

LSC LONDON EAST



Annual Plan 2003-2004

As approved by LSC National Council 27th March 2003

Foreword

This Annual Plan for 2003-2004 builds on the LSC London East Strategic Plan for 2002-2005 that we published in March 2002. In the intervening period, we have built strong relationships with partners such as Connexions and the London Development Agency through the London Skills Commission. We completed a smooth transition to the new funding arrangements for school sixth forms and have been working with schools and Local Education Authorities (LEAs) to prepare schools to face the challenges of the 14–19 Agenda.

In the light of this, and the LSC's national plan for reshaping, our latest plan is concerned primarily with the delivery of change. It is more focused on the range of issues it seeks to cover and the need to bring about the improvement in education and training that the London East area requires.

Government initiatives have also played a major part in shaping our role. *Success for All: Reforming Further Education and Training* provides the new context for our work in improving the quality and appropriateness of learning provision. *Opportunity and Excellence* shows us the way forward regarding the 14–19 agenda.

Over time, a Strategic Area Review will change the pattern of provision so that it meets learner and employer needs more effectively. A stronger emphasis will be placed on improving teaching and learning, while the implementation of the floor targets will challenge providers to achieve continuous improvement in exchange for rewards in the form of funding and increased flexibility.

Finally, we are focused on the delivery of the targets set nationally by the LSC and this shows itself in the greater priority given to those activities which we believe will have the greatest impact.

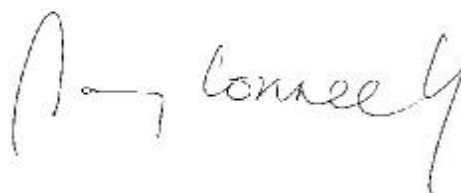
LSC London East has been pro-active and shared its vision of change with its partners. In the last 18 months we have opened England's first new sixth form college for almost ten years and improved retention in Greenwich by 18% through partnership with the Local Authority.

Our capital investment of £37 million has improved the learning environment for many thousands of our learners, adding new, networked Post-16 learning centres to the London East infrastructure.

We intend to build on this and continue with all of our partners to improve the learning opportunities and invest in the social capital – the people of London East.



Ken Coello
Chair



Mary Conneely
Executive Director

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SECTION 1

OVERVIEW AND PERFORMANCE TARGETS

Introduction

This Annual Plan updates our Strategic Plan 2002-2005, reviews our performance to date and sets out our operational priorities for 2003-04.

Policy Context

It also sets out our responses in the broader context of current Government policies. These include:

- § *Success for All – Reforming Further Education & Training*
- § *Opportunity and Excellence* published in January 2003 in response to the 14-19 Green Paper
- § *In Demand – Adult Skills in the 21st Century* (published by the Strategy Unit of the Cabinet Office).
- § *Trust in FE and Trust in the Future*
- § LSC's *Workforce Development Strategy – National Policy Framework to 2005*
- § *The LSC Corporate Plan*, especially its Six Strategic Levers (*Changing Learning Cultures, Engaging Employers, Improving Quality, Reshaping Local Provision, Funding Learning, Excellent Management of the LSC.*)

London's Framework for Regional Employment and Skills Action (FRESA) articulates specific activities to improve the skills of the region. Our skill strategies are also guided by the work of the Small Business Service and the emerging Sector Skills Councils (or National Training Organisations where SSCs are not yet in place).

When it is published in June 2003 the DfES's Skills Strategy is expected to reinforce our plans as they develop in these areas.

LSC London East's Annual Plan

The plan is divided into three Sections. Section One gives an overview and shows our targets and performance in the local context. Section Two gives detailed strategies for meeting our objectives. Section Three contains the detail as to how our strategies will be implemented in practice and how we will measure success.

Section One

Performance against targets

In line with other local LSCs we publish the details of our performance according to the LSC's standard methodology. Our performance is shown in the form of a table and graph that allow comparison with regional and national performance.

We have not yet reached our targets, which are due to be achieved by 2004. Measuring actual progress is not straightforward, particularly as we are dependent upon published data for the attainment targets. At the time of writing, we have no final audited information for 2001-2002.

Yet we have made considerable progress, as the section entitled "Progress Towards Targets" shows. London East's percentage of target achieved is ahead of the national average on all five counts. Regional performance is also respectable with regard to *16-18 participation*, and *attainment at Levels 2 and 3 by age 19*. We are particularly aware that it is the targets for adult literacy and numeracy and especially for adult attainment of Level 3 qualifications that require the most progress.

It is no surprise that this should be so. Despite substantial improvements coming through the school system in recent years, the pattern of low achievement (particularly in the inner-city boroughs) is generations rather than years old. Within the LSC London East area, there is a clear need to address a learning culture more notable by its absence than otherwise.

Section Two

Strategies

Section Two follows the structure of our Strategic Plan 2002-2005, published in Spring 2002. It presents distinct strategies for Young People, Adults, Skills & Workforce Development, Community Development and Quality Improvement. Finally, we briefly discuss our priorities for internal Capacity Building.

In this section, successes are indicated by the **p** symbol and significant challenges by the **p** symbol.

Section Three

Detailed implementation

Section Three shows how London East will tackle those *priorities for 2003-2004* that have been indicated in Section Two as significant challenges.

Annex

Estimates of LSC London East's 2003-2004 programme expenditure are contained in the Annex entitled *Draft Budget Allocations 2003-2004*.

London East's priorities for 2003-2004

While LSC London East is committed to responding to the national agendas and implementing the detailed strategies outlined in this plan, the practical test of all our efforts will be how they influence **participation**, **retention** and **achievement** on the part of learners and increase **employer engagement** in learning.

Retention is not an end in itself, but it is an excellent measure of whether our programmes are meeting learner aspirations, delivering quality learning experiences and are likely to produce high achievement.

For these reasons, **retention** and **employer engagement** join **participation** and **achievement** as explicit objectives of this Annual Plan and are threads running throughout the detailed strategies.

The London East Context

London East's population is very diverse while its employer base is both varied and constantly changing. As the second largest local LSC in an area targeted for growth, the scope of LSC London East's task is a substantial one.

The following issues strongly influence LSC London East's approach to meeting its targets.

THE POPULATION

- § London East area is one of the most deprived areas in the country
- § Deprivation varies greatly within London East
- § Many school leavers have low attainment
- § The population is diverse

THE ECONOMY

- § The pattern of work is changing
- § Economic growth offers opportunities and challenges

THE POPULATION

- *London East is one of the most deprived areas in the country*

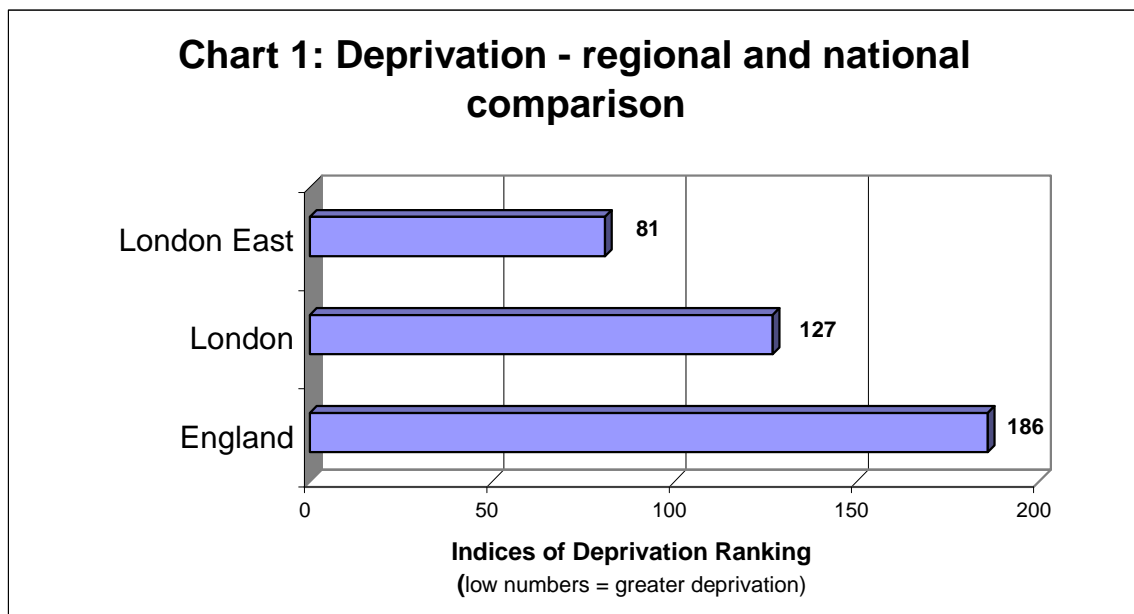


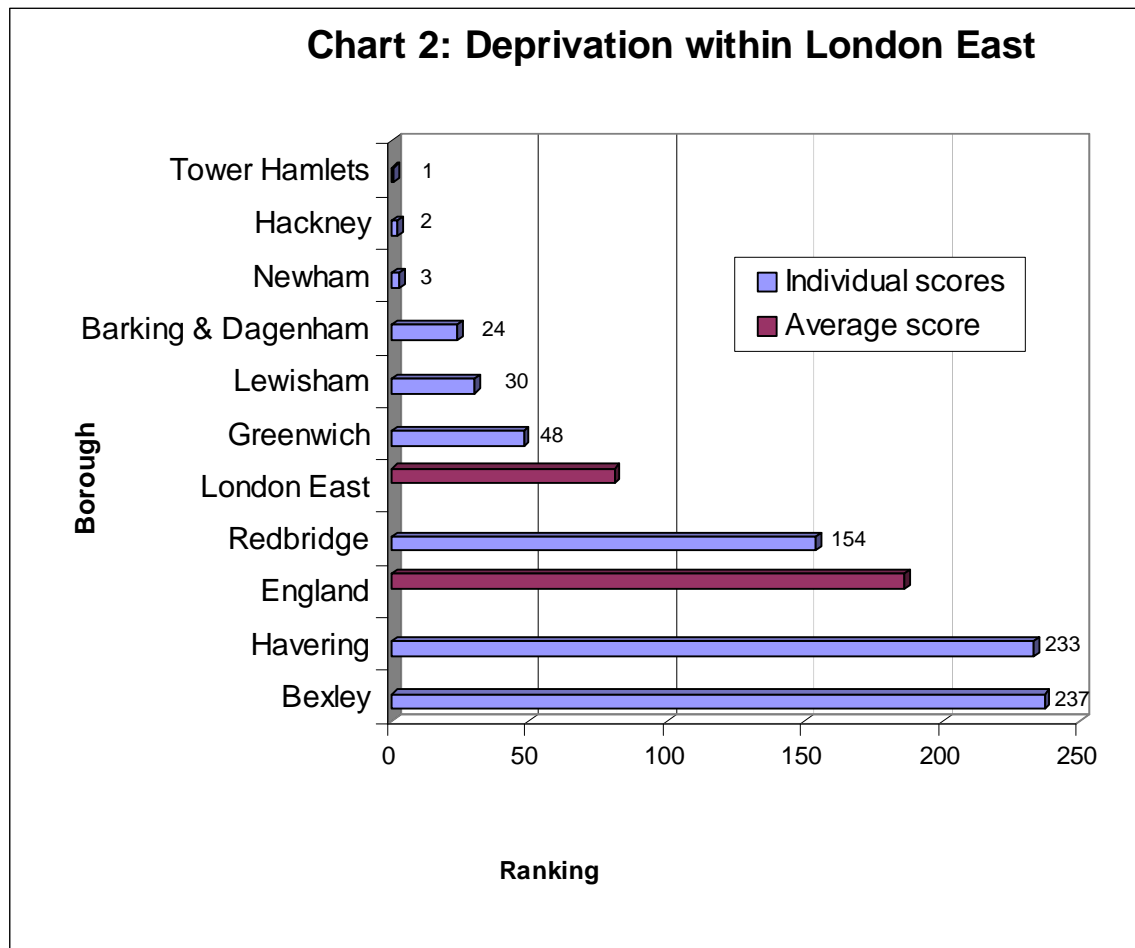
Chart 1 shows London East in comparison with London and England in respect of the *Indices of Deprivation*¹.

¹ This is a recognised composite measure of access to services, community well-being/social environment, crime, economic deprivation, education, skills and training, housing, physical environment, work deprivation. Lower scores mean greater deprivation.

Impacts

Deprivation impacts upon London East's ability to achieve its targets for widening participation in learning by both young people and adults. It also affects the target for raising literacy and numeracy among adults.

- *Deprivation varies greatly within London East*



Although London East has extreme levels of deprivation within it, the overall picture is far more complex (see Chart 2). Three of its 10 local authorities² are calculated to be the most severely deprived in the country, but two others³ are far less deprived than the national average. (The City of London is not shown because of its very small population.)

Impacts

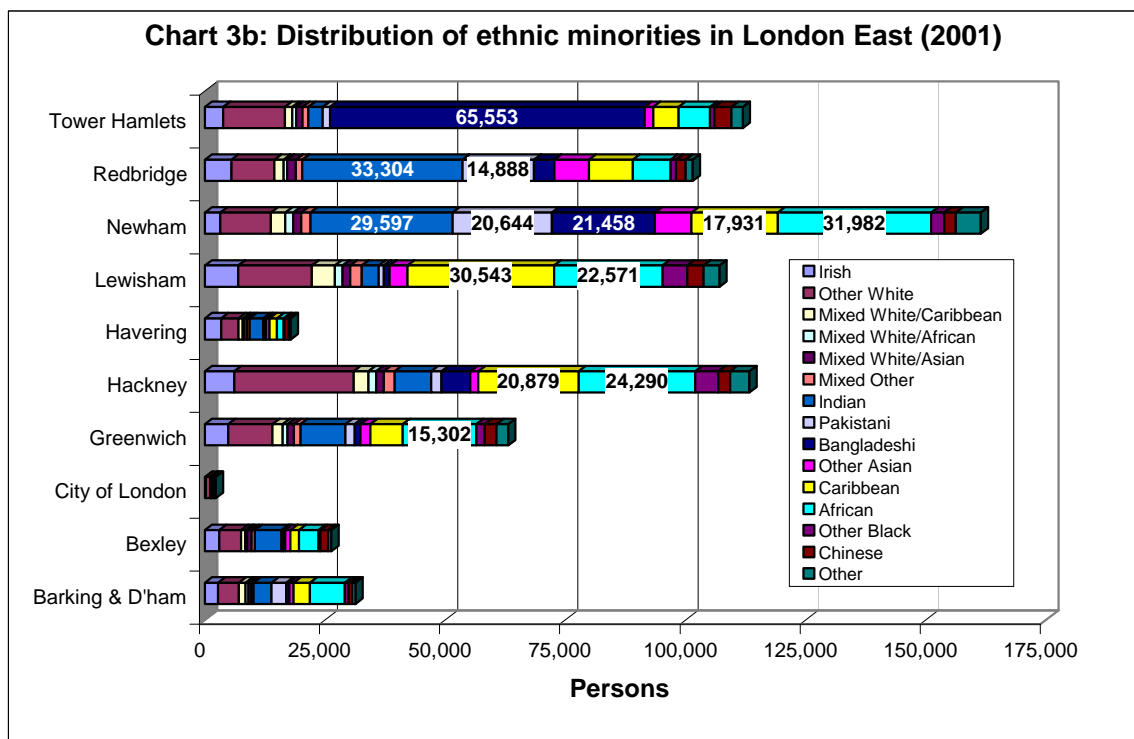
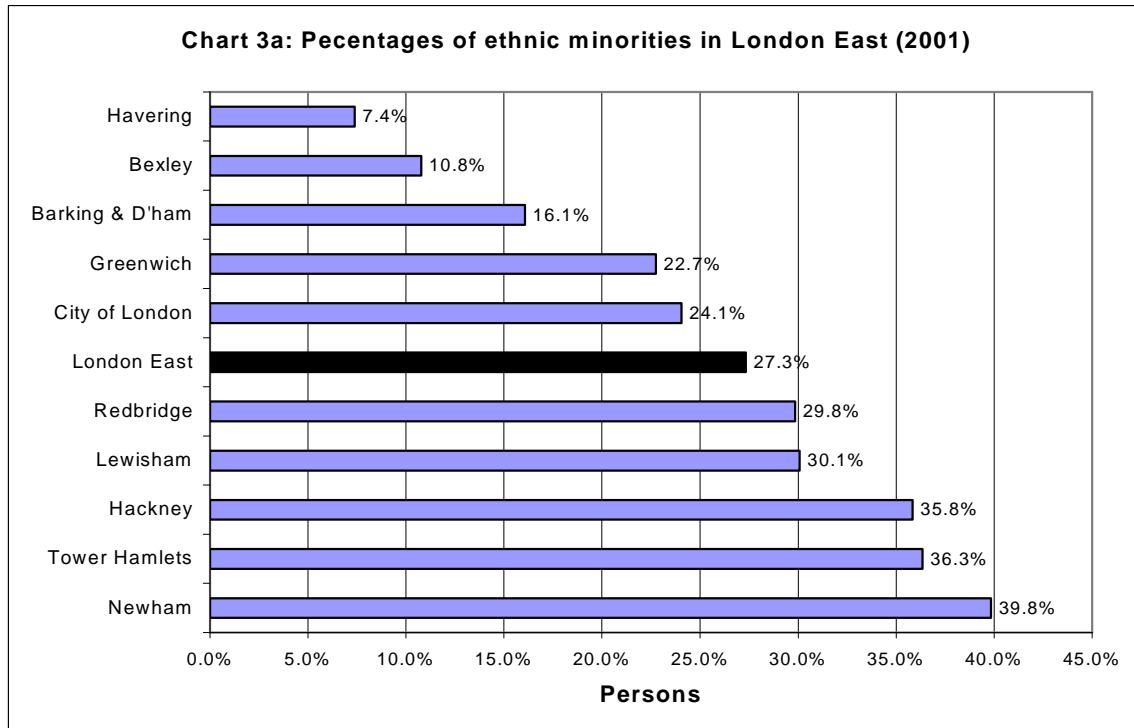
This complexity affects the decision-making process. Solutions that are effective in one area may prove inappropriate in another. Diversity of provision may need to echo diversity of need.

² Tower Hamlets, Hackney and Newham

³ Havering and Bexley

○ *The London East population is diverse*

Newly released Census data from 2001 provides the basis of Charts 3a and 3b below. Chart 3a shows how individual Boroughs vary greatly in the proportion of their population not identifying itself as White British in 2001. Chart 3b illustrates the uneven distribution of ethnic minority populations across the LSC London East area with notable clusters, for instance that of Bangladeshi people in Tower Hamlets.



Impact

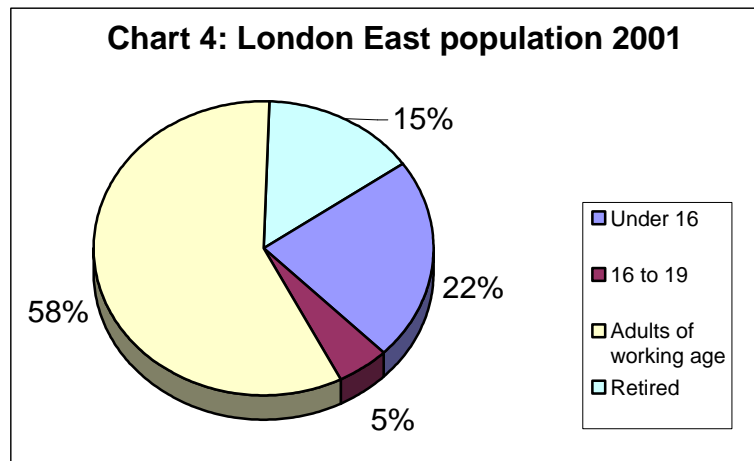
Many providers are aware of the characteristics of their local population and the best practitioners will have adjusted to their needs. Further research has been commissioned to provide detailed support for the equality and diversity measures now being put in place. Information from the 2001 Census will strengthen the factual basis for developing this work.

- *The age-structure of the population varies significantly*

Typically, the proportion of adults of working age to young people is between 11:1 and 12:1.

However, this ratio varies from borough to borough, ranging from 9:1 in Newham to 14:1 in Lewisham.

(Source: 2001 Census)



Charts 5 and 6 use figures from the 2001 Census to show the range of population by borough and, in doing so, indicate why the City of London is anomalous. Probably unique in the country, it represents a large employer base with a tiny resident population.

Chart 5 illustrates that, while a typical London East Borough is home to 11,000 young people, the City has fewer than 200.

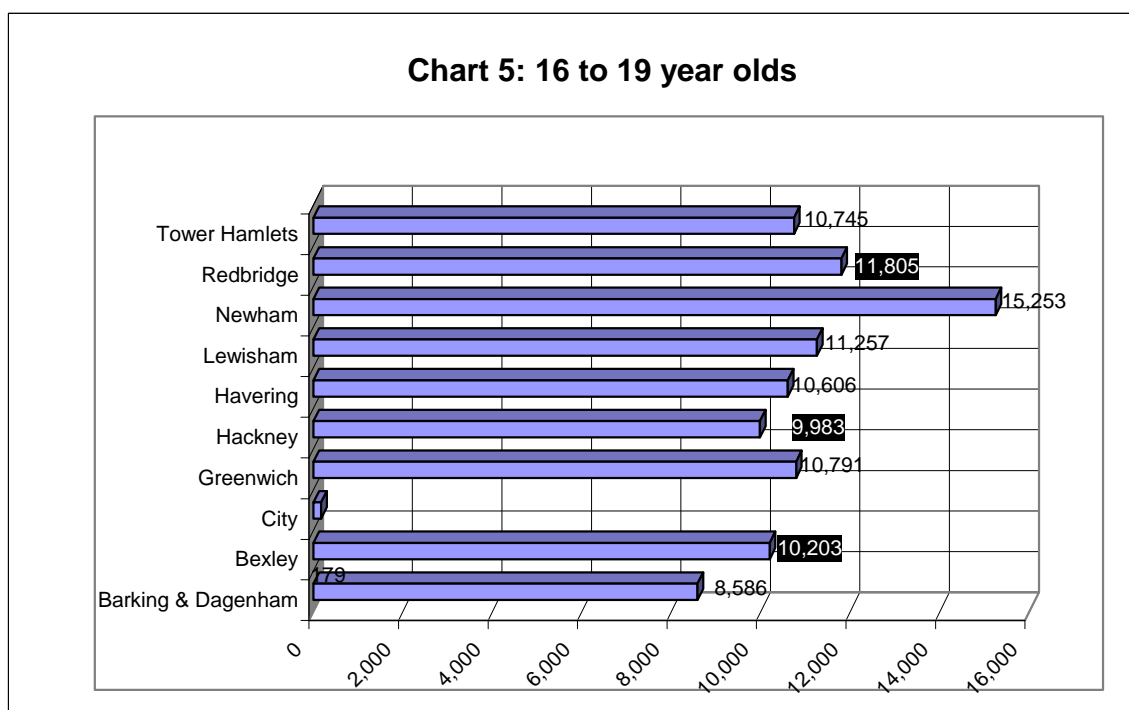
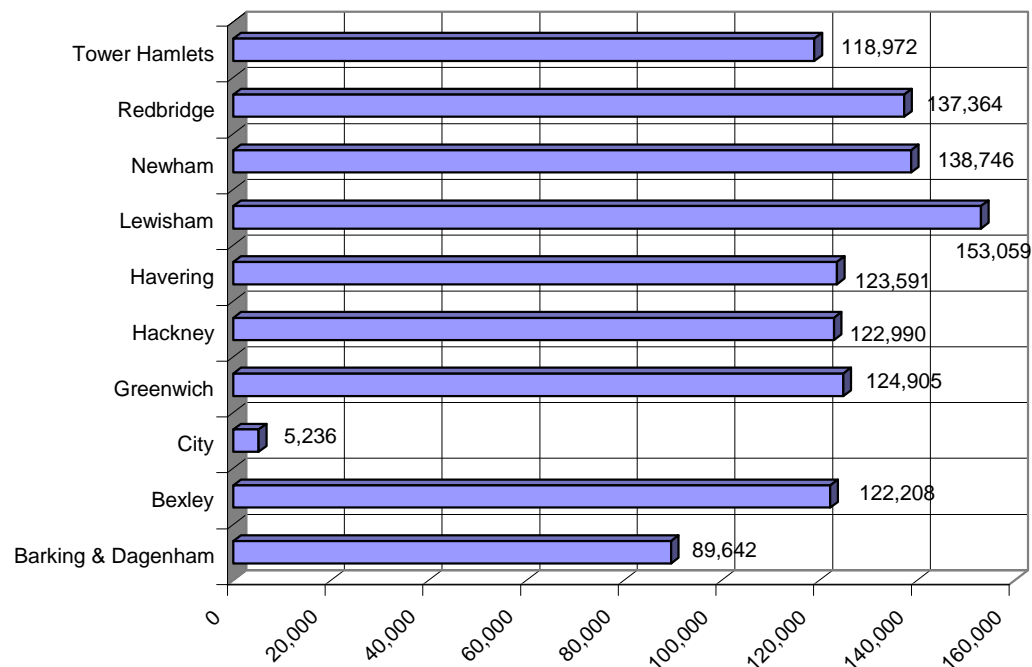


Chart 6: Adults of working age



Impacts

Varying age-ranges indicate different family structures as well as demand upon and support for individual learners. These in turn place different burdens on local services. LSC London East will need to bear in mind how different areas may require a different offer to reflect the variation.

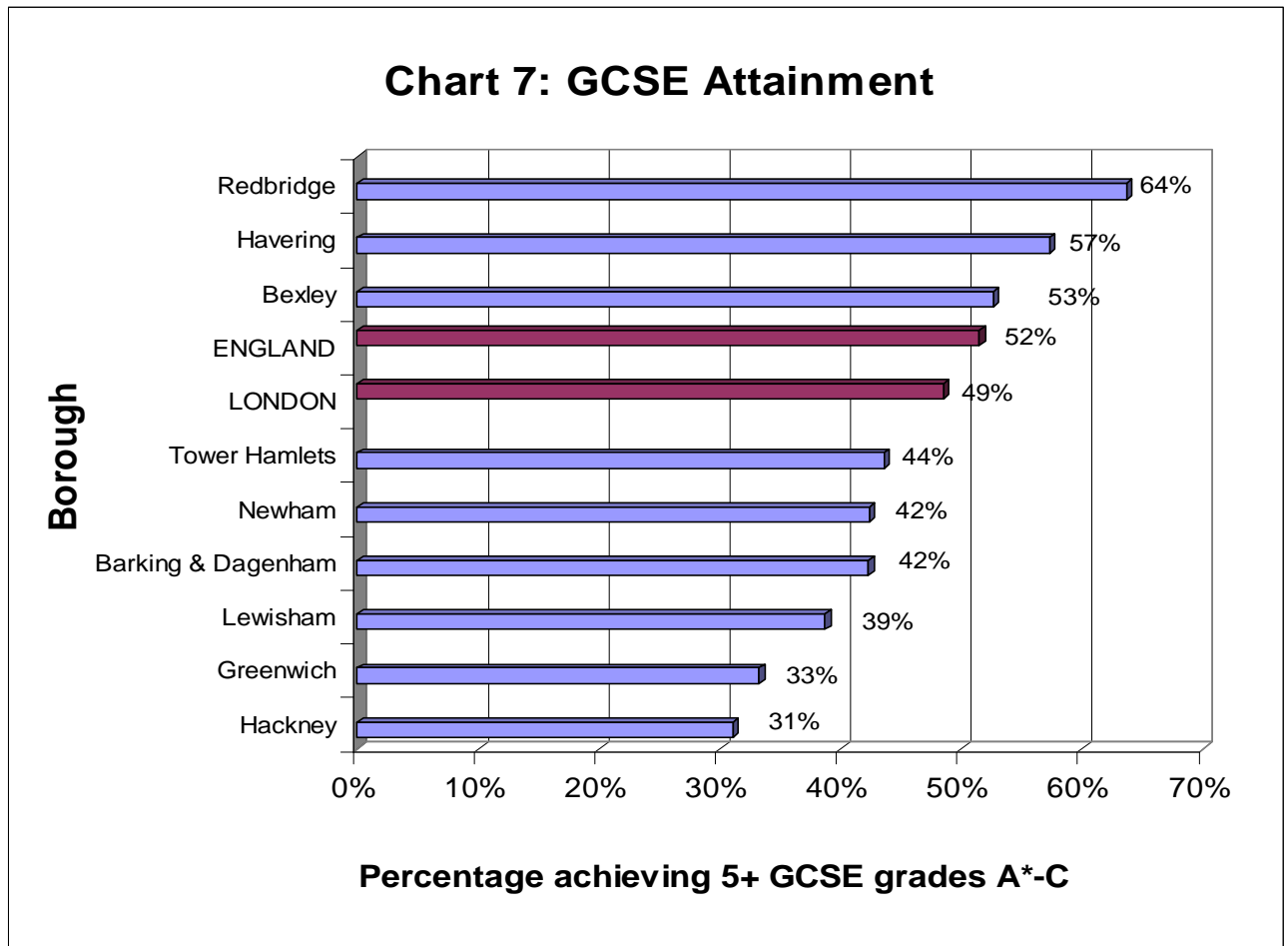
○ *Many school leavers have low attainment*

The pattern of school leaver attainment is by no means universally low, in fact Bexley, Havering and Redbridge exceed the national average for 16 year-olds achieving 5 or more GCSEs at Grades A* to C.

However, as Chart 7 shows, school leavers from the remaining 6⁴ boroughs achieve significantly worse results than the regional and national averages. Although great improvements have been made in recent years, the typical school leaver from the greater part of the London East area is unlikely to have attained a Level 2 qualification.

Source: DfES, based on information collated for the 2002 secondary school performance tables.

⁴ The City of London has a tiny school age population and separate figures are not available or appropriate.



Impacts

GCSE attainment has a direct impact on our targets for young people to achieve Level 2 (75%) and Level 3 (51%) by age 19.

It is also a measure of the difficulty of engaging many of our young people and may affect progress towards our target of 80% participation by 16-18 year olds.

Many of our post-16 institutions are actively seeking to recruit disaffected and disengaged youngsters and often have to overcome resistance to learning through imaginative approaches.

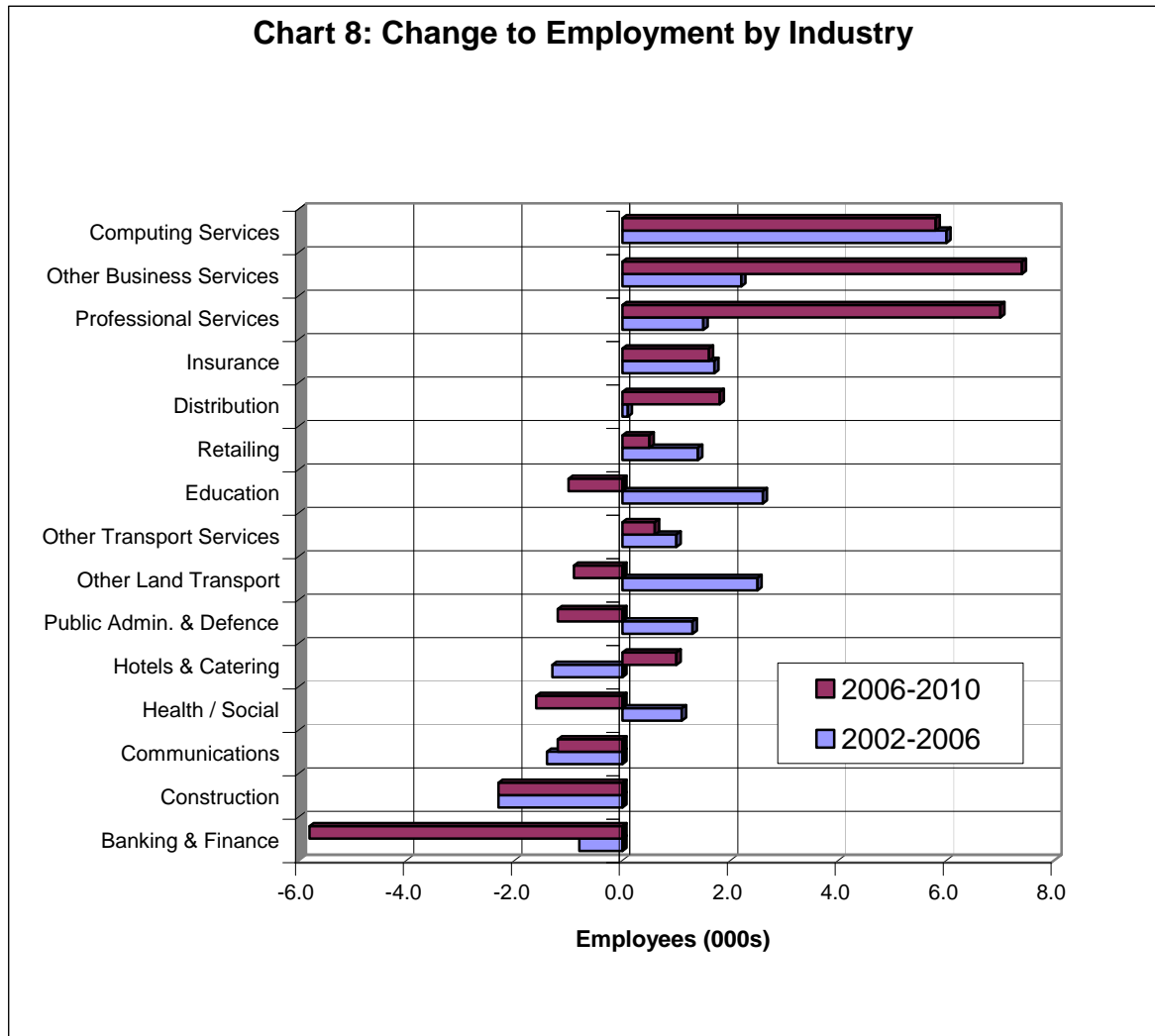
Since poor attainment for school leavers is a long-established pattern in many areas of London East, our target for raising adult achievement to Level 3 will also require additional and different responses from the national picture.

THE ECONOMY

In the LSC London East Strategic Plan, the key sectors identified as priorities were *Construction, Cultural & Creative Industries, Financial & Business Services, Health & Care, Hospitality & Catering* and *Manufacturing*. Other significant sectors were *Transport & Logistics, Public Administration, Retail* and *Voluntary & Community*.

- *The pattern of work is changing*

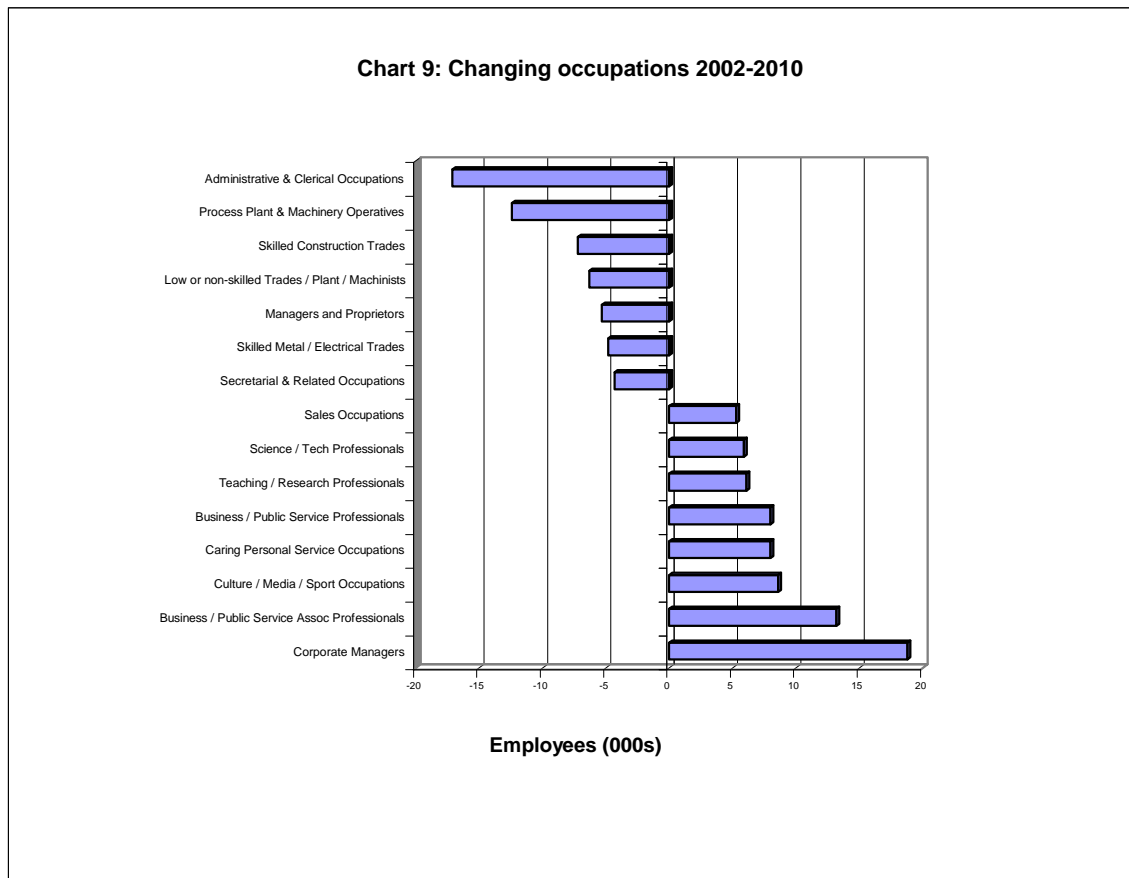
As industry changes, so does the available work. Chart 8 uses information from *Cambridge Econometrics* (LEFM, 2002) and shows the shift between occupations forecast over the coming decade.



The good news is that growth of the London East economy is expected to average 2.3% in terms of all the principal economic indicators. This is a marginally lower rate than for London and the UK as a whole, but it will still provide opportunities for positive change.

The Greater London Authority's '*Draft Spatial Development Strategy for Greater London*' suggests that there will be at least 142,000 additional homes built and up to 250,000 additional jobs created up to 2016 in the London East area. However, it should be noted that major construction developments in London East such as those recently announced such by the Office of the Deputy Prime Minister would not have been factored into these forecasts.

Chart 9 shows how occupations are forecast to change.



Impacts

One of LSC London East's significant roles will be to respond to these changes in a way that benefits both industry and the resident population. There are opportunities here, but many of the new jobs will require different qualifications from those the resident population currently hold.

Growth is very welcome, but LSC London East needs to bear in mind the pitfalls. Previous periods of growth that have created strong demand for low-skilled work may account for a prevalent local belief that there is no need to develop skills or earn qualifications.

Where initial growth relates to house building and infrastructure, it is likely to be time-limited by its nature. It is important that LSC London East responds to these needs but retains a longer-term perspective.

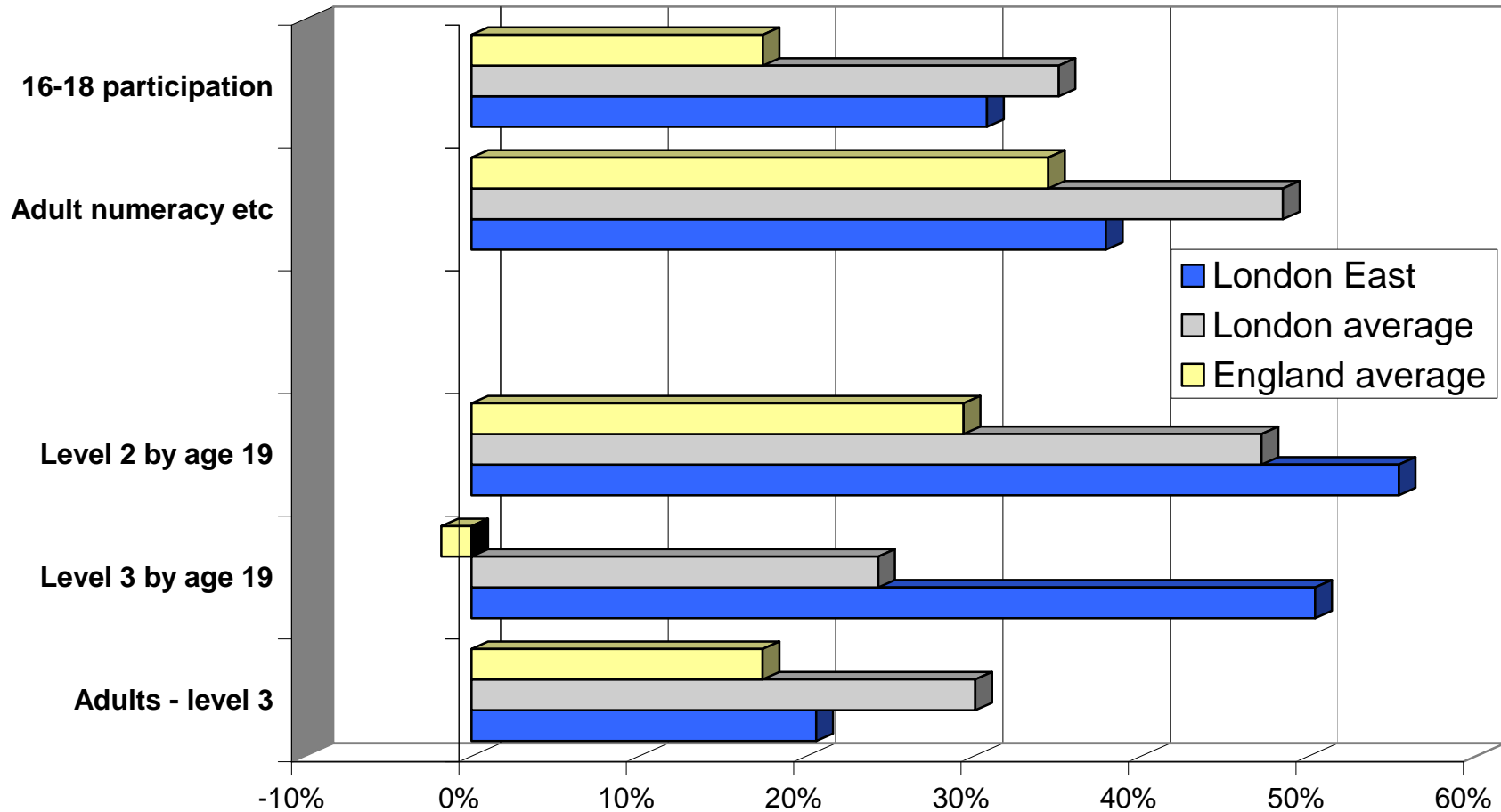
LSC London East – Progress Towards Targets 2004

	16-18 participation			Level 2 by age 19			Level 3 by age 19		
	Target ⁵	Achieved	% Achieved	Target1	Achieved	% Achieved	Target1	Achieved	% Achieved
London East	6,069	1,870	30.8%	1,463	810	55.4%	1,191	600	50.4%
London	24,543	8,610	35.1%	5,974	2,820	47.2%	4,855	1,180	24.3%
England total	177,396	30,870	17.4%	46,268	13,600	29.4%	38,426	-680	-1.8%

	Adults - level 3			Adult numeracy, language and literacy				
	Target ⁵	Achieved	% Achieved	Target ⁵	Achieved after 1 year	Cumulative total after 2 years	% Achieved after 1 year	% Cumulative total after 2 years
London East	82,480	16,960	20.6%	33,239	6,850	12,610	20.6%	37.9%
London	295,356	88,930	30.1%	124,826	30,590	60,510	24.5%	48.5%
England total	1,864,568	323,950	17.4%	764,461	137,690	263,380	18.0%	34.5%

⁵ Required growth from baseline

Chart 10: Progress towards targets for 2004



Residual Targets to 2004

	Target Increase to 2004	Growth since 2000/2001	Total residual target	Programmes			
Young People - Extend/Widen Participation in Learning				FE	Schools	WBL	
80% of 16-18 year olds in structured learning (2000: 75%)	6,069	1,870	4,199				
2002/03 target increase			2,060	1,304	656	100	
2003/04 target increase			2,139	1,308	681	150	
Young People - Raise Achievement							
85% at level 2 by age 19 (2000: 75%)	1,463	810	653				
2001/02 target increase			217	121	69	27	
2002/03 target increase			218	122	69	27	
2003/04 target increase			218	122	69	27	
55% at level 3 by age 19 (2000: 51%)	1,191	600	591				
2001/02 target increase			197	110	62	25	
2002/03 target increase			197	110	62	25	
2003/04 target increase			197	110	62	25	

Raise Achievement of Adults				FE	ACL	WBL	WFD
52% of adults at level 3 (2000: 47%)	82,480	16,960	65,520				
2001/02 target increase			21,753	20,458	218	771	306
2002/03 target increase			21,839	20,510	248	774	307
2003/04 target increase			21,928	20,542	300	777	309
Raise Literacy and numeracy skills of 750,000 adults	33,239	12,610	20,629				
2002/03 target increase			5,629	5,300	150	100	79
2003/04 target increase			15,000	14,339	250	200	211

Equality and Diversity

The Learning and Skills Council has a statutory duty laid upon it by the Secretary of State's Remit Letter (November 2000) to promote equality of opportunity. The Council's vision is to create a *learning society* in which learners have the opportunity to reach their full potential and are free from discrimination and prejudice, regardless of colour, gender, age, disability, religion or sexual orientation.

The Learning and Skills Council has set the following ambitious objectives to raise participation and attainment:

- § Make learning more inclusive;
- § Widen participation;
- § Stamp out unlawful discrimination; and
- § Promote equality of opportunity for all learners.

LSC London East's Strategic Plan 2002/2005 identifies its strong commitment to the promotion of these objectives.

During 2002-2003, London East LSC has embedded equality of opportunity in each of the four overarching Equal Opportunities objectives.

Objective 1	To develop the Learning and Skills Council London East as an Equality and Diversity employer.
Objective 2	To develop the Learning and Skills Council London East (LSCLE) as a champion of equality.
Objective 3	To embed Equal Opportunities into all Learning and Skills Council London East (LSCLE) policies, programmes and actions
Objective 4	To report annually to National LSC on progress towards equality of opportunity.

This Annual Plan concentrates upon Objective 3.

Progress Report

LSC London East has: -

- Raised the profile of equality and diversity issues in training programmes funded through Further Education and Work Based Learning and set a standard by identifying a local population baseline. (This compares information on ethnicity, disability, gender and age in the population at large with the characteristics of participating learners.)
- Commissioned a project to support providers in meeting their duties under the Disability Discrimination Act and in producing Race Equality Schemes where appropriate.
- Adopted the national system of equality and diversity impact measures for ethnicity, sex, age and disability.
- Provided funding for innovative projects to widen participation and improve retention and attainment amongst under-represented groups.

- Revised internal equality and diversity assessment measures in line with provider performance review criteria.

Priorities for 2003-2004

- Work with our provider base to develop and manage the implementation of Equality and Diversity Impact Measures (EDIMS).
- Working within the EDIMS framework, set targeted measures for increasing participation, retention, and achievement for under-represented or under-achieving groups, including men and women, learners from different racial groups, learners with a disability, and specific age groups.
- Monitor EDIMS through the Provider Performance Review process.
- Arrange further support for providers to meet their duties under the Disability Discrimination Act.
- Produce a revised Equality and Diversity Action Plan.
- In preparation for the proposed new legislation in late 2003 that is expected to outlaw discrimination on the grounds of religion and sexual orientation, LSC London East will undertake development work to ensure these measures are embedded in contracted provision for 2004-2005. Providers will be asked to work towards this in the coming year.

Partnership Work and the Regional Agenda

We recognise that working in partnership is critical to the successful development and delivery of our Local Plan. We will continue to develop our collaborative 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.

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 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 and set 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 are to:

- Ensure access to employment, training and personal development for those seeking work and access to training and personal development for individuals in work.
- Enable people who are socially and economically excluded to access learning and sustainable employment.
- 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.
- 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.
- Encourage all stakeholders to adopt a co-ordinated approach to labour market information, related advice, guidance and subsequent investment.

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. LSC London East is leading on the Basic Skills Implementation Group.

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 are also developing an action plan that outlines how

London LSC 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 Local Plans, enabling us to identify how our plans will contribute to the overall achievements planned for the FRESA.

The process of implementing the Regional Framework is also energising our relationships with key delivery partners, for example, **Jobcentre Plus** and **Business Link for London**. It is bringing together the diverse talents, knowledge and expertise of partners to help maximise the effectiveness of strategic planning across the capital. Our partnerships also facilitate effective regional and local planning and delivery of other national initiatives. For example, working 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.

We recognise the importance of sharing information and working closely with the **other London LSCs and those that border the London region**. 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 Local Plans that are complementary and coherent at local and regional levels.

The development of our Local 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 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 work with our sub-regional partners including the **Thames Gateway London Partnership (TGLP)** and **Thames Gateway FE-HE Action Group** to ensure that we plan and resource services that respond to the needs of our local population and businesses and take account of the regeneration of the area.

- TGLP is an alliance of thirteen local authorities, five universities, the London Development Agency and LSC London East that works with the private sector and local communities. Its remit is to further the economic, physical and social regeneration of the Thames Gateway in London.
- The Thames Gateway Higher Education-Further Education Action Group works to maximise potential for the HE and FE community to contribute to development of the Thames Gateway.

We will continue to develop our relationships with the local **Connexions** partnership and **Education Business Links** 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.

Local Authorities play a vital role in the planning and delivery of Adult and Community Learning. We will continue to work with them and 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. We will be working closely with the colleges and our other providers to further develop 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.

We are working closely with our **Learning Partnerships** to ensure that learners and providers are involved 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.

Statement concerning Learner Safety

Progress Report

LSC London East has assessed occupational risks to learners and monitored all Work Based Learning contracts accordingly.

All reported accidents have been logged and investigated and recommendations made to providers and work placements to minimise risks and drive home the importance of competent supervision of learners.

Regular provider briefings have been held to inform them of all new or changed legislation.

LSC London East works closely with the Health & Safety Executive and has forged strong links with Colleges and Jobcentre Plus, helping to promote the concept of the *safe learner*.

A *lead arrangement* with other LSC Health & Safety teams has been implemented for those providers who operate in more than one LSC area.

A London and South East Health & Safety Regional Group meets regularly to discuss strategies and best practice. London East also contributes to other national safety groups helping to set policies and procedures that facilitate a safe learning environment.

Health & Safety assessment is fully implemented as part of quarterly Provider Performance Review and in respect of Local Initiative Fund bids.

Priorities for 2003–2004

- Maintain the high standards of health and safety achieved throughout the South East region in the past year.
- Secure a sustainable partnership with colleges and institutions of further education, through self-assessment and learner interviews/surveys.
- Introduce HSG65 as the standard model for providers to manage Health and Safety Management Systems.
- Promote the *eyes and ears* approach to health and safety within London East.
- Ensure that all providers are aware that Health and Safety is a key component of their own performance and that they plan and manage it.

SECTION 2

THE STRATEGIES

Strategy for Young People

Key Priorities

- 1.1 To extend and widen participation in structured learning
- 1.2 To improve the appropriateness and quality of local learning provision
- 1.3 To improve retention in structured learning
- 1.4 To raise Level 2 and 3 achievement for 16-19 year olds
- 1.5 To develop a comprehensive and recognised progression framework through to higher education

1.1 To extend and widen participation in structured learning

Progress Report

p Following work with Further Education Colleges, Sixth Form Colleges, School Sixth Forms, Work Based Learning Providers and LEAs to increase the number of 16-18 year old learners, our forecast for overall growth in 2002/2003 is 5%.

p Our strategy for raising participation rates by young people has been taken forward through three post-16 reorganisations in Hackney, Greenwich and Lewisham. These have resulted in two new Sixth Form Centres, with a third planned for 2004 at the Telegraph Hill site in Lewisham. There are also plans to establish a 16-18 Young People's Academy at Lewisham College of Further Education. LSC London East has supported these developments with £37million of capital investment.

p The Education Business Link Consortium, led by Business Education (Be), is helping to raising participation rates in the London East area. They manage the delivery of 21,800 work experience placements and 629 professional development teacher placements in 2002/2003, and are expanding their activities in support of the LSC's 14-19 agenda.

p Partnerships led by FE Colleges and supporting the 14-16 Flexibility Initiative are delivering a range of innovative projects aimed at promoting vocational pathways and will provide over 1,000 places in 2002/2003. The Partnerships comprise colleges, schools, education business partnerships and other local providers.

p The Student Apprenticeship Scheme has already secured the participation of 30 young people across five NHS Trusts.

p A baseline audit of equality and diversity among providers has been carried out to inform the 2003-2004 planning process. Its key aim is to help providers improve participation rates amongst minority and excluded groups.

Learners with special needs have been given additional support. Where local provision is not suited to their needs this has included making specialist residential colleges available.

Young people's awareness of post-16 work based learning options has been raised through promotional activities such as the theatre group *Cragrats*, which performed to year 11 pupils in 79 schools. The autumn Modern Apprenticeship marketing campaign generated over 4,500 enquiries from young people and parents.

Priorities for 2003-2004

- p Agree participation targets with each provider that ensure 80% of 16-18 year olds are in structured learning by July 2004.
- p Work with Connexions to significantly reduce the number of young people who are not in education or training.
- p Use the national roll out of Entry to Employment (E2E) to widen access for the most disadvantaged.
- p Encourage innovative programmes that will bring young people into structured learning and help us increase the number of young people entering Modern Apprenticeships by 2004.
- p Fund the Education Business Link Consortia's work with LEAs, schools, colleges and employers to increase the number of professional development placements for teachers, work experience opportunities for students and enterprise activities for employers.
- p Fund a second cohort of 14-16 year olds under the Increased Flexibility Initiative to begin part-time vocational courses from September 2003.
- p Raise awareness of post-16 vocational pathways amongst careers advisers, careers teachers, parents, young people and local employers through a targeted marketing programme.
 - o Work with Local Education Authorities to develop a coherent 14-19 Strategy that will implement the vision of *Opportunity and Excellence* and meet the needs and aspirations of all young people.
 - o Guided by the Distributed and Electronic Learning Group's report, increase the use of e-learning to widen participation.
 - o Ensure that local plans for increased numbers of Modern Apprenticeship places also meet the needs of employers through work with the Sector Skills Councils.

1.2 Improving the appropriateness and quality of local learning provision

Progress report

p Local action plans for improving the range and quality of post-16 learning opportunities have been approved by the DfES following six Area Inspections. New provision is now in place at Brooke House Sixth Form College in Hackney and also at the Shooters Hill Sixth Form Centre in Greenwich.

p Seven Centres of Vocational Excellence (CoVEs) have been confirmed in the London East area, namely: -

- § Barking College/Havering College – Automotive Engineering
- § Barking College – Construction
- § Lewisham College – Information Technology
- § Havering College – Accountancy and Finance
- § Bexley College/Greenwich Community College/Tower Hamlets – Health Care
- § Newham College – Railway Engineering
- § Building Crafts College – Building Crafts

Other potential CoVEs are being considered.

A review of Work Based Learning provision in East London has been commissioned from the Learning & Skills Development Agency (LSDA). Its outcome will be known in March 2003.

Employer engagement in Modern Apprenticeships has been promoted through work with the Business Link London East, the Business Link for London, Connexions and local providers.

Priorities for 2003-2004

- p Working with the Chief Education Officers of Local Authorities and the London Challenge Team, ensure that the opportunities that *Opportunity and Excellence* offers are strategically implemented.
- p CoVEs will be further developed in line with national and local sector skill priorities and encouraged to share good practice with providers and employers in the region.
- p Apply the central principles of *Success For All* and *Opportunity and Excellence* to ensure high quality learning opportunities are delivered through flexible, integrated and innovative networks of providers.
- p Implement the recommendations of the review of Work Based Learning.
 - o Improve the range and quality of employer placements available to support Work Based Learning provision.
 - o Respond to new GCSEs in vocational subjects as they are developed by the Qualifications and Curriculum Authority.

1.3 To improve retention in structured learning

Progress Report

Retention is identified as a new Key Priority for 2003-2004 as a major element in raising achievement. It is anticipated that the perception of this issue in the FE sector is likely to change in the light of the new pattern of FE census dates that came into operation from Autumn 2002.

Education Maintenance Allowances (which pay up to £30 per week to students) have been piloted since 1999 in six Boroughs in London East⁶. In the pilot areas they have raised participation by almost six percentage points, with retention at age seventeen up by seven percentage points.

Currently, LSC London East supports small mentoring projects in two boroughs.

Priorities for 2003-2004

- p Support well-focused mentoring projects through the Local Initiative Funds and/or Standards Fund.
 - o Raise awareness of the benefits and potential impact on retention of Education Maintenance Allowances ahead of the national roll-out in September 2004.
 - o Implement the good practice established by the 14–19 Strategic Planning Groups in relation to information, advice and guidance and ensure that this is available to all young people across London East.

⁶ Barking & Dagenham, Greenwich, Hackney, Lewisham, Newham, Tower Hamlets

Ensure the full implementation of the LSC London East Quality Strategy and in particular that Further Education Development Plans target the recruitment and retention of high quality staff.

1.4 Raising level 2 and 3 achievement for 16-19 year olds

Progress Report

LSC London East has used the Level 2 and 3 Implementation Fund to support 40 projects to improve retention and achievement rates. Initial evaluation indicates an improvement in achievement rates in a number of FE colleges and Work Based Learning providers.

Innovative projects aimed at implementing the recommendations of the Modern Apprenticeship Advisory Committee have been funded.

LSC London East has funded campaigns aimed at raising the awareness of employers, young people and Connexions staff concerning the introduction of technical certificates.

The Provider Performance Review process was completed in 2002 and, where appropriate, provider development plans have been agreed that secure improvements in participation, retention and achievement.

The 'Key Skills Practitioners Award' has facilitated the accreditation of providers' staff, with benefits to the quality of learning and the integration of key skills into Modern Apprenticeships.

Priorities for 2003-2004

- p Agree achievement targets with each provider that ensure that 85% of 19 year olds have attained a Level 2 qualification by July 2004.
- p Agree achievement targets with each provider that ensure that 55% of 19 year olds have attained a Level 3 qualification by July 2004.
- p For the vast majority of providers, LSC London East will introduce three-year funding agreements from 2003 that will require development plans containing appropriate and stretching targets at Levels 2 and 3.
- p Support innovative projects that help improve learner retention and achievement through the use of Level 2/3 Implementation Fund and the Modern Apprenticeship Implementation Fund.
 - o Using the review of WBL to inform our decisions, negotiate with providers to increase the range and quality of work based learning provision so that the improvements in participation, retention and achievement required by the targets will be achieved.

1.5 Developing a comprehensive and recognised progression framework through to higher education

Progress Report

p An initiative involving five NHS trusts, three FE colleges and two WBL providers has been developed. It is modelled on the 'student apprenticeship' framework and is designed so that students will progress to Modern Apprenticeships and higher education.

LSC London East is working closely with Higher and Further Education institutions and other partners to implement 'Partnerships for Progression' (P4P), the joint HEFCE/LSC initiative. In collaboration with other London LSCs, P4P is being used to build geographical and thematic partnerships.

Young people are also encouraged to participate in higher education through the Excellence Challenge Programme which LSC London East funds at a cost of £1 million and involves collaboration by 32 institutions.

Work has been carried out with institutions such as Cambridge University to enhance progression frameworks, following on from the existing Area Inspection Action Plans.

LSC London East is working to strengthen the voice of the *Thames Gateway FE-HE Action Group*, which advises Ministers as to how HE and FE institutions can best contribute to regeneration of the Thames Gateway.

Priorities for 2003-2004

- p** Improve on the 32% of young people currently progressing from Lifeskills into employment with learning, further education or vocational training through work with Connexions and providers.
- p** Ensure the success of E2E, using the knowledge gained from the Pathfinder schemes.
 - o** Positively influence the implementation of P4P projects.
 - o** Ensure that the Thames Gateway FE-HE Action Group is aware of developments in the FE sector and that both FE and HE institutions benefit from the Group's activities.

Strategy for Adults

Key Priorities

- 2.1 To improve access to learning and widen participation
- 2.2 To improve the appropriateness and quality of local learning provision
- 2.3 To improve retention in structured learning
- 2.4 To raise basic skills levels and widen access to ESOL provision
- 2.5 To raise achievement levels and help adults to progress from learning to employment and further learning

2.1 To improve access to learning and widen participation

Progress Report

p Overall learner numbers have increased and there are many examples of initiatives to recruit from under-represented client groups. The Adult & Community Learning sector has been particularly adept in reaching out to new learners. Further Education funding streams and projects have also been very successful in broadening their intake.

p Adult participation rates in vocational training opportunities have increased by over 25%, influenced by effective use of core funding for workforce development. Vocational programmes have included an integrated approach to basic skills and ESOL.

p A project has been commissioned to compare the characteristics of participants in Further Education and Work Based Learning with the local population. This has enabled us to identify target groups for action under our Equality and Diversity agenda.

Information, Advice and Guidance (IAG) provision has been reviewed and there is now a factual basis for a single business plan that is coterminous with Connexions' boundaries.

Quality Development funding has been used to support the IAG Partnerships in order that they better meet local needs and achieve high standards.

Priorities for 2003-2004

Information, Advice and Guidance

- p Raise the quality and consistency of IAG Partnerships to ensure that individual learners receive appropriate, timely and impartial Information, Advice and Guidance (IAG) to enable them to make informed choices.
- p Ensure coterminous service delivery with Connexions.
- p Develop an effective, strategic relationship with Jobcentre Plus across its four operational districts that consistently promotes the widening participation and lifelong learning agendas.
 - o Develop our strategy so that IAG is positioned as a key component of Workforce Development, Work Based Learning and Further Education.

E-learning

- p Ensure that, as Learndirect Hubs are devolved to London East, they are effective in respect of the widening participation agenda and develop a coherent relationship with UK Online Centres.
 - o Guided by the Distributed and Electronic Learning Group's report, work to use e-learning to widen participation throughout the adult market.

Equality and Diversity

- o Undertake a baseline audit of providers and enable them to address identified areas of inequality and to respond to legislative demands.

Bitesize3

- p Working with other London LSCs, develop a campaign that will incorporate the lessons learnt from "Bitesize 2", attract more adults into learning (particularly those from under-represented groups) and improve progression arrangements for learners.

2.2 To improve the appropriateness and quality of local learning provision

Progress Report

The Adult & Community Learning sector is undergoing massive change. The coming year offers a significant opportunity for development.

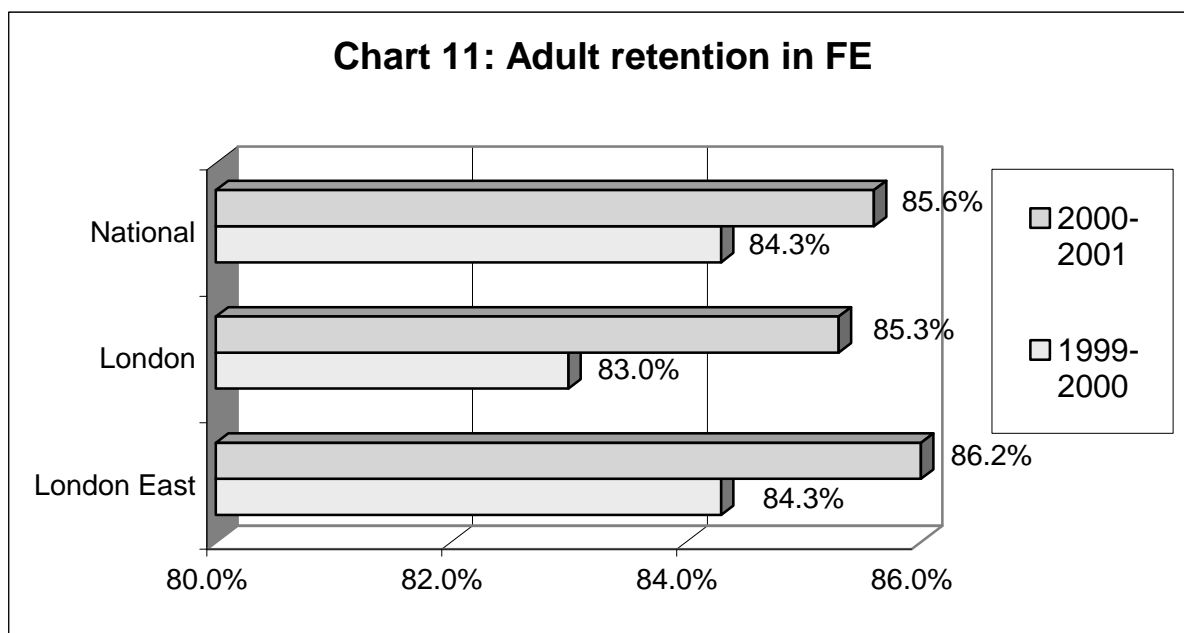
Priorities for 2003-2004

- p Extend the Provider Performance Review process to include the ACL sector and Learndirect Hubs and agree performance improvement targets arising from the Quality Improvement Strategy.
- p Agree Equality and Diversity targets with providers and closely monitor progress towards them.
 - o Assist providers in preparing for inspections by the Adult Learning Inspectorate by improving the standard of their self-assessment reports and action plans.
 - o Support providers of Adult & Community Learning and Work Based Learning institutions in complying with Equality and Diversity legislation.
 - o Plan for major growth in the ACL contribution to neighbourhood and family learning.

2.3 To improve retention in structured learning

Progress Report

Retention rates within London East's FE provision are steadily improving and, according to analysis of the Individual Student Record, are performing above the London and national averages in this regard.



As yet, there is no comparable data for non-accredited Adult & Community Learning (ACL), but anecdotal evidence suggests this sector suffers from early dropouts, particularly of new learners. This may adversely affect work on widening participation. There is also evidence that ACL is significantly affected by lack of secure access to suitable accommodation, though this varies greatly between boroughs.

Priorities for 2003-2004

- p** Improve IAG links with ACL to ensure that more new learners select the most appropriate learning opportunity for them.

 - o** Ensure quality improvement plans meet the diverse requirements of adults and provision is more closely tailored to their individual needs.
 - o** Address poor retention and achievement rates in Basic Skills provision.
 - o** Develop accommodation strategies to improve the learning environment and ensure that learning centres are less vulnerable to closure.

2.4 To raise Basic Skills levels and widen access to ESOL⁷ provision

Progress Report

p The first year of a comprehensive Basic Skills strategy has been implemented, including the establishment of three Professional Development Centres aimed at increasing the number of Basic Skills/ESOL teachers in London East.

p Basic Skills groups have been established with the aim of developing and embedding consistent good practice in Basic Skills/ESOL across London East.

p A number of innovative, community-based projects aimed at engaging the priority groups identified in “Skills for Life” have been funded.

⁷ English for Speakers of Other Languages

Priorities for 2003-2004

- p Agree participation, retention and achievement targets with each provider that ensure 33,239 adults improve their Basic Skills by July 2004.
- p Review the quality and pattern of Basic Skills provision using Performance Review and as part of Strategic Area Review.
- p Extend the size and scope of the provision aimed at the priority groups identified in "Skills for Life", especially employees.
- p Maximise the impact of Basic Skills teacher training initiatives by working effectively with the other London LSCs and the LDA.
 - o Work with WBL providers and school Sixth Forms via LEAs to ensure that they provide Basic Skills as part of their offer to learners as appropriate.
 - o Work with providers to ensure that the findings of the national project on embedded Basic Skills are used effectively.

2.5 To raise achievement levels and help adults to progress from learning to employment and further learning

Progress Report

Raising the proportion of adults achieving Level 3 qualifications has proved one of the most difficult targets for London East, an area with traditionally low levels of attainment.

Capital funding has been secured for the development of potential Centres of Vocational Excellence. The ACL Capital Challenge also offers support for this sector.

Priorities for 2003-2004

- p Agree achievement targets with each provider that ensure 82,480 adults attain a Level 3 qualification by July 2004.
- p Apply the target-based approaches advocated in Success for All, initially across the FE sector and later to the ACL sector from when it adopts the Individual Learner Records management information arrangements in August 2003.
- p Manage and monitor the development of CoVEs' contribution to LSC London East's targets.
 - o Respond to the first Strategic Area Review of ACL and the opening up of the sector to external inspection.

Strategy for Skills and Workforce Development

Key Priorities

- 3.1 To meet the skills needs of employers in the London East area
- 3.2 To increase and widen participation in learning
- 3.3 To improve the appropriateness and quality of local learning provision
- 3.4 To improve retention in structured learning
- 3.5 To maximise impact through strategic and partnership work

3.1 Meeting the skills needs of employers in the London East area

Progress Report

p Achievement of Investors in People during 2002/2003 operational year has exceeded forecasts by almost 95%, through partnership activity with Business Link for London (LB4L).

p 700 skilled staff in the Health and Social Care sector have been trained, in partnership with the NHS Workforce Development, Early Years and Childcare Development Partnerships, LDA and FE providers.

p 400 organisations have participated in workshops, master classes and sector events designed to give business the tools to enhance performance through development of their staff.

Over 100 assessors from 50 organisations have been trained and frameworks put in place to develop managers.

138 new organisations have committed to achieving the Investors in People standard in 2003.

Priorities for 2003-2004

- p Develop and implement the LSC Workforce Development Strategy and local sector strategies.
- p Implement the national Skills Strategy due to be published in June 2003.
- p Respond to the recommendations of the Cabinet Office's Strategy Unit Report "In Demand" (Adult Skills in the 21st Century - Part 2).
- p Enable companies employing less than 50 staff to achieve the Investors in People standard.

3.2 Increasing and Widening Participation in Learning

Progress Report

p Over two hundred adults gained their first nationally-recognised training certificate, including employees that would not traditionally have participated in learning.

p Adult achievement within the London East employer base has been raised by over 1,500 new Level 2/3 qualifications.

p Over 500 employers attended workshops designed to raise awareness of the benefits to be gained from developing all their employees. These included training in Equality and Diversity issues.

Priorities for 2003-2004

- p Ensure that Information, Advice and Guidance will be more readily available in the workplace.
- p Develop a pre-employment/in employment programme within the Health and Social Care sector.
- p Use Retail and Hospitality sectors to provide entry programmes with progression routes for those who find difficulty in accessing learning.
- p Use Development Funding to expand support for learners.
 - o Develop an effective relationship with Jobcentre Plus that will ensure wider participation and lifelong learning are promoted coherently and also work together on our shared agendas for Basic Skills, Equality and Diversity, Modern Apprenticeships and Information, Advice and Guidance.
 - o Encourage disengaged employers to participate in Basic Skills training through the Basic Skills Brokerage model. Increase integrated Basic Skills and occupational training by 25%.

3.3 To improve the appropriateness and quality of local learning provision

Progress Report

- p 200 new learners have been able to access Level 2 qualifications through a project integrating Basic Skills, ESOL, IT and management skills into vocational training.
- p Tailor-made courses have been developed for each sub-sector in partnership with the appropriate National Training Organisation (NTO) and Sector Skills Councils (SSCs), umbrella bodies and employers. Successful programmes have been run within the voluntary and healthcare sectors.
- p Level 2 entry programmes have been developed in Finance, Health and Social Care and the Voluntary sector.

New assessors have been trained as follows: 18 in the health and social care sector, at least 25 in Hospitality and (as part of a national programme) 10 in the Construction sector.

40 school support staff from Bexley and Lewisham have taken up structured learning as part of a pilot project developed with National Office that integrates IAG, Basic Skills and vocational skills.

Priorities for 2003-2004

- p Integrate the Basic Skills, e-skills and the diversity agenda within our individual sector plans, ensuring they are appropriate to the skills needs of the sector.
- p Work to capacity-build employer intermediaries including Business Link operators (BL4L), FE Colleges and WBL providers.
- p Pilot best practice in the delivery of general construction skills through On-site Assessment and Training (OSAT).

3.4 To improve retention in structured learning

Progress Report

LSC London East has identified a cohort of learners who have been unable to progress to full qualifications without interruption.

Priorities for 2003-2004

- p Modularise employer-based learning to provide achievable units of progression.

3.5 Maximising impact through strategic and partnership work

Progress Report

p LSC London East has jointly researched and delivered a Nursing Cadet scheme with the London Development Agency and the NHS Workforce Confederation.

p 100 Eurotunnel employees have been trained in co-operation with regeneration agencies, using the regional framework.

LSC London East, with complementary work by the London Development Agency, has developed Basic Skills initiatives within the Hospitality sector.

Schools Management programmes have been developed, in partnership with Local Education Authorities, within each Borough to support inspection plans and to spread good practice.

Priorities for 2003-2004

- p Build effective strategic relationships with the emerging Sector Skills Councils (particularly in the key and priority sectors highlighted in the London East Strategic Plan).
- p Continue to build effective networks with all our strategic partners.
- p Develop a consistent and relevant offer for employers within the London East sub-region through greater integration with other London LSCs and other strategic partners, in particular the Sector Skills Councils (SSCs) and the London Development Agency (LDA).
- p Use the Small Firms Initiative in conjunction with BL4L as a platform for engagement of 'hard to engage' Small and Medium-sized Employers in London East.

Strategy for Community Development

Key Priorities

- 4.1 To build the local learning infrastructure
- 4.2 To increase inclusion and participation
- 4.3 To improve retention in structured learning
- 4.4 To stimulate community renewal
- 4.5 To facilitate strategic co-ordination

4.1 To build the local learning infrastructure

Progress Report

Voluntary & Community sector capacity building projects received 5% of Development Funding resources in 2002-2003.

Priorities for 2003-2004

- p Create an infrastructure that functions effectively at both borough level and across the LSC London East area.
- p Foster equality and diversity by enabling community organisations to become core providers.

4.2 To increase inclusion and participation

Progress Report

p LSC London East allocated £18.3 million Development Funding (LIF/ESF) to a wide variety of projects delivering wider participation.

Current Neighbourhood Learning Deprived Communities Fund (NLDCF) projects are targeting the most disadvantaged and excluded groups such as individual homeless people, lone parents and the long-term unemployed in some of the most isolated and deprived areas within the region.

Priorities for 2003-2004

- p Work with the Voluntary & Community sector to widen participation by developing appropriate pre-entry provision that ensures coherent progression routes into mainstream education and training across London East.
- p Guided by the Distributed and E-learning Group's report, identify the role of e-learning in widening participation and develop appropriate delivery strategies.
 - o Explore opportunities for innovative uses of the marketing budget for targeted activity to support the achievement of targets.

4.3 To improve retention in structured learning

Progress Report

LSC London East is developing a strategy that includes a core requirement for pre-entry provision to ensure learners are able to cope with the demands of mainstream learning provision.

Priorities for 2003-2004

- p Make *retention* a Development Funding core requirement for pre-entry provision in the Voluntary and Community sector. Identify an appropriate quality standard.
- p Improve the retention rates of Development Funded Voluntary and Community sector providers through capacity building.

4.4 To stimulate community renewal

Progress Report

p Positive attitudes towards learning are being promoted through projects funded through the NLDCF.

p Through the Community Learning Champions Initiative pilot project, community based representatives are promoting learning and tackling disengagement.

Neighbourhood Renewal priorities are reflected in the Development Funding Prospectus and individual projects have been funded to deliver these objectives.

Priorities for 2003-2004

- p Implement a Voluntary and Community strategy that will create an infrastructure that delivers appropriate capacity building, effective communication, opportunities for mainstream funding and the encouragement of more strategic bidding.
- p Extend the use of NLDCF to other boroughs and build on lessons learnt from the pilot projects.

4.5 To facilitate strategic co-ordination

Progress Report

p Key partnerships have been identified, such as Local Strategic Partnerships (LSPs), Local Learning Partnerships (LLPs), Borough Liaison, London Voluntary Sector Training Consortium (LVSTC), umbrella Voluntary and Community networks

p Mapping exercises have been completed covering local partnerships and Voluntary and Community sector training provision.

Information gathering and consultation exercises have been carried out across all boroughs, with the aim of encouraging the development of training networks. This has involved the Council for Voluntary Service (CVS), Training & Employment Networks (TENs), the London Development Agency (LDA) and Local Authorities.

Priorities for 2003-2004

- p Prioritise key strategic partnerships and ensure the LSC agenda is embedded.
- p Determine the future role of Lifelong Learning Partnerships.
- p Launch and promote a Voluntary and Community strategy that will ensure partner and community progression.

Quality Improvement Strategy

“*Success for All: Reforming Further Education and Training*” outlines the Government’s plans for the reform of the post-16 education and training system and provides the new framework for improving learning provision in London East.

Strategic Area Review will reshape provision to meet learner and employer needs more effectively.

While this plan reports on progress against the Key Priorities outlined in our Strategic Plan 2002-2005, *Success for All* shapes our priorities for 2003-2004.

Key priorities in Strategic Plan

- 5.1 To raise the quality of training and learning
- 5.2 To ensure that provision meets learners’ needs
- 5.3 To work strategically and collaboratively to identify gaps in provision

5.1 To raise the quality of training and learning

Progress Report

- p LSC London East has identified poorly performing providers through Provider Performance Review (PPR) and used this to target its support more effectively.
- p Post-inspection support has been particularly successful, enabling all colleges with poor grades to make substantial progress in addressing their weaknesses.
- p Concerns raised through the inspection and PPR processes have been tackled by using more than £6.5 million of local Standards and Investment funds to support improvements in *teaching and learning*, and *leadership and management*.
- p Quality focus groups have been established for all types of provider.
- p A London East quality handbook has been produced for providers and staff to inform future practice.

All staff involved in the quality processes have taken part in training programmes.

The two Inspectorates and the Learning & Skills Development Agency (LSDA) have jointly delivered a programme on providers’ key quality issues.

5.2 To ensure that provision meets learners’ needs

Progress Report

Progress had been made in developing more provision at Foundation and at Level 1 for young people in line with the recommendations of the six Area Wide Inspections.

A strategic review of Work-Based Learning (WBL) across London East is currently underway which has as its key objective the development of more high quality provision geared to the needs of learners and employers.

5.3 To work strategically and collaboratively to identify gaps in provision

Progress Report

p Following Area Wide Inspections, the development of 14-19 Strategic Groups in six boroughs has led directly to the opening of Brooke House Sixth Form College in Hackney and the total re-organisation of sixth form provision in Greenwich.

p The establishment of *LEAIZ* – an inter-active resource base – has enabled LSCLE and partners to review current learning provision across borough boundaries and determine where and what gaps exist in the learning infrastructure.

Three research projects have been used to map London East's existing Basic Skills provision, voluntary and community learning and e-learning.

Priorities for 2003-2004

For 2003-2004, LSC London East has adopted the four themes from *Success for All* that are vital to any successful reform of post-16 education and training. They are combined here under three new Key Priorities that replace those of the Strategic Plan as follows:

<u>LSC London East Key Priorities</u>	<u>Themes</u>
5.1 Meeting needs and improving choice	1
5.2 Putting teaching and learning at the heart of what we do /Developing the leaders, teachers and trainers and support staff of the future	2/3
5.3 Developing a framework for quality and success	4

It is also clear that these four themes are mutually dependent and their successful implementation will help shape LSC London East's agenda for a number of years.

5.1 Meeting needs, improving choice

Strategic Area Review

LSCLE will:

- p Establish a steering group consisting of representatives from Local Authorities, Jobcentre Plus, providers, employers and other key local stakeholders.
- p Support a pan-London approach to Strategic Area Review.
- p Lead a Strategic Area Review to identify the right provision to meet the needs of learners, employers and the wider community.
- p Establish an appropriate network of providers that are clear about their role and will work collaboratively to achieve success.
- p Promote a clear vision of the way forward. This will include following the national timetable for completion of the seven stages of the process and identifying development themes that will influence the strategic planning process.

LSC London East will develop the capacity of LSCLE to undertake this work as follows:

Area Wide Inspections

- p LSC London East will ensure Area Wide Inspection is used to develop good practice by further developing:
 - § Common data collection and analysis
 - § Foundation and level 1 provision
 - § Use of value-added measures
 - § Work Based Learning and the vocational curriculum

Provider education & training missions

- p LSC London East will review with providers their mission statements according to an agreed timetable, commencing in April 2003.

5.2 Putting teaching and learning at the heart of what we do/ Developing the leaders, teachers, trainers and support staff of the future

LSCLE will:

- p Ensure colleges' three year Development Plans include effective Human Resources strategies for recruiting, retaining and rewarding an appropriately qualified and diverse staff.
- p Provide targeted support to providers on teaching and learning through close collaboration with the inspectorates and Learning & Skills Development Agency.
- p Develop an effective relationship with the new Department for Education and Skills Standards Unit and work closely with its appointed advanced practitioners.
 - o Fund development programmes for staff engaged in e-learning, Adult & Community Learning and specialist colleges.

5.3 Developing a framework for quality and success

LSCLE will:

- p Set appropriate floor targets for each provider and make clear its expectations concerning minimum performance levels as well as the consequences of failing to achieve them.
- p Implement the Quality Improvement Strategy targets (see below)

Type of target	Local LSC indicative target for 2003-2004	Proposed national target increase for 2003-2004
Learner success rate in colleges	2%	1% increase
Learner success rate in accredited provision, made by ACL providers	2%	2% increase
Learner completion rate in work based learning	4%	4% increase

- p Agree with colleges 3-year Development Plans with the following goals: - increasing customer focus; delivering consistently high quality teaching and learning; developing the college workforce; and increasing employer engagement.
- p Ensure Performance Review is evidence-based, and that key decisions use professional judgements are informed by statistical evidence.
- o Put in place a performance management system that: promotes investment in raising standards; rewards collaborative working; stimulates effective action to tackle poor performance; reduces bureaucracy.
- o Set targets for each of its colleges in respect of learner numbers, employer engagement and professional qualifications for teachers.

LSCLE will support these processes through:

- § Intensive support for those providers giving serious concern following Performance Review.
- § Continued support for post-inspection action plans in order to secure rapid improvements.
- § Use of provider quality focus groups to identify and disseminate good practice especially in teaching and learning.

Capacity Building within the LSC

Key priorities

- 6.1 To develop an appropriate organisational structure with the culture and values to enable it to respond effectively to the learning and skills agenda
- 6.2 To develop our employees to ensure they have the necessary skills and competencies to implement our strategic and operational plans.
- 6.3 To develop our business systems to improve both information and control in order to increase our efficiency and effectiveness.

6.1 To develop an appropriate organisational structure with the culture and values to enable it to respond effectively to the learning and skills agenda.

Progress Report

p The new organisational structure was implemented in April 2002 and is now fully operational.

Staff events and culture workshops have been held to embed organisational values, stimulate cross-team working and encourage a flexible, forward looking approach.

Priorities for 2003-2004

- p** Respond to *Success for All* so that our employees and Council Members fully understand the changing role of the LSC and have the capacity to implement its proposals.
- p** Support the development of the new relationships of trust, transparency and shared responsibility to be forged between colleges and the LSC outlined in the LSC's Bureaucracy Busting Task Force report "Trust in the Future".
 - o** Implement the *Reshaping the LSC* proposals, as they are developed to both improve our efficiency and target internal resources more strategically.

6.2 To develop our employees to ensure they have the necessary skills and competencies to implement our strategic and operational plans.

Progress Report

p A programme of training has been provided for all staff on Equality and Diversity issues, based on their needs as individuals, managers and specialists. The programme will continue into 2003-2004 with senior staff receiving further training covering Individual Responsibilities, Management Responsibilities and Disability Discrimination Act Parts 3 & 4.

p A Learning Zone has been established that will provide facilities for self-paced learning.

p Recruitment and training of Modern Apprentices began this year and will continue into next year. Additional staff are undertaking NVQ programmes specific to their role.

Priorities for 2003-2004

- p Promote the personal development of all our staff in accordance with a local Learning and Development Plan and continue to work towards the Investors in People standard.
 - o Develop systems to monitor and evaluate training and development to ensure effective implementation and effectiveness.
 - o Further embed the new Performance Management System to improve its effectiveness.
 - o Continue the development of facilities of the Learning Zone to meet current and future needs of all employees.

6.3 To develop our business systems to improve both information and control in order to increase our efficiency and effectiveness.

Progress Report

p Risk management principles are being embedded through operational review processes and the support of the executive. Risk management procedures and action plans to manage risk are being supported by the development, implementation and use of the Risk Track system.

Migration of all our business systems from the legacy IT systems has been completed and new local systems have been implemented for Finance and Work Based Learning in the current year.

Priorities for 2003-2004

- p In respect of *risk management*, work with our Audit Committee to implement 'Turnbull' recommendations to monitor and manage the high level risks to the LSC, both nationally and locally, and complete the annual Local and National *Statements of Internal Control*.
 - o Work with both national and other local offices to apply the Business Excellence Model to ensure best practice in each area.
 - o Develop our business systems to support these reforms in order to supply the necessary management information.
 - o Develop our research capacity so that our understanding of learner needs more effectively informs quality and programme development.

SECTION 3

ACTIONS AND MEASURES OF SUCCESS

Strategy	Objective	Actions	Measures of Success	Resources
Young People	1.1	To extend and widen participation in structured learning		
		Agree participation targets with each provider that ensure 80% of 16-18 year olds are in structured learning by July 2004.	A further 4,199 young learners in training	
		Work with Connexions to significantly reduce the number of young people who are not in education or training	Agree a percentage reduction with Connexions.	
		Use the national roll out of Entry to Employment (E2E) to widen access for the most disadvantaged	Contracts issued by July 2003	
		Encourage innovative programmes that will bring young people into structured learning and help us reach our target of 28% of young people entering Modern Apprenticeships by 2004.	Achieve 15% by March 2004.	
		Fund Education Business Link consortium	Agree outcomes for Professional Teacher Development Placements, Work Experience Placements, Enterprise projects, employer engagement.	
		Fund a second cohort of 14-16 year olds under the Increased Flexibility Initiative to begin part-time vocational courses.	New places available from September 2003.	
		Raise awareness of post-16 vocational pathways.	Use evaluation of marketing campaign to test effectiveness.	
Young People	1.2	To improve the appropriateness and quality of local learning provision		
		Working with the Chief Education Officers of Local Authorities and the London Challenge Team, ensure that the opportunities that Opportunity and Excellence offers are strategically implemented.	Positive feedback received from ED's meetings with CEOs.	
		CoVEs further developed in line with national and local sector skill priorities	Bids received that meet criteria.	
		Apply the central principles of <i>Success For All</i> and <i>Opportunity and Excellence</i> to ensure high quality learning opportunities are delivered through flexible, integrated and innovative networks of providers.	Three-year funding agreements in place that meet the criteria.	
		Implement the recommendations of the review of Work Based Learning	Action Plan implemented.	

Strategy	Objective	Actions	Measures of Success	Resources
Young People	1.3	To improve retention in structured learning		
		Mentoring programmes	Allocate a minimum of £750K to projects in 2003-2004.	£750,000
Young People	1.4	To raise Level 2 and 3 achievement for 16-19 year olds		
		Agree achievement targets with each provider that ensure that 85% of 19 year olds have attained a Level 2 qualification by July 2004.	A further 653 young learners at Level 2	
		Agree achievement targets with each provider that ensure that 55% of 19 year olds have attained a Level 3 qualification by July 2004.	A further 591 at Level 3	
		Introduce three year funding agreements	Development Plans in place and targets agreed for Level2/3 for all providers by July 2003.	
		Support innovative projects that help improve learner retention and achievement	Contracts agreed by July 2003.	
Young People	1.5	To develop a comprehensive and recognised progression framework through to higher education		
		Improve on the 32% of young people currently progressing from Lifeskills	Increase progression rates to 40%.	
		Ensure the success of E2E	Project Manager in place and good practice identified by May 2003.	
Adults	2.1	To improve access to learning and widen participation		
		Raise the quality and consistency of IAG Partnership	A 5% overall increase in Advice Episodes and improved consistency across LSC London East.	
		Ensure coterminous service delivery with Connexions.	Joint Business Plan and Action Plan agreed.	
		Develop an effective, strategic relationship with Jobcentre Plus	Agreed protocol with Jobcentre Plus signed and implemented.	
		Ensure that, as Learndirect Hubs are devolved to London East, they are effective in respect of the widening participation agenda	Effective handover arrangements in place to enable Hubs to contribute to LSC London East targets.	

Strategy	Objective	Actions	Measures of Success	Resources
		Develop a campaign that will incorporate the lessons learnt from "Bitesize 2" and attract more adults into learning	Increased number of participants, particularly from non-learners.	
Adults	2.2	To improve the appropriateness and quality of local learning provision		
		Extend the Performance Review process to include the ACL sector and Learn Direct Hubs and agree performance improvement targets arising from the Quality Improvement Strategy	All 10 boroughs included in process	
		Agree Equality and Diversity targets with providers and closely monitor progress towards them	Targets agreed.	
Adults	2.3	To improve retention in structured learning		
		Improve IAG links with ACL to ensure that more new learners select the most appropriate learning opportunity for them.	IAG partnerships able to demonstrate clear links to all 10 ACL providers.	
Adults	2.4	To raise basic skills levels and widen access to ESOL provision		
		Agree participation, retention and achievement targets with each provider that ensure 33,239 adults improve their Basic Skills by July 2004.	At least 35,000 enrolments; 10% improvement in retention rates; 15,000 achievements; 5 test centres operative across London East	
		Review the quality and pattern of basic skills provision using Performance Review and as part of Strategic Area Review.	No Grade 4 or Grade 5 by July 2004.	
		Extend the size and scope of the provision aimed at the priority groups identified in "Skills for Life", especially employees.	At least 5 employers offering basic skills provision to their employees.	
		Maximise the impact of basic skills teacher training initiatives by working effectively with the other London LSCs and the LDA.	100 teachers on FENTO-approved training.	
Adults	2.5	To raise achievement levels and help adults to progress from learning to employment and further learning		
		Agree achievement targets with each provider that ensure 82,480 adults attain a Level 3 qualification by July 2004.	A further 65,520 adults achieving Level 3	
		Apply the target-based approaches advocated in Success for All, initially across the FE sector and later to the ACL sector	Include targets in FE Development Plans	
		Manage and monitor the development of CoVEs' contribution to LSC London East's targets	Ensure development in line with national guidance and local priorities.	

Strategy	Objective	Actions	Measures of Success	Resources
Skills & Workforce	3.1	To meet the skills needs of employers in the London East area		
		Develop and implement the LSC Workforce Development strategy and local sector strategies.	a) A 10% increase in employer participation in WFD and WBL activities b) training providers use these strategies.	
		Implement the national Skills Strategy due to be published in June 2003.	Ensure that the details of the strategy are communicated to local employers by September 2003.	
		Respond to the recommendations of the Cabinet Office's Strategy Unit Report "In Demand" (Adult Skills in the 21st Century - Part 2).	Action Plan in place by September 2003.	
		Enable companies employing less than 50 staff to achieve the Investors in People standard.	Achieve 96 IIP recognitions by April 2004.	
Skills & Workforce	3.2	To increase and widen participation in learning		
		Ensure that Information, Advice and Guidance will be more readily available in the workplace.	By year end 100 participants to have accessed IAG through WFD activity	
		Develop a pre-employment/in employment programme within the Health and Social Care sector.	30 entrants to achieve an intermediate qualification by March 2004.	
		Use retail and hospitality sectors to provide entry programmes with progression routes for those who find difficulty in accessing learning.	100 learners to achieve a Level 1 qualification by September 2003.	
		Use Development Funding to expand support for learners.	Increase by 20%	
Skills & Workforce	3.3	To improve the appropriateness and quality of local learning provision		
		Integrate the Basic Skills, e-skills and the diversity agenda within our individual sector plans, ensuring they are appropriate to the skills needs of the sector.	Include and action in all sector plans by May 2003.	
		Work to capacity-build employer intermediaries including Business Link operators (Business Link for London East), FE Colleges and WBL providers.	Intermediaries delivering all Workforce Development programmes for LSC London East by September 2003.	
		Use On-site Assessment and Training (OSAT) pilot best practice as a model for delivery of general Construction skills in LSC London East.	150 new learners skilled and assessed on-site.	

Strategy	Objective	Actions	Measures of Success	Resources
Skills & Workforce	3.4	To improve retention in structured learning		
		Modularise employer-based learning to provide achievable units of progression.	Identify 50 learners previously unable to progress and enable them to achieve 2 units by December 2003.	
Skills & Workforce	3.5	To maximise impact through strategic and partnership work		
		Build effective strategic relationships with the emerging Sector Skills Councils (particularly in the key and priority sectors highlighted in the London East Strategic Plan).	Formal agreements reached with each SSC by December 2003.	
		Continue to build effective networks with all our strategic partners.	Establish a pan-London project in a specific sector (such as construction at Heathrow).	
		Develop a consistent and relevant offer for employers within the London East sub-region through greater integration with other London LSCs and other strategic partners.	Reach a pan-London concordat on the offer to employers by October 2003.	
		Use the Small Firms Initiative in conjunction with BL4L as a platform for engagement of 'hard to engage' Small and Medium-sized Employers in London East.	30 firms engaged with LSC.	
Community	4.1	To build the local learning infrastructure		
		Create an infrastructure that functions effectively	9 umbrella organisations identified or developed	
		Enable community organisations to become core providers.	5 organisations to be invited as potential providers for delivery of core training programmes by January 2004	
Community	4.2	To increase inclusion and participation		
		Work with the Voluntary & Community sector to widen participation	Fund pre-entry provision worth £5 million	£5,000,000
		Identify the role of e-learning in widening participation.	Develop e-learning worth £250k	£250,000
Community	4.3	To improve retention in structured learning		
		Make retention a Development Funding core requirement for pre-entry provision in the Voluntary & Community sector. Identify an appropriate quality standard.	Include retention as a core requirement in the Development Funding prospectus	

Strategy	Objective	Actions	Measures of Success	Resources
		Improve the retention rates of Development Funded Voluntary and Community sector providers	Provide capacity building for 150 organisations.	
Community	4.4	To stimulate community renewal		
		Implement a Voluntary and Community sector strategy	Approved by LSC London East Council by April 2003.	
		Extend the use of NLDCF to other boroughs	All NLDCF allocated by July 2003.	
Community	4.5	To facilitate strategic co-ordination		
		Prioritise key strategic partnerships and ensure the LSC agenda is embedded.	Partnerships resulting in collaborative projects worth at least £2.5 million.	£2,500,000
		Determine the future role of Lifelong Learning Partnerships.	Negotiate contracts with LLPs.	
		Launch and promote a Voluntary and Community strategy that will ensure partner and community progression.	A compact with the Voluntary Sector in place in 2003.	
Quality Improvement	5.1	Meeting needs and improving choice		
		Establish a steering group with partners to guide SAR	Initial meeting held by May 2003.	
		Support a pan-London approach to SAR	Agreed terms of reference by May 2003.	
		Lead a Strategic Area Review	Stages 1 and 2 of SAR completed and work begun on Stage 3.	
		Establish an appropriate network of providers	Provisional network identified.	
		Promote a clear vision of the way forward	Initial consultation events held.	
		Ensure AWI is used to develop good practice	Common systems developed in 2 areas.	
		Review provider mission statements	Initial review completed.	
Quality Improvement	5.2	Putting teaching and learning at the heart of what we do/Developing the leaders, teachers and trainers and support staff of the future		
		Ensure all Development Plans include effective Human Resources strategies and demonstrate effective employer engagement	Initial review of Development Plans satisfactory.	
		Provide targeted support to providers in collaboration with inspectorates & LSDA	Work programme agreed and phase 1 implemented.	
		Develop an effective relationship with DfES Standards Unit	Work programme with Unit's "Advanced Practitioners".	

Strategy	Objective	Actions	Measures of Success	Resources
Quality Improvement	5.3	Developing a framework for quality and success		
		Set appropriate floor targets for providers	Targets agreed in line with national guidance.	
		Implement Quality Improvement Strategy targets	Raise learner achievement by 2% in colleges and accredited ACL providers. Raise learner completion rate in WBL by 4%.	
		Agree 3-year Development Plans with each college	Initial Development Plans in place	
		Ensure Performance Review is evidence-based	Timely & robust data used effectively	
Capacity Building	6.1	To develop an appropriate organisational structure with the culture and values to enable it to respond effectively to the learning and skills agenda.		
		Respond to Success for All so that our employees and Council Members fully understand the changing role of the LSC and have the capacity to implement its proposals	Improved rates for participation, retention and achievements and positive feedback from colleges	Administration Budget
		Support the development of the new relationships of trust, transparency and shared responsibility to be forged between colleges and the LSC outlined in the LSC's Bureaucracy Busting Task Force report "Trust in the Future".	Positive feedback from colleges.	
Capacity Building	6.2	To develop our employees to ensure they have the necessary skills and competencies to implement our strategic and operational plans.		
		Promote the personal development of all our staff in accordance with a local Learning and Development Plan and continue to work towards the Investors in People standard	Achievement of Investors in People	Administration Budget
Capacity Building	6.3	To develop our business systems to improve both information and control in order to increase our efficiency and effectiveness.		
		In respect of risk management, implement 'Turnbull' recommendations	Turnbull Compliance	Administration Budget

Draft⁸ Budget Allocations 2003-2004

<u>Strategy</u>	<u>Funding stream</u>	<u>Budget £s</u>
Young People	School Sixth Forms total	56,783,449
	FE	
	FE 16-18 Participation (includes 19+ FE Participation)	209,435,000
	FE 16-18 Cont Capital Grant Support	77,318
	FE 16-18 LEA Liability	165,018
	FE 16-19 Learner Support	2,059,924
	FE Ethnic Minority Achievement Grant	220,509
	FE total	211,957,769
	WBL	
	WBL for Young People participation	14,268,729
	WBL for Young People level 2/3	1,033,987
	WBL for Young People marketing & research	250,000
	WBL for Young People MA Implementation fund	533,000
	Corporate Marketing (top-sliced from) WBL for Young People	95,745
	WBL total	16,181,461
	Entry to Employment total	4,674,318
	Education Business Links total	1,515,493
	Other funding streams	
Adults	Dance & Drama Awards	405,326
	Excellence Challenge – EIC's	997,125
	Increasing Flexibility for 14-16 year olds	490,000
	Success for All – Innovative Activity	530,599
	Other funding streams total	2,423,050
	FE	
	FE 19+ Ufl	7,749,305
	FE 19+ Con Capital Grant Support	93,328
	FE 19+ LEA Liability	156,966
	FE Childcare Places	68,000
	FE total	8,067,599
	Bite Size total	78,301
	19+ Learner Support	
	19+ Learner Support Funding – FE Access	3,259,567
	19+ Learner Support Funding – Childcare	2,409,575
	19+ Learner Support total	5,669,142
	Adult and Community Learning total	11,896,082
	Adult Information Advice & Guidance total	1,271,149

⁸ All figures are estimates as at 31/1/2003 and subject to confirmation

<u>Strategy</u>	<u>Funding stream</u>	<u>Budget £s</u>
	Employer-based	
	Employer Development (formerly WFD)	2,163,121
	Work-based Training Capacity Building	391,461
	Work-based Training MA's 19+	5,055,375
	Employer-based total	7,609,957
	Basic Skills Workplace Provision total	217,478
	Neighbourhood Learning in Deprived Communities total	1,092,192
	Family	
	Family Literacy & Numeracy	1,713,510
	Family Learning & Adult Learning Promotion	558,639
	Family total	2,272,149
	Adult Ethnic Minority Achievement Grant total	291,194
Standards & Capital Fund		
	FE capital	
	FE Capital – Information & Learning Technology	537,000
	FE Capital Buildings (excluding CoVE)	6,341,595
	FE Capital Buildings (CoVE)	600,000
	FE Improving Access for DPs – Capital	25,000
	FE Improving Access for DPs – recurrent	153,800
	FE capital total	7,657,395
	Success for All	
	Success for All – Developing Teachers & Leaders total	334,795
	Success for All – Meeting needs, improving choice	653,086
	Success for All total	987,881
	ACL capital	
	ACL – Capital – Minor Works	429,242
	ACL – Capital Challenge	287,791
	LEA secured ACL Improving Access – Capital	1,064,413
	LEA secured ACL Improving Access – recurrent	85,445
	ACL capital total	1,866,891
	Neighbourhood Learning in Deprived Communities total	436,486
	Local Initiatives and Development Fund	9,000,000
	TEC Legacy Funds	1,333,348
	LIF total	10,333,348
Administration total		4,589,147
	ESF Co Financing	14,834,359
	Grand Total	372,706,290