



Leading learning and skills

London South Learning and Skills Council Annual Plan 2006-07

May 2006

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

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Our Vision

London's economy is vital to the success of England. It is a world city demanding world class skills. London is fortunate to have the highest concentration of graduates in the country but a skills gap has opened up below this level; it is this gap that the LSC and its partners need to address. The high levels of worklessness that exist across London are an end result of this skills gap and we must focus our funding on the learning and skills that are most effective in improving Londoners employability.

Learners and employers do not recognise the artificial boundaries between boroughs and sub regions. As the organisation responsible for skills the LSC in London is well positioned to narrow the skills gap by acting both regionally and locally when it makes most sense. This plan, taken together with the other four local LSC plans, underpins the London Learning and Skills plan.

Whilst the challenge in London is immense, fantastic opportunities are on the horizon with the world focusing its attention on London for the Olympic Games and Paralympic Games in 2012. The staging of the games provides a once in a lifetime opportunity; it will inspire and motivate both young people and adults to develop their skills for future opportunities.

We will ensure everyone who does not have a basic Level 2 (equivalent to 5 GCSEs A*-C) qualification can study for one but, more importantly, we will work to achieve access to Level 3 (equivalent to 2 GCE A levels) qualifications that are the basic requirement for many of the skilled jobs in London. These goals can only be realised through joint working with our regional and local partners and we welcome the introduction of Local Area Agreements (LAA) as a way of working more effectively.

London South is characterised by considerable diversity in a sub region of economic prosperity. But despite the relative affluence of the South London area, it masks areas of deprivation and there remain neighbourhoods where learning is not commonplace, and where there is little motivation to acquire and develop new skills.

We will take action to develop the benefits of diversity and address the barriers that can deter or prevent people from participating in learning or employment. We believe employers need to have confidence in the learning and skills sector's ability to develop, in young people, appropriate skills, understanding and attitudes for working life. This will require more employers supporting young people in their learning. We will ensure all learning is cost-effective, high quality and is consistent with the needs of learners. We are committed to supporting providers who, in their three-year development plans, will improve effective employer engagement and deliver training suitable to the needs of employers and employees.

Caroline Allen
Acting Chair

Vic Grimes
Area Director

Our Priorities for London

In January 2006, we published our Regional Statement of Priorities, setting out our strategic direction for the coming year. These priorities offer continuity from the previous year, demonstrating the consistency of our approach for London.

Our seven priorities for 2006/07 are to:

1. Improve educational opportunities for all Young People
2. Tackle London's skills gap
3. Integrate skills with regeneration
4. Equip Londoners with skills to benefit from investment in the 2012 Olympic Games and Paralympic Games
5. Upskill the public sector workforce
6. Transform the learning and skills sector through Agenda for Change
7. Improve our effectiveness at a regional and local level

London has both a strong identity both as a region and in its local communities. While there is incredible diversity in London, there are also many common needs which are more effectively tackled regionally. For example, pockets of severe worklessness occur right across London. This is a complex issue which needs regional agencies, like the LDA and the LSC, to come together and deliver as a partnership. Picking up these big issues for Londoners on a regional basis, is just one side of the coin. Locally, we recognise that needs in local areas are different and our local offices allow us to provide real local flexibility in response to this.

While this local plan for London South sets out how we will meet local need, we will also be publishing our first London Learning and Skills plan in March 2006. This plan will set out the actions we will undertake to address our priorities for London; the targets we will use to measure our progress and the outcomes we will deliver for Londoners.

Sectors

We need to deliver the skills that all employers need; but we also need to focus our efforts and our resources. We will use sectors to help us to do this. It is too simplistic to set a single list of priorities at the expense of others, instead we have decided to take a differentiated approach that recognises the unique structure of the London economy. Virtually all of the 25 Sector Skills Councils identify London as a priority region, recognising the size and diversity of the London economy

Our approach is to develop sector actions plans for London, alongside partners. These will develop more quickly as the Sector Skills Agreements emerge. Meanwhile our intelligence and work with SSCs has led us to the table below, as a starting point for focusing our resources and energies.

Sector	Scope of Response
Construction	Large regeneration initiatives across London causing skills shortages. Low levels of Basic Skills in existing workforce and need for Level 3 site management
Retail	Large employment sector and growing, low level of basic skills. Retail Academy offers a tremendous opportunity
Hospitality and tourism	Large employment sector, low level of basic skills, Level 1, Level 2.
Manufacturing	Shortage of high level skills Level 3/Level 4 and above.
Creative Industries (esp. Media)	One in seven London jobs in this sector, concentrated at Level 3 or above. Key component of London economy.
Public Services	25% of London jobs. Skills gap between graduate and entry level. Ageing workforce
Financial Services	Largest employment sector and demanding higher level skills. Financial Services Academy offers a tremendous opportunity
Health and Social Care	Large employment sector that is growing, low level of basic skills, Level 1, Level 2.
Crosscutting these are: <ul style="list-style-type: none"> • ICT • Business Administration • Business Improvement Techniques • Customer Care 	London is a world centre for financial and business services. ICT and Business Admin underpin this sector. Need for intermediate skills levels (Level 2/Level 3)

The LSC in London recognises this is not an exhaustive list, but an initial approach that we will develop over the next 12 months working with the Regional Skills Partnership.

Our Targets

Under priority 1, for young people:

- Increase the proportion of 19 year-olds who achieve at least Level 2 by 3 percentage points between 2004 and 2006, and a further two percentage points between 2006 and 2008, and improve attainment at Level 3.

In London, we need an additional 5,180 young people to gain a first Level 2 in 2006 compared to 2004 and a further 4,070 in 2008 compared to 2006.

Locally, we need an additional 1,280 young people to gain a first Level 2 in 2006 compared to 2004 and a further 1,006 in 2008 compared to 2006.

Under priority 2, for adults:

- Reduce by at least 40 per cent the number of adults in the workforce who lack an NVQ Level 2 or equivalent qualifications by 2010.

In London, we need an additional 11,179 adults to gain a first full Level 2 in 2006/07, through further education and work-based learning that is an increase of 2,317 compared to 2005/06.

Locally, we plan to deliver 1,188 full Level 2 achievements through further education and work-based learning in 2006/07, that is an increase of 115 compared to 2004/05.

In addition, we will also deliver 8,730 first full Level 2 achievements through Train to Gain in London

Under priority 2, for adults:

- Improve the basic skills of 2.25 million adults between 2001 and 2010, with a milestone of 1.5 million in 2007.

In London, we need 31,364 learners to achieve a first SfL qualification at Entry Level 3 or above in 2006/07.

Locally, we are planning for 5,995 learners to achieve a first SfL qualification at Entry Level 3 or above in 2006/07.

Underpinning both priorities 1 and 2, for Apprenticeships:

- The LSC has agreed a new Performance Indicator for Apprenticeships. The aim is for 75 per cent more people to complete their apprenticeships in 2007/08, compared to 2002/03.

In London, we need to raise the number of Apprenticeship completions to 3,680 in 2006/07

Locally, we aim to raise the number of completions to 1030 in 2006/07.

We also work with key partners to contribute to the following targets:

- Increase the proportion of young people and adults achieving a Level 3 qualification.
- Reduce the proportion of young people not in education, employment or training by two percentage points by 2010
- Increase participation in Higher Education towards 50 per cent of those aged 18 to 30 by 2010

Our Values

Our values set out for us the way we work.

- **Trust:** we have to be excellent at partnership and so we believe trust must be at the heart of the LSC.
- **Expertise:** we demonstrate expertise and true leadership in every aspect of our work. We have complete understanding of the communities we serve and of what is needed by business in terms of current and future skills.
- **Ambition:** we are ambitious for ourselves, in the goals and objectives we set, but more importantly we are ambitious for the communities we serve, for employers and for individuals in education and training.
- **Urgency:** we want to bring drive and urgency to the learning and skills sector, to tackle long-standing issues swiftly and professionally and to be responsive and fast moving.

Together, our four values will ensure the LSC can provide leadership and direction at a time of great change.

Our plan sets out how we will deliver our national and regional priorities in a local context highlighting what actions will be critically important in local delivery and what our contribution to the national targets will be.

A Context for Delivery

London Context

London is a global city and is the most connected in the world. With almost half of the UK's ethnic minority population and over 300 languages spoken daily, London's cultural diversity makes it unique.

London's importance to the UK's economy is well-documented; London's GVA¹ is the largest per head of all regions in England. More than 40 per cent of this is generated by finance and business services; the largest and fastest growing employment area, with over 1.4 million people. Around 25% of Londoners are employed in the public sector. This is closely followed by the creative sector, which accounts for one in seven London jobs. London is a major centre for HE and FE with more than 300,000 students in HE and more than 630,000 in FE. Over one-third of the UK's public funded research is carried out in London.

The greatest demand in the London economy, both in growth employment areas and replacement of the existing workforce, is for workers with at least a Level 3 qualification. Therefore, a key London challenge is to ensure that Londoners can access high quality provision from Skills for Life through to Level 3, funded in part by the LSC, which helps them into employment and to progress into better paid employment.

Despite these opportunities, London has a lower employment rate than the rest of the country and this gap is widening. Over half of London boroughs (18 out of 33) are in the top 30% most deprived in England as measured by the 2004 IMD index. In London South, there are 45 Super Output Areas² (SOAs) in the top 20% nationally for deprivation, the majority of which are in Croydon. A number of large scale regeneration projects are planned and include the Crystal Palace City Growth area and Croydon Gateway, which covers Fairfield, Croydon College and East Croydon station.

London's successful bid to host the Olympic and Paralympic Games in 2012, means that the LSC is now gearing up to play a crucial role in planning and funding the skills necessary for the Games and the opportunities that the legacy of the Olympics will provide to London.

One reason for the success of the London bid was the "Regeneration Dividend" provided by the transformative opportunity to leave behind a positive legacy and positive associations for the Olympics movement. This will also dovetail with and provide a "kick start" to many of the other developments and regeneration activities planned for the Thames Gateway and in particular the Lower Lea Valley. The proposed volunteer programme involving an estimated 70,000 people will provide opportunities for Londoners.

¹ Gross Value Added

² Geographical area below ward level

Young People

The 16 – 18 population is forecast to decline by 10,000 by 2017 before seeing growth so that by 2021 the 16 – 18 population will be 6,000 (2%) higher than in 2001. Based on this data there is likely to be sufficient places across London however there may be areas within it that are faced with over or under supply.

Recent Greater London Authority (GLA) population forecasts indicate that the 16-18 year old population in London South stands at 48,103 in 2005, which represents an increase of 3,336 since 2001. The population is expected to continue rising until 2008, reaching a peak of 49,387. In the following decade, the population is then expected to decline to the levels of 2001. The GLA forecasts that London South is the only part of the region where the 16-18 year old population is expected to increase between 2003 and 2012.

Of the estimated 47,296 young people resident in South London in 2004, 29,896 (63.2%) were engaged in Further Education, Local Authority maintained School 6th Forms or Work Based Learning. Our institutions are a net importer of 16-18 year olds, with 1.13 students learning in the sub region for every 1 resident in learning. This pattern of drawing in young people from outside of the sub region varies from borough to borough; both Croydon and Merton are net exporters of young people in learning. Assuming a static participation rate and migration factor, we will need to provide 34,744 places in 06/07. To increase the participation rate to 64%, London South will require 35,300 places.

The percentage of young people achieving Level 2 by age 16 in London is the same as the national average (55%) but London South is higher at 62%. However, attainment of Level 2 by age 19 in London (68%) falls behind the rest of England (70%) but London South is higher at 78%. The DfES School Performance Tables for 2005 highlight the varying achievement rates at GCSE across the sub region. Schools within Bromley, Kingston and Sutton have over 60% of students achieving 5+ A*-C at GCSE, compared to 47% for schools in Merton. The GCE/VCE results from 2005 show that only Sutton schools achieve higher average point score per student than the national average. Achievement at Level 2 by the age of 19 stands at 75% in 2003/04, which is already in excess of the national target 72% by 2008. Of those young people reaching the age of 19 in 2006/07, 60% achieved 5+ A*-C at age 16. With this cohort we expect 77% of young people aged 19 in 2006/07 to have reached Level 2.

The rate for achieving Level 3 at 19 in London is 46% which is the same as the national figure, however; this masks considerable variations within the sub regions. In London South, achievement at Level 3 by the age of 19 stands at 54% in 2003/04, in excess of the national figure.

The WBL Success Rate for 04/05 in London was 45%, which is 7% below the national average. The framework completion rate of 31% in London remains significantly behind the national average of 39%. 2004 Apprenticeship Success Rates in London South were 42%. Advanced Apprenticeship Success Rates were 38%.

The central focus of our work to improve Level 2 and Level 3 achievement rates will be the continuation of the Value Added project which will be expanded to incorporate work on Level 2. This will be supported by a range of activities including reviewing targets with all partners and providers and communicating the Level 2 priority to all

partners; identifying underperforming colleges and WBL with regard to Level 2 performance; ensuring that borough based 14-19 strategies widen the choice and quality of vocational provision and giving particular emphasis on improving achievement and progression from IFP.

The numbers of young people not in education, employment or training (NEET) in London has increased slightly between December 2004 and December 2005 from 8.7% to 7.7% whilst the number of young people whose status is 'unknown' to the Connexions service has reduced from 16.5% to 6.5% over the same time period.

In London South NEET stands at 5.14%, with a further 5.4% whose status is 'unknown'. This group has reduced year on year from 2001 but remains a significant challenge, in particular in Croydon and Merton where the percentage of NEET (Nov. '05) is 8.8% and 7.1% respectively. Further development of attractive, flexible provision is required to make inroads into this cohort of disengaged young people.

Across London South we will continue to reduce the number of school leavers who become NEET by continuing to implement the September Guarantee and by maximising the impact of the foundation level offer we purchase.

The breadth of the curriculum offer also varies across London; too many of our learners can not access the full range of opportunities, at a level appropriate to their need, these should be available as standard across London. The breadth of institution type available to 16-18 year olds varies across London South, from Richmond with one large tertiary college and no schools with sixth forms to Croydon, which has one GFE College, two Sixth Form Colleges, five LEA maintained schools with sixth forms, two CTCs and eight independent schools.

The range of courses and programmes that learners are able to access varies depending on their school, college or provider. This is particularly true of vocational courses both at Key Stage 4 and Key Stage 5. In addition, students attending our smaller school sixth forms are able to choose from a much smaller range of AS/A2 courses than those attending the larger institutions. London South LSC intends to put in place arrangements to ensure planning of provision at a borough level and that all young people will be able to access the range of programmes consistent with the recently agreed London 14-19 Learner Offer. In support of this we will build on the experience of the Bromley 14-19 Collaborative to develop vocational pathways in key employment sectors and to develop collaborative delivery of programmes.

To meet growing demand, we have been successful in securing capital funding for providers, and are developing a local capital plan to prioritise the allocation of scarce resources. There are currently three major capital projects in London South. Two projects, at Bromley College, Croydon College will increase capacity for 16-18 year olds as well as expand provision in construction.

For Richmond, we have commissioned a project to develop a joint capital strategy for the two colleges in Richmond, to ensure that capital proposals are meeting the needs of learners.

Overall success rates masks considerable differences by gender and ethnicity. In terms of gender the overall success rates differs from 64% for females and 59% for males. In terms of ethnic groups, the lowest success rates for females were from mixed race and black Caribbean ethnic groups at 59%. The lowest success rates for males were from the black Caribbean ethnic group at 51%.

FE Success Rates in London South for 2003/04 were 64% for young people. Success Rates for all ethnic groups were above 60% apart from Bangladeshi students which were 56%, a decrease of 1% on the previous year.

Strategic Area Review in London identified capacity issues in relation to the needs of Learners with Learning Difficulties and/or Disabilities (LLDD), and that the number of LLDD wanting to access mainstream LSC provision has increased, both through additional demand and improvements in identifying LLDD. In London South in 2004/05, there were 7,311 Learners (all ages) with Learning Difficulties and/or Disabilities (LLDD) in Further Education, an increase of 2,858 (64%) on 2001/02. Recommendations arising from StAR included the development of all providers in all sectors to offer additional provision to cater to the needs of learners across the spectrum. The recommendations also included the development of colleges as centres of excellence for different groups of learners with difficulties and disabilities.

Adults

London has the highest proportion (31%) of residents qualified to degree level when compared with the rest of the UK. Around one quarter of all Londoners of working age however, is not qualified to Level 2 or equivalent with 14% having no qualifications at all. Adult Success Rates in London South in 2003/04 at Level 2 and Level 3 were 62% and 57% respectively. Both have increased in each of the last three years.

50% of the London workforce has numeracy skills at Level 1 or below and 25% has literacy skills at Level 1 or below. The LSC in London spends approximately 30% of its funds on Skills for Life including ESOL. However, most of this spend is directed towards the 125,000 ESOL learners, increasingly we expect providers to address the balance towards numeracy and literacy. We also need to improve the proportion of learners who are following courses that lead to qualifications that are recognised, thus improving their employability. Therefore, 80% of learning programmes are expected to be offering QCA approved qualifications. In London South, Basic Skills needs vary by borough and particular hotspots include the Cray area and the north west of Bromley, and the Fieldway / New Addington areas of Croydon.

Worklessness is one of the most important issues for London. In Spring 2005, over one quarter of Inner London households were workless, compared with 16.2% in Outer London and 16% in England as a whole. The barriers which prevent Londoners from accessing the labour market are often complex but skill is nearly always a component. The LSC has a clear role to play in meeting the skills needs of London's unemployed. Overall worklessness in London South is relatively low when compared to London. Areas of worklessness are mainly in Croydon although there are pockets in each of the boroughs in London South.

Forty six per cent of all black and minority ethnic individuals in the UK live in London, accounting for 29 per cent of London's population International in and out-migration has been high and is projected to remain so. By 2016, 80 per cent of the population increase will be from BAME (Black, Asian and Minority Ethnic) communities, and it is expected that this trend will continue in future years.

In terms of gender, overall success rates differ, from 69% for females and 65% for males. The lowest success rates for females were from black Caribbean and black 'other' ethnic groups at 61%. The lowest success rates for males were from the black Caribbean, mixed race and black 'other' ethnic groups at ethnic group at 58-

59%. In London South, approximately 25% of residents are from BAME Groups and they make up 36% of residents either in FE or WBL. 40% of learner aims undertaken by BAME students were in Foundation Programmes and 45% are working towards Level 1 and Entry qualifications. This contrasts with White British students of who 8% were studying Foundation Programmes and 37% at Level 1 and Entry.

Adult Success Rates in FE were 64% in 2003/04. Success Rates of BAME groups ranged from 58% (Black Caribbean) to 65% (Chinese). The London South Equality and Diversity Impact Measures (EDIMs) for 2005-07 will take action to narrow the gap between the Success Rates of respective ethnic groups.

The Foster Review identified that many of our learners remain in unsatisfactory provision. There is a clear need to improve the quality of our physical infrastructure and to continue the progress we have made in improving the learner experience.

Information, Advice and Guidance (IAG) is offered inconsistently across London. Strategic Area Review identified evidence that retention rates are higher when Information, Advice & Guidance (IAG) has been used appropriately to put adults onto the right course. The service is widely available to 16-18 year-olds but with adults it is less so, and there is a wide variation between the type of services offered by individual providers, and that offered by the IAG Partnership. Learners had different experiences depending on what route they took to enter the education system. StAR research identified a clear consensus from stakeholders for an improved and more consistent IAG service for learners and employers, to be coordinated by the LSC so as to prevent duplication and ensure joined up services.

Employers

GLA Economics identifies four key 'pillars' of employment, where the largest numbers of jobs are located. These are in the Central Area, Isle of Dogs, Heathrow and Croydon. The latter is the largest commercial and retail centre in the south-east, excluding central London, employing just over 130,000. The London Plan has designated Croydon town centre as an 'Opportunity Area' and includes a number of 'Strategic Employment Locations' and 'Areas for Intensification' in London South.

London has a greater net requirement for managers; senior officials; associate professional and technical occupations. This suggests a need to increase qualifications at Level 3 and above. The same picture is reflected in London South.

London's existing workforce is highly skilled: Nationally, nearly 17 per cent of employers reported that some of their staff had gaps in their skills. In London this proportion was 12.8 per cent. This still represented nearly 219,000 workers with skills gaps in London. London South has a high proportion of employers with skills gaps at 14.1%, almost 26,000 workers. This is the highest in the London area.

National Employer Skills Survey (NESS) 2005 findings indicate that London South performs poorly in certain indicators compared to the London region. London South has the highest proportion of employers in London with: hard to fill vacancies (6.5% compared to 5.6%); skills shortage vacancies (4.9% compared to 4.2%); and skills gaps (14.1% compared to 12.8%). These figures are however below the respective national averages. Identified skills needs for sectors include:

- Manufacturing: Technical and practical skills important as replacement demand high in these occupations. Employability and skills shortages of young people are a problem for the sector.
- Construction: Current level of supply insufficient to meet the demands of the industry. Three key trades identified– Electricians, Plumbers and Builders.
- Retail: Range of core retail skills such as sales and money management. Small traditional retailers may need to diversify into on-line sales and this will increase the need for support in the development of web based retail.³
- Hospitality: Managerial and supervisory skills and qualifications. Low entry industry and almost 15% of the workforce hold no qualifications.
- Financial and Business Services: Soft skills of applicants and employees, high net requirement of Managers and Professional occupations.
- Health and Social Care: Doctors, nurses and care assistants. Specialist role Level 2 & 3 training, such as NVQs for healthcare support workers.

Using a sector based approach is a useful tool in planning provision. We need to address the needs of Sector Skills Agreements in a London context as they emerge.

In London, 45% of establishments provided staff with a training plan and 62% carry out some kind of training. 21% of employers who train their staff do so at an FE college. This is the lowest percentage of any region. While the public sector in London has traditionally been strong in developing staff, it has under utilised apprenticeships as a mode of delivery. By extending our Public Sector apprenticeships pilot, we hope to address the skills gap that has opened up in this sector between graduate and entry level positions.

The Centre of Vocational Excellence (CoVE) network is fundamental to the future success of Train to Gain and the ability to build on the successful employer engagement activities currently present. CoVEs will also assist in supporting Level 3 jumpers, that is those who progress to a Level 3 qualification.

To respond to the sectoral needs in South London we will establish three CoVEs in Retail, Financial Services and Building Services Engineering. The Retail CoVE will be the first developed in conjunction with a WBL provider and the Financial Services CoVE, developed with Orpington College will be the first of its kind. We will also be supporting those CoVEs who are due for reassessment during in the year following the end of the initial 3 year funding period.

The following table summarises what we have delivered in 2004/05, our planned changes for 2005/06 and out forecast for 2006/07.

³ Source: Retail in London: Working Paper G small retailers March 2006 (GLA Economics)

What we have delivered so far and our planned changes for 2006/07 (sheet 1 of 2)

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05				Funding £	2005/06				Funding £	2006/07				Funding £
	Learners		Learning Aims Success Rates			Learners		Learning Aims Success Rates			Learners		Learning Aims Success Rates		
	Volumes of learners	In-year achievements (volume)			Volumes of learners	In-year achievements (volume)			Volumes of learners	In-year achievements (volume)					
FE Total Learners	19,617		67.2	73,360,368	20,160		N/A	76,158,614	20,795		N/A				
<i>of which...</i>															
<i>Learners on Skills for Life target qualifications</i>	7,326	3,228	44		8,182	3,122	45		8,219	3,177	46				
<i>Learners on a full Level 2 qualification</i>	3,461	1926	56		3,486	1,514	57		3,637	1,595	58				
<i>Learners on a full Level 3 qualification</i>	7,400	2,651	36		7,602	2,723	37		7,955	2,618	38				
<i>Learners on 2 or more A2 qualis</i>	1,907	1,387			2,305	2,491			2,281	1,611					
Discrete* activity, e.g. fully ESF, or LIDF funded provision					792	0			1,412	208					
School sixth form	11,528			57,889,983	11,930			62,460,342	11,959						
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £			
WBL Total Learners	1,560	428	36	8,117,045	1,654			7,483,078	1,911						
<i>of which...</i>															
<i>Learners on Skills for Life target qualifications</i>															
<i>Learners on an Apprenticeship</i>	1,070	347	36%		1,121	365 (E)			1,350	450 (E)					
<i>Learners on an Advanced Apprenticeship</i>	490	81	34%		486	83(E)			666	115 (E)					
Entry to Employment	Learners				Learners				Learners						
	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	Funding £	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	Funding £	Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinations	Funding £
All E2E	959	449	25	46	4,697,496	1,152	494	18	49	4,706,343	981	TBC	TBC		

Green header indicates underpinning data is complete

Red header indicates underpinning data is incomplete

What we have delivered so far and our planned changes for 2006/07 (sheet 2 of 2)

SUMMARY OF ADULTS (19+)	2004/05				2005/06				2006/07			
	Volumes of learners	Learners In-year achievements (volume)	Learning Aims Success Rates	Funding £	Volumes of learners	Learners In-year achievements (volume)	Learning Aims Success Rates	Funding £	Volumes of learners	Learners In-year achievements (volume)	Learning Aims Success Rates	Funding £
FE Total Learners	65,586		68	52,073,722	59,389			52,254,817	56,735			
<i>of which...</i>												
<i>Learners on Skills for Life target qualifications</i>	6,252	2,417	51		7,950	3,570	52		8,149	2,763	53	
<i>Learners on a full Level 2 qualification</i>	1,905	833	54		2,251	779	55		2,680	903	56	
<i>Learners on a full Level 3 qualification</i>	3,329	1,228	36		4,153	1,614	37		4,015	1,564	38	
<i>Learners on 2 or more A2 qual.</i>	247	156			281	199			270	201		
Discrete* activity, eg fully ESF, or LIDF funded provision					1498	102			5,911	1,598		
Personal & Community Dev't Learning	38,234			7,805,026	42,230				43,215			
Work Based Learning	12 month average in learning (volume)	Framework achievements (volumes)	Framework success rate	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £	12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
WBL Total Learners	1,099	380	38	4,293,478	1,179			3,545,661	1,184			
<i>of which...</i>												
<i>Learners on Skills for Life target qualifications</i>	0	0	0		45	40	89		60	55	92	
<i>Learners on an Apprenticeship</i>	515	240	40		536	250 (E)			605	285 (E)		
<i>Learners on an Advanced Apprenticeship</i>	584	140	34		618	150 (E)			739	180 (E)		
ETP / NETP	Volumes of learners	In-year achievements (volume)		Funding £	Volumes of learners	In-year achievements (volume)		Funding £	Volumes of learners	In-year achievements (volume)		Funding £
<i>Of which...</i>												
Level 2		1,208	546			1,346	669			2,217	1,045	
Skills for Life		0	0			83	0			238	125	

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
2004/05	134,688,704	17,108,019	4,697,496	57,889,983	7,805,026					
2005/06	138,773,957	15,735,082	4,706,343	62,460,342	7,134,636					
2006/07										

E=estimated

London South Skills Matrices

The Skills matrices, below, show the mix of FE provision for the 2005/06 academic year (from FO1). They are a useful tool in understanding the profile of FE provision being funded by the LSC in London. First tier Sector Subject Areas have been allocated as a high, medium or low priority in accordance with the regional priority sectors. This analysis is helpful when looking at 19+ provision and the results are shown below for London South, contribution to targets is also shown for 16-18 provision. This high level analysis provides a useful framework for discussion with local providers about the mix and balance of their current provision.

72% of funding for adults is likely to contribute to LSC targets, with a further 26% potentially contributing. Of the £0.692m not contributing to targets, over half is at Entry Level and Level 1, largely in ESOL and Former Schedule 2 provision.

London South Provision matrix 16-18

Under 19	Total	
	£ and Enrols	%
Likely to contribute to National Targets	55,660,257 44368	96%
Potential to contribute to National Targets	2,193,761 1751	4%
Provision does not contribute to National Target	183,385 311	0%
Other (e.g. Ufl and Unclassified)	0 0	0%
Entitlement	0 N/A	0%
Total	58,037,403 46430	100%

London South Provision matrix 19+

19 and over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%
Likely to contribute to National Targets	17,387,130 14206	44%	7,444,700 9168	19%	4,056,040 5718	10%	28,887,870 29092	72%
Potential to contribute to National Targets	7,032,615 7770	18%	1,354,804 4646	3%	1,932,940 4661	5%	10,320,359 17077	26%
Provision does not contribute to National Target	523,739 3421	1%	59,241 168	0%	109,453 1151	0%	692,433 4740	2%
Other (e.g. Ufl and Unclassified)	0 0	0%	0 0	0%	0 0	0%	0 0	0%
Entitlement	0 N/A	0%	0 N/A	0%	0 N/A	0%	0 N/A	0%
Totals	24,943,484 25397	63%	8,858,745 13982	22%	6,098,433 11530	15%	39,900,662 50909	100%

Sector Activity in London

Within the national sector priorities particular emphasis is placed on supporting priority skills identified within pathfinder Sector Skills Agreements (SSAs):

- Construction Skills: *On Site Assessment and Training (OSAT)*
- SEMTA: *Business Improvement Techniques*
- E-Skills: *Information Technology Qualification (ITQ) Level 2 and Level 3*
- *School Support Staff*

Our response to these priorities is given below:

Construction Skills: On Site Assessment and Training (OSAT)

The On site Assessment and Training (OSAT) delivery model for construction provision has been one of the most successful sector pilots in that it has almost doubled the achievement rate of NVQ Level 2 in the construction industry to over 70%. National funding will not continue beyond September 2006 and OSAT delivery will need to be funded through mainstream participation budgets.

We currently have 16,453 19+ Level 2 enrolments and capacity has been built up for OSAT through the National Pilot activity and provision has also moved into the mainstream as well as ESF funded OSAT. Currently only 218 of the enrolments do not contribute to targets as identified in the Skills Matrix.

The tables below set out current construction provision in London (2004/05) by provider:

Construction Award		Percentage	Funding	Enrolments
	Barking College	5.15%	£256,503	108
	Barnet College	5.23%	£260,159	90
	Bexley College	5.53%	£275,218	112
	Bromley College of Further and Higher Education	6.46%	£321,783	104
	Building Crafts College	1.44%	£71,476	32
	College of North East London	2.37%	£117,775	50
	College of North West London	22.89%	£1,139,328	482
	Croydon College	0.64%	£32,073	19
	Ealing, Hammersmith and West London College	17.30%	£860,882	356
	Hackney Community College	3.38%	£168,426	65
	Havering College of Further and Higher Education	6.87%	£342,172	148
	Lambeth College	10.09%	£502,198	175
	Lewisham College	3.97%	£197,748	44
	Myrrh Ltd	1.55%	£76,903	28
	Richmond upon Thames College	1.83%	£91,264	46
	Southgate College	3.38%	£168,157	122
	Waltham Forest College	1.90%	£94,648	49
Construction Award Total		99.99%	£4,976,711	2030

However, not all of this provision was delivered by the OSAT method.

In addition to OSAT, similar provision is offered through our Employer Training Pilot (ETP) with approximately 5.5% of London East ETP starts (1,255 learners) since 2003 in the construction sector.

The national Sector Skills Agreement identifies the Level 2 demand at regional level. The figures have been endorsed by LSC National Office.

Table: Level 2 demand identified in SSA for London

	2006/2007	2007/2008	2008/2009	2009/2010
No. of workers needing Level 2 in London	5,843	7,356	7,785	7,785

Clearly, current LSC supply of OSAT will not meet the forecast demand

Challenges

- Many colleges feel unable to develop the capacity to deliver OSAT as it requires significant levels of employer engagement and the delivery of which is more difficult to manage than traditional in-college delivery models.
- There are challenges recruiting experienced onsite assessors. The industry will pay significantly higher wage rates than a college can offer. Assessors need to have substantial site experience gained within the last 5 years so it is difficult to recruit older workers who may have been out of the industry for a time on Incapacity Benefit.
- It is the SSC's aspiration to have a fully carded workforce (CSCS card – site health and safety accreditation). This can only be achieved in conjunction with Level 2 accreditation – with some exceptions - No Level 2, no card.

Responses

A more detailed approach to the construction sector will be set out in our action plan with CITB and includes

- CoVE;
- Construction Skills Academy
- Expansion of OSAT with other providers

SEMTA – Business Improvement Techniques (BIT)

SSCs' projections for BIT NVQ Level 2 & Level 3 within the region.

Number of BIT required in London	Level 2	Level 3
	23,280	2,910

We currently have 17,022 19+ Level 2 enrolments under Engineering & Manufacturing and 28,873 in Administration. Capacity for BIT is not as advanced as OSAT although the Automotive Academy is working within the region to drive up BIT capacity. Currently 2215 enrolments in Engineering and 13,561 in Business Administration and Law do not contribute to targets as identified in the Skills Matrix so there could be scope to deliver additional BIT activity by re focussing that activity.

A significant contribution could be made by shifting provision from PMO (Performance Management Operations).

Challenges

- Mainly delivered by private providers (currently)
- Ability to deliver BIT through Automotive Academy approved network
- Marketing and understanding of qualification
- Achievement of national, regional and local targets
- Supply of assessors in the London region

Responses

- We will develop a 'Fast track' programme for assessors
- Raise awareness with LSC Staff and Engineering Providers.

E-Skills

Employers have committed via the Sector Skills Agreement, to support future delivery of Information Technology Qualification (ITQ) and E-Skills intend that ITQ will replace or encompass a fit for purpose IT user qualifications by September 2006 increased capacity in providers to deliver ITQ is needed within each region if this ambition is to be realised.

	Provider	Funding %	Funding	Enrolments
ITQ	Ealing, Hammersmith and West London College	2.31%	£11,250	14
	Kensington and Chelsea College	65.61%	£319,151	124
	London Electronics College	1.75%	£8,509	2
	Newham College of Further Education	5.67%	£27,562	14
	South Thames College	5.81%	£28,281	24
	Westminster Kingsway College	15.29%	£74,394	75
	Sebert Rd Training Centre (NCRP Ltd)	3.56%	£17,314	10
ICT for Users Total		100.00%	£486,461	263
Grand Total		100.00%	£486,461	263

We currently have 14,059 19+ Level 2 enrolments under ICT and we have been promoting ITQ as part of a national programme and have experience of using providers outside mainstream LSC activity (through franchising) to deliver ITQ. Currently 70,061 enrolments in ICT do not contribute to targets as identified in the skills Matrix so there is scope to deliver ITQ by re-focussing that activity. There are ongoing discussions with E Skills about the range of qualifications ITQ may encompass in the future.

SSC's projections for the number of employees requiring an NVQ Level 2

	06/07	07/08
Number of employees requiring NVQ Level 2 in London	34,760	44,240

Once again substantial work is needed to contribute significantly to the forecast demand.

Challenges

- Capacity to deliver across the provider network
- True understanding of ITQ qualification
- Achievement of national, regional and local targets

Responses

- Awareness sessions for LSC London Staff, providers and employers.
- Establish an ITQ delivery network forum and use it to share good practice.
- Make alternative learning routes available and transfer of existing skills and qualifications.

School Support Staff

In line with our national priority to improve the skills of workers in the public sector, the LSC has, as part of The School Support Staff Sector Plan (2004) supported action to improve the skills of people working in Schools. The volume of support staff in schools is growing, currently at 500,000 people reflecting a 78% increase since 1997. The number of qualified staff remains low, raising the skills of this work force is critical to a healthy and sustainable economy.

Sectors' projections for the number of employees requiring an NVQ level 2

	06/07	07/08
No of employees requiring Level 2	2275	2275

We currently have 11,023 19+ Level 2 enrolments under Education and Training but the majority lie in Teaching and Lecturing. However there are 3398 learners in Direct Learning Support and there will be activity across other sectors e.g. Administration where there is a significant level of enrolments that do not meet targets. In addition we have a target of 700 Public Sector Employers for Train to

Gain and if 300 of those were schools who might generate 9 learners each we will reach the target.

Challenges

- There are some issues that need addressing before the mainstream programme replaces the pilot phases, including gaining full approval from QCA for the qualifications at Level 2 and Level 3 so DfES recognises them as successful outcomes.
- Currently, the Support Work in Schools VQ does not meet full NVQ level targets.
- It is expected that the mainstream programme will become available from September 2006 but the following issues need to be addressed.
 - Local Authorities accessing mainstream budgets.
 - Local Authorities articulating demand to delivery network.
 - Colleges' ability to be flexible enough to deliver work-based VQ to school support staff.
 - The number of private providers delivering within the pilot phases.

Further Regional Areas of Focus

The role of Skills for Life in London is particularly crucial and we believe it needs special focus. By 06/07, 80% of London's SfL provision will be leading to approved qualifications. Whilst London has made progress towards this goal in recent years, we still have a distance to travel. The table below summarises how locally and regionally we will reach this goal.

Percentage of SfL approved qualifications	2004/05	2005/06	2006/07
London Central	29	47	80
London East	30	34	
London North	34	66	
London South	46	56	
London West	36	71	
London Region	35	56	

In London we are currently collecting SfL planning data that will inform planning for 07/08 in relation to the amount and type of Literacy, Numeracy and ESOL being offered under SfL provision.

The key changes needed

To realise the step change in provision that London needs we need to make the following changes in London South during 2006/07.

Priority 1: Improve the educational opportunities for all Young People

Develop the 14-19 learning infrastructure by implementing an entitlement for young people as detailed in the LSC 14-19 Framework and *A Vision for 14-19 in London*. Specific outcomes will be;

- Increase 16-18 year old places taken up in London South to over 36,000
- Reduce the percentage of young people Not in Employment, Education or Training to 5.7%.
- Increase the number of learners achieving Level 2 by the age of 19 to 13,631 (84.4%).

Continue work on progression routes for 16-18 year olds, making these clear through impartial advice and guidance. Specifically we will:

- Increase the number of learners achieving Level 3 by the age of 19 to 57% to increase the progression rate to higher education to meet the Level 4 needs of the London economy.
- Improve achievement rates in apprenticeships to enable a further 1030 learners to complete a full framework by the end of 2006, concentrating on those from a BAME background and increasing apprenticeships in public sector employers.

Priority 2: Tackle London's skills gap

Through planning discussions with providers, shift the provision mix towards qualifications that enhance the employability of Londoners. Specifically:

- Increase the volume of Approved SfL (and therefore potentially target bearing SfL qualifications) to 80%.
- Increase the number of Adults achieving a full Level 2, to 1,188
- Increase the number of Adults achieving a full Level 3, to 1,744

Ensure effective and efficient implementation of Train to Gain

Priority 7: Improve our effectiveness at a regional and local level.

- Further develop borough partnerships to include achievement of relevant targets for participation, retention, success and progression in Local Area Agreements, Community plans, Neighbourhood Renewal Fund (NRF) plans.

Key actions

Priority 1	Improve educational opportunities for all Young People	
Action	Measures of Success	
<p>1.1. Embed the London Learner Offer in Local Authority 14-19 prospectuses from September 2006.</p>	<ul style="list-style-type: none"> • All London South Local Authority 14-19 prospectuses from September 2006 link to the London Learner Offer in their published /internet documentation. • Protocols agreed across London South Local Authorities to ensure that the 14-19 prospectuses are freely available across boundaries. 	
<p>1.2. Guarantee that all young Londoners who leave in school in the summer term have the offer of a place in learning by September 2006, by working with 14 -19 Forums, Local Authorities, Connexions partnerships & Youth Offending Teams and focusing on those who:</p> <ul style="list-style-type: none"> - Are outside of the educational system through exclusion, - Have poor attendance records, - Have low achievement at KS3. 	<ul style="list-style-type: none"> • 182 young people at risk of becoming NEET into learning by end of September 2006, contributing to a regional target of 1,250. • NEET reduced in London South to 5.7% by November 2006, with particular focus on Croydon and Merton. 	
<p>1.3. Raise achievement of 14-19 year olds by supporting colleges, WBL and schools.</p> <p>Agree planned increases of first Level 2 achievement by 19 and support progression to Level 3.</p>	<ul style="list-style-type: none"> • London's GCE/VE Level 3 average points score per student to increase by 5 points in 2006. In London South we will increase the score per student by 5 points. • Improve achievement of Level 3 by implementing Value Added programme across London. • 72% of London's Young People to achieve Level 2 and 49% to achieve Level 3 by the age 19. In London South we will ensure 84% are at Level 2 and 57% are at Level 3. 	
<p>1.4. Extend the capacity and improve the quality of Increased Flexibility Programmes and other school / college linked provision available at KS4.</p> <p>Pilot vocational pathways from KS 4 onwards in key sectors for London.</p> <p>Extend the provision of Level 2 and Level 3 general vocational qualifications in schools and colleges by working with</p>	<ul style="list-style-type: none"> • Vocational provision at KS4 is available for (7.5%) of the Year 10 and Year 11 cohort • All IFP and other school/ college link courses achieve 80% completion rates. • Vocational progression pathways are developed in each of the 5 London areas. • In the borough of Bromley we will develop 5 vocational pathways for the September '07 prospectus. 	

awarding bodies. Improve the accessibility, occupational range and progression performance of all E2E provision.	<ul style="list-style-type: none"> All young people have access to Level 2 and Level 3 general vocational programmes in at least 5 occupational areas for September 2006 (either through single institution provision or through local consortium arrangements). All young people have local access to preE2E and E2E programmes in a least 5 occupational areas from September 2006.
1.5. Agree, through the allocations process an improved range of Apprenticeships focusing on key sectors for London.	<ul style="list-style-type: none"> All young people have local access to Level 2 and 3 apprenticeships in at least 7 occupational areas identified as key sectors for London from September 2006.
1.7. Develop new capacity, where appropriate, through 16-19 Competitions , which supports the London Learner Offer by building on current successful institutions, adjusts the vocational/academic balance and increases the number of Level 2 places.	<ul style="list-style-type: none"> Increase Level 2 and Level 3 provision to meet increased learner numbers; Ensure the inclusion of winning proposals in the 16-19 Capital Fund Programme.

Priority 2	Tackle London's skills gap	
Action	Measures of Success	
2.1. Implement Train to Gain as part of a national rollout prioritising resources to key sectors in London economy: <ul style="list-style-type: none"> The Built Environment Transport and Logistics Health & Social Care Retail Hospitality & Tourism Business & Financial Services Manufacturing & Engineering 	<ul style="list-style-type: none"> Regionally, 5,200 employers to be engaged by March 2007. Including 3,200 of employers defined as new and hard to reach. 34,300 new first Level 2 starts leading to 8,730 achievements and 5643 Skills for Life starts leading to 2124 achievements. 2.5% growth in planned learning 	
2.2. Working with Sector Skills Councils ensure provision is shifted towards qualifications identified as a priority by employers: Target specific qualifications from the first SSAs such as: <ul style="list-style-type: none"> BIT (SEMTA) ITQ (ESkills); and OSAT as a mode of Delivery (CITB) 	<ul style="list-style-type: none"> Increased number of OSAT learners delivered in the region by July 07. Increased proportion of activity currently delivered through PMO to be replaced by BIT by July 2007. Increased proportion of total IT qualifications will be delivered to new ITQ learners at Level 2. 	

<ul style="list-style-type: none"> School support staff <p>Promote these qualifications through the contracting and brokerage in London of Train to Gain.</p>	
<p>2.3. Develop specialised Level 3 provision which meets London's higher level skill needs, by</p> <ul style="list-style-type: none"> Reaccrediting CoVE network Piloting an entrepreneurship CoVE Working with Sector Skills Councils Responding to Sector Skills Agreements Developing Fashion retail Academy Launching Skills Academies in Finance and Construction 	<ul style="list-style-type: none"> 47 centres assessed for re-accreditation for CoVE status by March'07. 3 additional regional sector networks established. Entrepreneurship Cove established.
<p>2.4. Define a set of common principles (including fees remission policy) to underpin the mix and balance of provision and activities safeguarded PCDL should support.</p> <p>Agree respective volumes of PCDL and First Step learning for 2006/2007 plans through annual review.</p> <p>Embed RARPA in all non accredited provision.</p>	<ul style="list-style-type: none"> Delivery framework implemented from 2006/07. 7% reduction in low priority 'first steps' learning. PCDL volumes at 66% level of 174,000 learners 05/06. In London South this will mean 43,215. RARPA embedded in providers 3 year development plans. Local Authorities to demonstrate in 3YDP how LSC funding for adult learning contributes to local borough targets in community renewal, health and libraries.
<p>2.5. Increase capacity and improve quality of provision for Learners with Learning Difficulties and /or Disabilities.</p> <p>Undertake feasibility study to create centres of excellence in London.</p> <p>Fund placements at specialist colleges for learners with learning difficulties and/or disabilities, where their needs cannot be met by local provision.</p>	<ul style="list-style-type: none"> Draft strategy available by end of July 2006. Feasibility study completed by Dec 2006. Approx 100 learners funded in specialist college placements in 2006-07.

Priority 3	Integrate skills with regeneration	
Action	Measures of Success	
<p>3.1 Continue to support the Croydon Local Enterprise Government Initiative (LEGI) bid.</p> <p>Support college capital projects to regenerate local area and expand 16-18 vocational and academic provision</p> <p>Work with Capel Manor in developing new provision as part of the Crystal Palace Park redevelopment</p>	<ul style="list-style-type: none"> • LEGI reflect LSC priorities and key targets • New Construction provision available at Croydon College by end of 2006. 	
<p>3.2 Launch a new £35 million package of European Social Funds in Spring 2006 to tackle worklessness in partnership with the London Development Agency and Jobcentre Plus.</p> <p>Monitor London South European Social Fund allocations that tackle worklessness</p> <p>Monitor London South European Social Fund allocations that tackle skills in priority sectors</p>	<p>Programme agreed to support 16,110 learners and delivery commenced by September 2006 leading to outcomes by 2008 of:</p> <ul style="list-style-type: none"> • 2,025 Level 2 delivered • 3,030 Level 3 delivered • 4,670 SfL achieved • 2,170 progressing to employment <p>Programme agreed to support x learners leading to outcomes by 2008 of:</p> <ul style="list-style-type: none"> • 521 Level 1 delivered • 336 Level 2 delivered • 70 Level 3 delivered • 340 progressing into employment <p>Programme agreed to support x learners leading to outcomes by 2008 of:</p> <ul style="list-style-type: none"> • 433 Level 1 delivered • 661 Level 2 delivered • 276 Level 3 delivered • 52 Level 4 delivered • 200 progressing into employment 	
<p>3.3. Build the capacity of the Voluntary and Community Sector consortia in order to support learners most disadvantaged or likely to participate in mainstream provision.</p>	<ul style="list-style-type: none"> • At least one new provider in London receives mainstream funding during 06 – 07. • London LSC sign up to pan London Compact Action Plan by 2007. 	
<p>3.4. Develop with Local Authority partners round 3 LAAs to address worklessness and raise adult skills levels.</p> <p>Influence local section 106 agreements, to integrate skills better with local representation.</p>	<ul style="list-style-type: none"> • Round 3 Agreements reflect LSC priorities, targets and funding. 	

<p>3.5. Create an IAG Board for London, with representative of Regional IAG provision for offenders, which will agree London IAG priorities, align the 5 local strategies with the objective of a consistent IAG offer for London.</p>	<ul style="list-style-type: none"> • IAG Board for London convened and linked with Regional Skills Partnership by September 2006. • Common regional priorities for IAG published by Summer 2006. • LSC London South IAG Board to evolve into local implementation group.
<p>3.6. Implement regional Skills for Life action plan, specifically to negotiate and agree with providers to shift the balance to 80% NQF by 2006. Increase through the planning process the volume of literacy and numeracy support for learners.</p>	<ul style="list-style-type: none"> • Provider plans demonstrate trajectory milestone towards 80% target by September 2007.
<p>3.7. Procure a new offender learning and skills service for offenders in custody and commission education and training for offenders in the community. Utilise mainstream funds and ESF funds to meet the needs of offenders in community and in custody. Develop innovative ways of meeting the education and training needs of offenders. Increase the number of offenders in the community participating in and obtaining skills for life qualifications.</p>	<ul style="list-style-type: none"> • New contracts in place for 8 London prisons by 30 June 2006 and new service operational from 31 July 2006 • Contracts in place and new service operational on 31 July 2006. • Three new innovations in terms of curriculum development / delivery introduced by 31 March 2007. • 6,000 offenders in the community to start skills for life provision/1,500 to achieve SfL qualifications.

Priority 4 Equip Londoners with the skills to benefit from the investment in 2012 Olympics Games and Paralympics Games	
Action	Measure of success
<p>4.1. Develop the Project Plan and identify key points for interventions in relation to the timeline (due 31 March 2006). Assess responses to the Prospectus and allocate funding to projects. Using our membership of the London 2012 Employment and Skills Taskforce and the 5 Borough Local Employment & Training Framework Implementation Group, to identify the additional resource implications for the LSC (and partners) of the Experian report and introduce specific items in the provider dialogues for 2007-8.</p>	<ul style="list-style-type: none"> • Production of Plan and intervention timeline. • 75% of ESF and co-finance to be contracted by September 2006 and 25% by March 2007. • Initial quantification by June 2006 (in line with the London 2012 Employment and Skills Taskforce Business Plan).

Priority 5	Upskill the public sector workforce	
Action	Measure of success	
5.1. Expand the London Public Sector Apprenticeship pilot in response to high demand with new investment. Extend pilot in numbers of public bodies employing apprentices and occupational sectors on offer.	<ul style="list-style-type: none"> • 600 apprentices in the Public Sector by the end of 2007/08. • 2 additional occupational sectors to be established. 	
5.2. Develop a local approach to public sector procurement, to ensure the public sector workforce in London South are equipped with the skills they need	<ul style="list-style-type: none"> • Identification of key public sector employers by Nov 2006. • Local approach agreed by March 2007. 	

Priority 6	Transform the learning and skills sector through agenda for change	
Action	Measure of Success	
<p>6.1 Implement the Regional Quality Improvement Strategy/Action Plan to support colleges and providers to achieve stretch targets for improvement, with a particular focus on Work Based Learning.</p> <p>Lead the establishment of the Regional Quality Improvement Partnership working with the Quality Improvement Agency to build the capacity of the provider base.</p> <p>Reform FE sector within the context of <i>Agenda for change</i>.</p>	<ul style="list-style-type: none"> • 73% overall success rate in FE in 06/07. • 50% framework completions in WBL in 06/07. • 60% positive destinations in E2E in 06/07. • LSC priorities fully reflected in provider development plans. • All providers align self-assessment and planning activities to LSC business cycle. • Self assessments provided to LSC by November 2006. 	
<p>6.2 Implement the funding priorities within Priorities for Success to fund more 16-18 provision, accredited SfL provision and first full Level 2 for adults, and PCDL.</p> <p>Agree targets for all FE providers as a measure of employer / customer responsiveness.</p>	<ul style="list-style-type: none"> • Increased employer investment in Level 3 / Level 4 provision. • Fee income targets agreed and monitored through business cycle. 	
6.3 Increase the volume of full Level 2 provision in key sectors of the London economy.	<ul style="list-style-type: none"> • 8.4% increase in FE Level 2 provision for adults from 833 in 04/05. 	
6.4 Capital Strategy for London agreed to provide world class facilities by modernising the estate by 2013.	<ul style="list-style-type: none"> • Capital resources allocated to support London Learning and Skills Plan. 	

Priority 7	Improve our effectiveness at a regional and local level	
Action	Measure of Success	
<p>7.1 Develop new Partnership Teams to deliver first class leadership and management supported by new business processes through <i>agenda for change Theme 7</i>.</p> <p>Agree a process that delivers consistent and robust performance management system implemented from provider, local to regional level.</p>	<ul style="list-style-type: none"> • Restructuring completed by Summer 06. • Six Partnership Teams created by Summer 06. • Performance management system implemented by April 06. 	
<p>7.2 Establish a London Regional Board from local council non executives and national council members.</p>	<ul style="list-style-type: none"> • Board established by March 2006. 	
<p>7.3 Implement Race Equality Scheme action plan.</p>	<ul style="list-style-type: none"> • RES implemented. 	
<p>7.4 Agree challenging Equality and Diversity Impact measures (EDIMS) for:</p> <ul style="list-style-type: none"> • Improve success rates for African-Caribbean males <p>Deliver London South EDIMs:</p> <ul style="list-style-type: none"> • Improve recording of LLDD data • Address gender stereotyping • Increase male participation in learning • Improve parity of success rates between ethnic groups <p>Equality and Diversity embedded in all LSC programmes and functions.</p>	<ul style="list-style-type: none"> • Analysis of pan-London underperforming groups completed by September 2006. • Targets and improvement measures set by October 2006. 	
<p>7.5 Continuously improve European Social Fund system to manage risk to LSC in reconciliation of actuals and completing claims: staff costs, provider payments and match.</p>	<ul style="list-style-type: none"> • Performance Management System implemented by April 2006 • Quarterly reconciliation and claims completed by March 2007 	

Our Delivery Resources

This section covers areas that are not detailed within the body of the plan, Health and Safety arrangements for Learners, Equality and Diversity, Learners with Learning Difficulties and /or Disabilities, Sustainable development and partnership working. These are essential for helping us deliver the priorities we have set out in our plan.

Partnership Working

As a strategic funding body we can only succeed by working effectively with our partners. By agreeing shared priorities with our key partners we can achieve better outcomes for Londoners.

Across London we will build on the regional partnerships that we have developed over the last 5 years. Our work with the London Skills Commission has led to a co-ordinated approach to ESOL for London; we will extend this to cover Skills for Life as a whole. Worklessness is a shared priority with the London Development Agency and JobCentre Plus, we will work closely with our regional partners to align funds and tackle this challenge through the regeneration of the Capital. The major projects: Olympics, Thames Gateway, Heathrow Terminal 5, Kings Cross and Brent Cross/Cricklewood offer a great opportunity to address this issue, leaving a legacy of social inclusion, participation in the economy and real improvement in the success and wealth of local communities.

London South is fortunate to have one of the strongest local Learning Partnerships in the region, and the Board of the South London Learning Partnership (SLLP) served as the Stakeholder Group for Strategic Area Review in London South. The mission of the SLLP is to *“stimulate and meet the demand for learning through collaboration. The Partnership will be the voice for South London, promoting learning, adding value, listening, sharing ideas and increasing opportunities”*. Given its strong representation from the stakeholders of local learning and skills provision, and its mission to be the driver of collaborative working in London South, we have developed proposals to further enhance the role of the Partnership through the development of a sub-regional planning forum.

We will contribute to emerging Children’s Trusts in each of our boroughs; specifically leading the 14-19 agenda, driving forward a collaborative approach and directing mainstream funds to ensure success and economic well being of our young people.

We are committed to Local Area Agreements as a framework to agree shared priorities with our partners; to increasing the skills base of the most deprived communities and specifically addressing the two key challenges of young people who are NEET, and Worklessness.

We will work with all post-16 providers to develop a more effective and more dynamic sector that is valued by business and is responsive to both employers’ and learners’ needs. We will seek to use the existing network of Centres of Vocational Excellence (CoVEs) to offer flexible and responsive approaches to learning and to support other providers to develop similar programmes through sharing good practice.

Local Council

Local knowledge and influence, that is a real strength of the LSC in London is most clearly illustrated by our local council. This body is vital to our local credibility because it is reflective of the diverse population of London South, is representative of our key stakeholders, and plays a clear leadership role in setting our direction. Council meetings are also an opportunity for challenge, for scrutiny and a forum to provide accountability at a truly local level. Our local Chair holds a dual role, as Richard Carter is also a member of the London Regional Board. This ensures that London South can play an integral role in leading the LSC in London, while influencing wider regional partners.

London South has pioneered the involvement of college Governors through development of its Non-Executive FE Forum, led by the local Council Chairman. We will actively engage college governors and local LSC council members in developing the leadership of the FE sector, through the Agenda for Change programme.

Equality and Diversity

London South is complex sub region with considerable diversity amidst economic prosperity. Our Vision places Equality and Diversity at the heart of all that we do. Our performance will be measured through implementation of our Equality and Diversity Impact Measures (EDIMs) for 2005-07:

Improve recording of LLDD data

- Reduce the non-recording of the LLDD field of the ILR for FE by 4% from 12% to 8%, by 5% for WBL from 11% to 6% and for ACL to 15%.

Gender stereotyping

- To increase female participation in FE construction courses from 14% to 18% and in WBL construction programmes from 0% to 2%.
- To increase female participation in FE engineering, technology and manufacturing courses from 7% to 11% and in WBL programmes from 1% to 2%.
- To increase male participation in FE health, social care & public services from 20% to 26% and in WBL programmes from 2% to 8%.

Male participation in learning

- To increase male participation in: 19+ FE by 6%, from 32% to 38%; in ACL by 6% from 23% to 29% and in 19+ WBL by 6% from 42% to 48%.

BAME success rates

- To narrow the gap in FE provision between the lowest ethnic group success rate and the highest ethnic group success rate to 4% and to reduce the gap in framework and NVQ achievement rates in WBL provision between BAME and non-BAME learners to 4%.

The Learning and Skills Council recognises its statutory duties under Race Equality legislation and emerging duties around Disability and Gender Equality. The local office will work in partnership with colleagues at Regional and National level to support the process of Equality Impact Assessments across all functional areas.

Learners with Learning Difficulties and/or Disabilities (LLDD)

We have two national specialist colleges for learners with Profound and Multiple Learning Difficulties (PMLD), Orchard Hill College, located in Sutton and Nash

College of Further Education, based in Hayes, Bromley. They provide education and training to young people and adults who have exceptional learning needs brought about by physical, learning, communication and/or sensory disabilities.

Strategic Area Review in London South identified:

Capacity issues in relation to the growing 16-18 population and needs of Learners with Learning Difficulties and/or Disabilities and that the number of learners wanting to access mainstream LSC provision has increased, both through additional demand and improvements in identifying LLDD.

We have a very high proportion of placements and over one third of all LLDD in the London region. Our capital plan includes activity to address infrastructure change arising from the particular needs of this part of the learner community, and which are needed to address the national recommendations of *Through Inclusion to Excellence*.

Sustainable Development

In September we published *From Here to Sustainability: The LSC's Strategy for Sustainable Development*. We will proactively commit and contribute to sustainable development through our management of resources, the learning opportunities we deliver and our engagement with communities. We will build sustainable development partnerships between the LSC, employers and other agencies both in education, training and employment and agencies in related social, environmental and economic policy. Our work on regeneration and economic development will be further pursued through informed representation and influence in local authority Community Plans, Local Strategic Partnerships and Local Area Agreements.

Health and Safety

The health and safety of learners is a fundamental value for the Learning and Skills Council. We believe that learners are entitled to learning that takes place in a safe, healthy and supportive environment. Our policy is to adopt a "best practice" role with regard to the promotion of learner health and safety, by applying the following four core principles:

- to expect that colleges and other providers funded by the Council will fully meet their legal obligations and "duty of care" to learners;
- to seek assurance that colleges and other providers have suitable and sufficient arrangements for learner health and safety;
- to take appropriate action where expected standards are not met or maintained;
- to promote the raising of standards for learner health and safety through support and challenge, as appropriate.

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