

**London West  
Learning and Skills Council  
Annual Plan 2003-04**



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# Introduction

London West Learning and Skills Council (LSC) sets out in this Annual Plan how, over the coming year, we will continue to implement a local response to the LSC's mission to raise participation and attainment through high-quality education and training which puts learners first, and its vision that, by 2010, young people and adults in England will have knowledge and productive skills matching the best in the world.

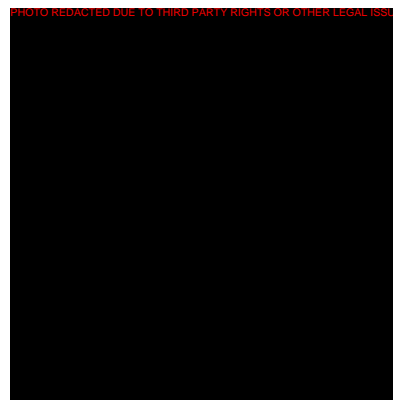
Our Annual Plan is informed and shaped by a number of key policies and strategies contained in the:

- LSC Grant Letter for 2003-04;
- LSC Corporate Plan to 2005;
- London West LSC Strategic Plan 2002-05;
- London West LSC Needs Assessment 2002;
- London's Framework for Regional Employment and Skills Action;
- Success for All strategy for reforming education and training;
- 14-19: Opportunity and Excellence white paper;

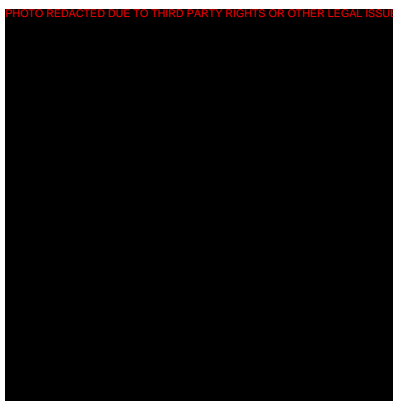
as well as other Government, LSC and local partner organisations' policies and strategies.

The Plan begins by setting out the national, regional and local contexts for our work, describing the key objectives and priorities that have influenced our choice of activities for the coming year. It then continues by briefly outlining our current position and achievements, followed by business action plans that give detailed descriptions of the provision and other activities that we intend to fund and support this year. Issues that cut across all our work are discussed after these action plans, as well as details of the funding allocations that will support all our activities, and the outcomes expected to help achieve our targets.

We believe that our Annual Plan is a realistic working document that will enable us to make significant headway in achieving our objectives. London West LSC is committed to responding to the challenging agenda for 2003-2004 and we believe that implementing our Annual Plan gives us excellent opportunities to collaborate with our strategic and delivery partners to make this happen.



**Rod Kenyon**  
Interim Chair



**Peter Pledger**  
Executive Director

# Planning for 2003-2004: an overview

## Our contribution in 2001-2003

In the two years since April 2001, London West LSC has invested over £275m giving nearly 230,000 learners the opportunity to improve their skills and, in many cases, achieve nationally recognised qualifications. Last year we also invested over £50m of funding that has helped in excess of 12,000 school sixth form students to learn, achieve and progress.

## Our key challenges for 2003-2004

We have made a good start, and we are determined to build on our successes. To do this we must face up to our key challenges for the coming year:

- **Encouraging young people to stay in learning and improving the quality of work-based learning.** Our growth in 16-18 year old participation rates is on target, but we must carry on raising participation, in the context of the varying aspirations of the diverse communities in the area. We need a fresh approach to work-based learning that motivates more employers and young people to become involved in learning, building on our efforts to broaden the range and drive up the quality of provision.
- **Engaging employers in workforce development.** We need to build on and extend our relationships with employers and encourage their involvement in workforce development, including basic skills delivery in the workplace. Providers, especially larger ones, need to focus their provision on key areas of learning to meet local employers' needs.
- **Driving up higher level skills achievement.** We are currently under-performing in reaching our target for level 3 attainment at age 19. This year we need to increase achievement at this level by making sure that higher level provision is of the right type and quality for learners and employers, and for progression into higher education.
- **Increasing adult learning and improving basic skills levels.** We have a solid base of adult and basic skills provision and we are on track to achieve our target to increase the literacy and numeracy skills of adults. However, the provision is in need of development and expansion and must meet local priorities. We are committed to ensuring that all those who have poor basic skills can get the help that they need, and that more adults from ethnic minorities participate in learning.
- **Establishing varied routes to learning for refugees and asylum seekers.** Some have very poor basic and work skills. Others are highly qualified, but need higher level English and more help so that they can use their skills and qualifications in the UK labour market. Our current provision for this group is patchy. This year we need to increase ESOL provision and the range of support available for the higher skilled.

## Tackling our challenges

Our challenges are tough, but we are committed to making a difference in the way that learning and skills are delivered to our residents and the local workforce. In 2003-2004 we will commit nearly £200m in resources to fund a highly focused set of business activities to deliver learning to over 120,000 people. Some of our major plans to widen participation in learning and drive up the standard of provision in the coming year will include:

### Encouraging young people to stay in learning and improving the quality of work-based learning

- Establishing and implementing a joint activity plan with Connexions London West, including promoting parity of esteem between different learning routes and consulting directly with young people.
- Contracting with Education Business Links Consortia to deliver 11,000 work experience placements for years 10 and 11.
- Funding 6 partnership programmes between colleges and schools for the delivery of GCSEs in vocational subjects, to help develop vocational learning routes.
- Developing sixth form cluster groups in Ealing to improve collaboration.
- Delivering 35 Modern Apprenticeship places through schools with Hillingdon LEA.
- Contracting with all colleges to deliver work-based learning.
- Re-contracting with high quality work-based learning providers and procuring new contracts.
- Developing at least 2 new employers to deliver work-based learning.
- Establishing 20 new Modern Apprenticeship places at Heathrow.
- Ensuring that the Entry to Employment programme is easily accessible for young people who require additional support to encourage them to remain in learning, and facilitate progression.

### Engaging employers in workforce development

- Engaging with 400 employers in promoting learning and workforce development in London West, through partnership links.
- Helping to establish 4 Union Learning Representative training programmes in the workplace and training 40 Representatives.
- Developing a Continuous Professional Development programme for health sector workers in 40 local GP practices.
- Encouraging employers to apply for discretionary funding that will enable 300 employees to learn in the workplace for the first time.
- Assisting 40 Heathrow employees to gain management qualifications.
- Supporting 4 employers to introduce nationally accredited learning programmes.

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- Supporting 150 employers to implement accredited basic skills training for their staff.
- Working in partnership with major employers to extend workforce development opportunities to employees of their supply chain companies.
- Working to establish new Centres of Vocational Excellence in Catering, Engineering, Media and ICT. Also for Care, in partnership with Berkshire LSC.
- Co-ordinating a Local Labour Strategy for Heathrow, including construction training for Terminal 5 and surrounding projects such as the National Stadium at Wembley.

#### **Driving up higher level skills achievement**

- Delivering the level 2/3 attainment targets working in partnership with Excellence in Cities and other agencies.
- Developing level 3 provision at the Southall site of Ealing, Hammersmith & West London College.
- Funding Partnerships for Progression activities to increase progression to HE.
- Working to improve progression from Uxbridge College to Brunel University.

#### **Increasing adult learning and improving basic skills levels**

- Driving up the quality of Information, Advice and Guidance (IAG) provision including training and accrediting advisers to undertake basic skills assessments of clients.
- Expanding IAG through the inclusion of 3 employer based partnerships.
- Increasing the number of IAG referrals into learning and/or work.
- Achieving a 10% increase in achievement of adults in basic skills provision.
- Increasing participation in adult and community learning from under-represented groups.
- Funding 2 new providers of basic skills provision.
- Expanding e-learning opportunities, through contracting with learndirect, to help drive up adult participation and achievement.

#### **Establishing varied routes to learning for refugees and asylum seekers**

- Increasing the amount of entry level 3 ESOL provision and achievement.
- Delivering a new ESOL pathfinder project to build the capacity for ESOL delivery, particularly in refugee communities.
- Setting baselines and targets for equality and diversity impact measures with colleges to ensure progression from ESOL to mainstream vocational and academic provision.

In the coming year we will also focus on driving up standards in all areas of our work. We will use Provider Performance Reviews to measure success, set targets and give support to our providers. We will begin to carry out a Strategic Area Review to help us identify any gaps or duplication in our provision, and as a tool for improving the quality of the learning opportunities that we fund. We will use our Standards Fund to support provider improvement, and we will also use discretionary funding to support the voluntary sector in the London West area to help deliver services that address barriers to learning.

All of our work will take place within the context of national and regional strategies and will be informed by the detailed and targeted research findings of our local Needs Assessment.

# Living, learning and working in London West

The six boroughs of the London West area are home to 1.3 million people, living in vibrant and varied communities. Over one fifth of our residents are under the age of 15. Combined with a higher than average number of 20 to 39 year olds and a slowly declining number of residents above retirement age, this makes for a relatively youthful population.

We have a richly diverse mix of cultures. Over one-third of our population is 'non-white' and amongst the 16-18 year old age group this proportion rises to 43%. Of school students, 36% do not have English as a first language, higher than the national and London proportions. Our area is home to significant communities of people of Indian, Black Caribbean and Black African origins. Increasing numbers of refugees, asylum seekers and economic migrants are also making valued contributions to London West's communities.

The London West area has a wide range of learning opportunities for young people and adults, enabling them to get the skills and knowledge that they want for self-development and for moving into worthwhile jobs. Young people benefit from having 13 Beacon Schools, as well as 55 school sixth forms. There are also plans for 3 new City Academies. Our residents have access to a good breadth of adult and further education provision in London West including 7 colleges of further education, 6 adult and community education institutions and a range of voluntary and private sector providers. About 70% of those participating in adult and further education are London West residents.

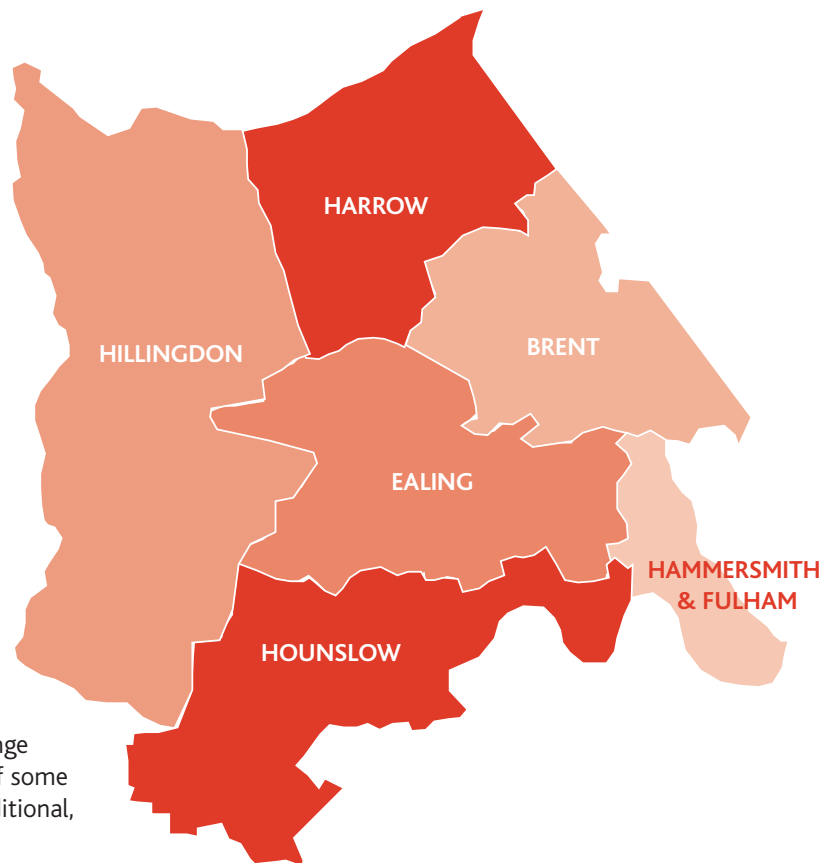
In common with parts of many large cities, pockets of deprivation co-exist with areas of economic growth and employers range from the national and global headquarters of some of the largest companies in the world to traditional, family owned businesses.

We have a number of major centres of economic importance in London West, including Heathrow Airport, the planned National Stadium complex at Wembley, White City, Park Royal and the A4/A40 corridor. The London Development Agency is targeting specific areas for support and these include Park Royal/Wembley and Southall/Hayes in the London West area.

Priority sectors including retail, hospitality and leisure, transport and logistics, information technology, engineering and construction are of prime importance for these centres and

across the whole of the area. As a major local employer, the health and social care sector is also a key player in the London West economy. London West is also home to a cutting edge and fast moving media industry, with over 250 companies in the audio-visual industries based in the area. We have particular involvement with the sector through our work with Skillset, the Sector Skills Council for the Audio Visual industries.

Our intelligence is gathered from our two Needs Assessments, the more recent of which was published in December 2002. Understanding and responding to the varied needs of learners, communities and employers is pivotal to our work, and we will continue to carry out research and consult with all those who have a stake in learning.



# The national strategic context for local planning

Our work in 2003-2004 will be carried out against a backdrop of evolving national and regional policy and strategy. Our task is to ensure that the local activities that we plan and fund respond to local needs and contribute towards the achievement of national and regional objectives.

## Our starting position

In the coming year London West LSC will continue to work towards the five LSC national objectives and our local priorities, as stated in our Local Strategic Plan 2002-2005, to:

### Extend participation in education and training

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

### Engage employers in workforce development

- 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.
- 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.

### Raise the achievement of young people

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

### Raise the achievement of adults

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

### Raise the quality of education and training and user satisfaction

- 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.
- 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.

## Sharpening the focus

The Grant Letter to the LSC for 2003-04, whilst reaffirming these national objectives, underlines the need to bring about radical and sustained improvements in learning provision, and to significantly drive up skill levels. We will contribute to this by:

- ensuring that we support the development of a more coherent phase of learning for 14 to 19 year olds;
- driving up standards in further education and training by implementing the 'Success for All' strategy; and
- developing employer engagement and working in partnership with Sector Skills Councils and the London Development Agency.

## Turning around education and training

Implementing the reforms for further education and training set out in 'Success for All' is vital if we are to successfully achieve our objectives and targets this year and in future years. We are committed to driving forward the strategy, particularly in meeting learner needs, improving choice and developing a framework for quality and success.

To help us make the radical changes necessary to drive up quality and meet needs more effectively, our business activities for the coming year will use the levers identified in the LSC Corporate Plan to 2005 that focus on:

- changing learning cultures;
- engaging employers;
- improving quality;
- reshaping local provision;
- funding learning; and
- excellent management of the LSC.

We will use these levers to help implement 'Success for All' so that we can make a real difference for learners, employers and communities in the London West area. These levers will also help us to take on the real challenge of developing radically new ways of making learning more attractive and effective for young people, firmly supporting the aims laid out in the Government's most recent strategy document for 14-19 year olds '14-19: opportunity and excellence'.



### **A fresh approach to quality and success**

The development of a new framework for quality and success is integral to transforming local provision so that it gives real choices that meet learners' needs. The framework will give recognition and reward that encourages quality learning providers to grow and develop, as well as setting out the actions that will need to be taken to improve poor performance.

Strategic Area Review (SAR) will be a key tool in implementing the framework and will drive up standards by ensuring that there is the right mix of provision of the right quality to meet learner, employer and community needs. SAR will also ensure that we have a network of providers that are clear about their unique contribution and that work collaboratively to achieve success.

We are now working to put in place the necessary planning and resources, and page 27 outlines the process we will undertake to complete a SAR for London West.

The reform of education and training will also be reflected in new performance management arrangements, including:

- floor targets setting clear expectations about minimum performance levels;
- three year funding plans with annual assumptions about learner volumes; and
- extra funding linked to the achievement of improvement targets for FE colleges.

From January to April 2003, the LSC is consulting and working with colleges and other providers on floor targets and how they should be agreed, as well as how performance will be judged. Guidance will then be issued in May 2003 and the first Development Plans and targets introduced in the 2003/04 planning year.

### **Building trust and shared responsibility**

The reforms of the Success for All strategy clearly support the development of the new relationships of trust, transparency and shared responsibility to be forged between colleges as outlined in the LSC's Bureaucracy Busting Task Force report 'Trust in the Future'. During 2003-2004, London West LSC will work with further education colleges in our area to implement the recommendations of this report to deliver significant improvements, while retaining high levels of accountability.

### **Reshaping the LSC**

Following consideration of the Grant Letter, received in December 2002, the LSC has announced plans to reshape the structure of the organisation. This will further concentrate efforts on our core function of planning and funding learning,

as well as building and maintaining strategic partnerships, rather than focusing on detailed delivery. This reflects the LSC's commitment to improving its efficiency and ensuring that it is better able to deliver its strategic and operational priorities.

This will be a major activity in the coming year, with final announcements on the implications of this reshaping due in the autumn of 2003. Clearly, some of the proposed changes may impact on the priorities highlighted in this Plan and we will advise of any changes as soon as these are known. We will be supporting this process by investing in our staff to ensure that they have the high-level skills necessary to meet the challenge of the new agenda.



## Contributing to the regional agenda

In November 2001, the London Development Agency and the London LSCs came together with other major national and regional strategic partners involved in economic, business and skills development to form the London Skills Commission. The Commission has been established as the vehicle through which the evolving policy context that influences education, skills and employment in London can be addressed, and provides excellent opportunities for even closer collaboration with the London Development Agency and other key partners involved in the planning, funding and implementation of learning, skills and business support in the capital.

### The Framework for Regional Employment and Skills Action

The development of London's Framework for Regional Employment and Skills Action document has enabled the London LSCs, together with other London Skills Commission partners, to identify a set of mutually agreed objectives and priorities that will raise the skills and achievements levels of London's population and build a healthy labour market. The five Regional Framework Objectives and our contribution to them are:

- 1. To ensure access to employment, training and personal development for those seeking work and access to training and personal development for individuals in work.**  
We will work to ensure that the learning that we plan and fund helps people to acquire the right mix of accredited skills to access the labour market and that, in close partnership with Jobcentre Plus, our provision supports the New Deal and other initiatives to maximise employment. Through our workforce development we will also ensure that those in work have access to learning, that will enable them to progress in their careers.
- 2. To enable people who are socially and economically excluded to access learning and sustainable employment.**  
Equal opportunities and the promotion of diversity and inclusion cuts across all aspects of our work. We will ensure that those people who experience the highest levels of disadvantage and exclusion are encouraged and enabled to access learning and employment opportunities. Our voluntary and community sector partners and those involved in Adult and Community Learning will be of particular importance in helping us to widen participation in learning and establish supported progression routes to employment.
- 3. To enable London's employers and businesses of all sizes to recruit and retain the skilled workers they need in order to compete and deliver sustainable economic growth.**  
Supporting London's employers so that they are able to prosper and grow is at the heart of our workforce development strategy. We will work closely with Business Link for London to ensure that employees and employers are provided with the skills that they need to become and remain world class businesses. Underlying this work will be a firm commitment to significantly increasing levels of employer engagement in workforce development, persuading employers and employees of the benefits of investing in learning and skills, including through working towards the Investors in People standard.
- 4. To encourage education and training providers to provide learning and services which are market sensitive, match the needs of London's workforce and take due consideration of employer demand.**  
As major funders of education and training in the London West area, we will continue to plan and fund provision that matches the needs of employers and learners. Through implementing the 'Success for All' strategy, we are committed

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to driving up the quality of services across all our providers, and to forging stronger links between providers and employers. We are also committed to ensuring that learners can acquire the higher level skills and qualifications that London's employers increasingly demand. We will support the development of this provision, especially through CoVEs, as well as working closely with our partners in Higher Education to facilitate progression.

**5. To encourage all stakeholders to adopt a co-ordinated approach to labour market information, related advice, guidance and subsequent investment.**

We recognise that a co-ordinated, collaborative approach is integral to the successful delivery of the Regional Framework. We will take an active role in establishing joint methodologies and protocols for gathering and sharing labour market, learner and other information. We are already developing and broadening collaboration with the other London LSCs and we are committed to sharing information, and taking a unified approach to employment and skills action with all London Skills Commission partners.

We are committed to the ongoing process by which we will deliver the Regional Framework and are closely involved in the next steps that are now being taken to implement it. The work of the FRESA Executive Group is now being taken forward by Implementation Groups, each led by a London Skills Commission partner. These groups are charged with overseeing the planning and implementation of each of the five FRESA objectives as well as the 'flagship initiatives' that will promote a number of cross-cutting themes. London West LSC is leading on the implementation of Objective Four in the Regional Framework.

**Incorporating the FRESA in our Annual Plan**

We recognise the importance of maximising the synergy between the London LSCs' objectives and those of the Regional Framework. In addition to our involvement in the Implementation Groups, we have developed an action plan that outlines how the London LSCs' activities, targets and resources will fit within the Regional Framework and identifies our contribution to the Framework's objectives, priorities and flagship projects. This work has been integral to the drafting of our Annual Plans, enabling us to identify how our plans will contribute to the overall achievements planned for the FRESA.

# A continuing commitment to working in partnership

London West LSC recognises that working in partnership is critical to the successful development and delivery of our Annual Plan. We have worked collaboratively to produce this Annual Plan, and the final version has been informed by consultation with the London Development Agency and our six Local Authorities.

We will continue to develop our relationships with key agencies at national, regional and sub-regional levels, including sector specialists, so that our planning and funding complements and supports national and regional policy frameworks, whilst remaining responsive to local needs.

The process of implementing the FRESA is energising our relationships with key delivery partners. Our partnerships also facilitate effective regional and local planning and delivery of other national initiatives. For example, liaison with the Government Office for London through co-financing of the ESF Objective 3 programme, and supporting the remit of the University for Industry and learndirect to enable e-learning for all.

## Regional and sectoral collaboration

Relationships between the five London LSCs continue to strengthen, ensuring that learners are not limited by geographical boundaries, and that we work collaboratively to develop Annual Plans that are complementary and coherent at local and regional levels. The development of our Annual Plan is informed by sources that help us to plan learning and services that not only address the needs of learners, but that are also market sensitive and responsive to employer demand. We are working closely with the Sector Skills Councils, the Sector Skills Development Agency and Trade Unions to gain their valuable input on workforce development issues and the skills needs in specific industries.

## Sub-regional and local partners are vital

Sub-regional partners are essential in ensuring that we plan and resource services that respond to the needs of our local population and businesses. We will continue to develop our relationships with the local Connexions partnership and the Education Business Link Consortium, in order to ensure that young people are seamlessly supported and guided into learning and in the transition from education to work.

Since April 2002, we have funded sixth form provision and have established partnerships with the Local Education Authorities and schools in our local area so that we can work effectively together to deliver high quality provision that addresses the learning and skills needs of young people. Our work with Local

Education Authorities and schools will also focus on seizing the opportunities offered by the Government's agenda to provide more coherent and comprehensive provision for 14-19 year olds.

London schools face particular pressures and challenges. The appointment of the London Schools Commissioner will stimulate collaboration between schools and education authorities and help to develop and implement a strategy for raising school standards in London. London West LSC is committed to collaboration with London Challenge partners to achieve the aim of transforming schooling in the region.

Local Authorities also play a vital role in the planning and delivery of Adult and Community Learning. We will continue to develop our relationships with them and with the Information, Advice and Guidance Partnerships to ensure that adults have the support and learning opportunities they need.

Further Education colleges are also essential partners, delivering a wide range of learning for young people and adults. Colleges and our other providers will be key partners in the further development of learning and skills provision, particularly in implementing the 'Success for All' strategy. We will also continue to build our relationships with Higher Education and the Association of Colleges through a number of collaborative initiatives, such as Partnerships for Progression, to facilitate the strengthening of the links between schools, Further Education and Higher Education.

From April 2003 we will be responsible for funding the two Learning Partnerships in the London West area. As the Partnerships merge to form a single body matching the area, our involvement will help to ensure that learners and providers are included in the development and implementation of learning provision at a local level.

Voluntary and community sector organisations are particularly important partners in helping us to ensure that everyone, especially those at most disadvantage, has access to learning opportunities. We are keen to extend and develop our relationships with Local Strategic Partnerships so that we can engage in even closer dialogue with private, statutory and voluntary sector agencies at a local level. We will continue to play a key role in ensuring that learning and skills provision supports local community and neighbourhood strategies and helps to bring together the different initiatives and services funded through statutory bodies.

# Progress and achievement

## Progress against local targets

Last year, the national Council approved our local targets for 2004 on an interim basis, subject to a review of the local target setting methodology. Whilst recommendations for change have been made, none will be implemented during this planning round. Any changes to the local targets will be made in the context of a wider review of targets including the development of current new national targets for beyond 2004.

Whilst we can measure our progress against targets at a national level and a local level, it can be difficult because the systems for measuring success at national and local levels draw on different data sources. Consequently, local and national data

is not always compatible, added to which, data is often a year old before being released.

Nationally, we are developing a performance measurement system to be applied uniformly across the organisation. This will be based on our own administrative data sources complemented, for example, by more appropriate LSC-sponsored surveys. We are not only aiming to make our performance data more robust but also to considerably reduce the length of time between data collation and release in order to improve data relevance. In the meantime, the figures below give the best and the latest information available on our current position based on data released from National Office.

Target Area	Estimated baseline position	Local targets	Growth after 1 year*
16-18 year olds in structured learning	35,075	4,500	[1,734]**
Level 2 by age 19	10,275	1,100	486
Level 3 by age 19	6,471	890	[-114]**
Adults at level 3	277,429	43,500	15,630
Literacy and numeracy skills of adults	N/A	19,200	12,290

\* For 16-18 participation and basic skills this is 2 years, for other targets only 1 year.

\*\* Local data and information suggests that performance in these areas is significantly higher than the national figures provided. See text below for further information.

## Measurement of progress against local targets

For each of the targets above we have analysed the data released from National Office and compared it with our own locally sourced data.

**16-18 year olds in structured learning.** Figures for growth in participation between 2000-01 and 2000-02 are based entirely on National Office estimates, rather than DfES statistics consistent with the 2000-01 baseline. This ensures the estimate of growth is consistent, rather than the levels of participation. For London West, the estimate for growth is lower than previously calculated, which reflects the uncertainty in the method.

**Level 2 by age 19.** This target is measured by out-turns by schools delivering GCSEs and GNVQs, by Further Education, and by Government Supported Training (GST). Overall the progress towards the target reported here seems reasonable. The schools component is the largest and showed modest growth between 1999-2000 and 2000-2001. The figures for schools between 2000-2001 and 2001-2002, however, show accelerated growth levels - up from 48% of all pupils aged 15 achieving five GCSE passes at A\*-C to 50.6%. This represents a rise of 5.4% over the two years.

This would represent a strong and continuing growth over the period even if the other components showed more variability. The decline in the achievement rates at level 2 in FE have dragged down the overall figures but we are not sure how this fall has been calculated. Our most recent figures show a small increase in FE achievement at level 2. Together with the significant increase in GST, progress towards targets is almost certainly better than the table would suggest. It is possible that these later figures were not available when the table was compiled.

**Level 3 by age 19.** This target is met by schools' A levels and advanced GNVQs, by FE and by advanced GST. As with the level 2, the largest part of the target is met by schools and there has been modest progress between 1999-2000 and 2000-2001. Figures for 2001-2002 are not currently available.

The other two components both show falls in achievement over the two years, so that overall progress towards the target is negative. As with the level 2 achievements in FE, our most recent figures for level 3 do not indicate a fall but, instead, a small growth. Again, it is possible that these latest figures were not available when these tables were compiled but it is difficult to see how the large negative figure here can be substantiated.

**Adults at level 3.** No local or administrative data is available to monitor progress towards this target. Both baseline and latest attainment are estimated from the English Local Labour Force Survey (ELLFS). Progress is thus calculated consistently and the growth indicated is plausible. It should be noted however that the margin of error associated with the ELLFS means that the relatively small improvement in performance over one year should be treated with caution.

**Adult numeracy, language and literacy.** Achievement in 2000-2001 is measured as the total of all adults who completed basic

skills programmes over the year. Achievement in 2001-2002 is estimated from known participation in such programmes over the year and applying the corresponding completion rates from 2000-2001.

### Residual local targets to 2004

The table below gives the residual local targets which have to be achieved by 2004. It breaks this down by the years remaining, and demonstrates how LSC funded programmes will go towards meeting the final target figures to be achieved.

Target Area	Target Increase	Growth	Residual target	Programmes			
				FE	Schools	WBL	Others *
<b>16-18 year olds in structured learning</b>	4,500	1,734	2,766				
2002/03 target increase			1200	450	350	150	250
2003/04 target increase			1566	600	280	220	466
<b>Level 2 by age 19</b>	1,100	486	614				
2001/02 target increase			260	170	40	20	30
2002/03 target increase			250	160	50	10	30
2003/04 target increase			104	50	30	10	14
<b>Level 3 by age 19</b>	890	-114	1,004				
2001/02 target increase			500	250	180	20	50
2002/03 target increase			300	150	100	15	35
2003/04 target increase			204	110	60	14	20
				<b>FE</b>	<b>ACL</b>	<b>WBL</b>	<b>WFD</b>
<b>Adults at level 3</b>	43,500	15,630	27,870				
2001/02 target increase			13,000	10,500	2,200	150	150
2002/03 target increase			10,000	8,200	1,500	150	150
2003/04 target increase			4,870	3,530	1,120	110	110
<b>Literacy &amp; numeracy skills of adults</b>	19,200	12,290	6,910				
2002/03 target increase			2,910	2,475	290	45	100
2003/04 target increase			4,000	2,750	600	50	600

\* This includes higher education, government sponsored training and other training.

### Targets beyond 2004

The Government has announced new Public Service Agreement targets for 2006 and beyond as a result of the Comprehensive Spending Review. The LSC will be expected to reflect these targets, and our contribution towards them, in our own corporate targets framework, which is also under review. The national Council expects to announce its response to the new Government targets in Spring 2003.

### Equality and diversity impact measures

London West LSC was one of 6 local LSCs that took part in the Equality and Diversity Impact Measures (EDIMs) pilot during 2002-03. EDIMs aim to address key equality and diversity issues as identified by the local needs analysis and prioritised through strategic planning. These measures relate to inequality based on age, sex, race, disability, geographical area or occupational sector. EDIMs have been introduced in order to equip local LSCs and their providers with skills and procedures necessary for tackling inequality systematically as part of their mainstream activities.

Initially, the aim of this pilot project was to set local measures for improvement of participation, retention and achievement of learners from groups currently under-represented or under-achieving in learning provision. However, to date we have only set measures for improving participation. These EDIMs will be regularly monitored during 2003-04 and new measures developed as new sources of information become available.

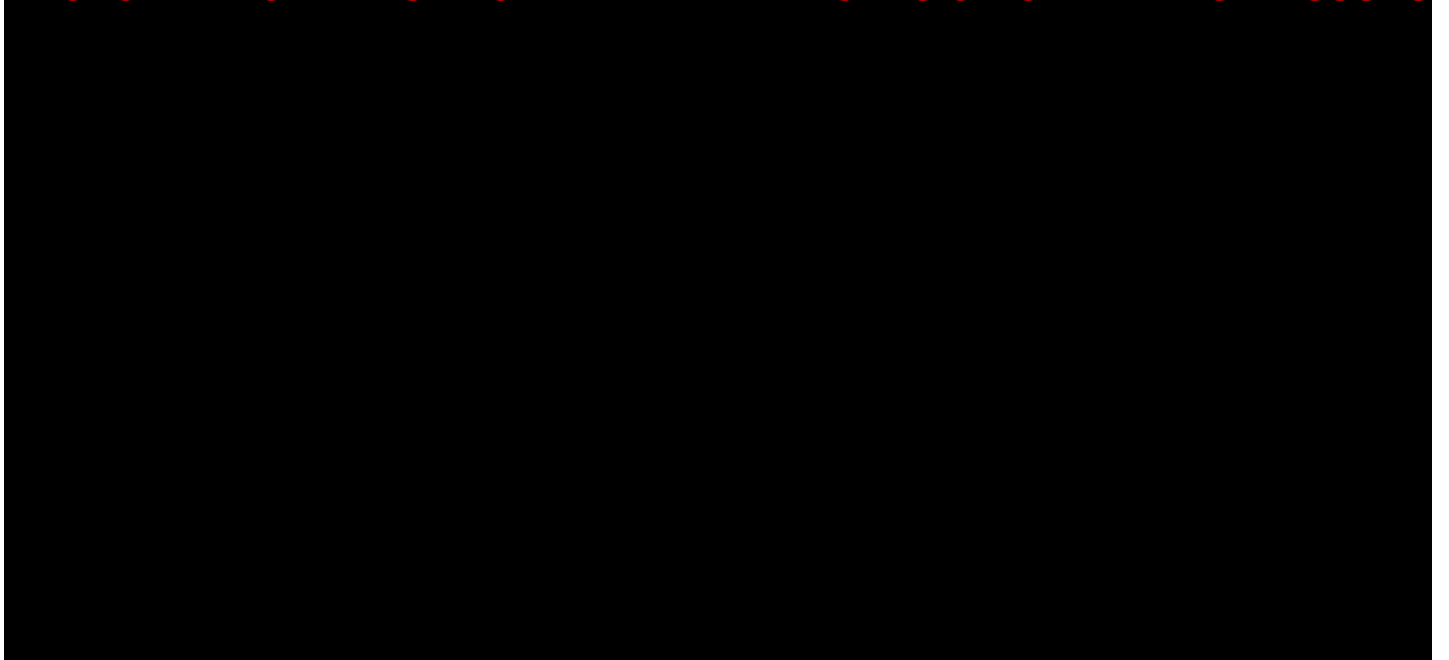
### Key achievements

The last two years have been an exciting time of new developments. We have made significant progress in working towards our five objectives. Some of the key achievements since April 2001 include:

#### Extending participation in education, training and learning through:

- Breaking down barriers to learning for 15-16 year olds through 58 innovative performances from the Impact Youth Theatre in its second year of operation. These performances help young people to value all learning routes and help spread the word about Modern Apprenticeships to pupils and teachers.
- Supporting the establishment of Connexions London West, which went live in September 2002, and developing a protocol of understanding to support joint-working.
- Offering over 350 bite-sized learning courses attracting over 1,300 learners of all ages and backgrounds.
- Creating a brochure in a range of languages about the new GCSEs to help raise awareness of, and demand for, the new qualifications from parents, including those from ethnic minority groups.
- Distributing a brochure on Modern Apprenticeships for parents in key community languages.

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### **Increasing the engagement of employers in workforce development through:**

- Working in partnership with BAA, neighbouring local LSCs in Surrey and Berkshire, and other partners on the Heathrow Employment Forum, to develop a local labour strategy to maximise training, as well as over 4,000 employment opportunities for local people.
- Supporting employers to improve the basic skills levels of employees so that they can comply with new food hygiene legislation.
- Supporting the development of two Centres of Vocational Excellence - one for construction and another for refrigeration, air-conditioning and electrical installation at the College of North West London, as well as motor vehicle repair at Skillnet.
- Establishing a management development programme for senior managers in the voluntary sector that will become a national pilot from April 2003.
- Exceeding our expectations for Investors in People recognitions, by achieving 91 recognitions for employers with 10 to 49 employees (against a target of 72) and 64 recognitions for those with over 50 employees (against a target of 58).

### **Raising the achievement of young people through:**

- Significantly improving retention rates in poorly attaining schools by targeting over £200,000 for mentoring support in the last year.
- Introducing a range of projects to help raise level 2 achievements, many targeting pupils in the critical year 9 to year 11 phase of their learning.
- Streamlining and driving up the quality of Work Based Learning by terminating poor quality provision, procuring new providers to fill gaps in provision, and negotiating the transfer of some provision to other LSC areas.
- Funding more than 11,000 pre-16 work experience placements in 2002/03, to provide young people of compulsory school age, a wide range of high quality, focused and structured experiences of work.

### **Raising the achievement of adults through:**

- Investing nearly £2.5m in ESF and discretionary funding on basic skills and ESOL provision across London West.
- Supporting Hammersmith and Fulham LEA in a major upgrade of adult and community learning facilities to provide local learners with much improved facilities at their centres of learning.
- Successfully bidding to run an ESOL pathfinder project, led by

West Thames College and specifically focusing on increasing the number of ESOL tutors drawn from refugee communities.

- Supporting the development of estate-based learning centres linked to colleges and learndirect centres. The first has been established in Hounslow and there are plans for five more.
- Establishing the Media Café in White City, a highly successful collaborative project bringing e-learning to residents living on highly deprived estates, in partnership with the TUC and the London Borough of Hammersmith and Fulham.

### **Raising the quality of education and training and user satisfaction through:**

- Driving up the quality and extending the variety of learning opportunities for residents by merging two colleges to form Ealing, Hammersmith and West London College.
- Setting up a London West LSC Provider Review Advisory Group to evaluate the new Provider Performance Review process, and a helpdesk for providers who have queries or need information about Performance Review.
- Producing a comprehensive, new London West Needs Assessment that uses the most recent local and national data on the population, post-16 learning and the economy of London West in order to identify gaps, shortages, and barriers to learning.



## Business activities for 2003-2004

Our business activities for the coming year have been informed by national and regional policy and strategy developments as well as local intelligence. They are focused on four key areas:

- enabling **young people** to engage in sustained learning and raising their levels of achievement;
- **engaging employers** as key players in workforce development;
- extending **adult learning** and raising basic skills levels; and
- **driving up standards** to ensure that all provision is of high quality and meets the needs of learners, communities and employers.

We expect our business activities to bring about real change for learners, employers and communities in the London West area. Our activities are directly linked to the deployment of our resources and clearly focused on working towards achieving our targets for 2004, as listed on page 12.

### Young people

Raising the participation and achievement of young people is

central to our work. The key challenges that face us in the year ahead include:

- Increasing the number of young people achieving level 2 and level 3 qualifications by the age of 19;
- Broadening the range of vocational provision available for the 14-19 year old group, including the delivery of GCSEs in vocational subjects, and ensuring that this age group are equipped with the skills needed for employability;
- Implementing the Entry to Employment programme for those young people not yet equipped to take up Modern Apprenticeships;
- Engaging with more local employers to offer opportunities and to drive up the quality and breadth of the Modern Apprenticeship programme, improving its retention and achievement rates; and
- Extending and widening opportunities for young people to progress into higher level learning.

We will tackle these challenges through the following activities:

Action	Indicator of Success
<b>Further Education (FE)</b>	
Increase childcare places to encourage lone parent participation in learning	Secure FE childcare places grant to fund additional places
Contract with FE colleges: <ul style="list-style-type: none"> <li>• Award baseline allocation for FE college provision for 16-18 year olds</li> <li>• Award growth allocation at least in line with percentage growth in learners enrolled</li> </ul>	Performance in the academic year 2003/04 at least equal to improvements in retention and achievement in 2002/03 over the previous year
Enhance engineering provision and facilitate access to higher education at Uxbridge College	<ul style="list-style-type: none"> <li>• Develop engineering provision to address the needs of local employers</li> <li>• Work with Brunel University to increase progression into HE of Uxbridge College learners</li> </ul>
Develop sector specific and basic skills provision at Ealing, Hammersmith and West London College	<ul style="list-style-type: none"> <li>• Develop CoVE in media at Ealing, Hammersmith and West London College</li> <li>• Increase provision in construction at Acton site</li> <li>• Develop a full range of basic skills sub level 1 to level 3 provision at Southall site</li> </ul>
Review post-16 provision in Harrow, in partnership with the LEA, focusing on development of appropriate curriculum offer at St Dominic's, Harrow, and Stanmore Colleges	Comprehensive 16-18 curriculum offer developed to meet local employer and learner needs
Develop 14-19 provision through West Thames College	West Thames College, in partnership with local schools, to develop a vocational learning centre for young people aged 14 and over
Undertake capital investment in the Southall and Acton sites of Ealing, Hammersmith and West London College	Opening of Southall and completion of Acton site in September 2003
Fund learners into residential placements where appropriate	All applications processed in accordance with national guidance

## Work-based Learning (WBL)

All colleges to provide WBL	WBL contracts at all general FE colleges
Contract for the delivery of the Entry to Employment programme to be targeted at low achieving young people at highest risk of exclusion from learning	<ul style="list-style-type: none"> <li>Fully accessible programmes in place by August 2003, targeting the most deprived areas and those with a high NEET population</li> <li>Sufficient E2E supply to meet the anticipated demand from the referral process</li> <li>Percentage progression from E2E to mainstream provision equivalent to current progression from Lifeskills</li> <li>Develop and implement marketing programme to support E2E launch</li> </ul>
Procure new contracts for the delivery of MAs in the priority sectors (see page 26)	For each new contract agreed, at least 20 MA places provided by September 2003
Contract with providers for delivery of MAs, increasing contract values to those offering learning with above average retention and achievement rates	Individual providers to achieve targets set for recruitment, retention and achievement
Maintain marketing of WBL to employers	Produce guide to WBL to support provider and direct promotion to employers
Support and develop employers to deliver WBL	At least 2 new employers to deliver MAs
Expand MA programme at Heathrow Airport	At least 20 MAs on site at Heathrow Airport
WBL learners to more closely reflect the demographic profile of the London West area	Individual providers to achieve targets set for recruitment, retention and achievement
Facilitate collaboration between providers for delivery of technical certificates, basic skills and key skills	Improved retention and achievement on full MA programmes
<b>Schools</b>	
Work with partners on Harrow 14-19 Pathfinder	Plan agreed
Work with the Excellence in Cities initiatives, LEAs, careers services, FE colleges, and WBL providers in the delivery of the Level 2/3 attainment initiative	720 young people to attain level 2 and 580 to attain level 3
EBLOC to deliver: <ul style="list-style-type: none"> <li>Work experience placements for students in years 10 and 11</li> <li>Professional Development Placements (PDP)</li> <li>Pre-16 EBL activities</li> </ul>	<ul style="list-style-type: none"> <li>11,000 work experience placements for students in years 10 and 11</li> <li>400 individual teachers on PDPs</li> <li>7,000 beneficiaries of EBL activities</li> </ul>
Improve collaboration between schools, FE colleges and WBL providers to encourage participation in vocational training at key stage 4 as part of the 'Increased Flexibility Programme'	Delivery of Increased Flexibility Programme from September 2002 to 2004 with 5 partnership programmes, led by colleges, for the delivery of GCSEs in vocational subjects for 14-16 year olds
Cascade LSC target milestones and outcomes to 6 LEAs	LEAs to set targets for schools in line with LSC targets
Develop sixth form provision in Ealing schools around "cluster" groups to improve collaboration between schools	Cluster groups agreed and memoranda of understanding between members of clusters
Work with Hillingdon LEA to deliver WBL through schools	35 MA places agreed with Hillingdon LEA
Extend to more post-16 learners, the option of sub-level one and level one provision within schools	Wider application of one and two year courses available in sixth forms from September 2003

## Engaging Young People

Jointly collaborate with Connexions to gather information on young people's views	Information gathered and future planning informed
Use a range of marketing initiatives to raise awareness of post 16 learning choices, in conjunction with Connexions	<ul style="list-style-type: none"> <li>• Theatre group tour for year 11 students</li> <li>• Evaluate success of drama performances at Year 9 pupils/parents options evenings in Brent and agree future plan</li> <li>• Produce MA support materials for different target audiences</li> <li>• Evaluate pan-London promotional opportunities, including LSC sponsored London Jobs and Training, and agree and then implement plan</li> </ul>
Work with Connexions to ensure provision of accessible impartial and accurate advice, to give parity of esteem between different learning styles and routes	Joint activity plan developed, agreed and implemented
Providers to access funding under the Partnerships for Progression initiative to increase progression to higher education	Sub-regional partnership to contribute to pan-London target
Monitor Excellence Challenge targets and outcomes	Achievement of local targets and outcomes
Multi-agency partnerships to produce a local authority transport policy for all 16-19 year olds in each borough	Policies produced by May 2003 and implemented by September 2003

We believe that these activities will enable us to continue our significant progress in establishing coherent, varied and valued pathways of learning that are attractive and meaningful for all young people. This will help to achieve our targets to:

- drive up learner participation amongst 16-18 year olds; and
- increase level 2 and level 3 attainment by age 19.

Our activities will not only support young people, but will also help to engage employers, parents and teachers in the learning process. This will help to create a sustainable framework through which all those who have a stake in learning can participate.

The activities that we focus on young people will also make specific contributions to the FRESA objectives. Some key examples include:

**Objective 1:** providing learning opportunities that will equip young people with the skills that they need to successfully enter and progress in the labour market. For example, through high quality work based learning provision.

**Objective 2:** ensuring that those young people who face particular barriers to learning and work are given the help that they need to succeed. For example, by providing additional support for teenage lone parents and working closely with Connexions.

**Objective 3:** continuing to develop pathways for young people to attain higher level skills. For example, by continuing to build on Partnerships for Progression, including fostering specific links between Further Education colleges and Higher Education institutions.

**Objective 4:** planning and funding high quality learning opportunities that meet the needs of young people and employers. For example, the Modern Apprenticeship programme at Heathrow Airport and the development of a vocational learning centre for young people aged 14 and above.

## Engaging Employers

The implementation of the LSC's recently published Workforce Development strategy is critical if we are to deliver improved skills that enable successful businesses to flourish. We also recognise the principles for reform as set out in 'Success for All' which emphasises the need for a learning and skills sector that engages more effectively with local and regional businesses and employers to play its full part in meeting skill needs and improving productivity.

The key challenges that face us in the year ahead include:

- Driving up employer demand for learning and workforce development and increasing our engagement and dialogue with employers, working with intermediaries where appropriate such as trade unions;
- Ensuring that training providers respond quickly and flexibly to the needs of employers, particularly in our identified sectors;
- Increasing the delivery of basic skills in the workplace;
- Influencing the development of the framework for vocational qualifications so that it responds to employer need; and
- Encouraging networking between employers sectorally and geographically.

We will tackle these challenges through the following activities:

Action	Indicator of Success
<b>Engaging employers</b>	
Engage employers to promote learning (where appropriate using intermediaries e.g. Trade Unions, BL4L, Sector Skills Councils, EBLOC)	400 employers engaged
Employers and Trade Unions to work in partnership to facilitate introduction of Union Learning Representatives and broker training	<ul style="list-style-type: none"> <li>• 4 ULR training programmes introduced</li> <li>• 40 ULRs trained</li> </ul>
Recognise and encourage achievement in learning - including promotion of National Training Awards	<ul style="list-style-type: none"> <li>• Organise employer focused event for 50 employers</li> <li>• 2 workshops held to assist prospective applicants to NTAs</li> <li>• NTA applications submitted</li> </ul>
Employers to use discretionary funding to assist workforce development and up-skill their employees ensuring they promote diversity and equal opportunities	<ul style="list-style-type: none"> <li>• 28 approved applications for funding from SMEs</li> <li>• 300 employees accessing education in the work place for the first time, including non-traditional learners and women returners to work</li> </ul>
Expand membership of IAG partnership to include employers	Integration of 3 employer based partnerships/organisations
Employers to promote and use vocational qualifications and learning which lead to nationally recognised qualifications	<ul style="list-style-type: none"> <li>• 4 employers to introduce a learning programme for staff leading to accredited qualifications</li> <li>• 2 extra employers to deliver MA frameworks</li> </ul>
Assess and address managerial skills of Heathrow employees	<ul style="list-style-type: none"> <li>• 50 assessment plans completed</li> <li>• 40 to gain a nationally recognised managerial/ supervisory qualification</li> </ul>
Employers to extend basic skills training in the workplace, to encourage career development for low skilled workers	<ul style="list-style-type: none"> <li>• 150 employers to introduce accredited basic skills training for staff</li> <li>• 600 employees achieve basic skills qualifications</li> </ul>
Work with EYDCPs and employers to achieve local targets (confirmed in June 2003.) Address assessor shortages and build training provider capacity by encouraging new provision and promoting participation in learning	<ul style="list-style-type: none"> <li>• 20 new childcare &amp; playwork assessors</li> <li>• 2 new providers for Cache, management training and NVQs</li> <li>• 60 new management trainees</li> <li>• 10 EYDCP &amp; senior sector managers to achieve a level 4/5 management qualification</li> <li>• A 'career ladder' for sector to improve recruitment and retention</li> </ul>
Carry out programme of language skills audits in partnership with Languages NTO	30 employers to carry out language skills audit
Target ESF funding for projects researching gender imbalance in the work place	Completion of 2 research projects on gender imbalance in key sectors

Sectors	
Development of the London West Employer Care Consortium	2 network events involving over 130 local employers
Delivery of Basic Skills and Care Manager qualifications employees in Care Homes	20 employees to achieve level 3 qualification
Delivery of Continuous Professional Development programme for the health sector workforce	Training needs analysis, development of skills and NVQ qualifications for workers in 40 local GP Practices
Development of the NHS skills escalator	<ul style="list-style-type: none"> <li>• 25 to achieve a basic skills qualification</li> <li>• 25 to achieve a level 3 Qualification</li> <li>• 25 to achieve a management qualification</li> </ul>
Work with Sector Skills Councils / voluntary agencies / Park Royal Partnership / employers / Business Link for London / Chambers / LDA in the following sectors: <ul style="list-style-type: none"> <li>• Hospitality</li> <li>• Social Housing</li> <li>• Engineering</li> <li>• Media</li> <li>• Education</li> <li>• Care</li> <li>• Construction</li> <li>• ICT</li> <li>• Logistics</li> </ul>	Initiate and participate in 4 national and local pilot programmes to engage employers from 4 of these key sectors in learning and skills provision
Launch event to establish logistics sector employers network	Establishment of logistics sector employers network
Contract with the voluntary sector to deliver customer service and management training	60 employees to achieve NVQs at levels 2, 3 or 4
Ensure qualifications offered are relevant to employer needs, in particular in our priority sectors (see page 26)	Appropriate course offered in key sector areas at levels 2 and 3 by LSC funded providers in London West
Establish a London Construction Skills Forum feeding into regional FRESA group, supported by a Local Best Practice Club (key partners – CITB, BL4L, LDA)	<ul style="list-style-type: none"> <li>• Establishment of Construction Skills Forum</li> <li>• 20 employers to join Best Practice Club</li> </ul>
For major new construction projects in the area work to begin on profiling skills required in the post-construction operative phase	Identification of sector skills for Heathrow Terminal 5, Wembley National Stadium, and White City/Chelsfield retail complex
Development of construction training linked to major construction projects	<ul style="list-style-type: none"> <li>• At Heathrow the appointment of a skills co-ordinator leading on the delivery of a local labour strategy</li> <li>• New craft training centres for the delivery of construction MAs at Heathrow (20 places) and at Wembley (10 places)</li> <li>• On site assessment and training for 250 learners</li> </ul>
Working in partnership with major employers to extend workforce development opportunities to employees of their supply chain companies	<ul style="list-style-type: none"> <li>• BA: basic skills, customer service and supervisory/ management training available for 400 cleaning staff</li> <li>• Facilities management training for 30 employees</li> <li>• 22 companies in the pharmaceuticals supply chain to make basic skill provision available to their employees</li> </ul>
Develop a strategy and action plan for the engineering sector in partnership with Science, Engineering and Manufacturing Technologies Alliance (SEMTA)	Develop action plan for by April 03 for delivery
Encourage development of CoVE status for high quality providers (FE and WBL) delivering in areas of skills priorities (see page 26)	New CoVEs to be developed in Catering, Engineering, Media, ICT and Care (through a Berkshire based bid)
Develop motor vehicle engineering CoVE with Skillnet	Achievement of CoVE audit and development plan
Develop existing CoVEs at College of North West London (construction/refrigeration, air-conditioning and electrical installation)	Achievement of CoVE audit and development plans

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We believe that these activities will enable us to build on the work that we have started with employers, ensuring that they are integral to the development and implementation of learning opportunities and workforce development in London West. This will help to achieve our targets to:

- increase level 2 and level 3 attainment by age 19;
- increase level 3 attainment by adults; and
- increase levels of literacy, language and numeracy in adults.

Our activities are designed to drive up the level of employer engagement in all forms of workforce development and to promote networking, including sector specific collaboration. We believe that this will help us to achieve our aim of strengthening the London West economy through co-operation and partnership between employers, employees and learning providers.

Our activities to engage employers will also make specific contributions to the FRESA objectives. Some key examples include:

**Objective 1:** providing learning opportunities that will equip learners, including employees, with the skills that they need to successfully enter and progress in the labour market. For example, through training opportunities provided through the Local Labour Strategy for Heathrow Terminal 5, and by supporting employers to deliver basic skills learning.

**Objective 2:** ensuring that those people who face particular barriers to learning and work are given the help that they need to succeed. For example, by supporting employers to use discretionary funding to enable non-traditional learners and women returners to access learning in the workplace, and expanding the number of qualified childcare workers.

**Objective 3:** continuing to develop higher level skills provision that responds to employer need. For example, through the development of CoVEs for our priority sectors and collaborative work with the Sector Skills Councils.

**Objective 4:** planning and funding high quality learning opportunities that meet the needs of learners and employers in our priority sectors. For example, initiating and piloting four national and pilot programmes for priority sectors, and developing a major Modern Apprenticeship programme for Heathrow.

**Objective 5:** planning interventions sectorally and geographically. For example, CoVE provision and the development of strategies for Heathrow and the National Stadium at Wembley.

## Adult learning

Raising the achievement of adults is a priority area for development. The key challenges that face us in the year ahead include:

- Further widening adult participation in learning, particularly from under-represented groups such as those from some black and ethnic minorities;
- Continuing to raise basic skills levels by funding a variety of high quality provision, including Family Learning, informed by our recent research;

- Expanding ESOL provision in line with current unmet demand, through funding new community-based provision that responds to cultural diversity;
- Driving up the quality of basic skills and ESOL provision, including continuing to support the delivery of ESOL training and support qualifications;
- Increasing the number of IAG referrals into learning and/or work; and
- Mapping e-learning provision to form part of a local strategy for e-learning.

We will tackle these challenges through the following activities:

Action	Indicator of Success
<b>Basic Skills and ESOL</b>	
Ensure sufficient opportunities are available to adults requiring basic skills training	Maintain participation in basic skills courses Achieve 10% increase in achievement of accredited basic skills qualification (up to entry level 3) once baseline determined
Assess and address the basic skill needs of people employed at Heathrow or who are prospective employees	500 people to benefit from basic skills training, of whom 250 to be enrolled onto accredited provision
Ensure Continuous Professional Development programme identifies and addresses needs of basic skills tutors	<ul style="list-style-type: none"> <li>• Teacher Training Manager to establish baseline figure for percentage of tutors meeting national qualification requirement</li> <li>• Establishment of a Professional Development Centre, working in partnership, for basic skills teachers</li> </ul>
Providers to deliver ESOL pathfinder targeted at refugees and asylum seekers	Level 2 ESOL support worker qualification for 80 learners – an ESOL qualification for 120 learners
Work with FE colleges to establish baseline measure of progression of learners from ESOL to mainstream vocational and academic provision	Baseline agreed and targets set
<b>Adult Learning</b>	
Adult Learning Plans of LEAs to address and show how they aim to meet LSC national and local priorities, in particular: <ul style="list-style-type: none"> <li>• Delivery of basic skills in the workplace</li> <li>• Delivery of learning in community centres</li> <li>• Converting participation into achievement</li> </ul>	Contracts with all six LEAs for delivery of ACL to meet national and local priorities
Provider steering group to develop area wide ACL marketing activities	Action Plan agreed and delivered
Increase ACL provision that addresses basic skills learning needs	<ul style="list-style-type: none"> <li>• 2130 participants in ACL basic skills provision from August 2003</li> <li>• 2 new providers to receive funding</li> </ul>
LEA/ACL providers to start distinguishing between repeat learners and new learners participating in learning, and to provide breakdown/analysis of percentage new learners from deprived area	Establish baseline data of new learners from 2003/04 provision with targets to be set for following year
Increase participation by learners from under-represented groups in ACL provision including those with special needs	Baseline data collated during academic year 2003/4 with targets to be set for following year



Fund neighbourhood learning centres and learning in local communities through Neighbourhood Learning in Deprived Communities (NLDC) funding	Evaluate current NLDC programme and formulate strategy for future delivery from Sept 2003
Promote and deliver Bite Size courses	Contract for delivery of Bite Size courses, supported by pan-London and local LSC promotional campaign
<b>Information, Advice and Guidance</b>	
Contract with fully merged IAG partnership (will replace both existing partnerships by April 2003)	<ul style="list-style-type: none"> <li>• Delivery of contract – 55,143 information sessions and 19,015 advice sessions</li> <li>• Agreeing improvement target for progression into FE/HE from September 2003</li> </ul>
Training IAG advisers to implement BSA assessment	BSA assessment undertaken for all clients
IAG partnership to refer and assist more adults into learning or work	Baseline agreed and target set
Ensure development of IAG partnership's marketing plan	Marketing and communications plan, which capitalises on the merger to raise awareness of IAG in London West, produced and implemented
<b>e-learning and learndirect</b>	
Implement national distance and e-learning and ICT strategy working in partnership, and appraise contribution to targets	Mapping of e-learning provision and plan for implementation of strategy in London West
Contract with learndirect hubs as an additional means of delivering adult learning	<ul style="list-style-type: none"> <li>• At least 5,000 learners enrolled onto learndirect courses</li> <li>• Hubs to demonstrate that they have necessary procedures and policies in place by August 2003</li> <li>• Increase in accredited provision (targets to be confirmed)</li> <li>• +2 % increase in achievement on accredited provision</li> </ul>

We believe that these activities will enable us to continue to develop adult learning so that it responds to the varied needs of our learners. This will help to achieve our targets to:

- increase level 3 attainment by adults; and
- increase levels of literacy, language and numeracy in adults.

Our activities will help to empower adults by enabling them to access learning that develops all their skills, including basic skills.

The activities that we focus on adults will also make specific contributions to the FRESA objectives. Some key examples include:

**Objective 1:** providing learning opportunities that will equip adults with the basic and vocational skills that they need to successfully enter and progress in the labour market. For example, through an increase in the amount of basic skills provision, including in the workplace, and through ensuring that ESOL learners have a range of opportunities for progression into further learning.

**Objective 2:** ensuring that adults who face particular barriers to learning and work are given the help that they need to succeed. For example, by ensuring that adults who are under-represented

in learning, including adults with special needs, have the additional support that they need to participate.

**Objective 4:** planning and funding high quality learning opportunities that meet the needs of adults and employers. For example, continuing to develop learndirect learning opportunities, and promoting and delivering Bite Size courses.

## Driving up standards

Local people already enjoy the benefits of some high quality provision delivered by our providers, but there are a number of areas in which we will have to work hard to improve standards and quality. In the Cross Cutting Issues section of this Plan, we explain our approach to driving up the quality of provision and ensuring that provision is clearly targeted on the needs of learners, employers and communities. We also provide details of our quality improvement targets and the key milestones for implementing Strategic Area Review (SAR).

The key challenges that face us in the year ahead include:

- Managing the effective implementation of Area-Wide Inspection action plans and the development and introduction of a SAR in London West;
- Improving the coherence of provision to broaden learning choices;
- Establishing a Support Unit for WBL providers to offer staff development training, resource facilities and quality support;
- Renewing our efforts to tackle the one third of work-based provision that still gives cause for concern, including setting floor targets; and
- Continuing to build the capacity for delivery.

We will tackle these challenges through the following activities:

Action	Indicator of Success
<b>Provider Support</b>	
Use Provider Performance Review to measure success and improvements	WBL <ul style="list-style-type: none"> <li>• 33% decrease in category of serious concerns</li> <li>• 33% increase in category of good</li> </ul> FE <ul style="list-style-type: none"> <li>• at least 15% in category of excellent</li> <li>• no more than 15% in category some concerns</li> </ul>
Providers to set targets through self-assessment and development planning	<ul style="list-style-type: none"> <li>• Success rate in FE 2003/04 62%</li> <li>• Success rate in ACL (accredited courses) 2003/04 55%</li> <li>• Completion rate in WBL 2003/04 baseline plus 4%</li> </ul>
ACL providers assessed under the performance review process	Providers assessed from April 2003
Providers to have development plans in place that will enable continuous improvement	Development plans used as evidence of improvement during Provider Performance Reviews
Allocate Standards Fund to support provider improvement	All Standards Fund monies for 2003/04 are distributed to providers
Reward strong and excellent providers by allocating additional Standards Fund to share good practice	2.5% of Standards Fund distributed as additional funds to strong and excellent providers
Establish WBL Provider Support Unit to offer staff development training, resource facilities and specific quality support	Provider Support Unit established
Set floor targets for achievement with WBL providers	WBL providers agree targets for minimum achievement levels
<b>Strategic Area Review and Area Inspection</b>	
Establish a framework for a Strategic Area Review	Commence planning and data collection/analysis for a Strategic Area Review
Use area inspections findings to improve coherence in provision and greater curriculum development and choice of learning	Production and implementation of post inspection action plans
Through the Brent, Ealing and Hammersmith & Fulham Area Inspection Action Plans increase collaboration and co-operation between providers to ensure a wider and more relevant curriculum offer	Achievement of relevant action plan targets
Update the Needs Assessment with findings from both external and internal research projects	Gaps in provision identified and addressed

Inspection	
FE colleges to return improved inspection grades	<ul style="list-style-type: none"> <li>• FE grades 1&amp;2 as a percentage of curriculum grades are at least 25%</li> <li>• FE grades 1&amp;2 as a percentage of leadership and management grades are at least 25%</li> <li>• FE grades 4&amp;5 as a percentage of curriculum grades are no more than 20%</li> <li>• FE grades 4&amp;5 as a percentage of leadership and management grades are no more than 18%</li> </ul>
WBL providers to return improved inspection grades	<ul style="list-style-type: none"> <li>• WBL grade 2 or above as a percentage of occupational grades is at least 15%</li> <li>• WBL grade 2 or above as a percentage of leadership and management grades is at least 17%</li> <li>• WBL grades 4&amp;5 as a percentage of curriculum grades is no more than 40%</li> </ul>
Form links with other organisations that can improve the quality of learning provision in area	Quarterly meetings with link inspectors from ALI and OFSTED
New Provider Development	
Build capacity of voluntary and community sector organisations to deliver new and innovative programmes, which break down barriers using discretionary funding	6 projects for voluntary and community organisations delivering learning to beneficiaries from disadvantaged groups
Use discretionary funding to support providers to address identified gaps	900 new learners funded, particularly adults to levels 2 and 3
Support organisations to become learning providers	6 new providers are taken to contract stage, 3 of which are voluntary and community organisations
The two learning partnerships (based on old TEC boundaries) to merge into one partnership, coterminous with LSC boundaries	From 2003 joint working of current partnerships

We believe that these activities will enable us to drive up the quality and standard of our provision, helping us to achieve the performance targets shown as our indicators of success. Our activities will enable us to raise learner satisfaction by making further progress in developing a local learning infrastructure that meets the needs of learners, communities and employers.

The activities that we focus on driving up standards will also make specific contributions to the FRESA objectives. Some key examples include:

**Objective 1:** providing learning opportunities that will equip learners with the skills that they need to successfully enter and progress in the labour market. For example, through using Provider Performance Review and SAR to ensure that provision matches the needs of learners and employers.

**Objective 2:** ensuring that people who face particular barriers to learning and work are given the help that they need to succeed. For example, by providing additional support for voluntary and community organisations delivering learning to disadvantaged groups.

**Objective 3:** continuing to encourage providers to engage in workforce development to contribute to improving performance. For example, through the supports and rewards offered through the Standards Fund.

**Objective 4:** planning and funding high quality learning opportunities that meet the needs of learners and employers and build the capacity for delivery. For example, using the results of SAR intelligence and our Needs Assessment to identify gaps and plan provision to address them, and discretionary funding to develop community providers.

**Objective 5:** ensuring a joint approach to planning and targeting interventions. For example, by developing a framework to take forward SAR with the other London LSCs.

## Cross cutting issues

Our Annual Plan focuses on key priorities for the coming year. Cutting across those priorities for action and achievement are a number of issues that are integral to our success.

### Marketing and communications

Effective marketing and communications is fundamental to the achievement of operational targets and ensuring stakeholders are aware of the LSC's role and activities across the broad spectrum of its work.

Working within the framework of the national marketing and communications strategy, we will target specific learner groups in the youth and adult markets to raise awareness of learning options, benefits and products available, and work with delivery partners to convert interest into take-up. work-based learning and Modern Apprenticeships will provide the main focus for employer marketing. Joint activities with key partners including Connexions, adult and community providers and IAG will be increased to develop cross-area campaigns that facilitate and encourage participation by target learners, and reduce unnecessary duplication between organisations.

Our range of stakeholder communications, including 'the area' newsletter, briefings for MPs, Needs Assessment and Annual Plan, will be supplemented by the 'insight' research bulletin and other corporate publications. A full range of PR activities will be undertaken to support operational and corporate marketing.

Pan London working and co-operation will increase, notably with the Bite Size promotional campaign that will enable us to enhance the offer to learners, increase the synergy of the campaign and maximise budgets across London.

### Priority sectors

We have a number of priority sectors, identified in our first Local Strategic Plan, that have particular importance in the London West area. They are:

- Hospitality and leisure;
- Engineering;
- Construction;
- Retail;
- Health and social care;
- Media;
- Transport and logistics; and
- Information Technology (cross sectoral).

We recognise that our efforts to increase employer engagement, develop and fund training provision and drive up the quality of work-based learning must include clear responses to the needs of these sectors if we are to be successful in achieving our objectives.

### Driving up quality

In setting the strategic context for the Annual Plan we explained the vital importance of driving up the quality of services across all our providers. As the table below shows, London West LSC is achieving year-on-year increases in learner success rates, an indication of quality improvement across our providers.

These results are very encouraging, however, the latest Performance Review of London West LSC providers in October 2002 demonstrated that whilst the majority of provision was acceptable, 8% was poor and very little was excellent. We are committed to continuing to drive up quality and standards of provision, as demonstrated in our plans for business activities for 2003-2004.

In partnership with our providers, we will also continue to implement Provider Performance Reviews to measure success and improvement. The process will focus on supporting providers before and after inspections to encourage improvement in Further Education and work-based learning curriculum areas, as well as in leadership and management. We will also focus on further collaboration between providers for the delivery of technical certificates, basic skills and key skills to improve retention and achievement rates on Modern Apprenticeship programmes. We will continue to evaluate the Performance Review process with providers to ensure that it is an effective tool in delivering continuous improvement.

Quality Improvement Targets in London West LSC

Measure	1999/00 %	2000/01 %	2001/02 %	2002/03 %	2003/04 %	% increase 2003/04 over 2002/03
Learner success rates in colleges	56	59	60	61	62	1
Learner success rates in accredited provision made by ACL providers	49	51	52	53	55	2
WBL completion rates	N/A	N/A	TBC	+1	+4	4

## Ensuring the right mix of high quality provision

As part of our activity for the coming year, we will focus specifically on designing the process for a Strategic Area Review for London West, informed by local conditions and previous area inspections. We are in discussion with the other London LSCs to develop a shared approach to SAR across the region. Our plans will be developed in the context of the London Schools plan and the FRESA, liaising with the London Development Agency to ensure a pan-London approach.

Work on these reviews will commence in April 2003 and will link to the findings of the new three-year cycle of area wide inspections starting March 2003. Our SAR will enable us to identify any gaps or duplication in provision, as well as to continue the process of quality review and improvement.

London West LSC is awaiting final guidance on SAR, however the table below sets out the milestones and indicative timescales for each stage of the process.

Stage	Milestones	Indicative Timescales
1	Drawing up the local Strategic Area Review Plan	Start in April 2003; up to 4 months
2	Information gathering and analysis	Up to 6 months
3	Developing and appraising choices and formulating strategic options	Up to 6 months
4	Local consultation	3 months
5	Publishing local area delivery plan	At least by Spring 2005
6	Implementing local delivery plan	As part of local strategies published from Spring 2005
7	Evaluating the Strategic Area Review	

London West LSC fully recognises the crucial role of area wide inspections in improving quality and choice of learning. Our primary task has been to ensure that inspection reports reflect realities on the ground and are used as effective tools to drive change and improvement. To date fifty per cent of the London West area has been covered under area inspections of 16-19 provision.

The Brent area inspection found that the overall quality of teaching and learning was satisfactory, but identified significant disparities in performance and provision for different groups of young people. Work is now taking place to implement the action plan that involves individual and collaborative action on a number of issues to improve provision. The two boroughs of Ealing and Hammersmith & Fulham had a joint area inspection, which was conducted in Autumn 2002. The final report was published in early March 2003, and we are now working with partners to produce an action plan by June.

As part of the process of conducting our SAR, we will build on the follow up to 16-19 area inspections that have already taken place in the London West area.

## Increasing the capacity to deliver

Our business activities for the coming year include significant expansion of provider capacity, including an increase in FE and ACL provision. We will also be supporting FE colleges and work-based learning providers to become Centres of Vocational Excellence. These developments will be clearly linked to driving up quality and standards. Strong and excellent providers will be rewarded and allocated extra funding to share good practice. Standards Fund support will be allocated to providers that need to improve and will be closely linked to development plans for continuous improvement.

We will continue to tackle poor performance in Work Based Learning. Floor targets for achievements will be set for all work-based learning providers. Intervention will take place to tackle poor performance and new organisations are being supported to become providers for London West LSC. There will also be continuing and further support for work-based learning providers made available through the Provider Development Unit which will include a resources library, consultant support and staff training.

We are continuing to train and develop our staff at London West LSC so that they can work with, and support providers on inspection, Provider Performance Review and development planning. Communications with providers are being strengthened. This effective communication will allow benchmarks for performance to be agreed and good practice to be shared.

## Equality and diversity

In this Annual Plan we re-affirm our commitment to carry out our responsibilities to provide equality of opportunity to enable all learners and potential learners to benefit from LSC funded provision. We stress that all learners, regardless of age, sex, race, disability, sexual orientation or any other irrelevant characteristic, can expect to learn in an environment that is free from discrimination of any kind.

A great responsibility is placed on our providers to ensure that the duties placed on the LSC in this respect will be met. We aim to monitor participation, retention and achievement within provision to ensure that learners are not being systematically disadvantaged in terms of accessing and benefiting from learning opportunities.

The Race Relations (Amendment) Act 2000 placed a duty on major public authorities, including the LSC and FE colleges, to have due regard to the need to eliminate unlawful racial discrimination and to promote equality and opportunity and good race relations between persons of different racial groups. To meet its duties the National Office of the LSC produced a Race Equality Scheme (RES) for the whole organisation. The RES details how the LSC plans to meet these duties both as an employer and a service provider. An action plan has also been produced to monitor the implementation of the Scheme and London West LSC will continue to work to deliver the action plan in the coming year. We will also be actively supporting the implementation of the recommendations made by the Commission for Black Staff in FE.

New legislation, the Special Educational Needs and Disability Act 2002 (SENDA) builds on the Disability Discrimination Act 1995 (DDA). The Government has already implemented sections of SENDA that make it unlawful to discriminate against disabled people or students by treating them less favourably than others. They also require responsible bodies to make reasonable adjustments to provision where disabled learners or other disabled people might otherwise be substantially disadvantaged.

In September 2003 responsible bodies will need to make available auxiliary aids and services, and finally in 2005, adjustments will need to be made to premises where these put disabled people or students at a substantial disadvantage.

London West LSC has organised training events for both internal staff and providers on the practical implications of this Act, and will regularly monitor our compliance both as an employer and a funding body.

## Health and safety

We reaffirm the commitment to learner health and safety made in our Local Strategic Plan to 2005. We will make sure that providers have safe, healthy and supportive environments for learners by:

- integrating health and safety into initial assessment, contracting, self assessment and development planning and performance review;
- monitoring the effectiveness and viability of providers' health and safety management systems;
- promoting a reduction in accidents by:
  - risk targeted monitoring of providers, where learners are at higher risk; and
  - following an accident or incident, encouraging providers to re-assess the quality of the learning experience including learners' ability to perform as a safe learner.

We will work closely with providers to ensure that health and safety are promoted across all provision.

## Identifying and responding to risk

London West LSC will ensure that adequate systems of control, governance and risk management are in place and regularly monitored. A key component of this is an effective risk management process. The risk register and the supported process are used as an integrated management control tool which is comprehensive, reflects reality and is reviewed regularly.

We recognise the importance effective systems of internal control and have identified a member of staff to champion the risk management process ensuring that risks are properly assessed and addressed. Our management team regularly review risk and our risk register is updated every six months.



# Funding allocations

## Programme allocations

Given below are the current indicative funding allocations for 2003-2004 and the outcomes linked to each programme area.

Some budget lines are still to be confirmed with others yet to be released. The outcomes are indicative and some are still subject to negotiation.

Programme Area	Indicative Allocation	Contribute to National Targets	Indicative Outcomes
<b>Young People</b>			
Work-based Learning 16-18	£4.2m	16-18 participation Level 2 by age 19 Level 3 by age 19	Average in learning: FMA – 924 AMA – 476
Entry to Employment	£1.4m	16-18 participation	Numbers in Learning: 538
Education Business Links	£0.8m	16-18 participation	WEX - 11,000 PDPs - 400 EBL beneficiaries - 7000
School Sixth Forms	£55.1m	16-18 participation Level 2 by age 19 Level 3 by age 19	12,200 students
Further Education 16-18	£49.9m	16-18 participation Level 2 by age 19 Level 3 by age 19	F/T – 12,272 P/T – 3,120
Additional Support	£9.5m	16-18 participation Level 2 by age 19 Level 3 by age 19	Learners supported where appropriate
<b>Engaging Employers</b>			
Employer Development	£1.5m	Measure for employer engagement to be confirmed	
<b>Adult Learning</b>			
Work-based Learning 19+	£2.2m	Adults at level 3 Basic Skills	Average in learning: FMA – 561 AMA – 289
Further Education 19+	£58.5m	Adults at level 3 Basic Skills	F/T – 8,900 P/T – 45,150
Adult and Community Learning (including Family Learning and Family Literacy, Language and Numeracy)	£6.6m	Adults at level 3 Basic Skills	38,000 learners
Information, Advice and Guidance (April 03 – July 04)	£1.2m	Adults at level 3 Basic Skills	Number of sessions: 55,143 Information 19,015 Advice
<b>Driving up Standards</b>			
Standards Fund	To be confirmed		
Other budgets	To be confirmed		
<b>Total (to date)</b>	<b>£190.9m</b>		



## **Discretionary funding**

There have been some important changes to the discretionary funding that London West Learning and Skills Council receives. These changes have implications for the tendering round timetable for the Local Initiatives Fund and European Social Fund (ESF) for London West Learning and Skills Council.

The Local Initiatives Fund is to be replaced with the Local Investment and Development Fund from April 2003 and we are awaiting further guidance on how this funding stream will operate.

The London West LSC ESF co-financing plan, worth £17m, runs from July 2002 to December 2004. The fund is divided into the measures as included in the Regional Development Plan. Each measure has an indicative allocation for London West.

In the first tendering round we committed £8.5m of ESF funds to approved bids. For the second tendering round we aim to commit the remaining available funds. A prospectus, outlining the activities the LSC will support with ESF funding from September 2003, was released at the end of January. It requests proposals against tender specifications under each of the measures.

## APPENDIX A - London West Learning and Skills Council Members

Members		
Vijay Amin	Director	ABI Associates Ltd
Kenneth Barker CBE	Vice-Chancellor	Thames Valley University
Andrea Berkeley	Head Teacher	Preston Manor High School
Dinah Caine OBE	Chief Executive Officer	Skillset
Rachel Davies	Principal	Uxbridge College
Sue Ferns	Head of Research and Specialist Services	Prospect
Gillian Guy	Chief Executive	London Borough of Ealing
Jonathan Hood	Managing Director	Cadogan Tate Ltd
Rod Kenyon (Interim Chair)	Director of the British Gas Engineering Academy	Centrica plc
Peter Pledger	Executive Director	London West Learning and Skills Council
Paul Raina	Managing Director	Training & Assessment Services Ltd
John Stone	Principal	Ealing, Hammersmith and West London College
Andrew Vander Meersch	Chief Executive	Global Switch
Christine Whatford CBE	Former Director of Education	London Borough of Hammersmith and Fulham

Observers		
Roger King	Chief Executive	Connexions London West
Helen Morgan	Regional Executive Director	Business Link for London
Isobel Morton OBE	District Manager	Jobcentre Plus
Richard Wragg	Director Education & Skills	Government Office for London

## APPENDIX B - Glossary

ACL	Adult and Community Learning
ALI	Adult Learning Inspectorate
ALP	Adult Learning Plan
AMA	Advanced Modern Apprenticeships
BSA	Basic Skills Agency
CoVE	Centre of Vocational Excellence
DDA	Disability Discrimination Act
DfES	Department for Education and Skills
E2E	Entry to Employment
EBL	Education Business Link
EBLOC	Education Business Link Organisations Consortium
EBP	Education Business Partnership
EDIM	Equality and Diversity Impact Measure
ES	Employment Service
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
EYDCP	Early Years Development and Childcare Partnership
FE	Further Education
FMA	Foundation Modern Apprenticeship
FRESA	Framework for Regional Employment and Skills Action
HE	Higher Education
IAG	Information, Advice and Guidance
ICT	Information and Communications Technology
IiP	Investors in People
LDA	London Development Agency
LEA	Local Education Authority
LIF	Local Initiatives Fund
LSC	Learning and Skills Council
MA	Modern Apprenticeship
NEET	Not in Education, Employment or Training
NVQ	National Vocational Qualification
OFSTED	Office for Standards in Education
P4P	Partnerships for Progression
PSA	Public Service Agreement
RES	Race Equality Scheme
SAR	Strategic Area Review

<b>SENDA</b>	Special Educational Needs and Disability Act
<b>SME</b>	Small and Medium-sized Enterprise
<b>SSC</b>	Sector Skills Council
<b>SSDA</b>	Sector Skills Development Agency
<b>Ufi</b>	University for Industry
<b>WBL</b>	Work-based Learning
<b>WfD</b>	Workforce Development

# Notes





**London West Learning and Skills Council**  
15-21 Staines Road, Hounslow, Middlesex TW3 3HA

Tel 0845 019 4164 Fax 020 8929 8403  
londonwestinfo@lsc.gov.uk [www.londonwest.org](http://www.londonwest.org)

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London West