work-based learning route through innovative presentation methods and taster events and by using successful Modern Apprentices as role models and ambassadors. We will also work in partnership with the London Central Education Business Alliance and other employer networks to raise awareness of the work-based route.

4. Increasing the number of young people progressing into Higher Education

- **Promoting progression to Higher Education:** To help meet the Government's target that 50% of people under 30 should be participating in Higher Education by 2010, the proportion of young people who progress to Higher Education will need to significantly increase in central London. We will therefore promote Higher Education as the preferred route for the majority of central London learners.
- **Supporting Excellence Challenge partnerships:** To increase progression to Higher Education, we are supporting the Excellence Challenge partnerships. These work to increase participation at 16–19, particularly for those who are at the greatest risk of disaffection and for those who are 'gifted and talented'.
- **Promoting acceptance of vocational qualifications:** We will work closely with HE institutions to promote greater acceptance and understanding of vocational qualifications.
- **Encouraging joint curriculum development:** We will support the development of cross sector, HE-related partnerships to develop clear local progression routes, encouraging joint curriculum development and use available funding to improve awareness of HE opportunities for young people.
- **Attracting young people from groups that do not usually enter HE:** We will support the development of programmes to encourage young people, particularly those from groups that do not usually enter HE, to consider Higher Education as a natural progression.

5. Reducing the number of young people with basic skills needs

- **Developing a Basic Skills Strategy:** We will work with schools to develop strategies to address basic skills needs pre-16 and will tackle the remaining basic skills needs of young people aged 16–18 to provide them with the foundations for progression and success. The Basic Skills Strategy for central London will encompass all learners, including those aged 16–18.
- **Using high quality diagnostic assessment:** We will target basic and key skills needs through the implementation of systems that identify and address these needs in all post-compulsory learning institutions. All institutions will be expected to use high quality diagnostic assessment procedures and specifically targeted support.

- **Developing coherent provision at entry and level 1:** In order to support the ultimate achievement of our level 2 and 3 targets we recognise that a coherent framework of entry and level 1 qualifications is needed to facilitate progression. We will work with colleges and schools to develop flexible and innovative ways of delivering entry level provision and strongly encourage colleges and schools to offer the full range of provision at these levels to meet all needs.

Impact measures

Priorities	Impact Measures	Timescale
Increase participation and raise achievement for young people	• An increase of 4,856 (15%) in the number of 16-18 year olds in structured learning	December 2004
	• An increase of 1,273 (15%) in the number of young people obtaining qualifications at level 2 by age 19	December 2004
	• An increase of 1,037 (19%) in the number of young people obtaining qualifications at level 3 by age 19	December 2004
	• Targets for parity of outcome by ethnicity, gender and disability met	March 2005
Develop a coherent stage of 14-19 learning	• 14–19 learning forums established in each borough	June 2002
	• The development of a central London 14–19 curriculum model supported by individual borough-level curriculum entitlements	March 2003
	• Create a proportionate number of part-time vocational placements for 14–16 year olds as a contribution to the national target of 40,000 places	March 2003
Raise the status of vocational learning	• A significant increase in the number of young people entering a Modern Apprenticeship programme, moving towards the target that more than a quarter of young people, by the age of 22, enter a Modern Apprenticeship programme by 2004	December 2004
Increase the number of young people progressing into Higher Education	• A significant increase in the number of young people progressing to Higher Education	March 2005
Reduce the number of young people with basic skills needs	• A reduction in the number leaving school lacking basic skills	March 2005

Where targets have not already been set, we intend to produce baseline data and to set targets for the remaining period of this plan by **September 2002**

4.2 Adults

The objective: to increase demand for learning by adults

Engaging adults in learning presents us with the greatest challenge. We will encourage the considerable number of people who have not participated in education and training since leaving school that an investment in their own skills and learning would bring both personal and employment benefits. There is already a rich mixture of public and voluntary and community sector provision for adults in central London seeking to reflect the diverse nature of the community. These provide a sound foundation for further development and we will seek to facilitate increased collaboration between providers and improved progression opportunities.

A key barrier to raising skill levels is the high number of adults lacking the basic skills of literacy and numeracy and with unmet ESOL needs. We will work to support improvements in existing basic skills and ESOL provision and take steps to support providers in maintaining quality and beginning to work towards meeting the new basic skills and ESOL standards.

We will continue to recognise the very important contribution adult and community learning (ACL) makes to the delivery of this objective and LEAs are identified as key partners in achieving these aims. Our Basic Skills and ACL Strategies encourage wider participation in learning, not only for the fulfilment of economic goals, but also to develop strong cohesive communities and for individual personal development.

Colleges in the London Central LSC area provide a rich and diverse learning community from which some 120,000 adult learners already benefit. We want to support and extend this learning which provides a ladder of opportunity from first-rung taster courses to high-level technical certificates. Our challenge is to reach out to address the needs of under-represented groups and employers through flexible and innovative adult learning.

It will become increasingly important to develop and deliver high quality, locally based information, advice and guidance (IAG) services for adults. Working through the existing IAG partnerships, Ufi and learndirect, we will support the improvement, availability and quality of local services aligned to local delivery targets.

We will work with all sectors on the emerging quality improvement arrangements for adult learners and we will rigorously support the self-assessment and development plan process including the evaluation of how providers promote equal opportunities through all aspects of their work.

We will work closely with partners such as Local Authorities, Local Education Authorities, Local Strategic Partnerships, the voluntary and community sectors, the Central London Learning Partnership, the Employment Service/Jobcentre Plus and Ufi/learndirect to deliver this strategy.

The proposals set out under this Strategic Objective should be read in conjunction with Strategic Objective 3, which also addresses aspects of adult learning, through developing the skills of the employed workforce.

In seeking to deliver this strategy, we will:

1. Stimulate demand and participation
2. Improve Information, Advice and Guidance (IAG)
3. Raise retention and achievement
4. Meet the needs of adults with basic skills and/or ESOL requirements
5. Use Information and Communications Technology (ICT) to attract more learners

1. Stimulating demand and participation

- **Promoting the benefits of learning to the individual:** Through our plans, the programmes we fund and through promotional campaigns and conferences we will promote the benefits of learning for the individual as well as highlighting its benefits for the economy.
- **Collaborating with the voluntary sector and others:** Re-engaging adults in first-rung learning will be increasingly focussed on the individual resident within her or his community and supporting collaborative work between the voluntary sector and other providers will be a key priority.
- **Exploring innovative approaches:** We will support activities that address barriers to participation, such as financial hardship, a lack of basic skills and/or ESOL needs and childcare support; and explore new and innovative approaches for the delivery of adult learning.
- **Revitalising adult and community learning:** Working together with the seven Local Authorities in our area, we will support a revitalised adult and community learning sector to provide learning opportunities to those in disadvantaged communities and to contribute to the Government's strategy for Neighbourhood Renewal.
- **Developing a future vision for adult and community learning:** Tackling disadvantage is key to the future direction of ACL. We will work with Local Authorities, the voluntary and community sectors and Further Education to plan more targeted provision aimed at providing wider and better access for disadvantaged learners in communities and developing specific links with Neighbourhood Renewal plans. We will look to support local adult learning stakeholder groups to help plan future ACL provision and extend the range and availability of learning at the micro-community level.
- **Progressing from learning to employment:** We will share information about demand for adult learning and develop monitoring systems that track learners through study to employment or other learning. It will be vital to continue and improve the developing links and collaborative forums between employers, Trade Unions, the voluntary and community sectors and adult learning providers to ensure that there are clear progression routes from learning to employment which support economic development. We will work closely with the Employment Service/Jobcentre Plus to bring unemployed adults into sustainable employment.
- **London jobs for London people:** We will seek to establish a project to support and develop entry to employment and career progression in public and private sector organisations particularly in administration, facilities management and other key ancillary and support jobs which would facilitate opportunities for London people for London jobs.

- **Enhancing family learning opportunities:** We will look at targeted approaches for those who have basic skills and/or ESOL needs, to increase participation amongst traditional non-participants in further learning and to enhance family learning opportunities and delivery methods.
- **Working with Local Authorities:** We will work closely with the Local Authorities to establish quantifiable baseline data regarding provision and demand for the adult and community learning sector at the local level.
- **Sharing best practice:** We will work with learners and learner forums to develop effective feedback mechanisms and to improve our marketing and promotional activities. We will share good practice with providers and support their adaptation and adoption of these activities particularly through the Central London Learning Partnership.
- **Assisting unemployed adults:** There is a presumption that qualifications on their own will be sufficient for individuals to obtain jobs, when in fact, the decision as to who is successful in getting a job depends in addition on the demonstration of generic skills and appropriate work experience. Several sections of the London Regional Development Plan for the ESF Objective 3 programme focus on the needs of unemployed adults, particularly those most disengaged from the labour market. We will explore, with partners, how ESF can generate the greatest synergy with main programmes to benefit this group.
- **Planning developments in adult learning:** We will work with the Central London Learning Partnership, borough-based lifelong learning forums, Local Strategic Partnerships, colleges, voluntary sector organisations, the Employment Service/ Jobcentre Plus and Ufl hubs to strategically plan and implement developments in adult learning. The continued involvement of the voluntary and community sectors in this work will be vital.

2. Improving Information, Advice and Guidance

- **Improving information, advice and guidance:** We will seek to ensure the Information, Advice and Guidance (IAG) partnerships are continually improved and strengthened to ensure that people make informed and relevant choices.
- **Building capacity for taking guidance to the learner:** We will work with the local IAG partnerships, the full range of adult learning services in communities and Ufl/ learndirect to improve the availability and quality of local services and to ensure more joined-up delivery to the user. Building capacity for taking guidance to the learner will be key to succeeding.
- **Progressing to level 2 learning and above:** We will support IAG partnerships and stakeholder organisations to provide access to improved progression pathways from first rung learning in communities to level 2 and 3 provision and to more traditional learning opportunities, as required.
- **Ensuring free access to guidance:** We will continue to ensure that all members of the community have access to IAG services, which are available free of charge, with particular attention given to the needs of disadvantaged clients.

3. Raising retention and achievement

- **Applying learning needs assessment:** We will work with providers across all sectors to ensure the rigorous application of learning needs assessment and appropriate course selection as a pre-requisite to improved retention and achievement rates.
- **Additional support for adults with learning difficulties and/or disabilities:** We will support additional provision for learners with low prior attainment or learning difficulties and/or disabilities through the dissemination of good practice and the development of new delivery methods and approaches.
- **Defining achievement:** We will work with providers to closely define 'achievement' for those learners where a formal qualification is not the motivating factor and where completion and learner satisfaction is more important.

4. Meeting the needs of adults with basic skills and/or ESOL needs

- **Contributing to pan-London strategy:** We are developing a Basic Skills Strategy for the London Central LSC area. Working in partnership with the Basic Skills Agency, the London Development Agency and providers, we also intend to contribute to a comprehensive pan-London strategy to raise the level of basic skills in the adult population. We will strengthen our links and collaborative work with the Adult Basic Skills Strategy Unit to support local and pan-London approaches to the development, delivery and dissemination of good practice of Basic Skills provision and the achievement of targets. We will continue to build the capacity and quality of providers participating in the Basic Skills Quality Initiative (BSQI); and seek to cascade good practice from this initiative to new providers, especially those from the voluntary and community sectors.
- **New target to improve basic skills:** The targets set for London Central LSC require us to reduce the number of adults with poor basic skills by 33,000 by the end of July/ beginning of August 2004.
- **Providing a network for sharing new ideas:** We will look at establishing practitioner forums to ensure that teachers and trainers are kept up-to-date about issues in the basic skills agenda and to provide an effective network for sharing new learning materials and best practice.
- **Training new basic skills teachers:** We will seek to build on the Central London Learning Partnership's "Learning Rich" project, which is funded by our Local Initiative Fund. It is currently establishing a professional development training and resources centre for teachers of adult basic skills in central London. This centre will aim to train over 300 new basic skills teachers with qualifications linked to FENTO standards.
- **Promoting ESOL awareness training:** We will engage with ESOL teachers to ensure they have access to the ESOL awareness training as it becomes available and to the new ESOL standards and tests as they go on stream in March and September 2002.
- **Developing motivating approaches:** We will continue to work with providers to further develop and establish new and motivating approaches to basic skills and ESOL provision. We will engage with providers through a variety of individual consultation, events and targeted initiatives to facilitate use of the national curricular to support curriculum development.

5. Using Information and Communications Technology (ICT) to attract more learners

- **Using e-learning to equalise opportunity to learning:** E-learning has the potential to re-engage learners and deliver learning that we need to explore. We shall seek to work with providers to encourage and support access to e-learning to help equalise opportunity to learning.
- **Improving access for community language speakers:** We will encourage and support access to e-learning to help improve access to learning for community language speakers. We will support the development of materials using their first language to help motivate new learners and more imaginative, interactive materials to keep people interested and engaged.
- **Promoting ICT strategies in colleges:** We are working with the British Educational Communication and Technology Agency and the FE sector to promote ICT strategies for every college and we will seek to expand and embed ICT as an integral method for curriculum delivery.
- **Developing learndirect in central London:** We are working closely with learndirect to support the continued development of the two Ufl Learning Hubs in central London and we will promote the expansion of learning centres within the most disadvantaged parts of the communities to help provide greater access and to tackle barriers to learning opportunities.

Impacting measures

Priorities	Impact Measures	Timescale
Stimulate demand and participation	<ul style="list-style-type: none"> • Increase in the participation rates of adults through a targeted approach to attract learners who are traditionally underrepresented 	March 2005
	<ul style="list-style-type: none"> • Increase ACL provision within disadvantaged communities 	March 2003
Improve Information, Advice and Guidance	<ul style="list-style-type: none"> • Increase in the availability of Information, Advice and Guidance 	March 2005
	<ul style="list-style-type: none"> • Key IAG partnership members to achieve Guidance Accreditation Board (GAB) accreditation 	March 2003
Raise retention and achievement	<ul style="list-style-type: none"> • Percentage improvement in the retention and achievement rates for adults on level 1 and 2 programmes of study 	March 2005
	<ul style="list-style-type: none"> • Percentage increase in the number achieving level 3 qualifications in line with local and national targets 	December 2004

Priorities	Impact Measures	Timescale
Meet the needs of adults with basic skills and/or ESOL requirements	<ul style="list-style-type: none"> Percentage increase in the number accessing numeracy and literacy courses in line with local and national targets 	March 200
	<ul style="list-style-type: none"> Percentage increase in the number accessing ESOL courses 	March 2005
	<ul style="list-style-type: none"> Target of 33,000 new basic skills qualifications achieved 	End July/beginning August 2004
Use Information and Communications Technology (ICT) to attract more learners	<ul style="list-style-type: none"> Increase in the availability and number of ICT learning centres in the community and the throughput of learners who are benefiting and progressing to further learning 	March 2005

Where targets have not already been set, we intend to produce baseline data and to set targets for the remaining period of this plan by **September 2002**

4.3 Workforce development

The objective: to raise skills levels for a competitive economy

In a rapidly changing, global economy, the business challenge is to achieve agility through an effective, committed workforce that has the knowledge, skills and attitudes to meet the current and future needs of employers.

Our challenge is to convince employers that investing in workforce learning can bring real business benefits, particularly across the small- and medium-size enterprise (SME) market. We need to support employers to access the most appropriate training provision to meet their business needs.

The link between low skills and low productivity levels has been firmly made. Although a significant number of employers currently invest in training, it is often targeted at those employees who have already actively engaged in learning and development. Our investment strategies will encompass all groups of workers, with priority for funding being given for basic skills and level 2 and 3 provision, whilst recognising the importance of continuing to work with the workforce who have reached at least level 4 or 5 equivalent qualifications.

Drawing on the recommendations of both the Performance and Innovation Unit's (PIU) report on Workforce Development, "In Demand: Adult Skills for the 21st Century" and the CBI/TUC Submission to the Productivity Initiative, October 2001, we seek to contribute to achieving the vision that by "... 2010, the UK will be a society where Government, employers and individuals (are) actively engaged in skills development to deliver sustainable economic success for all."

We seek to play a key role in the Skills Commission for London which is a joint partnership led by the London Development Agency and the five London LSCs. The intention is that it will undertake the role of the Regional Employment and Skills Forum, to oversee the production, implementation, monitoring and updating of the Framework

for Regional Employment and Skills Action (FRESA) which is being produced by October 2002.

We have developed an overall Skills and Workforce Development Strategy for central London, in partnership with employers and NTOs which is based on our current relationship within the sectors and takes into account the key issues. It also defines how we shall work with key sectoral stakeholders, details our delivery strategies, discusses resource implications and lists the organisations involved. Within this wider strategy, the skills needs for each of the sectors shown below are identified.

The priority sectors are:

- Business and professional services
- Education
- Health
- Hospitality, leisure and tourism
- Retail

We shall also be working with the voluntary sector, public administration, construction, manufacturing and creative industries.

Whilst we have decided to take a sectoral approach to workforce development, we will ensure that we tackle the issues of the generic skills required to build the competitiveness of central London. An additional priority for us is to work closely with black and minority ethnic businesses and to form effective alliances with, for example, the European Federation of Black Women Business Owners and the Commission for Racial Equality.

We will strengthen partnership working by creating sound strategic alliances with Business Link for London (BL4L), Sector Skills Councils, the Sector Skills Development Agency, Trade Unions, London First, the Confederation of British Industry, British Chambers of Commerce and Industry, the Central London Partnership and employers. We have recognised the importance of a pan-London approach across several key sectors and will work in partnership with the other London LSCs to ensure a coherent, regional approach to workforce development.

We are clear that we need to work closely with these organisations and others, who are either already intermediaries between employers and the providers of learning, or those that have the potential to be so. We intend to fully explore the benefits of working through this process to create informed customers and to empower employers and employees. Employers may be more receptive to the concept of developing their workforce if the idea is put to them by organisations that already provide them with different types of professional business advice and support.

The task is to stimulate demand for workforce development from both employers and employees and to increase the supply of high quality, relevant provision which is responsive to the needs of both. We endorse the principle that the development of skills within the workforce has to be driven by demand, rather than by supply. The Centres of Vocational Excellence initiative provides an important opportunity to ensure the supply of high quality, relevant provision.

The proposals set out under this Strategic Objective should be read in conjunction with Strategic Objective 2, which addresses wider aspects of adult learning.

In seeking to deliver this strategy, we will:

1. Engage employers across key sectors within the central London economy
2. Engage more SMEs in workforce development
3. Create and develop a culture of demand-led provision
4. Meet world-class company needs

1. Engaging employers across key sectors within the central London economy

- **Working with new Sector Skills Councils:** We are working with the current National Training Organisations and the National Training Organisation National Council and will develop strategic alliances with their successor bodies, the Sector Skills Councils and the Sector Skills Development Agency as these emerge.
- **Working with other strategic partners:** We seek to ensure that we share and contribute to a range of strategic objectives, which lead to action orientated workforce development initiatives with the LDA and other strategic partners.
- **Improving communication with employers:** In order to develop modern, cost-effective responses, we will work to improve communication with and between employers on workforce development issues.
- **New basic skills programmes in the workplace:** We will raise the awareness of employers of basic skills deficiencies within their workforces and encourage the sharing of best practice. We will also provide and fund learning programmes for employers that address basic skills deficiencies.
- **Encouraging e-learning in workplace development:** To widen participation in workforce development in the sectors identified above, overcoming cost, time and access barriers, we will, for example, encourage the use of e-learning.
- **Developing successful trade union partnership:** We will build capacity in employers and increase participation in learning through long-term partnerships with Trade Unions, particularly through the encouragement of more Trade Union Learning Representatives. To increase access to learning, we will build on the very successful "Learning Services" project and provide opportunities to participate on "Bite-size" courses. These can be accredited and will help employees gain transferable skills and qualifications.
- **Sharing good practice:** We will share identified good practice between employers in the recruitment and training of young people.
- **Monitoring closely employers' needs:** To ensure that we adapt our strategies as needed by the demands of a dynamic economy, we will continue to examine employer needs across central London.

2. Engaging more SMEs in workforce development

- **Encouraging small business to invest in learning:** A key challenge is to encourage and engage SMEs in recognising the need to increase their level of investment in learning and to create a business culture where learning is central.
- **Maximising ESF benefits for key sectors:** Building on earlier work we have identified a range of skills which fit under the banner of “London Skills.” These are specific higher order skills, including language skills, which companies in London require from their employees if they are to continue competing in the global economy. Several sections of the Regional Development Plan for the London ESF Objective 3 Programme focus on the needs of businesses and employees, particularly upskilling workers in the SME sector. We will explore, with partners, how best to use ESF to maximise the benefits to key employment sectors in central London.
- **Working closely with Business Link for London:** We will work closely with key partners to effectively meet the needs of the SME employer sector and recognise that our relationship with BL4L is critical in delivering this engagement.
- **Supporting black and minority ethnic owned businesses:** To further support the needs of black and minority ethnic owned businesses, we will work with a range of partner organisations, seeking to build on existing relationships and networks.
- **Promoting Investors in People to SMEs:** Using the Investors in People (IIP) model to engage the SME market in workforce development, we will work with BL4L to deliver our skills and workforce development strategy. IIP provides companies the opportunity to identify their learning and skills needs and enables them to meet the demands of the central London economy.
- **Providing management and leadership development programmes:** Management and leadership development is essential if an SME is to succeed, as is the development of key workers. We will work with BL4L to provide a range of solutions to these issues, through, for example, the Owner–Manager Programme.
- **Encouraging flexible learning opportunities for businesses:** Through our strategic alliance with BL4L, we will seek to engage with providers who have the ability to provide flexible and variable development opportunities, that take into account both the individual learning style of the employee and the individual needs of the employer. We will also encourage employer and provider networking opportunities to share best practice.

3. Creating and developing a culture of demand-led provision

- **Supporting business needs analysis:** To ensure appropriate methods and levels of learning are selected, we will support the carrying-out of strategic business needs analysis with employers.
- **Increasing accreditation of learning:** Many employers use their own learning and development programmes, with little that is accredited. Links to the qualifications frameworks need to be explored and strengthened to address the perception that current qualifications are too bureaucratic, which acts as a barrier to participation.

- **Exploring new qualification frameworks:** We will support the accreditation of employers' training programmes through our partners, the Qualifications and Curriculum Authority, the London Open Colleges Network, Edexcel and the City & Guilds of London. We shall also work with employers to explore new qualification frameworks and a credit accumulation approach.
- **Encouraging employer involvement in Sector Skills Councils:** Employer involvement and representation on the Sector Skills Councils needs to be encouraged by us so that employers can influence future provision by indicating trends and skills gaps.
- **Matching provision with skills needs:** Our Sector Workforce Development Plan clearly illustrates the skills required to meet employer demands. We will use this information to assist providers in planning their provision which needs to reflect all aspects of learning and development including short courses, professional qualifications and bespoke training.
- **Responding to skills demands through new Centres of Vocational Excellence:** Through working with HE and FE providers, particularly through the establishment of the new Centres of Vocational Excellence (CoVE) initiative, we will seek to ensure an effective response to changing and new skills demands. This development will address some provision gaps and we will facilitate partnerships between providers, employers and Sector Skills Councils to ensure provision meets employer needs.
- **Creating a strategic alliance with FE and HE:** We will establish a strategic alliance with the FE/HE institutions to create a process for disseminating and gathering information and intelligence with their employer contacts and networks in such a way as to both respond to and influence the employer demand for education and training.
- **Improving links between business and further and Higher Education institutions:** We will develop our existing networks to significantly improve the direct links required between employers and further and Higher Education institutions.

4. Meeting world-class company needs

- **Meeting needs of large firms:** A considerable number of national and international firms have registered offices in the London Central LSC area and they expect a strategic account management relationship to meet all their workforce development needs. We have a good understanding of the complex and diverse needs of this group of firms, which we will seek to use to provide a single gateway to enable access to appropriate and suitable advice and guidance to meet workforce development needs.
- **Satisfying organisational development needs:** We shall also continue to support such employers in identifying suitable solutions to their organisational development needs that will have an impact on their national competitiveness.

Impact measures

Priorities	Impact Measures	Timescale
Engaging employers across key sectors within the central London economy	<ul style="list-style-type: none"> Establish strategic alliances with emerging Sector Skills Councils and the Sector Skills Development Agency 	June 2002
	<ul style="list-style-type: none"> Increase the number of employers undertaking programmes to address the basic skills needs of their employees 	March 2005
	<ul style="list-style-type: none"> Increase the number of employers engaged in programmes to up-skill their workforce 	March 2005
	<ul style="list-style-type: none"> Increase the number of Trade Union learning representatives in central London employers 	March 2005
	<ul style="list-style-type: none"> Achieve 406 Investors in People first time recognitions – to include 157 organisations sized 10–49 employees and 249 organisations with 50+ employees 	December 2002
Engage more SMEs in workforce development	<ul style="list-style-type: none"> Increase the number of SMEs engaging in workforce development activity 	March 2005
Create and develop a culture of demand led provision	<ul style="list-style-type: none"> Increase the level of links between employers and learning providers to ensure that provision meets employers' needs 	March 2005
	<ul style="list-style-type: none"> Map in-house learning and development programmes to existing and new external accredited standards 	April 2004
Meet world-class company needs	<ul style="list-style-type: none"> Increase in the number of world-class organisations undertaking strategic workforce development solutions as a result of our timely and effective responses 	March 2005

Where targets have not already been set, we intend to produce baseline data and to set targets for the remaining period of this plan by **September 2002**

4.4 Quality

The objective: to improve the quality of education and training delivery

Developing excellence is a key task for the Learning and Skills Council. The LSC's Quality Improvement Strategy is the national context within which our work on quality improvement in central London takes place. Improving the quality of education and training is one of the biggest challenges we face. Some post-16 provision in our area is excellent and compares well with the best. We also can point to evidence from inspection reports which clearly demonstrates that the majority of the learning provision is currently of good quality. As with the national picture, however, the difficulty is that quality is inconsistent.

We are fortunate to have the results of five area inspections, providing us with a substantial amount of intelligence that will inform the development of our strategy. They have highlighted the need to ensure that learning provision meets learners', employers' and community needs, delivers high retention and achievement rates, is delivered by competent and qualified staff, offers equality of opportunity and success, is well-managed and well-led and is value for money.

We aspire to create a strong provider base across all sectors where excellence is evidenced through learner satisfaction, continuous improvement demonstrated at inspection and year-on-year increases in participation, retention, achievement and progression. We will recognise excellence and support continuous improvement, but we will not let poor provision go unchallenged. We shall work with providers to make improvements, providing funding where appropriate. Equally, we will not be afraid to make hard decisions to stop funding clearly inadequate provision. We will secure value for money, working to maximise the contract value delivered to front line providers. The learner will be at the centre of decisions we make. We aim to secure high quality learning by ensuring each provider fulfils their prime responsibility for the quality of provision.

We are committed to a high quality provider base, (both existing and new), as defined by ALI and OfSTED inspection grades and supported by high learner satisfaction. This means ensuring that all staff have relevant qualifications and experience to deliver a wide range of appropriate curriculum areas, in a supportive environment, with a view to meeting learner objectives, including the need for vocational relevance and employer-focused learning programmes, where appropriate.

We will work closely with providers, the inspectorates, the Sector Skills Development Agency, the Learning and Skills Development Agency and the Employment Service/ Jobcentre Plus, amongst others to deliver this strategy.

The proposals set out under this Strategic Objective should be read in conjunction with Strategic Objectives 1 and 2, which also address the issues around improving retention and achievement rates.

In seeking to deliver this strategy we will work to ensure education and training:

1. Meets learner, employer and community needs
2. Delivers high retention and achievement rates
3. Is delivered by competent and qualified staff
4. Offers equality of opportunity and success
5. Takes place in a safe and supportive environment
6. Is well-managed and well-led and delivers value for money

1. Meeting learner, employer and community needs

- **Improving inspection grades:** We will take a lead role in supporting post inspection activity both at individual provider and area-wide levels. We will achieve improvement in the numbers of inspections achieving good or better grades in initial inspections and in those that are achieving satisfactory or better grades on re-inspection.
- **Specific targets to improve grades in inspection:** Each year we will compare the grade profile achieved by London Central LSC providers with that achieved nationally. We will set impact measures and take specific actions to ensure that the grade profile is improved year-on-year. Actions will include increased intervention to manage and support improvement for providers identified as having areas of concern likely to impact upon the quality of the learners experience. These interventions will include:
 - targeting support for providers to improve understanding of the requirements of the Common Inspection Framework
 - providing feedback upon the quality of self-assessment reports and development plans
 - monitoring the implementation of development plans
 - involvement in forums to support sharing of best practice
 - promoting the use of best practice guidance.

In supporting and managing provider improvement we will give particular focus to improving retention and achievement rates and the impact upon these of effective delivery to the learner. Appropriate benchmarks and targets for improvements to retention and achievement will be set.

- **Improving coherence in planning:** The findings of the area-wide inspections will inform our annual review of the range and coherence of existing learning provision and our work with partners to develop new provision as part of an inclusive and broad curriculum offer. We will tackle the past lack of coherent planning, inconsistency in the quality of teaching and learning, low staying-on rates for 16 year olds, the lack of a full range of learning opportunities and the low take-up of work-based learning places. We need to ensure that we are making effective use of partnerships to support improvements in learning provision.

- **Acting on learner feedback:** Alongside inspection results, we will put in place arrangements to systematically collect views from those whose learning we fund. The resultant data will be used to benchmark satisfaction and allow comparison between sectors. We will act upon all learner feedback including complaints. We will work with providers to ensure their own learner feedback procedures are robust.
- **Contracting linked to more learners' needs:** A key component of re-contracting decisions will be to ensure that we are improving the range of learning opportunities to meet learner and employer needs.
- **Quality key to new provision:** We shall only fund new providers that meet our quality standards and have the capacity to deliver quality provision.
- **Facilitating Centres for Vocational Excellence:** We will support Further Education colleges to become Centres of Vocational Excellence, recognising the quality of the learning they provide and the strength of their links with employers. We aim to achieve coverage in all our key business sectors by 2004.
- **Working closely with voluntary and community sector organizations:** We are committed to working closely with voluntary and community sector organisations that have closer links with people from disadvantaged and hard to reach groups and communities. To increase and widen participation in learning, particularly of non traditional learners, we must improve the range of partners we are working with. We will work with voluntary and community sector organisations to raise their awareness of LSC activities and contracting requirements. We will seek to ensure that all learners and potential learners have a range of options and a real choice of the type of environments in which they can learn.

2. Improving retention and achievement rates

- **Strengthening the effectiveness of provider self-assessment:** In addition to the comments relating to this aspect in Strategic Objectives 1 and 2, we must strengthen the effectiveness of self-assessment and development planning to secure improvement in learning provision. Inspection findings have highlighted that work-based learning providers need to improve their leadership and management and retention and achievement. We look to improve the inspection grade profile of ALL providers.
- **Improving benchmarking data:** There is a clear need to improve the availability of effective benchmarking data. The area inspections have highlighted the inconsistencies in available data.

3. Raising the level of competence and qualification in learning providers

- **Supporting Continuous Professional Development:** We will allocate resources from the Standards Fund to support Continuous Professional Development.
- **Promoting qualifications for provider staff:** We will promote awareness amongst providers of an appropriate range of qualifications for staff roles.
- **Supporting professional development of teachers and lecturers:** We will work with the borough 14–19 Learning Forums to implement measures to achieve greater consistency in the quality of teaching and learning. We will work to ensure that a higher proportion of teachers and trainers have approved teaching/training qualifications and we will support the professional development of teachers and lecturers through placements with employers.

4. Supporting equality of opportunity and success

- **Integrating equality of opportunity into performance reviews:** A focus of the provider performance review process will be equality of opportunity and achievement.
- **Equality by self-assessment:** Self-assessment reports will be reviewed to ensure that issues relating to equality have been properly considered and that development plans to address any issues are robust.
- **Using quality forums for best practice:** We will use the Quality Forums we have established to share best practice in relation to equality management.

5. Learning in a safe and supportive environment

- **Raising standards in health and safety:** We are committed to raising standards in health and safety. We will comply with all relevant health and safety legislation, the Health and Safety Commission's approved codes of practice and any guidance supplied by the National Office. Appendix 3 shows more information on our Health and Safety policy.

6. Raising standards in the leadership and management of learning provision

- **Improving self-assessment:** It is important that all our providers continuously improve their experience and ability to make accurate and action-focused self-assessment and development reports. We will work with our partners to develop systems that are rigorous and robust in identifying and addressing weaknesses and building on strengths.
- **Supporting provider improvement:** We are working in close partnership with the inspectorates, the Sector Skills Development Agency, the Learning and Skills Development Agency, the Employment Service/Jobcentre Plus and other agencies to ensure that we are able to effectively support and manage provider improvement. In particular we will harmonise strategies for quality improvement between the LSC and the Employment Service/Jobcentre Plus.
- **Maximising Standards Fund opportunities:** We support quality improvement across the learning and skills sector. The Standards Fund will be used flexibly to support the development needs of providers and to support national initiatives to include the Basic Skills Quality Initiative, Centres of Vocational Excellence, action planning following area-wide inspections and support for providers identified as having substantial weaknesses.
- **Disseminating good practice:** We will use the performance review process to identify good practice, which will be disseminated and to challenge poor and coasting providers. Where areas of poor practice are identified we will intervene to secure improvements.
- **Promoting National Mentoring Network standards:** We will encourage our providers to achieve national quality standards developed by the National Mentoring Network in their provision of mentoring programmes for young people.

Impact measures

Priorities	Impact Measures	Timescale
Meeting learner, employer and community need	<ul style="list-style-type: none"> Undertake review and mapping of current learning provision 	July 2002
	<ul style="list-style-type: none"> Increase the level of learner satisfaction 	Annual
Improving retention and achievement rates	See also Strategic Objectives 1 and 2 <ul style="list-style-type: none"> Produce appropriate benchmarking data and establish targets for improvement 	September 2002
Raising the level of competence and qualification in learning providers	<ul style="list-style-type: none"> Improve the quality of teaching and learning as assessed through provider inspections 	March 2005
Supporting equality of opportunity and success	<ul style="list-style-type: none"> Improve provider performance in this area as identified in performance reviews 	March 2005
Learning in a safe and supportive environment	<ul style="list-style-type: none"> Compliance with all relevant health and safety legislation, the Health and Safety Commission's approved codes of practice and any guidance supplied by the National Office 	On-going
Raising standards in the leadership and management of learning provision	<ul style="list-style-type: none"> Improvement of standards in leadership and management of providers as demonstrated through inspections 	March 2005

Where targets have not already been set, we intend to produce baseline data and to set targets for the remaining period of this plan by **September 2002**

4.5 Equalities and diversity

The objective: to raise levels of achievement through the celebration of diversity and promotion of equality of opportunity

London Central LSC works in a vibrant community, made stronger by the contributions of people from many ethnic backgrounds and cultural traditions. We see this diversity as a strength and aim to address the issues of equality and diversity in all areas of our activity. We are conscious, too, of the need to ensure that everyone in our area – regardless of disability, gender, age or social position – has the opportunity to realise their potential and develop the skills to succeed in London's economy. To achieve this aim, we will explicitly include equalities at every stage in policy, planning, service delivery and review processes. An equalities action plan will be developed with input from key partners. It will set out a clear view of our priorities and targets for closing equality gaps in access, participation, retention and achievement.

We will ensure that all our provision meets the requirements of the Race Relations Amendment Act (2000) and apply the framework provided by the Act to address barriers to participation and achievement in learning by all groups. We shall also undertake a disability service audit to identify ways of improving our service and implement the resulting action points.

There are currently gaps in the availability of data on some equalities issues. We will prioritise the creation of management information systems to ensure that we can develop meaningful targets and monitoring arrangements for the future.

We will work closely with partners such as Local Strategic Partnerships, the voluntary and community sectors, the LDA, black and minority ethnic groups and disability groups to deliver this strategy.

In seeking to deliver this strategy, we will:

1. Ensure that the diversity of central London's population is reflected in learning provision and achievement
2. Meet the needs of learners with learning difficulties and/or disabilities
3. Promote equalities and diversity in employment

1. Ensuring that the diversity of central London's population is reflected in learning provision and achievement

- **New impact analysis on our effectiveness:** We will conduct an impact analysis of our effectiveness in meeting the needs of all sections of the community. The scope of the analysis will specifically include refugees and asylum seekers, people with disabilities, mental health service users, learners with learning difficulties and/or disabilities and black and minority ethnic residents. The results of this analysis will be made public and used to develop and improve future policies and services.
- **Increasing minority group participation in work-based learning:** We shall set challenging targets for increased participation by black and minority ethnic learners and learners with disabilities on work-based learning programmes. These targets will be agreed with key partners at a borough level in the context of agreed action plans.
- **Encouraging good equalities practice:** We shall provide a comprehensive programme of training and support for our providers to encourage the development of good equalities practice in our learning provision.
- **Collaborating with partners on equalities issues:** Through our partnership activity with bodies such as Local Authorities, the Connexions Service, borough 14–19 forums, Local Strategic Partnerships, we shall promote collaborative working across central London to identify and address equalities issues in post-16 learning in terms of access, retention and achievement.
- **Providing information for the disabled and non-English speakers:** A key priority is to provide information on our services in a variety of formats. We will initiate projects to improve communication services to faith-based communities, people with disabilities, refugees and speakers of languages other than English.

- **Spreading good practice within FE:** We shall continue to work collaboratively with FE colleges on their widening participation strategies to promote a quality framework and to spread good practice.
- **Helping black and minority ethnic businesses deliver basic skills and Modern Apprenticeships:** Through the development of a capacity building programme, we will dismantle barriers preventing black and minority ethnic businesses and learning providers from delivering basic skills and Modern Apprenticeships. We aim to implement this programme in collaboration with a wide range of key partners including the LDA, the Black Training and Enterprise Group, the Council for Ethnic Minority Voluntary Organisations, PATH National, the Black MBA Association, Business Link for London and the Confederation of Indian Organisations.
- **Integrating ESOL provision into basic skills strategy:** We shall ensure that ESOL provision is an integral part of our basic skills strategy and that providers are supported so that they can deliver high quality, accredited ESOL programmes.
- **Supporting faith-based organisations in delivering learning:** We will support outreach initiatives by faith-based groups that raise awareness of lifelong learning opportunities and develop the capacity of faith-based organisations to deliver accredited, quality assured learning. Our aim is to build on the work of the Faith in London project in this area.
- **Utilising the Local Initiative Fund to help under-represented groups:** We will use the Local Initiative Fund and ESF Objective 3 co-financing to support a diverse range of innovative projects supporting the needs of under-represented groups, including refugees, people with mental health problems and prisoners with ESOL needs.
- **Developing management information systems to facilitate effective monitoring:** We will develop appropriate management information systems to ensure that we are gathering data about learners to facilitate effective monitoring and evaluation of our own and providers' equalities performance.
- **Improving childcare provision:** We will work with key partners, such as Early Years Development and Childcare Partnerships and the Employment Service/Jobcentre Plus to improve the availability and quality of childcare provision.
- **Encouraging mentoring in minority ethnic communities:** We will encourage the London Central Education Business Alliance (LCEBA) and other business and community link services to schools and colleges, to develop strategies to find positive role models from the black and minority ethnic communities to work as mentors and in supporting learning.
- **Tackling ethnic and gender stereotyping:** Ethnic and gender stereotyping in pre-16 work experience need to be tackled by monitoring placement allocation and then challenging any negative patterns. We shall work with LCEBA and its partners to undertake this work.
- **Tackling the needs of groups with multiple deprivation:** Many groups, for example the homeless, often suffer additional disadvantage through a number of factors such as mental health problems, learning difficulties and/or disabilities and drug or alcohol problems. We shall work with partners and stakeholders to develop solutions that overcome such severe barriers to learning.

2. Meeting the needs of learners with learning difficulties and/or disabilities

- **Mapping needs:** We shall map the range of learning provision in central London for people with learning difficulties and/or disabilities. The outcome of this survey will help us to ensure that the needs of those with learning difficulties and/or disabilities and their access to appropriate provision are integrated into our working arrangements with IAG partnerships, the Connexions Service and Local Strategic Partnerships.
- **Identifying gaps in learning support:** We shall work in collaboration with LEAs, the Connexions Service, IAG Partnerships and Local Authority Social Services departments' Joint Investment Plans to ensure best practice in the assessment of individuals' needs and identification of gaps in learning support.
- **Prioritising provision of mobility training:** We shall work in partnership with our providers, LEAs and Local Authority Social Services departments to identify gaps in transport provision that act as a barrier to learning for people with learning difficulties and/or disabilities. We shall also prioritise the provision of mobility training.

3. Promoting equalities and diversity in employment

- **Supporting Sector Skills Councils' workforce development plans:** We shall work with Sector Skills Councils to support them in the implementation of the equalities and diversity aspects of their workforce development plans.
- **Improving employers' equal opportunities policies:** We shall work in partnership with employers seeking to improve their equal opportunities policies and practices in recruitment and employee development, targeting the needs of groups which currently face disadvantage in the labour market.
- **Positively influencing attitudes:** We will work with the Central London Learning Partnership, London First, Business Link for London and others to bring together private and public organisations to establish medium to long-term strategies which seek to positively influence attitudes and behaviours in the recruitment and career progression of a diverse and multi-cultural workforce.

Impact measures

Priorities	Impact Measures	Timescale
Ensure that the diversity of central London's population is reflected in learning provision and achievement	• Completion of equalities and communication review	September 2002
	• Improved communication services to faith-based communities, people with disabilities and speakers of community languages	January 2003
	• Increased participation by learners from black and minority ethnic communities and people with disabilities on work-based learning programmes with targets set on a borough-basis	Targets set by Sept 2002 Achieved by March 2005
	• Increased diversity of basic skill learning provider base. 100 organisations to access capacity building programme	April 2003
Meeting the needs of learners with learning difficulties	• Transport provision mapped and gaps identified	September 2002
	• Good practice in mobility training for learners with learning difficulties and/or disabilities identified and disseminated.	January 2003
	• All providers have access to mobility training	January 2004
Promote equalities and diversity in employment	• 250 employers to receive support on recruitment and employee development strategies targeting groups which currently face disadvantage in the labour market Year 1 – 60 employers Year 2 – 90 employers Year 3 – 100 employers	March 2005

Where targets have not already been set, we intend to produce baseline data and to set targets for the remaining period of this plan by **September 2002**

4.6 Internal effectiveness and efficiency

The objective: to improve internal effectiveness and efficiency to ensure all objectives are met

A key element of our strategy is to ensure that we have a process of continual improvement in our organisation through an effective and efficient use of staff, financial resources and systems. London Central LSC aims to be an organisation that is highly respected for its efficiency and ability to add value and is an exemplar with regard to the development of its staff.

Two of the key reasons for setting-up the Learning and Skills Council were, to simplify the funding regimes for post-16 learning and to improve the benefits to learners. To enable this to occur, new planning and funding arrangements are being put in place. We therefore have a responsibility to substantially reduce the overall burden of bureaucracy for providers, who will then have more time and resources to devote to improving the quality of learner experience. We will work with providers to help them make full and effective use of their budgets. We will also be providing additional funds from the ESF Objective 3 programme across a wide range of activities. We will work closely with our main, local and regional partners, building on existing good links. Where it is appropriate, we will take the lead in bringing partners together and look to see how joint action can bring about significant improvements in overall service delivery. We will also be good team players making a full contribution to all partnership initiatives.

In seeking to develop our strategic capacity, we will:

1. Make efficient and proper use of resources
2. Develop effective partnership working arrangements
3. Lead by example

1 Making efficient and proper use of resources

- **Flexible organisational structure:** We have developed an organisational structure which matches internal resources to priorities and targets. It has an effective management structure, which is flexible and can respond to change on a timely basis.
- **Robust systems for monitoring:** We will establish robust systems for monitoring the performance of the organisation, both qualitatively and quantitatively, using this information to direct and deploy our resources. We will also review existing flexibilities within our funding streams, to match and redirect resources to meet our local priorities wherever possible.
- **Internal resources to be reviewed:** We will review our own efficiency, looking at how effectively we use our internal resources and looking at the impact on providers. We will implement internal processes for standardising and rationalising operations.
- **Developing cross-team working:** We will develop effective cross-team working both at the local and national levels, ensuring we share information.
- **Ensuring a smooth transfer to new funding arrangements:** We are working to secure a smooth transfer to the new funding arrangements for school sixth-forms, colleges and work-based learning providers. Although a common funding approach will not be adopted until 2004, we will support individual providers through the transition process to minimise any resulting turbulence or instability. We shall also work closely with the Local Authorities to ensure a smooth transfer to LSC formula funding for adult and community learning for 2003–04.
- **Developing a high quality research programme:** We will develop a high quality research programme which underpins our future strategic and business plans and which supports improvements in service delivery. We will collaborate with our partners and stakeholders to meet the information and research needs to enable

effective long-term planning of learning provision. This will help ensure that the results of our research are used equally by our partners, providers and ourselves.

- **Implementing effective audit arrangements:** We will adopt best practice for our own corporate governance and financial management. We are subject to internal audit and review, nationally and locally. We will implement effective audit arrangements across our programmes and disseminate good practice to our providers.
- **Delivering health and safety responsibilities:** We fully recognise and will work to deliver, our Health and Safety responsibilities, both internally as a local Council and to the providers with whom we work. Internally, we will ensure that we adopt best practice in all Health and Safety matters and through the work of our Health and Safety Committee, we will continue to monitor our compliance and performance in this area. Appendix 3 sets out our Health and Safety policy.

2. Developing effective partnership working arrangements

- **Common objectives for partners:** To best meet the needs of central London at a time of considerable change in regional administration, we must work constructively and in collaboration with our partners to improve our collective delivery. We will work with key partner organisations to deliver common objectives, ensuring that there are effective communications across organisations at both strategic and operational levels.
- **Maximising benefits of joint working:** We are an active member of the London Learning and Skills Council Group which is made up of all five London LSCs, working to ensure a coherent and collaborative approach to pan London issues.
- **Partnership working:** We are working closely with consumers and providers of education and training to meet the learning needs of central London. We have created strong strategic alliances with key partners and stakeholders. These include the London Development Agency, Local Authorities, the Association of London Government, the Connexions Service, the Central London Partnership, the Central London Learning Partnership, National Training Organisations, Sector Skills Councils, Employer Representative Organisations, Trade Unions, Business Link for London and Voluntary Sector organisations.

3. Leading by example

- **Promoting personal development of the Council's staff:** We will devise organisation and training Strategies that aim to support the achievement of the Council's objectives, support organisational development and promote the career and personal development of all our staff.
- **Capacity building:** We will continue to build our own capacity to fulfil the critical and demanding role we have to play in the implementation of all our strategies.
- **Implementing a Competencies Framework:** We will devise and implement a Competencies Framework to enable us to meet our key objectives and will ensure that these competencies are incorporated within individual staff learning and development plans.

- **Internal training evaluated:** We will implement an effective system for reviewing and evaluating our internal training and development activities.
- **Committed to Investors in People:** An internal project team has been established to facilitate our approach to change management, leading to our planned achievement of the Investors in People Standard.
- **Working towards Positive about Disabled People award:** We will improve facilities and working arrangements for disabled staff and visitors and will work towards achievement of the Positive about Disabled People award.
- **Professional integration of new staff:** We will support new staff in their integration to the LSC by the use of Corporate and Local Induction programmes, Buddy and Mentoring schemes.
- **Integrating best recruitment practice:** We will integrate the principles of best practice in equalities and diversity into all recruitment and staff development activities.
- **Seeking quality management benchmark:** We will seek to achieve successful self-assessment in all aspects of the European Foundation for Quality Management.

Impact measures

Priorities	Impact Measures	Timescale
Making efficient and proper use of resources	<ul style="list-style-type: none"> • A reduction in the paperwork needing to be completed by providers in line with the national target of 25% 	March 2005
Developing effective partnership working relationships	<ul style="list-style-type: none"> • Local partners and stakeholders expressing a high level of satisfaction with London Central LSC, evidenced through stakeholder questionnaires 	2003 and 2005
Lead by Example The achievement of appropriate quality awards by London Central LSC;	<ul style="list-style-type: none"> • IIP • European Foundation for Quality Management • Positive about Disabled People Award 	2002 Initial assessment 2003 2002/03

Where targets have not already been set, we intend to produce baseline data and to set targets for the remaining period of this plan by **September 2002**

> 5. Measuring our success – an outline monitoring and evaluation strategy

The national LSC's management information requirements, performance indicators and research strategy have not yet been finalised and all local LSCs are awaiting further guidance. In the meantime, we outline below our approach to the central task of measuring our success against the strategic objectives and local targets set out earlier in this Strategic Plan.

In devising this monitoring and evaluation strategy, we have been mindful of the different uses to which will be made of the information collected. In particular, it should assist:

- London Central LSC with its future resource allocation and strategic planning functions
- Our providers to improve the quality and value-added of service delivery
- Our joint planning and delivery activities with our partners

5.1 The monitoring and evaluation framework

We propose using a three-way classification of monitoring and evaluation activities that provides an overall framework for different levels, focal points and types of data gathering and analysis.

The three levels are:

Level 1: Performance

This level concentrates on volumes that are defined contractually, for example with the national LSC and DfES and set against specific targets. These typically include measures of 'throughput' based on management information returns and periodic funding claims submitted by local providers (e.g. numbers of learners enrolled at a given point, qualifications achieved, etc.)

Level 2: Impacts on target client groups/issues

Largely defined as 'bottom up' measures of the *difference* that specific LSC programmes, LSC funded services and other LSC supported activities have made to the prospects and performance of given areas or client groups – often a mixture of qualitative and quantitative measures.

We will undertake surveys of programme participants and other beneficiaries and track learner satisfaction as well as wider labour market, community or business impacts and outcomes.

Level 3: Changes in specific market segments and/or wider operating environments

The focus here is on measures of change in the behaviour, achievements, performance or prospects of local target groups (e.g. level 2 achievements amongst young people in central London; the employability of minority ethnic groups, etc.).

We will also look at measures of change in the local LSC's operating environment at a higher level (economic, social and demographic) over a period of time.

5.3 Implementing the framework

In implementing the monitoring and evaluation strategy, we will want to be mindful of issues affecting each level of the framework.

Level 1: Measures of performance or outputs

The LSC is presently considering the range of performance indicators which will be used to feed into the design of national templates to ensure that relevant information is being collected.

Under each of our strategic objectives we have set out a number of key changes which we want to see occur during the period covered by the Plan. We will need to determine if additional information is required to monitor specific local issues.

Level 2: Impacts on target client groups and measures of value added

We are presently in the process of discussing destinations' tracking and learner satisfaction proposals with our providers and some pilot projects are being undertaken.

In addition, we will want to undertake a programme of project evaluations to look at the level of value added which occurs and to identify examples of good practice.

Level 3: Changes in market segments and wider operating environments

We will look to monitor the changes that are taking place in key economic indicators affecting the environment in which we operate. A baseline for this has already been produced as part of the Skills Needs Analysis. We will be looking to update the key indicators on an annual basis.

There is an issue as to the contribution that the work of London Central LSC will make to any observed changes in these more 'macro-level' indicators. We will, as part of the review process, make an assessment of the impact of our activities on the changes taking place.

5.4 Next steps

During the coming months, we will develop each of the different levels of the proposed monitoring and evaluation strategy. In particular, we will want to discuss elements of the strategy with key partners, such as the Connexions Service and the LDA.

We will also want to put in place a full internal and external dissemination strategy to ensure that the information which has been collected will inform future resource allocation, strategic planning and continuous improvement in service delivery.

Appendix 1

London Central Learning and Skills Council's Council Members

Anthony Barritt	Business Development Director, Video Arts Group
Steve Bundred	Chief Executive, London Borough of Camden
Paul Convery	Director, Centre for Economic and Social Inclusion
Keith Cunningham	Councillor, Royal Borough of Kensington and Chelsea
Keith Faulkner	Company Secretary and Director of Public Affairs, Manpower plc
Satnam Gill	Principal, Working Men's College
Roy Lockett	Training Consultant, working with Trade Unions
Simon Pellew	Managing Director, Pecan Ltd
Adrian Perry	Principal, Lambeth College
Mary Reilly	Head of Outsourcing, Arthur Andersen
Marie-Louise Rossi	Chief Executive, International Underwriting Association of London
Maureen Salmon	Executive Director, Black MBA Association (UK) Ltd.
Yvonne Thompson	Managing Director, ASAP Communications Ltd
Paul Twyman	Executive Chairman, Political Strategy Ltd
Sandra Yardon-Pinder	Head Teacher, Geoffrey Chaucer School

Appendix 2

Our external consultation on the *Framework for Action*

We have been working on this Plan since last summer and have consulted with the London Development Agency, Local Authorities in our area, Neighbourhood Renewal and Local Strategic Partnerships, members of the Central London Learning Partnership and the Connexions Service in our area. Wishing to open out consultation as widely as possible, our Outline Plan entitled Framework for Action – Consultation on the Strategic Plan, was published in October 2001 and formed the basis for a wide-ranging consultation with partners and stakeholders on our strategies for the next three years. The Framework was circulated to over 700 individuals, organisations and institutions in and around central London. Consultations took place throughout October and November and were conducted in two ways:

- In writing – the Framework for Action contained a series of questions, to which responses were invited, together with any other views.
- Through a series of consultation meetings, both with existing networks of partners and stakeholders and through open forum.

The networks of partners and stakeholders we consulted with included:

- Employers
- Young People
- FE colleges and institutions offering FE learning
- Guidance and careers agencies
- The seven Local Authorities in the London Central LSC area, with a range of representatives from the Chief Executives', Education, Lifelong Learning, Regeneration, Economic Development, Community Renewal, Libraries and Social Services departments
- The London Development Agency
- National Training Organisations (NTOs) – soon to be Sector Skills Councils
- Regeneration partnerships across central London and adjoining boroughs
- Schools with sixth-forms
- The voluntary sector in each of the seven boroughs
- Other voluntary sector organisations who work sub-regionally, regionally or nationally
- Work-based learning providers

There was a consistently warm welcome for London Central LSC's willingness to engage so openly and a frequently-expressed desire to build substantially on this very good start.

There was significant synergy in the views expressed and the key themes that came out strongly from consultations were:

- The need for London Central LSC to work widely in order to deliver its remit. This includes working with a wide range of partners and looking broadly at how learning and skills fits with many other initiatives relating to personal, economic and community development
- The need to recognise that learning takes place at a variety of levels: that work often needs to be carried out with individuals at the most basic levels, to ensure that they have firm footings from which to progress
- The need to ensure that learning is delivered at times, in places, by means and by people that suit learners. This includes using communities to work with communities and using e-learning
- Concerns over whether funding and quality standards would be sufficiently flexible so as not to exclude specialist, niche (often voluntary or community sector) providers
- Many ideas relating to diversity issues, with specific groups – notably, refugees and asylum seekers, older people, people with disabilities and people with mental health issues – being particularly mentioned
- Great interest in how London Central LSC would work with the other London LSCs and national office to reduce bureaucracy and duplication

All of the views and comments made during the consultation process have been carefully considered and incorporated, where appropriate, into this Plan.

A more detailed report on the consultation process will be available later in 2002. It will be sent out automatically to everyone who participated in the consultation process and will also be available on request. In addition, we shall be asking consultation participants to evaluate the process so that we can learn lessons from this critically important exercise.

Appendix 3

London Central Learning and Skills Council's Health and Safety Policy

London Central LSC is committed to complying with the national guidelines 'Raising the Standards'.

London Central LSC will comply with all relevant health and safety legislation, the Health and Safety Commission's approved codes of practice and any guidance supplied by the National Office.

London Central LSC will use all reasonable endeavours to require its providers, their contractors and sub-contractors to comply with the same. It must be noted that the primary responsibility for learner health and safety rests with the provider.

The organisational responsibilities and arrangements which includes levels of competence resources allocated and monitoring and reviewing providers and their sub-contractors will be in accordance with the arrangements set out in London Central LSC's Health and Safety Policy.

London Central LSC will contractually require its providers to implement the health and safety standards as set out in the proposed guidance issued nationally.

London Central LSC will requires its providers and their sub-contractors to have a named health and safety competent person to advise on protective measures, in accordance with Management of Health and Safety at Work Regulations, 1999 (MHSWR).

London Central LSC will manage health and safety using HS (G) 65 as a basis of approach.

Appendix 4

GLOSSARY

ACL(F)	Adult and Community Learning (Fund)
ALI	Adult Learning Inspectorate
AMA	Advanced Modern Apprenticeship
BL4L	Business Link for London
BSQI	Basic Skills Quality Initiative
CoVE	Centres of Vocational Excellence
CBI	Confederation of British Industry
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
EFQM	European Foundation for Quality Management
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
EYDCP	Early Years Development and Childcare Partnership
FE	Further Education
FEFC	Further Education Funding Council
FENTO	Further Education National Training Organisation
FMA	Foundation Modern Apprenticeship
GAB	Guidance Accreditation Board
GCSE	General Certificate of Secondary Education
HE(I)	Higher Education (Institution)
IAG	Information, Advice and Guidance
ICT	Information and Communications Technology
iIP	Investors in People
LCEBA	London Central Education Business Alliance
LDA	London Development Agency
L(E)A	Local (Education) Authority
LIF	Local Initiative Fund
LLDD	Learner with learning difficulties and/or disabilities
LSC	Learning and Skills Council
LSP	Local Strategic Partnership
NTO	National Training Organisation
PIU	Performance and Innovation Unit (Cabinet Office)
SME	Small or Medium Enterprise
TEC	Training and Enterprise Council
TUC	Trades Union Congress
Ufi	University for Industry

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