

Learning and Skills Council

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Local Strategic Plan 2002-2005 London West

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



> Foreword

The London West Learning and Skills Council area is unique. From an economic perspective it encompasses Heathrow, the largest airport in the world, the Park Royal concentration of manufacturing, Wembley and the national and global headquarters of some of the largest companies in the world.

Educational attainment is high in many areas and the diverse and vibrant community is drawn from all corners of the world. However, significant pockets of deprivation exist where engagement in learning and educational achievement is extremely low. There is a need to improve both the numeracy and literacy skills of thousands of young people and adults. The 60,000 refugees and asylum seekers in the community raise particular challenges and significant opportunities. In addition there is a need for more and better provision to meet the needs of those where English is not their first language.

Many employers experience a mismatch between appropriately skilled employees and those available, a situation that is likely to be exacerbated by the demands of the new economy. Working with employers to improve productivity and employability of the workforce, and enabling them to tap into the wealth of talent within the local community is key to the area's future prosperity.

This Local Strategic Plan outlines the actions London West Learning and Skills Council intends to take to meet the learning and skill needs of individuals, communities and employers in the area. Our vision is to help everyone in London West to achieve the level of education that enables them to reach their true potential, and to create a community where learning is the norm, and to provide a second or third chance of participation in learning for those that need that opportunity.

Through this plan we seek to ensure that everyone regardless of gender, race, age or ability is able to participate in the learning that is most appropriate to their needs. We will work to bridge the gap between the skills available, and the skills needs. We will work to achieve parity of esteem between the vocational and the academic route to learning. We will ensure the standard of all learning provision in the area is of the highest possible level.

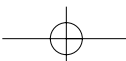
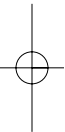
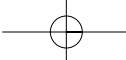
We look forward to working in partnership with all those identified within this plan to deliver a new learning and skills agenda in the London West area.

MICHAEL FRYE CBE
CHAIR

PETER PLEDGER
EXECUTIVE DIRECTOR

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> Introduction

The creation of the Learning and Skills Council (LSC) in April 2001 transformed the arena of learning and skills in England. For the first time a public body has a statutory duty placed on it to encourage participation in learning. The creation of the Learning and Skills Council puts the responsibility of planning, funding and improving the quality of all post-16 education and training, with the exception of higher education, in the hands of a single organisation. This reform will bring coherence and co-ordination with a real focus on meeting skill and employer needs nationally and locally.

London West Learning and Skills Council will:

- analyse local learning needs;
- produce plans to meet the needs identified;
- contract with providers to deliver learning which meets the needs identified; and
- ensure the quality of the provision contracted.

London West Learning and Skills Council operates within a national framework and is tasked to produce a Local Strategic Plan for the period 2002-05. This Local Strategic Plan for London West Learning and Skills Council will shape and identify our local priorities for the next three years. It is built around the key objectives set nationally for the Learning and Skills Council, however, our proposals are based on an analysis of local learning and skills needs in the London West area.

Consultation with local and regional partners has also contributed to this document. A two phase consultation process was undertaken. An informal consultation took place in Autumn 2001 on issues to be addressed and our key priorities. A more formal consultation took place in January 2002 on the Draft Local Strategic Plan.

London West Learning and Skills Council has been encouraged by the responses to both consultation documents and has taken into consideration the comments made. We have been able to act on some, but others will take more time. Guided by this consultation and our analysis of local need, we now set out the key issues facing the London West sub-region and the ways in which we will address them.

This Local Strategic Plan details the priorities and objectives of London West Learning and Skills Council over the coming years. Using this we will develop an annual Delivery Plan, which will set out how we intend to take forward and fund the individual measures detailed. We will also periodically review the Local Strategic Plan in order to ensure that the ever-changing needs of the London West area are accounted for.

> The National Context

The Learning and Skills Council is responsible for planning and funding all post-16 education and training outside higher education in England. Its creation has brought together, for the first time, public funding for further education, work based learning, adult and community learning, and from April 2002, school sixth form provision.

The 47 local Learning and Skills Councils have been tasked to plan, fund and co-ordinate the delivery of post-16 learning to ensure that it meets the needs of local communities, businesses and individuals.

The initial Corporate Plan of the Learning and Skills Council, published in July 2001, sets a framework for local planning. Local Learning and Skills Councils must work within the context of the national vision, mission and key objectives, while addressing local needs and issues.

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 challenge for the Learning and Skills Council has been set by the Secretary of State in the Learning and Skills Council Remit Letter of November 2000:

- To raise participation and achievement by young people;
- To increase demand for learning by adults and equalise opportunities through better access to learning;
- To raise skill levels for national competitiveness;
- To improve the quality of education and training delivery; and
- To improve effectiveness and efficiency.

> Targets

National Targets

To guide the Learning and Skills Council, clearly defined targets are needed to serve as principal benchmarks for progress over the next three years.

Interim targets have been set which are given in the Learning and Skills Council Corporate Plan. These targets are set against the five key objectives for the Learning and Skills Council. Their achievement is made up of the sum of local Learning and Skills Councils' progress towards the targets.

Key Objectives	National Targets for 2004	National Position in 2000
1. Extend participation in education, learning and training	80 per cent of 16 to 18 year olds in structured learning Set baseline and targets for adults in next year's Corporate Plan	75 per cent
2. Increase engagement of employers in workforce development	Develop measure of employment in next year's Corporate Plan	
3. Raise achievement of young people	85 per cent at level 2 at age 19 55 per cent at level 3 by age 19	75 per cent 51 per cent
4. Raise achievement of adults	Raise literacy and numeracy skills of 750,000 adults Percentage of adults at level 2 – target to be set in next year's Corporate Plan 52 per cent of adults at level 3	Up to 7 million adults with literacy or numeracy difficulties 47 per cent
5. Raise quality of education and training and user satisfaction	Set baselines and targets in next year's Corporate Plan	

Some national targets are still in development, as outlined in the table above, and will be published in the next national Corporate Plan.

Local Targets

The Learning and Skills Council has adopted a formulaic approach to define the upper and lower limits of target ranges to be used by local Learning and Skills Councils to inform their own local targets.

London West Learning and Skills Council has considered the target ranges provided by the National Learning and Skills Council, and has set the following local targets through an examination of historical data.

National Target for 2004	Estimated London West Position 2000	Target Range Minimum	Target Range Maximum	London West Achievement Target for 2004
80% of 16-18 year olds in structured learning	80%	4,467	4,710	4,500
85% at level 2 by age 19	68%	1,065	1,133	1,100
55% at level 3 by age 19	43%	867	920	890
Raise literacy and numeracy skills of 750,000 adults	195,793 with poor literacy (22.4%) 195,715 with poor numeracy (22.3%)	18,801	19,618	19,200
52% of adults at level 3	39%	43,128	44,069	43,500

London West Learning and Skills Council has been selected as a pathfinder to pilot equality and diversity impact measures in the forthcoming year. The use of equality impact measures will support local Learning and Skills Councils to underpin local targets with measures to achieve inclusion and equality. Equality and diversity impact measures will be introduced to all Learning and Skills Council in the 2003-04 strategic planning round.

This area of work is of great importance to London West Learning and Skills Council, and we hope the pilot will assist us in our endeavours to achieve greater participation in learning and progression to further learning, and in particular Higher Education.

> The Local Context

London West Learning and Skills Council is one of 47 local arms of the national organisation and covers the London Boroughs of Brent, Ealing, Hammersmith and Fulham, Harrow, Hillingdon and Hounslow.



The London West Learning and Skills Council Area

In its initial year of operation, London West Learning and Skills Council has been allocated a budget of over £150 million to fund learners in the area. London West Learning and Skills Council currently provides funding for:

- 7 Further Education Colleges;
- 2 Higher Education Institutions receiving funds for Further Education;
- 51 Private, Voluntary and Public Sector Providers delivering Work Based Learning;
- 6 borough based Adult and Community Education Providers;
- 2 Information, Advice and Guidance Partnerships;
- 1 Education Business Link Consortium;
- 54 School Sixth Forms (from April 2002) including William Morris Academy;
- 2 learndirect Hubs (from August 2002).

As a local Learning and Skills Council, London West Learning and Skills Council must ensure that the learning and skill needs of individuals, communities and employers are identified and addressed. To ensure that local need is met, local Councils provide direction and strategic leadership for local Learning and Skills Councils. Drawn from the public and private sectors, the Council of 16 members (detailed in Appendix A) bring a wide variety of understanding and experience to ensure that the needs of learners are met.

Key Achievements To Date

Our priority in our first year has been to achieve a smooth transition from the old structures to the Learning and Skills Council. However, this transitional year has already seen a number of achievements locally:

- Successfully managed the merger of Ealing Tertiary College and Hammersmith and West London College.
- Completed the first formal and comprehensive assessment of learning and skill needs in the London West area.
- Achieved Co-Financing Organisation status in order to secure European Social Fund monies for projects and initiatives in the area.
- Promoted learning with a range of marketing materials and, in particular, a live theatre performance aimed at raising awareness of the full range of post-16 learning opportunities available to year 11 students in 57 schools in London West.
- Secured new accommodation for the 'Interact Centre' within the newly created Ealing, Hammersmith and West London College.
- Awarded £900,000 to providers to enhance attainment of level 2 qualifications amongst 19 year olds.
- Awarded £2.28 million of Local Initiatives Fund in support of local projects and initiatives.
- Worked with partners to produce an Action Plan as a result of an Area Wide Inspection of 16 to 19 provision in Brent.
- Delivered 'Bite Size' taster courses to 593 individuals as part of a national campaign to encourage people into learning.

London West Learning and Skills Council is proud of its achievements to date and wishes to build on these in future years.

Sub-Region of Economic Importance

The area covered by London West Learning and Skills Council is also one of great economic importance. London West possesses a modern business, manufacturing and service focused economy. It is a location for international business headquarters, and a focus for the new economy, centred on IT and the media. It is critical that the area receives the necessary skills and business support, inward investment and infrastructure programmes to enable this position to be maintained.

Within the London West sub-region, certain geographic areas are of particular importance to the local economy. These include:

- **The A4/A40 Corridor** – Where many international organisations have located their headquarter functions. Due to the close proximity to Heathrow Airport and motorway transport links, global companies are attracted to the area. GlaxoSmithKline has recently located its corporate global headquarters on a brownfield site on the Great West Road which will house approximately 3,000 employees.
- **Wembley** – Whether or not a national stadium is built in Wembley, it is expected that there will be significant investment in regenerating the area. For example, Brent Council, in partnership with local businesses, has developed an initiative entitled 'Wembley Gateway' which is designed to improve the environment and facilities of Wembley town centre.
- **Park Royal** – Historically, Park Royal has been a manufacturing base, although the range of businesses has now diversified, and the site is becoming popular with media and logistics industries. The business park is home to over 1,400 firms that together employ 28,000 people, and an average of 80 new companies establish themselves in the area each year. Although the majority are small to medium sized enterprises, there are some major international names such as Guinness Brewing, NEC, Reuters and Delta Airlines.
- **Heathrow** – Over 82,000 jobs in London West are centred around Heathrow Airport. A large number of people are employed in the air transport sector and the airport also supports thousands of jobs in related industries such as hotels and catering, engineering and support services. The creation of an additional terminal at the world's busiest airport offers significant opportunity for the London West economy.
- **White City** – There are two major developments occurring in the White City Area. A significant physical and social regeneration development has commenced on the site between Wood Lane and the West Cross route. Chelsfield, the property group, is in charge of the scheme which is due for completion some time in 2006 or 2007. The development will be made up of a new transport interchange, retail and leisure and housing. The BBC is creating a state of the art broadcast and presentation site on its current White City site, and phase two of this development is a new music centre and administrative buildings. These developments amount to nearly £1 billion's worth of regeneration on brownfield land.

- **Southall** – With its extremely diverse community and economic links with the Indian sub-continent and beyond, this is a key area for London West. Southall is a vibrant community with a long tradition of family based businesses. Employment in Southall is particularly concentrated in the sub-sectors of Food Production, Professional Services, Wholesale Trade and Medical Services.
- **Chiswick Park** – A major new office development which began in January 2000, covering one and a half million square feet of space and providing a workplace for up to 10,000 people. Chiswick Park is designed to provide the occupier with the best working environment, both internally and externally, and buildings are located around a central lake, with gardens and open spaces. The development provides a range of health and leisure facilities.
- **Stockley Park** - This development lies within London's metropolitan green belt, close to Heathrow Airport, the M4 and M25. Stockley Park comprises 150 acres of business park and 250 acres of landscaped environment, including a golf course. Twenty-five companies now occupy the park creating 4,600 jobs, many for local residents.
- **Paddington Basin** – This landmark development incorporates offices, homes, shops, restaurants and leisure facilities to create a world-class, fully integrated living and working environment. A new hospital development is also centred around St Mary's Hospital. Although the actual developments fall outside of the London West area, it is certain that there will be an impact on London West residents and businesses.

Despite high economic activity rates and the lowest unemployment rate for decades, economic and social deprivation still exists in London West. However, it is now very localised both spatially and in the groups of people affected.

> Summary of Needs Assessment

In 2001, London West Learning and Skills Council commissioned a Needs Assessment that would inform the development of strategic objectives and priorities, by providing a comprehensive analysis of the learning and skill needs of the London West population, workforce and economy. The Assessment draws together information from a wide variety of sources and a summary of the key findings is presented below. Figures provided are for the London West area unless specified otherwise.

Brief Background to London West

The London West Learning and Skills Council area is one of the most prosperous, diverse and dynamic areas in the United Kingdom. It is home to almost 1.4 million people and has an unusually youthful, diverse population with a rapidly changing demographic and ethnic mix. London West is an important economic sub-region in the UK with a GDP in the region of £25 billion per year, a buoyant economy and a workforce of over 700,000. Heathrow Airport is a major source of wealth and, directly and indirectly, 82,000 jobs.

Groups and Communities with Particular Access Needs

The Needs Assessment included establishing profiles on specific groups within the London West area and identifying the particular difficulties they experience in accessing learning, training and jobs.

Ethnic Minority Communities

- In 2000, 34% of London West residents were from a non-white ethnic background, compared with 27% for Greater London as a whole. In 2001, for the first time, the ethnic minority population of a London West borough, Brent, was projected to have reached over 50% of the total population.
- Despite the fact that 28% of single proprietor businesses are owned by ethnic minorities, unemployment rates amongst some non-white groups are higher than for white groups. The highest rates are amongst Black African (12.2%) and Black Caribbean (11.8%) people, compared with the overall rate of 3.2% for London West.
- Almost 1 in 6 further education college students (8,690) study English for speakers of other languages (ESOL), indicating that significant numbers of ethnic minority people experience language difficulties. Numbers from Indian, Other Asian and Black African communities are highest, but there are also large numbers of White ESOL students. Current levels of ESOL provision are not sufficient to meet demand.
- High proportions of young Asians continue into higher education and relatively high levels of qualifications are also reported in this group. The 2001 London Skills Survey shows that 35.1% of Pakistani respondents and 31.4% of Indian respondents reported that they held NVQ level 4 qualifications, in comparison with 22.4% of Black African and 9.8% of Black Caribbean respondents. Asian participation in higher education explains in part the lower economic activity rate of this group. However, the higher than average unemployment rates for some Asian groups, including Pakistanis, indicate that there is a need to ensure that the qualifications attained match the needs of London West employers.

Refugees & Asylum Seekers

- Due in part to the proximity of Heathrow Airport, 1999 estimates showed between 59,800 and 69,000 refugees and asylum seekers living in London West, accounting for 4.5% to 5.1% of the population. This represents an increase of around a quarter since 1997.

Refugees and Asylum Seekers - London West		
Borough	Number	% Of Population
Brent	16,300 – 18,800	6.5 - 7.5
Ealing	13,500 – 15,600	4.5 - 5.2
Hammersmith & Fulham	9,800 – 11,300	6.2 - 7.2
Hounslow	7,100 – 8,200	3.3 - 3.9
Hillingdon	6,500 – 7,500	2.6 - 3.0
Harrow	6,500 – 7,500	3.1 – 3.6
London West	59,800 – 69,000	4.5 – 5.1

- Nationally, 1999 figures show that 72% of asylum applicants are aged between 18 and 34 years and this estimate is likely to be reflected in the London West area.
- Refugees and asylum seekers are not a homogenous group – skills and qualifications levels vary widely. Up to 30% of refugees have degree level qualifications and professional occupational backgrounds, but cannot practice in the UK because employers cannot assess the parity of qualifications and/or because individuals lack appropriate vocational English language skills. Accreditation of prior learning, transferability of qualifications and vocational English language support have been identified as key areas of refugee needs.
- Those refugees and asylum seekers who have low level vocational skills and who may also lack literacy in their mother tongue, face multiple and complex barriers to learning and employment. Surveys indicate that well over half of refugees and asylum seekers speak little or no English. Although, in some boroughs, over half of refugee and asylum seekers take up ESOL classes, demand outstrips supply particularly in the provision of elementary level ESOL, and some people have difficulty in accessing classes.

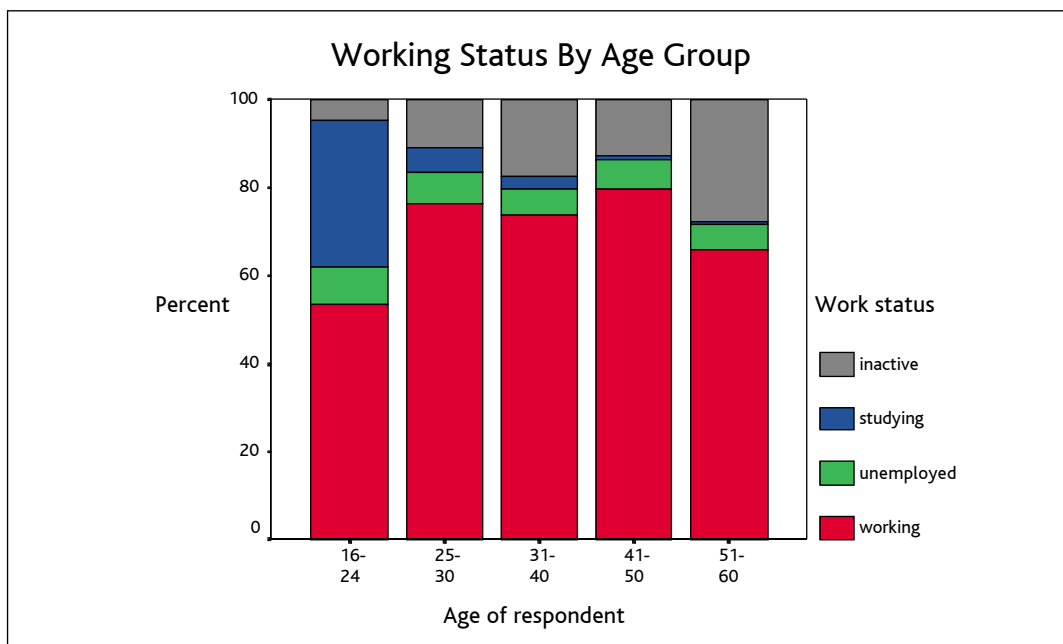
People with Disabilities

- An estimated 5% of London West residents have a disability and as such are more likely to experience exclusion from the labour market. According to the 2001 London Skills Survey, in London West only 43% of respondents with disabilities were in full-time employment, compared to 55% of those without disabilities. 29% of people with disabilities were either registered unemployed or economically inactive, and many residents with disabilities have withdrawn from the labour market.

- The Skills Survey also showed that only 7% of people with disabilities take up learning opportunities compared with 16% of people without disabilities. Over a quarter of people with disabilities cited health/disability issues as the main reason for not participating. The low take up of learning is reflected in qualification levels – 33% of people with disabilities have no qualifications, compared with 18% of people without disabilities.
- A higher percentage of people with disabilities report only basic level or no skills in key areas including numeracy, IT and problem solving in comparison to people without disabilities.
- Existing Government initiatives offer support to people with disabilities, but more needs to be done to facilitate their access to the labour market. Many employers still have negative perceptions of people with disabilities and a key factor in improving access to jobs is the continuing need to raise awareness of the positive contribution that people with disabilities can make and to bring about change in employers' attitudes and the culture of the workplace.

People in Third Age

- 27% of the London West population is aged over 50 and this group is projected to grow faster than any other segment of the population. 11% is aged between 50 and 59.
- The under-employment of older workers is estimated to cost the UK over £25 billion a year, not including the 'hidden' social and economic costs. In 2001, almost 25% of 50-59 year olds and 40% of over 60 year olds were economically inactive, in comparison to 15% of those in their 40s. Many employers do not recognise the value of older workers' potential contributions and this is clearly a factor in the decline in economic activity with increasing age.

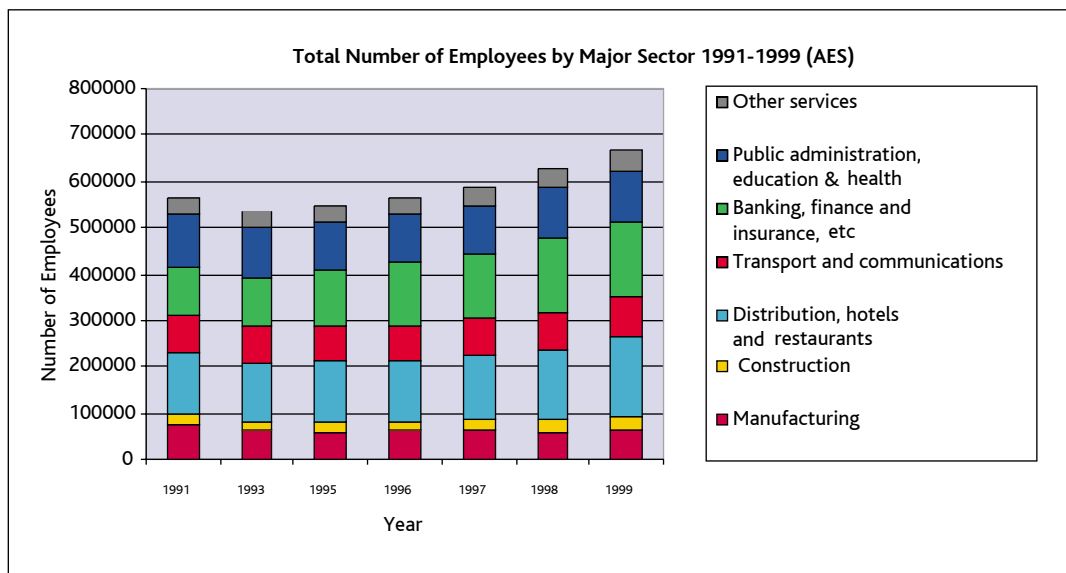


Source: 2001 London Skills Survey

- People over 50 face a number of difficulties securing and keeping jobs, including keeping up with the skills demands of the London West economy. 25% of those aged 51-60 do not hold any qualifications, and older people report lower than average IT and communication skills.
- 70% of older workers indicate that they have no inclination to re-train. Many see little value in training as a means of accessing a job or progressing in their current employment, because of the belief that their age will count against them.

Skills and Workforce Development

- More than 700,000 people work in London West and the number of businesses has doubled since 1991. Sectors with the largest number of employees include Distribution, Hotels and Restaurants (26%), Banking, Finance and Insurance (24%), and Public Administration, Education and Health (16%).
- The economy is buoyant and 44% of businesses saw an increase in turnover and 41% reported an increase in productivity in 1999. 67% of companies also expected their turnover to increase in the subsequent 12 months. The Banking, Finance and Insurance sector has seen the most rapid growth, however the Public Administration, Education and Health sector remains of great importance to the local economy. These indicators are very positive, but it is as yet unclear what the full impact might be of the events of September 11th and its aftermath. Work is being done to determine the impact on the employment and skill needs in London West.



Source: ONS/NOMIS

- In 1999, staff in an estimated 53% of London West businesses participated in training and around 33,000 people were awarded or working towards an externally accredited qualification in 2000. However, skills gaps continue to inhibit the performance of local firms, with 10% of employers reporting gaps in 2001. It is clear that employee development for all staff is key to addressing this issue. Encouragingly, where gaps in key skills have been reported, substantial resources have been targeted to enable high quality training provision in ICT, basic and employability skills and ESOL.

- Smaller firms are less likely to pursue workforce development because of resourcing issues. The most commonly cited reason given by firms of all sizes for not training staff is the employer's lack of a perceived need for it. Employers' attitudes to training remain a key barrier to workforce development. Other issues including the flexibility, delivery style, timing and costs of training continue to act as disincentives to employer commitment.
- Businesses in London West are more likely to report skills shortages than in any other London Learning and Skills Council area. The local economy demands high levels of skills and qualifications, especially in ICT and other technical areas, making it particularly vulnerable to skills shortages. In 2000, 26% of London West firms reported general recruitment difficulties and 75% of firms experienced difficulties in recruiting manager and administrator posts that required minimum qualifications. The lack of suitably qualified staff/applicants is cited as slowing business development and reducing the quality of products or services. Public Administration, Defence & Social Security (28%), and Real Estate, Renting & Business Activities (15%) were most affected by recruitment difficulties.
- Recruitment and workforce difficulties highlight the need for an increased supply of skilled workers and the continuing development of the skills and qualifications of existing workers. Raising awareness amongst employers and employees of the benefits of workforce development and ensuring the provision of flexible and appropriate training remain key priorities.

Young People

- London West has a large and growing youth population. In 2000, there were an estimated 47,900 16-18 year olds and 117,400 19-24 year olds. It is predicted that these figures will rise to a combined estimate of 180,000 16-24 year olds in 2010.
- In 2000, over 40% of 16-24 year olds were from 'non-white' ethnic backgrounds. This is a higher proportion than the 34% of people from 'non-white' backgrounds across all age groups in London West. Those of Indian origin comprised the largest group at 16%, with those of Black origin at nearly 12%. Young people of Pakistani and Bangladeshi origin also show a significant representation at 4.6% of 16-24 year olds. This diverse youth population requires a wide range of learning opportunities offered in a variety of ways to provide effective responses to individual needs.
- There is an estimated 33% of pupils in London West secondary schools for whom English is a second language, higher than the Greater London figure of 28%. In Brent, Harrow, Hounslow and Ealing over 40% of pupils do not have English as their first language.
- Educational performance has been improving steadily with 49% of pupils achieving 5 grade A-C GCSEs and 97% of pupils gaining one GCSE in 2000. London West now leads the region and has very nearly achieved the National Training Target for 5 grade A-C GCSEs and has exceeded the target for the achievement of one GCSE per pupil. These figures compare favourably with the Greater London averages of 45% and 96% respectively and the national averages of 49% and 94%, demonstrating that pupils are well served by current provision.

- A level achievement has shown a steady improvement, with an increase in average points per pupil from 11.9 in 1994 to 15 in 2000, although London West remains behind the London average of 15.6. The rate of improvement is in line with national and London trends, but London West is not catching up and has some way to go to close the gap. In addition, amongst 19 year olds, only 43% held level 3 qualifications and 68% level 2 qualifications, in comparison to the national Learning and Skills Council targets of 55% and 85% respectively. There is a continuing need to improve achievement in these areas, particularly in relation to level 2.

Destinations of Year 11 Leavers by Borough, 2000

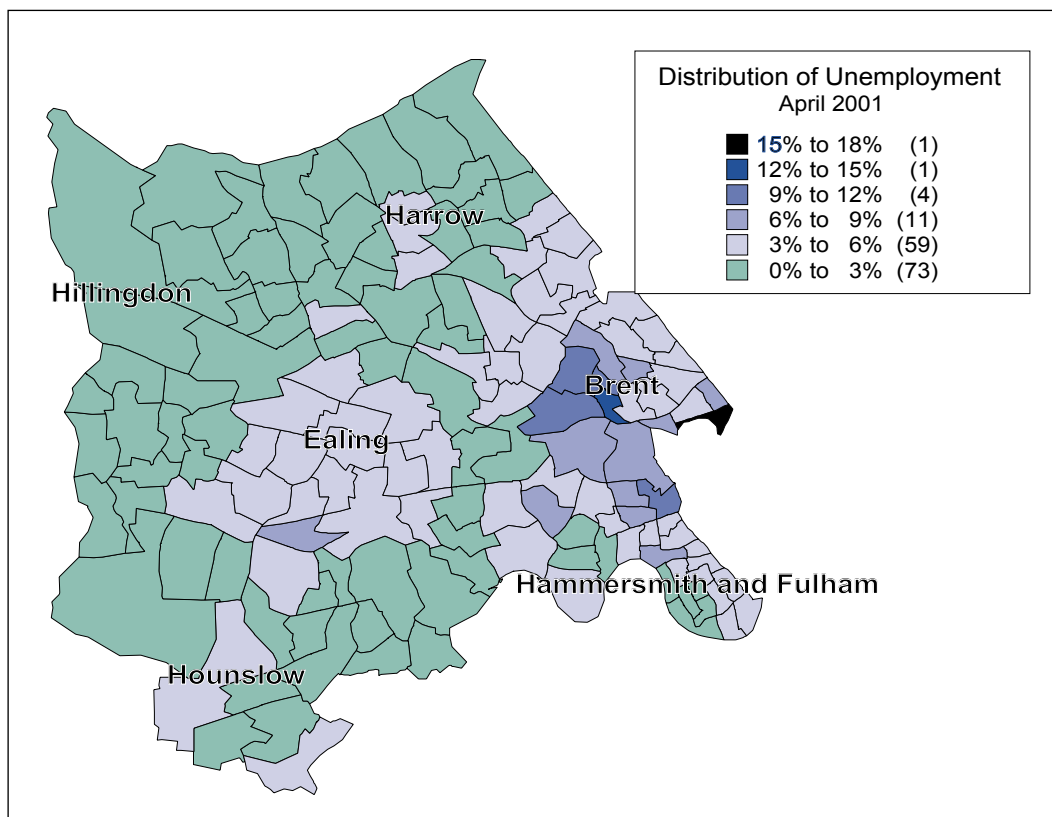
	Ealing	Hillingdon	Hounslow	Brent	Harrow	Hammersmith & Fulham
Full time Education	2,041 (80%)	1,880 (73%)	2,072 (79%)	1,998 (84%)	1,761 (84%)	842 (71%)
Employment	155 (6%)	283 (11%)	181 (7%)	94 (4%)	108 (5%)	74 (6%)
Training	31 (1%)	38 (2%)	57 (2%)	58 (2%)	33 (2%)	35 (3%)
Not settled /unemployed	189 (7%)	219 (8%)	193 (7%)	75 (3%)	64 (3%)	184 (16%)
Moved out of contact	79 (3%)	90 (3%)	59 (2%)	46 (2%)	40 (2%)	21 (2%)
Unknown (no response)	49 (2%)	84 (3%)	48 (2%)	106 (4%)	77 (4%)	36 (3%)

Source: CfBT (London West Careers), Capital Careers (Hammersmith and Fulham), Lifetime Careers (Brent and Harrow)

- In 2000, 78% of 16 year olds continued in full-time education, a slightly higher proportion than for London (75%) and nationally (71%). 7% went directly into employment. Youth unemployment rates have continued to fall and are around three-quarters of those experienced in 1997. That said, a small but significant group of young people struggle with the transition from school to further education or work, and 4,100 18-24 year olds were unemployed in 2001. Without specialist, targeted interventions these young people are at risk of further marginalisation.
- There is a continuing trend for local employers to demand higher skills levels. Many employers are reluctant to take on young people, who are seen as not ready for the world of work, and are also very critical of the poor levels of literacy and numeracy amongst young people.
- Jobs taken by young people at 16 commonly offer little training or opportunity for career or personal development, and only 2% of school leavers in 2000 went into further training. Careers guidance remains a priority, including partnership working with the local Connexions service and other agencies. Raising awareness about the benefits of training and the right to paid time off for study is also crucial.

Adults

- Whilst unemployment, including long-term unemployment, is at its lowest level for decades at 3.2%, there are still localised pockets of high unemployment and deprivation. For example, in 2001, four wards in Brent experienced levels between 8.7% and 15.2% and the White City and Shepherd's Bush area level was at 11.1%.



Source: David Taylor associates - Edline 2000, © Crown Copyright 2000

The numbers in brackets indicates the number of wards.

- In 2000, in the London West area, an estimated 22% of adults had poor or very poor levels of numeracy and literacy. There are also significant numbers that have little or no English language skills. The attainment figures for 2000 also show that only 39% of adults had a level 3 qualification, falling significantly short of the National Learning Target of 52%. Some unemployed adults have poor skills and few or no qualifications, presenting multiple barriers to employment. There is a continuing requirement for specialist initiatives to meet the varied needs of those disproportionately disadvantaged in the labour market and to ensure that adult basic skills levels are raised.
- The ethnic make up of the London West boroughs is broadly reflected in the ethnic profile of adult and community education students. However, gender representation across all adult learners is not equal, with men taking up less than a third of adult and community education opportunities. Ensuring effective advice and guidance services and accessible learning opportunities remains a priority.

> Working in Partnership

London West Learning and Skills Council is committed to changing lives and building futures. We cannot do this in isolation but need to work with a diverse range of local and regional partners in order to deliver our remit. We are currently engaged with over 100 key stakeholder organisations and partnerships.

The Learning and Skills Council is primarily a planning and funding organisation, we are not involved in the direct delivery of learning. We ensure that local needs are met through contracting with partner organisations to deliver learning.

As one of five local Learning and Skills Councils in the London region, we are committed to meeting the learning and skill needs of the region as a whole. This entails working in partnership with the other London Learning and Skills Councils, and neighbouring Learning and Skills Councils outside of the region, to ensure coherence and collaboration across the London region and beyond. We recognise that boundaries between different Local Learning and Skills Councils are arbitrary in nature and that learners will migrate between areas in order to access learning opportunities most appropriate to them.

London West Learning and Skills Council works with several key national and regional partners to assist us in the planning of our provision. A key partner is the London Development Agency (LDA), which is one of the four functional bodies of the Greater London Assembly. The Learning and Skills Council works with the LDA to develop and deliver the 'Skills Strategy for London'. Where the LDA provides a regional perspective to our planning activities, Government Office for London provides a steer from central Government in the implementation of policy and specific programmes.

The Learning and Skills Council also works with other partners where synergy exists between our remit and theirs. Both the Learning and Skills Council and Jobcentre Plus share the responsibility for the delivery of learning to adults, with Jobcentre Plus focusing on employability related training for job-seekers. We also work with Business Link for London to ensure a coherent workforce development offer, and to deliver Investors in People. The Learning and Skills Council is responsible for the delivery of such services to organisations with over 250 employees, Business Link for London deals with small to medium sized organisations under contract to the Learning and Skills Council.

In formulating our local plans, we also take into consideration the plans of National Training Organisations, Trade Unions and some Non-Governmental Organisations whose activities impact on the Learning and Skills Council. National Training Organisations (NTOs) represent the skills needs of specific industrial sectors with a role in establishing best practice in the delivery of training to the sector. They have a specific responsibility for the design of frameworks for Modern Apprenticeships. NTOs will be replaced by Sector Skills Councils from April 2002.

We also work closely with partners on a sub-regional basis. Learning Partnerships consist of representatives from the local provider base, with a responsibility to guide the Learning and Skills Council on local learning needs. Local Learning Partnerships deal with a similar remit at the borough level. We also work with the voluntary/community sector and Housing Associations to identify and devise constructive solutions to local challenges.

A key sub-regional partner of London West Learning and Skills Council is the local Connexions partnership which has a remit to offer a seamless service to young people between the ages of 13 and 19. Connexions will build upon the good work conducted by local careers services, Local Authorities and other organisations providing services for young people. The Education Business Link Consortium for the area also works with young people to support the transition from education to the world of work. Where Connexions is responsible for the delivery of services to young people, Information Advice and Guidance partnerships are responsible for the provision of services to adults, picking up where Connexions leaves off.

We also work with the University for Industry (Ufi), which is committed to increasing the accessibility and opportunity of learning for people utilising new and innovative delivery mechanisms, such as the increased use of direct delivery through ICT.

We place prime importance on our relationships with local partners who are key in ensuring that our planning, and the delivery we purchase, meet the needs of the local population. Local Authorities have a pivotal role in the planning and delivery of pre-16 learning, Adult and Community Learning, School Sixth Form provision and local regeneration activity. We contract with other learning providers such as Further Education Colleges and private/voluntary sector providers to deliver other forms of learning. From April 2002, the Learning and Skills Council will also fund School Sixth Forms and we wish to work in partnership with Local Education Authorities and Schools in the area. We value the input of all of our providers in assisting the planning and delivery of the services which we fund.

If we are to achieve the Government target that 50% of those aged between 18 and 30 should have the opportunity to benefit from higher education by 2010 there needs to be effective collaboration between Higher Education (HE) institutions and the Learning and Skills Council and its providers. The Higher Education Funding Council for England and the Learning and Skills Council are jointly formulating the "Partnership for Progression" initiative to strengthen existing partnerships between HE, FE and Schools. Building on and encompassing the extensive regional and local partnerships, the aim is to link together activities for successive age groups of school and FE students into a more coherent framework responsive to local needs. London West Learning and Skills Council sees the link between HE and FE as essential to ensure progression for learners.

Local Strategic Partnerships are single bodies which bring together, at local level, the different parts of the public, private, voluntary and community sectors so that different initiatives and services support, rather than conflict with each other. These partnerships are still embryonic in nature and London West Learning and Skills Council will continue to support their development and ensure that learning is a priority area for such partnerships.

Our partnership working is extensive and we are committed to working with our external partners and stakeholders to promote learning, meet our strategic objectives and to achieve our targets in the London West area.

We will strive to link this Local Strategic Plan with plans produced by partner organisations including those highlighted above, and in particular the ESF Regional Development Plan. This is to ensure that all organisations in the area are working to meet the learning and skill needs in London West.

London Regional Skills Strategy

The London Development Agency published its Economic Development Strategy in July 2001. This set out an agenda to promote and develop London's strengths whilst also addressing the challenges it faces. A key strategic objective of the LDA is to:

"Work with the further education and training sector to increase skill and qualification levels throughout the population".

Three key skills challenges facing London have been identified by the LDA:

Ensuring Basic Skills For All – Despite having the most qualified workforce in the country, one in four Londoners has no or minimal qualifications, rising to one in three of those who are jobless. The capital also has a higher proportion of long-term unemployment of any English region.

Responding to Skills Deficiencies – The work of the National Skills Task Force has highlighted the critical issue of skills deficiencies and their impact upon individual and business competitiveness. In 1999, the London Employers Survey reported that a third of difficult to fill vacancies were attributable to skills shortages.

Developing ICT Skills – While IT literacy in London is higher than elsewhere in the country, one in eight young people under 25 are still reported to have no IT skills. This rises to almost half for those aged 50 and over. This means that in London's sophisticated labour market there is a clear danger of an IT underclass developing without the skills needed to access and retain jobs.

London must respond to these challenges if it is to develop the competitiveness of its economy, meet the increasing skills demands of business and provide opportunities for all both now and in the future. The Skills Strategy provided an initial framework for a shared response and agenda.

The five London Local Learning and Skills Councils, in conjunction with LDA and other partners, have set up the London Skills Commission to consider how best to develop and promote a shared learning and skills agenda for London in the context of the Mayor's Economic Development Strategy. It will be jointly chaired by the Chair of the LDA and a nominee from the Chairs of the London Learning and Skills Councils. Each London Learning and Skills Council will also be represented on the Skills Commission.

The LDA will lead on producing a Framework for Regional Employment and Skills Action (FRESA) for the London region by October 2002. The London Learning and Skills Councils will work with the LDA and other partners, to produce and deliver this action plan to address regional and local skills needs.

> Planning Process and Consultation

London West Learning and Skills Council cannot achieve its key objectives and targets in isolation. It is a significant undertaking in which others need to be involved. This Local Strategic Plan has been produced in consultation, and all strategic partners have been given the opportunity to contribute. The consultation process was conducted in two phases.

Phase One

It is essential that all plans formulated by London West Learning and Skills Council are based on sound evidence of local needs and priorities as identified through the Needs Assessment Process. We examined all available evidence in order to establish local need and produced a Draft Needs Assessment and Outline Local Strategic Plan. We then sought feedback on our analysis and initial plans through a consultation process which encompassed 1,700 local providers, employers, partners and other key stakeholders. Over thirty local meetings were held with existing partnership structures, such as Learning Partnerships and Local Strategic Partnerships, borough groupings and meetings with individual organisations. The outline document was also made available on the interim website for London West Learning and Skills Council.

The responses to the consultations were examined so that they could be incorporated into our Needs Assessment and the Draft Local Strategic Plan. The responses to the consultation confirmed our initial views as to what the local needs are and how to go about tackling them. Following this, the Draft Local Strategic Plan was produced and the consultation ran through the month of January 2002.

Phase Two

The comments from this second phase of formal consultation have been taken into consideration in the production of this Local Strategic Plan and where possible, we have been able to act on most comments made. Some are specific to operational delivery and will be considered as part of the annual operational planning process.

Appendix B lists the organisations that responded to the consultation. We would like to thank everyone who responded formally to the consultation and the many people that attended consultation meetings where the Local Strategic Plan was discussed.

> Local Strategic Objectives

"It is the task of London West Learning and Skills Council to create a truly inclusive learning society, where every individual has access to high quality provision geared to meeting their learning goals. We will create awareness of the inherent benefits of learning so that non-learners can make the most of the opportunities available to them. We will raise the skills of the working population so that we have a flexible and skilled workforce which meets the needs of business and creates a prosperous economy. We recognise the particular importance of literacy and numeracy as the foundation upon which all of our endeavours are based".

Peter Pledger – Executive Director - London West Learning and Skills Council

London West Learning and Skills Council has structured its Local Strategic Plan around the delivery of the five national key objectives.

This will provide a clear and concise map of all activities which London West Learning and Skills Council intends to take towards meeting our objectives.

Within each key objective we have identified a number of strategic objectives under which specific actions are grouped:

1. Extending Participation in Education and Training.

- 1.1 Raise awareness throughout London West of the inherent benefits of learning so that more individuals are encouraged to engage in lifelong learning.
- 1.2 Break down barriers so that everyone who wishes to engage in learning in the London West area, is empowered to do so.

2. Engaging Employers in Workforce Development.

- 2.1 Ensure that employers in the London West area are supported by a workforce equipped with the skills necessary to improve productivity and achieve success through active participation in workforce development.
- 2.2 Promote a sectoral approach to encourage excellence in the provision of workforce development, facilitating greater and more effective co-operation between employers, and organisations supporting employers, in order to strengthen the London West economy.

3. Raising the Achievement of Young People.

- 3.1 Ensure that young people engaging in learning programmes are empowered and supported so they may achieve their learning goals and fulfil their potential.

4. Raising the Achievement of Adults.

- 4.1 Ensure that adults engaging in learning programmes are empowered and supported so they may achieve their learning goals and fulfil their potential.
- 4.2 Ensure that adults possess the basic skills and English language abilities necessary to allow them to fully participate in learning and society.

5. Raising the Quality and Effectiveness of Education and Training.

- 5.1 Ensure that the local learning infrastructure meets the needs of individuals, communities and employers and improves collaboration between providers and partners so that standards are raised.
- 5.2 Ensure providers and partners maximise the standard of provision in the London West area, placing quality, equality and diversity at the heart of all provision.

The next five sections take each of the key national objectives and examine the issues in the London West area. Within each section we set out London West Learning and Skills Council's strategic objectives and the specific interventions directed at the fulfilment of the national objective.

Quality and Equality of Opportunity

London West Learning and Skills Council is determined to place the individual learner at the heart of all of its endeavours, and quality is the foundation upon which all of the provision which we support is built. The strategic objective linked to quality and effectiveness is a stand-alone objective and this reflects its primary importance, however this objective also underpins all other strategic objectives.

Also underpinning all that we do is a commitment to equality of opportunity and social inclusion. We seek to identify and remove all barriers that prevent individuals from accessing education, training and employment and assist them to achieve their full potential. We have sought to mainstream equality of opportunity throughout this Local Strategic Plan and we will build this into all of our programmes, policies and actions. London West Learning and Skills Council will also produce an annual Equal Opportunities Action Plan, which will take forward the objectives laid out in this Local Strategic Plan. This document will be linked to our operational planning process and delivery.

> Extending Participation in Education, Training and Learning

"[For the first time] a public body has a statutory responsibility placed upon it to encourage participation in learning, and I look to the Council to keep this sense of purpose at the heart of all its work and to aim to make a real difference to people's life".

David Blunkett – The Learning and Skills Council Remit Letter – November 2000

Before London West Learning and Skills Council can make any inroads towards raising levels of achievement by young people and adults it is first necessary to ensure that the learning opportunities available are taken advantage of and, most importantly, that they meet the needs of individuals, employers and communities in the London West area. Through this Local Strategic Plan, we wish to meet these needs however it is recognised that some learning will be undertaken for its own sake, which is also to be encouraged.

The London West Learning and Skills Council will work to tackle social exclusion, under-representation, non-participation and under-achievement in the area in order to ensure that all residents are able to fulfil their potential through participation in learning.

We will be pro-active in the promotion of learning through participating in both local and national marketing campaigns. We are currently developing a marketing strategy for London West and have trained providers to support their own marketing activities.

London West Learning and Skills Council is committed to meeting the needs of the London West population as a whole, however the following groups, profiled in the Needs Assessment summary, are priorities for our work:

- **Minority ethnic groups** represent a significant proportion of London West's population. These groups contribute to the rich diversity of the area, but at the same time may experience particular barriers to learning, such as a lack of English language skills.
- **Adults with poor literacy and numeracy skills** form just under a quarter of London West's adult population. A lack of basic skills prevents them from engaging in learning and fulfilling their potential in the community.
- **People with disabilities and/or learning difficulties** have fewer skills and qualifications than people without disabilities. They are also less likely to engage in learning, partly because they feel it will not increase their chances of getting a job due to negative employer attitudes.
- **Refugees and asylum seekers** form significant and diverse communities in London West. Their learning needs vary widely, ranging from some people who may not be literate in their mother tongue to those who have high level qualifications but need technical English language support and accreditation/recognition of professional qualifications.

- **People in third age** (adults aged 50 and above) are generally less qualified than younger age groups and a significant number are not motivated to take up learning opportunities. Their considerable experience and life skills are currently lost to London West's economy.
- **Socially disaffected and/or disengaged young people** struggle with the transition from compulsory education into the wider world of post-16 learning and work, falling through the net into unemployment and further disengagement from learning.

Connexions

The Connexions Service will support young people to make individual choices and help to increase their participation in learning and training beyond 16. Connexions is the advice and guidance service in England for all 13 to 19 year olds.

It aims to improve and enhance a range of services, including modernising the way that young people get careers advice. Teenagers will be able to get the help and support they need to reach their full potential, and make an effective transition to work and adult life. The key objective is to encourage more young people to stay in education or training, so that an increasing number have the qualifications they need for further education or the world of work.

All teenagers will have access to Connexions - whether they are at school, in further or higher education, in or out of work. There will be a special emphasis on those young people who feel excluded and find it difficult to use the usual sources of advice.

The Connexions Service is funded directly by DfES and is a key partner to the Learning and Skills Council. Our role in relation to Connexions is to ensure that we have secured sufficient provision to meet the needs of the Connexions client group and that there is a seamless transition from the provision made available by Connexions to information, advice and guidance services available to adults from age 19 onwards.

Connexions is expected to go 'online' in London West in September 2002. We are currently supporting the Connexions London West Company in working towards this deadline.

London West Learning and Skills Council works with a wide range of statutory, private and community partners to deliver flexible and accessible learning opportunities for these identified groups. For example, innovative partnerships with disability and ethnic minority organisations enable learning to be delivered using styles and locations that are welcoming and encouraging for those who may find it difficult to start learning. Partners are also able to address the social, educational, emotional and practical barriers that so often can prevent excluded groups from learning. This engagement of 'non-learners' is clearly the first priority. However, equally important is to ensure that people are supported through the learning process so that once expectations are raised there are clear pathways to achievement and success.

London West Learning and Skills Council is committed to continuing existing partnerships and developing new ones, that will enable still wider and greater participation in learning. Whilst we have significant high quality provision for those at particular disadvantage we need to ensure that take-up of this provision is maximised and that any existing or emerging gaps are filled. In this way we will be able to ensure that hard-to-reach groups are able to fulfil their potential.

Strategic Objectives

1.1 Raise awareness throughout London West of the inherent benefits of learning so that more individuals are encouraged to engage in lifelong learning.

- We will work towards ensuring that young people are aware of the inherent benefits of learning and raise awareness amongst young people and employers of their rights and responsibilities in relation to the statutory right to paid time off for study.
- We will build on existing initiatives and explore the potential of other methods to inform young people of the learning options available to them. The recent London West Learning and Skills Council funded Impact Theatre performance for year 11 students demonstrated the various post-16 learning options available to young people to inspire and motivate them to make the most of the learning opportunities available to them.
- We will also work towards ensuring that young people are fully aware of their rights and responsibilities relating to the specific learning routes available to them, the benefits which the programmes offer, and how they may progress on to higher forms of learning. Working with Connexions, schools, colleges and work based learning providers we will ensure that high-quality information and impartial advice is available to young people and that such guidance focuses on labour market need and individual preference.
- We will work towards ensuring that adults are aware of the positive impact which participation in learning can make on both their home and working life. Specifically, we will seek to ensure that 'second-chance' provision is available to adults who did not succeed in education the first time round. Working with partners we will support initiatives and programmes such as 'Bite Size' and Adult Learners Week in order to increase participation in learning amongst adults.
- Working with partners and providers we will ensure that high-quality Adult Information, Advice and Guidance services are available and accessible to people in London West, so that they may fully engage in lifelong learning. A particular aim will be to ensure that services are fully accessible to the priority groups already identified.
- We will work with providers to ensure that provision offered in London West is structured and delivered in such a way as to attract individuals into learning, retain them throughout the programme and facilitate their achievement.

1.2 Break down barriers so that everyone who wishes to engage in learning in the London West area is empowered to do so.

- We will develop local organisations and foster partnerships, networks and consortia to support and deliver learning to identified under-represented groups in order to further our objectives. In particular, we will develop links with a variety of organisations, including voluntary and community sector groups, who work with under-represented groups and non-participating individuals and adopt a multi-agency approach in meeting their needs.
- We will explore the potential of non-traditional learning routes, for example e-learning, to enhance participation and engage with under-represented groups and individuals with multiple-disadvantages, so as to prevent social exclusion.
- We will work with partners to develop coherent approaches aimed at re-engaging disaffected youth back into learning. We will do this by working with Connexions to ensure that Personal Advisers are fully aware of all potential learning opportunities for young people and to ensure identification of gaps in provision. One of the key target groups of Connexions is meeting the skills needs of teenage single parents, and we will work with partners to meet this challenge.
- We will provide learning opportunities to individuals from minority ethnic groups, including English for speakers of other languages, delivered at a level appropriate to their previous learning attainment. We will seek to support accreditation of prior learning to individuals holding high-level qualifications which are not currently recognised in the UK.
- We will work with Early Years Development and Childcare Partnerships and Local Education Authorities to plan, fund and co-ordinate early years development and childcare training. If we are to ensure that all people have the opportunity to develop the skills and knowledge they need for sustainable employment, a good supply of trained and qualified childcare workers is essential to provide the best care for children. This is also a good entry point to learning for many who have not been in learning since leaving school.
- We will ensure that no individual is excluded from appropriate learning on the grounds of disability, in accordance with the Disability Discrimination Act, and ensure that specialist provision is available where an individual's needs cannot be met through mainstream provision.
- We will meet the needs of individuals who are deaf or who have learning difficulties through the establishment of a Centre for the Deaf in partnership with the Royal Association for the Deaf and Uxbridge College.
- We will encourage partnership working to enhance the delivery of specialist learning. For example, by supporting the partnership working between Ealing, Hammersmith and West London College and the Interact Centre which is a specialist provider for young adults with Asperger's Syndrome.

> Engaging Employers in Workforce Development

"In 2010 the UK will be a society where the Government, employers and individuals actively engage in skills development to deliver sustainable economic success for all".

In Demand – Adult Skills for the 21st Century – Performance and Innovation Unit, The Cabinet Office

In order to promote economic prosperity it is essential to invest in workforce development and raise skill levels throughout the UK workforce. The Learning and Skills Council is tasked with driving forward this agenda, ensuring that workers have the skills and flexibility necessary to meet the challenges faced by business in the global economy.

An effective system of workforce development is essential for delivering the skills needed for improved productivity and competitiveness. The Learning and Skills Council will work in partnership to produce a clear agenda for action that will include strengthening the commitment of employers to the development of the workforce, giving a particular priority to the promotion and take-up of Investors in People, improving management and leadership skills, and encouraging more employers to take advantage of Modern Apprenticeships.

Whilst some employers in London West do provide training for their employees, a proportion experience one or more barriers that prevent them from participating in workforce development. A significant number of employers see no need for staff training, and are also concerned about the financial and time costs involved. Employers continue to need to be convinced of the benefits of workforce development to their businesses.

London West Learning and Skills Council is committed to addressing these issues in partnership with employers as well as Business Link for London, National Training Organisations (Sector Skills Councils), Trade Unions, training providers and local regeneration partnerships. This partnership approach will be essential if employers are to be persuaded of the business case for workforce development and to ensure that training provision meets the needs of employers and employees.

We have already begun this work by establishing sector-based consortia that can, for example, establish the learning needs and qualifications required by employers and individuals in a sector. This will help meet future skills requirements and ensure that businesses are able to comply with new legislation.

It is also vitally important that employers have access to information about training that is available. We will ensure that this information is readily available through London West Learning and Skills Council and our partners.

Whilst work related skills needs are essential to the economy, deficiencies in literacy and numeracy skills within some sectors of the workforce are of great importance. The attainment of such basic skills is the foundation upon which employability and productivity are based, and, therefore, the delivery of literacy, numeracy and English language skills is the highest priority of London West Learning and Skills Council. We are already funding basic skills training to low-skilled workers in one of the largest employment sectors in the area. We will continue to expand this programme to ensure that all workers with poor basic skills are able to engage in learning.

In the London West economy there are a number of priority sectors as identified by growth and potential growth that we will target for support:

- Retail;
- Transport and Logistics;
- Media;
- Construction;
- Engineering;
- Health and Social Care;
- Hospitality and Leisure; and
- Information Technology (cross-sectoral)

We are currently developing sector-based strategies aimed at meeting local skills needs, using a tailored, targeted approach that will enable us to direct resources where most needed. This approach will give us the flexibility to address skills shortages that are sector specific, as well as to raise skill levels in generic or transferable skills, such as basic skills, ICT and management skills across sectors.

Any strategy developed by London West Learning and Skills Council will be guided and informed by the Learning and Skills Council National Strategy, and the final National Workforce Development Strategy which is currently being developed by the Performance and Innovation Unit (PIU) of the Cabinet Office. The publication of the PIU's first report in November 2001 marked the end of the first stage of the Workforce Development project, proposing a more 'demand-led provision' and greater employer engagement in workforce development. The PIU's National Workforce Development Strategy is expected in September 2002.

Centres of Vocational Excellence

In November 1999, David Blunkett, the then Secretary of State for Education and Employment, announced the creation of 'Centres of Vocational Excellence', which are designed to:

"...put further education colleges at the heart of the drive to meet the skills and productivity challenge of the new economy".

Centres will be developed in colleges and will be based on close links between colleges, business partners, other employment interests and communities. This will allow colleges to develop, maintain and deliver high-quality, specialist provision across a range of new and traditional occupations. They will address the needs of all learners, regardless of background and support them in enhancing their skills and job prospects. They will build on existing excellence and provide leadership in the development of future excellence.

Strategic Objectives

2.1 Ensure that employers in the London West area are supported by a workforce equipped with the skills necessary to improve productivity and achieve success through active participation in workforce development.

- We will work with partners to ensure that employers in the London West area are aware of the clear benefits to productivity and profitability inherent in effective workforce development. We will raise awareness among employers of the individual and business benefits for all staff and we will encourage participation in workforce development amongst all levels of employees within organisations. We will promote excellence by encouraging both providers and employers to participate in the National Training Awards.
- We will support the uptake and continuing participation of Investors in People amongst local employers and the development of the practices that underpin the standard. We will do this by supporting employer networks to work in partnership to share effective practices.
- We will work closely with Business Link for London and other partners to ensure a cohesive and comprehensive offer of support to all employers in the London West area.
- We will work with trade unions to support the development of learning at work and to support the role of Learning Representatives. The key focus will be on basic skills needs as a foundation for the development of higher level and broader-based skills. In particular, we will encourage innovative employer and trade union partnerships to aid the engagement of learners with basic skill needs.

- In particular, we will work with West London EQUAL Development Partnership in the delivery of their European funded Equal Opportunities programme. This will consist of three interlinked projects that will: engage with London West companies to address diversity and equality practices and policies in the workplace; establish an integrated training and support programme for short-term unemployed people; and co-ordinate a job trial programme for both unemployed people and employees.
- We will seek to address gender imbalances that exist in certain occupational areas which limit learning and skills development opportunities. This will be by identifying the sectors where this is most marked, and working with National Training Organisations/emerging Sector Skills Councils and Trade Unions to promote opportunities to address these imbalances.

2.2 Promote a sectoral approach to encourage excellence in the provision of workforce development, facilitating greater and more effective co-operation between employers and organisations supporting employers, in order to strengthen the London West economy.

- We will adopt a sectoral approach in order to develop strategies which ensure that the learning and development needs of employers and the workforce of the London West area are addressed.
- We will support the creation of Sector Skills Councils and work with them, and the existing National Training Organisations, to help deliver their workforce development plans by identifying London West sector skill needs and ensuring, where possible, appropriate provision is available to meet such needs.
- We will positively encourage and support the development of Centres of Vocational Excellence to meet current and future skills needs. We will ensure that all developments are guided by the needs of local learners and local employers. We will work with partners to ensure that these are developed in the priority sectors identified.
- We are working to improve management and leadership skills amongst priority sectors. We are piloting a management development programme for the voluntary sector. This is aimed at those who are responsible for running organisations on a day to day basis and will provide them with a management qualification. This pilot will help us to forge partnerships with the voluntary sector and enable managers to act as role models, concentrating on business issues and improve long term sustainability.
- We will work with partners to develop a pilot programme to establish and meet the learning needs and qualifications required by employers and individuals, in line with the impending changes to legislation within the food sector. This project is being developed by a collaborative network composed of the Food Standards Agency, the West London Food Network, the Food Consortium, Employer Representatives, National Training Organisations and the Qualifications and Curriculum Authority. We will also seek to work with other partners, including Local Authorities and Trade Unions.

> Raising the Achievement of Young People

"I wish to see the removal of barriers to young people's participation in learning... I expect the Council to increase the proportion of 19 year olds achieving a level 2 qualification"

Estelle Morris – Learning and Skills Council Grant Letter 2002-03 – December 2001

London West has a large, culturally diverse youth population that has the potential to make a highly significant contribution to the prosperity and success of the area. Once we have engaged young people in learning, be it through Further Education, Sixth Forms, or Work Based Learning, we must do all we can to ensure that they achieve their learning goals.

The government has set national targets relating to achievement amongst young people. The Learning and Skills Council is tasked with ensuring that, by 2002, 85% of young people achieve a minimum of a level 2 qualification by age 19. Training to level 2 is predominantly transferable and enhances the flexibility of employees.

Alongside this the Learning and Skills Council must also ensure that by 2004, 55% of young people achieve qualifications at level 3 or above by age 19. A clear focus on level 3 achievement will help achieve progress towards the Government's targets for higher education participation, as well as enhancing vocational achievement for employment and productivity.

Currently, London West Learning and Skills Council has some way to go in achieving these targets. Whilst the proportion of young people moving into Further Education is above the national average, the success in engaging young people in non-compulsory learning is not yet being fully translated into attainment figures. A Level figures have improved but greater attainment is needed if London West is to catch up with London averages. Similarly, the proportion of young people achieving level 2 qualifications will require a rise of 17% to reach the National Target.

The cultural diversity of the youth population presents opportunities and challenges. It is clear that in order to ensure that all young people have access to learning opportunities that lead to successful attainment of qualifications, learning will need to reflect the diversity of the cohort of young people.

The Cassels Report

In March 2001, The Modern Apprenticeship Advisory Committee was appointed by the then Secretary of State for Education and Employment, David Blunkett MP, to advise the Learning and Skills Council on a three year action plan for the development, promotion and delivery of Modern Apprenticeships.

The report recommends:

- A national framework for apprenticeships which defines basic standards and strengthens the relationship between the employer and apprentice.
- An entitlement to a Modern Apprenticeship place for all 16 and 17 year olds who meet the required standard.
- A £16 million marketing campaign over 3 years to promote apprenticeships and boost take-up amongst employers and young people.
- New technical certificates for MAs which ensure in-depth technical knowledge as a key component of the apprenticeship diploma.
- Renewed efforts to engage public sector employers with apprenticeships.

London West Learning and Skills Council will work closely with partners to implement appropriate changes agreed following national consultation.

The 14-19 Green Paper, following the publication of the White Paper 'Schools – Achieving Success', is intended to open up a wider debate about improving education for 14 to 19 year olds, supporting more effectively an individual's aptitudes. The Government has a clear objective to ensure that there is a greater choice at 14 for young people, including high quality vocational and academic opportunities.

The development of a coherent 14 to 19 phase of education implies a greater degree of collaboration between schools, colleges and training providers. London West Learning and Skills Council is committed to improving quality, range and access to appropriate courses and routes for all 16 to 19 year olds, and therefore ensuring a coherent phase of education.

Strategic Objectives

3.1 Ensure that young people engaging in learning programmes are empowered and supported so they may achieve their learning goals and fulfil their potential.

- We will ensure the curriculum offer and learning routes available, both academic and vocational, promote achievement and progression, including progression to higher education. In particular we will work with partners in support of initiatives, such as Excellence Challenge and Excellence in Cities.
- We will work with Connexions and providers to ensure that young people are referred to the provision which is most appropriate to them so as to maximise achievement.

- We will ensure that appropriate learning opportunities are available to all young people, irrespective of ability or background. This will be through programmes such as Lifeskills and Preparatory Training, specialist Sixth Form provision and FE tailored provision.
- We will support the development of a more coherent and well balanced 14-19 phase of learning, and particularly to raise the status of the vocational route and expand vocational opportunities for young people. We will continue to support current initiatives to expand vocational opportunities such as the 'Increased Flexibility for 14-16 Year Olds' programme which invites Further Education Colleges to form partnerships with schools, training providers and other agents to create enhanced vocational and work-related learning opportunities for local 14 to 16 year olds, including provision of GCSEs in vocational subjects.
- We will ensure that all providers delivering learning to young people are able to provide additional support to meet individual needs including support relating to English for Speakers of Other Languages (ESOL) and basic skills.
- We will work in partnership with Local Education Authorities to achieve coherence between their School Organisation and Educational Development Plans, and the London West Learning and Skills Council Local Strategic Plan. We will also support Local Education Authorities and School Sixth Forms through the forthcoming changes being made to the funding system ensuring that learners are not disadvantaged.
- We will support the activities of the Education Business Link London West in promoting the uptake of learning by young people and their retention, achievement and progression in learning.

> Raising the Achievement of Adults

"I look to the Council to increase the demand for learning by Adults and to increase the supply of flexible, high quality opportunities to meet their needs. This is central to our goal of a learning society – a society in which everyone can share in the benefits of learning, enabling people to discover new talents, stretching their creativity and widening their opportunities"

David Blunkett – The Learning and Skills Council Remit Letter – November 2000

Increasing the achievement levels of adults is not only central to increasing employability and productivity, but also in helping individuals to realise their ambitions and fulfil their potential. The Learning and Skills Council must ensure that, by 2004, 52% of adults achieve a level 3 qualification. London West currently falls short of this target, but is committed to ensuring that all adults are encouraged to take up learning opportunities that result in the attainment of qualifications.

We aim to foster a learning society by using funding to increase participation and achievement by making suitable learning opportunities available to adults of any age through a variety of settings including community learning centres, libraries, health centres, schools, Further Education providers, Work Based Learning providers and a range of voluntary organisations.

Seven million people have poor literacy and numeracy skills in the United Kingdom. This includes approximately 500,000 people who struggle because their first language is not English. The lack of literacy and numeracy skills is closely correlated with social exclusion and limited employability. As detailed earlier, London West has a significant number of adults who have little or no ability in relation to literacy and/or numeracy. The delivery of basic skills is, therefore, the highest priority of London West Learning and Skills Council.

Unemployment levels have fallen steadily in recent years, however, as shown in the Needs Assessment summary, London West still has pockets of high unemployment. In these deprived areas will be found greater concentrations of unemployed adults experiencing multiple barriers to learning and attainment. These individuals as well as those who need help with English language, people with disabilities and older learners require specialist provision if they are to have the opportunity of engaging in learning and achieving tangible rewards in the form of qualifications.

Skills for Life

The ground-breaking report, 'A Fresh Start', published in March 1999 following the review chaired by Sir Claus Moser, identified 7 million people in England and Wales as having poor basic skills, and recommended a series of measures in response. The Government's answer to Moser is set out in 'Skills for Life: the national strategy for improving adult literacy and numeracy skills'.

Within the strategy the key issues highlighted for the Learning and Skills Council include:

- the commissioning of a national survey of adult literacy and numeracy skills to help frame planning and provision;
- the greater need to work even closer with the Jobcentre Plus to make provision in support of New Deal;
- Learning and Skills Councils to act as 'brokers' to 'facilitate a close and constructive relationship between employers and training providers'; and
- the promotion of family learning to build local capacity.

London West Learning and Skills Council is taking forward the issues raised in 'Skills for Life' in this Local Strategic Plan.

Strategic Objectives

4.1 Ensure that adults engaging in learning programmes are empowered and supported so they may achieve their learning goals and fulfil their potential.

- We will support adults to progress through the learning route appropriate to them be it academic or vocational, or a combination of both, so that they may maximise their level of attainment. We will ensure that the curriculum offer and learning routes available, both academic and vocational, promote achievement and progression, including progression to higher education.
- We will ensure that individuals undertaking informal or non-accredited provision are encouraged and supported to progress on to courses leading to nationally recognised qualifications.
- We will ensure that provision for adults not only addresses skills shortages and the needs of employers, but also promotes the universal value of learning.
- We will ensure that an individual's progression through a learning programme is facilitated through the provision of additional support tailored to their individual needs including support relating to English for Speakers of Other Languages (ESOL) and basic skills.
- We will utilise innovative and flexible approaches such as family, community and distance learning in order to promote achievement amongst individuals and communities who may not flourish in a conventional learning environment. We will work with learndirect who aim to promote the availability of, and access to, high quality and innovative learning opportunities through the use of ICT.

- We will work closely with the Jobcentre Plus, University for Industry, Trade Unions and other strategic partners to promote achievement amongst adults.
- We will approve as appropriate, manage, monitor and implement the Adult Learning Plans submitted by the Local Education Authorities and ensure that future provision is based on local need rather than historic patterns of provision.

4.2 Ensure that adults possess the basic skills and English language abilities necessary to allow them to fully participate in learning and society.

- We will work to improve the quality of basic skills provision and ensure that it is of a consistently high standard. For example, we will work to raise the status of Adult and Community Learning which is a key tool in meeting the basic skills needs of adults. We will also seek to ensure that there are clearly defined and structured progression routes for learners, with provision being based on needs that reflect the skill levels of our communities. We will work to increase the amount of integrated basic skills with other subject courses, particularly for young people on Work Based Learning for Young People. We will also improve quality by building upon the good practice identified in projects such as 'Basic Skills in the Community'.
- We will develop a basic skills network and a resource centre for tutors to encourage continuous professional development. We will also work with partners to attempt to significantly increase the numbers of qualified basic skills tutors.
- We will work with employers to extend basic skills training in the workplace, to encourage career development for low skilled workers. For example, we have developed a programme throughout North West London Hospitals for porters and ancillary workers to actively promote the delivery of basic skills within the workplace. We will also ensure that provision includes sufficient business and technical English (ESOL) in the London West priority workforce sectors.
- We will support the development of new and diverse basic skills providers. These may include voluntary and community groups whom we will support to develop and provide basic skills training to the groups they work with.
- We will develop basic skills provision that reflects actual skill needs of London West communities. Specifically, we will target London West's refugee and asylum seekers to provide basic skills provision where needed, in order to release their skills and allow them to become economically active.
- We will encourage flexible basic skills training opportunities for those learners who encounter accessibility issues, particularly disabled individuals and those with dependants. Where necessary we will provide specific support for such learners.

> Raising the Quality and Effectiveness of Education and Training

"The [Learning and Skills Council] must have a clear focus on raising standards. It will need to introduce robust arrangements to tackle deep seated problems of inconsistency of standards by challenging poor and coasting providers, and by ensuring excellence in teaching and training which meets the needs of all learners, and which promotes equality of opportunity".

David Blunkett – The Learning and Skills Council Remit Letter – November 2000

London West Learning and Skills Council is determined to place the individual learner at the heart of all of its endeavours, and therefore quality must be the foundation upon which all of the provision which we support is built. However, as we do not deliver any learning ourselves, we must look to the organisations with whom we contract and ensure that they are aware of the standards which we expect of them, and support them in their efforts to continuously improve their provision.

In order to accomplish this we must ensure:

- That all provision funded meets the needs of learners, employers and communities in the London West area.
- That individuals undertaking learning funded by London West Learning and Skills Council are retained on the programme and achieve their learning goals.
- That all provision funded is delivered by suitably qualified and competent staff.
- That equality of opportunity and success underpins all activities which we support.
- That learning takes place in a safe and supportive environment.
- That provision is well managed and well led.
- That all learning which we fund offers value for money.

There are no shortcuts to improved quality and consistency. It will require sustained action at all levels and involve working in partnership with providers and other agencies to embed a culture of continuous improvement and the sharing of good practice.

The key quality issue that will impact on the achievement of targets is the promotion of a culture of self-assessment amongst providers. To bring about improvements in learners' retention and achievements providers, must be able to identify their strengths and weaknesses and put in place development plans that will lead to continuous improvement. This self-assessment should be an integral part of learning provider's annual quality assurance cycle. Many providers need support with this activity and we will provide training, development and one-to-one coaching to ensure this key activity is completed to a high standard. If we can get learning providers to be sufficiently self-critical, external inspection will simply validate the good and poor practices that have been found through rigorous self-assessment, and development plans will already be in place to address weaknesses and build on strengths.

As quality, equality and diversity underpin all of our activities, the individual measures stated here will also be vital in ensuring our success in meeting all of our objectives and responsibilities.

Health & Safety

We are committed to ensuring that all learning takes place in a safe and supportive environment and to raising standards in health and safety.

We expect all of our providers to be both responsible and accountable for the health and safety of learners. They will include health and safety as part of their annual self-assessment activity and put a development plan in place that shows a commitment to continuous improvement in this area.

Providers will be encouraged to develop processes to review and audit the health and safety of learners. London West will validate these processes through health and safety visits and formal provider reviews.

The 'safe learner' concept will be at the heart of all our funded activities. All providers will be subject to a health and safety review and these reviews will be targeted according to the level of risk to learners.

Area inspections of provision for 16 to 19 year olds are a key means of securing improvements in education and training for young people. The inspections provide a platform for the Learning and Skills Council and Local Education Authorities to work with local partner organisations to raise standards across the whole range of provision for young people in the areas covered. By providing an overview of education and training across an area indicating its strengths and weaknesses, area inspections provide a starting point for measurable, continuous improvement in the planning and delivery of 16-19 provision.

We will continue to work with partners to take forward the Post Area Inspection Action Plan following the inspection in the borough of Brent. We expect two further boroughs to be inspected in 2002 and we have already begun work preparing partners for Area Inspections. Following the inspection process, we will work with partners in developing area inspection action plans.

Strategic Objectives

5.1 Ensure that the local learning infrastructure meets the needs of individuals, communities and employers and improves collaboration between providers and partners so that standards are raised.

- We will conduct an annual needs assessment in order to identify the learning needs of individuals, communities and employers in the London West area. The needs assessment will underpin our strategic planning and contracting processes, through which we shall ensure that the learning infrastructure in the London West area addresses the needs identified, is coherent and delivers quality.
- We will liaise with colleagues in neighbouring Learning and Skills Councils to ensure that the London West learning infrastructure complements that in surrounding areas.
- We will work closely with strategic partners such as Local Learning Partnerships, Further Education Colleges, Local Authorities, and Provider Networks in order to allow us to effectively plan our activities. Where necessary, and in consultation with strategic partners, we will change the learning infrastructure in the London West area in order to better meet the needs of individuals, employers and communities. We will expand provision that meets local needs and rationalise that which does not.
- We will work with partners to ensure that we fully utilise existing facilities and create new facilities where appropriate. We will also explore the possibility of wider sharing of facilities between school Sixth Forms, Further Education, Adult and Community Education, Higher Education, Private and Voluntary Sector Providers
- We will work closely with providers of learning in the London West area in order to improve their capacity to meet the identified and emerging needs of local learners, communities and employers. Where appropriate, we will engage with voluntary and community organisations, and develop them to deliver contracts which can best be delivered by this sector, and which meet local need.
- We will take a pro-active approach on issues of unnecessary and unhealthy competition amongst providers in order to achieve value for money and maximum benefit for the learner.
- We will work with partners to lead the development of action plans in relation to 16-19 Area-Wide Inspections and monitor progress against such action plans.
- We will use the national surveys of feedback from learners and employers to allow us to effectively plan, manage and evaluate provision. Conversely, we will attempt to engage with non-learners to gain a clear understanding of their needs and the barriers preventing them from taking up learning opportunities offered, so that we may better plan provision.

5.2 Ensure providers and partners maximise the standard of provision in the London West area, placing quality, equality and diversity at the heart of all provision.

- We will ensure that equality of opportunity and the promotion of diversity underpin all of our activities and the learning we fund, through mainstreaming equality and diversity within all local policies, programmes and actions. We will also promote equality and diversity, challenge discrimination and stereotyping to ensure that members of the London West community can engage in learning.
- We will put clear and robust arrangements in place to help people with learning difficulties and/or disabilities to access suitable provision and appropriate support. We are working with all providers to improve access and ensure that this disadvantaged group of learners can participate fully in suitable provision which meets their needs and, where appropriate, to provide the additional support required. We will encourage providers to adopt good practice in identifying learners with learning difficulties and/or disabilities to determine their needs.
- We require all providers to produce disability statements in respect of their facilities and provision for people with disabilities and ensure that the providers are aware of their legal obligations under the Disability Discrimination Act, the Special Educational Needs and Disability Amendment Act 2001 and other relevant legislation.
- We will encourage co-operation and collaboration amongst providers and strategic partners such as the Local Learning Partnerships to facilitate the dissemination of good practice and to support the quality improvement agenda. In particular, we will collaborate with Local Authorities, social services, post-16 providers and others to make the best use of their combined resources for transport for learners with mobility needs in order to ensure that it is not a barrier to provision.
- We will promote excellence and drive up quality through the appropriate use of the Standards Fund.
- We will support providers through the provision of training and development in order to allow them to better meet our objectives, and ensure that they comply with developments impacting on provision.
- We will seek to embed a culture of self-assessment throughout our provider base which not only meets contractual requirements but offers real benefits to the organisations involved.

- We will place prime importance on the promotion of equality and diversity when evaluating the activities of our providers.
- We will seek to identify strengths and weaknesses relating to the provision which we fund at the earliest opportunity, through close account management, the provider review process, effective self assessment and the external inspection process. Where strengths and weaknesses are identified, we will work towards rapid and efficient resolution through promoting effective action and development planning on the part of providers.
- We will assist providers in preparation for external inspection, including area inspections, so that they are able to ensure that inspectors gain a true understanding of their provision. We will also support providers through the inspection process so that quality is continuously improved.
- We will develop the quality assurance systems to support future Adult and Community Learning provision.
- We will develop and maintain effective relationships with Ofsted, the Adult Learning Inspectorate and the Learning and Skills Development Agency to promote continuous improvement and cohesion amongst our providers.
- We will ensure that grievances raised by learners are dealt with quickly, effectively, and equitably by our providers, or if providers cannot adequately do so, by ourselves.

> Funding the Plan

London West Learning and Skills Council intends to use all mainstream funds to meet the key objectives laid out in this document whilst ensuring value for money. We shall also use discretionary funding, such as the Local Initiatives Fund and European Structural Funds, to support our objectives and the delivery of the Local Strategic Plan, and to maximise the resources available to support post-16 learning in the area.

London West currently has an annual budget of over £150 million. This budget funds:

- Work Based Learning for Young People;
- Further Education;
- Adult and Community Learning;
- Workforce Development;
- Education Business Links;
- Information, Advice and Guidance for Adults; and
- University for Industry.

And from April 2002:

- School Sixth Forms.

In addition to the core funding above, London West Learning and Skills Council has access to discretionary expenditure sources. Currently this comprises:

- Local Initiatives Fund; and
- European Social Fund (ESF) Objective 3.

Local Initiatives Fund (LIF) is a flexible source of funding that seeks to support the delivery of wider Learning and Skills Council objectives, which may not be directly supported by other programme expenditure. A key aim of LIF is to address gaps in current provision and support innovative projects that reflect the needs of high priority learners in the London West area. LIF is a strategic fund that will be used to address short-term priorities, which could change on a yearly basis with the end aim to support the Local Strategic Plan.

For 2002/03 LIF will be top-sliced for a selection of commissioned projects including a contribution towards the London ESF Global Grants programme. Bids will be invited based on a set of strategic guidelines towards the delivery of the Local Strategic Plan for the remainder of the fund.

ESF Objective 3 supports training and education projects for unemployed and employed people and links with most Learning and Skills Council's activities. London West Learning and Skills Council achieved Co-financing Organisation Status in October 2001 and launched a small scale funding round that tested the selection, appraisal and funding processes.

London West Learning and Skills Council's role in the use of ESF will continue and increase. Funding for ESF Objective 3 is granted against policy fields, against which we will be seeking ESF Objective 3 funds. These are as follows:

1. Active Labour Market Policies to Combat and Prevent Unemployment;
2. Equal Opportunities and Social Inclusion for All;
3. Lifelong Learning;
4. Encouraging Entrepreneurship and Adaptability Amongst the Workforce; and
5. Promoting the Participation of Women in the Labour Market.

London West Learning and Skills Council will utilise co-financing to take forward both the ESF Regional Development Plan, produced by Government Office for London, and the Local Strategic Plan.

Future Funding Arrangements

New funding arrangements for post-16 learning are intended to be a means of moving towards coherence between the four major learning sectors, Further Education, Work Based Learning, School Sixth Forms and Adult and Community Learning. Each of the learning sectors is at a different stage in its move towards a common funding approach, which should be achieved by the end of the 2003/04 academic year.

A common funding approach means that each learning sector will be funded by the Learning and Skills Council through systems which follow the same principles but may vary to take account of the different ways that each learning sector's provision has been funded in the past. The Council plans to move to an integrated funding approach by 2004/05 with greater consistency developing across the four learning sectors.

The table below provides an indication of each learning sector's pathway towards a common funding approach in 2003/04 and subsequently to the Council's integrated funding approach no later than 2004/05.

Funding Stream	Arrangements In:			
	2001/02	2002/03	2003/04	2004/05
Work Based Learning	National Formula Introduced	Funding Approach Reviewed	Common Funding Approach	New Learning and Skills Council Funding Approach
Further Education	FEFC Formula Retained	New Funding Formula Introduced	Common Funding Approach	
School Sixth Forms	LEA Fair Funding Formula	New Funding Formula Introduced	Common Funding Approach	
Adult and Community Learning	LEA Adult Learning Plans Funded	LEA Adult Learning Plans Funded	Common Funding Approach	

The Learning and Skills Council intends to consult widely on the development of a common approach to funding the learning and skills sector.

For further information on the proposed new funding arrangements please consult Learning and Skills Council Circular 01/13 – Post-16 Funding Arrangements for 2002/2003.

> Monitoring and Evaluation

London West Learning and Skills Council will monitor and evaluate the Local Strategic Plan to improve quality, measure impact, and influence future planning and delivery. We wish to ensure that the identified priorities and actions are being carried out and determine their effectiveness.

We will develop an annual Delivery Plan to take forward the Local Strategic Plan. This will translate the objectives and actions into more detailed activities and link these with resources and targets. We will ensure that there is a clear and transparent linkage between all levels of planning from the strategic to the operational level.

The Delivery Plan will also set out how we will work with partners to deliver our strategic objectives. As a national evaluation strategy has not been developed we will ensure that our arrangements will link with any national activities.

The monitoring and evaluation of provision will occur at various levels:

- All providers will complete their own self-assessment of performance and delivery and put in place development plans that will lead to continuous improvement. The Learning and Skills Council will work with providers to ensure that their quality improvement development plans are being implemented. The outcome of processes will feedback into the evaluation of progress of all providers and operational activities.
- We will evaluate performance which we are required to deliver contractually, such as numbers of learners and the retention and achievement of individual learners.
- All contracts will be evaluated as part of the contract management and annual re-contracting process. They will be evaluated for their relevance, efficiency and effectiveness, and whether they meet local need.
- Where necessary, we will commission independent evaluation of programmes initiatives where we wish to evaluate their impact.

The Council will review the Local Strategic Plan at its meetings and will receive regular reports on progress. They will also monitor the annual Delivery Plan.

The Local Strategic Plan will be reviewed periodically in order to ensure that the ever-changing needs of the London West Area are accounted for.

> Appendix A - London West Learning and Skills Council Members

Michael Frye CBE	Chair	London West Learning and Skills Council
Susan Ferns	Acting Director of Research	Prospect
Vijay Amin	Director	ABI Associates Ltd
Jonathan Hood	Managing Director	Cadogan Tate Limited
Rod Kenyon	Human Resources Director	Centrica plc
Gordon Younger	Director and Chief Executive	BACS Ltd
Andrew Vander Meersch	Chief Executive	Stockley Park Consortium Ltd
Kenneth Barker CBE	Vice Chancellor	Thames Valley University
Rachel Davies	Principal	Uxbridge College
Gillian Guy	Chief Executive	London Borough of Ealing
Dinah Caine	Chief Executive Officer	Skillset
Paul Raina	Managing Director	Training and Assessment Services Ltd
Mick Connolly (LDA representative)	Regional Secretary	SERTUC
Peter Pledger	Executive Director	London West Learning and Skills Council

As at March 2002

Two vacancies are currently in the process of being filled.

Members of the Council are appointed by the Secretary of State. The statute and regulations setting up the Learning and Skills Council ensure that four organisations have their interests represented through Observers:

- Small Business Service franchise for the region;
- Local Connexions Partnership;
- Government Office for the region; and
- The Regional Office of the Employment Service.

The Observers on the London West Learning and Skills Council are listed below.

Geoff Arnold	District Manager - Employment Service	Representing the Regional Office of the Employment Service
Paul Osburn	Acting Chief Executive - London Borough of Harrow	Representing the Local Connexions Partnership
Richard Wragg	Director of Education and Skills – Government Office for London	Representing the Government Office for the region
Dame Sally Powell	Councillor - London Borough of Hammersmith and Fulham	Representing Business Link for London

> Appendix B - Respondents to Local Strategic Plan Consultation

Action Acton
Asset Training
Association of London Government
Aston Training Centre
BACS
Baldwins Industrial Services plc
Brent Mencap
Brentford, Chiswick and Isleworth PCC
Brentside High School
British Airways plc
Brunel University
Burlington Danes School
Cape Calsil Systems Ltd
Capital Workforce Development
Cardinal Hinsley High School
Caring Together
CfBT West London Careers
College of North West London
Convent of Jesus & Mary Language College
Department For Education & Skills - Early Years & Childcare Unit
Ealing Hospitals NHS Trust
Ealing Learning Partnership
Ealing Mencap Supercare
Ealing Pre-School Learning Alliance
Ealing Voluntary Services Council
Education Business Links London West
Employment Service
Entertainment UK

Feltham Young Offenders Institution

Genesis Housing Group

Grosvenor House Surgery

Hammersmith & West London College

Harlington Community School

Harrow Association of Disabled People

Harrow College

Harrow Early Years & Childcare Services

Harrow West NHS Primary Care Trust

Hillingdon Mind Enterprises

Hounslow Youth Service

Integris

Jay Training Services

JD Consultancy

Jobcentre Plus

John Guest Engineering Ltd

Jupiter House Foyer

London Borough of Brent

London Borough of Ealing

London Borough of Hammersmith & Fulham

London Borough of Harrow

London Borough of Hillingdon

London Borough of Hounslow

McVities UK Ltd

Moss Pharmacy

NIACE

North West London Learning Partnership

Notting Hill Housing Trust

One London

Preston Manor High School

Prospect
Quaker Oats Ltd
Refugee Aid and Development
Refugee Council
Refugee Employment Advice
Regenasis
Renewal SRB
St Ann's School
St Dominic's Sixth Form College
St Mary Catholic Primary School
South Acton Residents Action Group
South Brent PCC
Stonebridge Housing Action Trust
Thames Valley University
The Heathland School
Third Age Foundation
TUC
Uxbridge College
Vince Hines Foundation
West London Disability Partnership
West London Learning Partnership
West London Mental Health NHS Trust
West London NHS Workforce Development Confederation
West Middlesex College
West Thames College
Yeldall Homeless Project

> Appendix C – The National Qualifications Framework

Level of Qualifications	General Qualifications		Vocationally - related Qualifications	Occupational Qualifications
5	Higher-Level Qualification			Level 5 NVQ
4				Level 4 NVQ
3	A Level	Free Standing Mathematics Units Level 3	Vocational A-Level Advanced GNVQ	Level 3 NVQ
2	GCSE grade A*-C	Free-Standing Mathematics Units Level 2	Intermediate GNVQ and Part One GNVQ (Intermediate)	Level 2 NVQ
1	GCSE grade D-G	Free-Standing Mathematics Units Level 1	Foundation GNVQ and Part One GNVQ (Foundation)	Level 1 NVQ
Entry Level	Certificate of (Educational) Achievement			

> Appendix D - Glossary of Abbreviations

ABSSU	Adult Basic Skills Strategy Unit
ACL	Adult and Community Learning
ALI	Adult Learning Inspectorate
AMA	Advanced Modern Apprenticeship
APL	Accreditation of Prior Learning
BSA	Basic Skills Agency
CIF	Common Inspection Framework
CFO	Co-Financing Organisation
CoVE	Centre of Vocational Excellence
DfES	Department for Education and Skills
EBL	Education Business Link
EDP	Education Development Plan
ES	Employment Service
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
FE	Further Education
FEFC	Further Education Funding Council
FMA	Foundation Modern Apprenticeship
GCSE	General Certificate of Secondary Education
GOL	Government Office for London
HEFCE	Higher Education Funding Council for England
IAG	Information, Advice and Guidance
ICT	Information and Communications Technology
liP	Investors in People
ILA	Individual Learning Account
ILR	Individualised Learner Record
ISR	Individualised Student Record
LDA	London Development Agency

LEA	Local Education Authority
LFS	Labour Force Survey
LIF	Local Initiatives Fund
LLP	Lifelong Learning Partnership
LSC	Learning and Skills Council
LSDA	Learning and Skills Development Agency
MA	Modern Apprenticeship
NIACE	National Institute for Adult Continuing Education
NTO	National Training Organisation
NVQ	National Vocational Qualification
OFSTED	Office for Standards in Education
PIU	Performance and Innovation Unit
QCA	Qualification and Curriculum Authority
SBS	Small Business Service
SME	Small to Medium-sized Enterprises
SOC	School Organisation Committee
SOP	School Organisation Plan
SRB	Single Regeneration Budget
SSC	Sector Skills Council
TEC	Training and Enterprise Council
Ufi	University for Industry
WBL	Work Based Learning

> Appendix E - Bibliography

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© March 2002 London West LSC
Ref: 094/03/02



Learning+Skills Council
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