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# London North Learning and Skills Council Annual Plan 2005-06

September 2005

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

# Annual Plan 2005-06



Leading learning and skills

## Annual Plan 2005-06

**Local Office**                      LSC London North  
**Region**                              London

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# Introduction

## 1 Foreword

This Annual Plan sets out the priorities and activities on which we will focus our attention and funding for 2005-06 and describes the impact that we hope to make.

Over the last eighteen months, the LSC and its partners undertook a Strategic Review of the education & training provision across North London and its relevance to the needs of young people, adults and employers. The review was carried out at the same time as radical changes were being made to the learning infrastructure in response to Area Wide Inspection of provision for young people in three of the four Boroughs including the proposal now agreed by the Secretary of State to open a new 16 -19 school in East Haringey.

The Strategic Area Review was carried out to a common pan-London framework. The consultation on the review findings was completed in January 2005 and was overwhelmingly supportive of the strategy and actions proposed by LSC London North. The ideas and issues raised have helped us develop this annual plan and will inform our planning for the next three years.

The changes we intend to make will take time to implement and deliver results. However, they will build on the substantial body of work we have already undertaken over the last three years to improve the range, responsiveness and quality of provision. In particular, this plan will aim to accelerate quality improvement and the push for high success rates to meet the demands of the local and regional economy and the needs of learners.

Our vision is that in three years time:

Every learner in North London will be in appropriate, high quality provision. There is a network of collaborative organisations committed to and taking joint responsibility for a wide range of coherent learning opportunities, which lead to employment.

North London will have success rates at or above the national average. Employers will recognise a transformed learning offer for both young people and adults that is flexible and responsive to their needs and that of the economy more widely.

Significant strides will have been made to secure a building infrastructure that can deliver 21<sup>st</sup> century education and training.

For this to be possible we will continue to work effectively with partners and providers across London North. We will also continue to play our part in enabling LSC London Region to lead on learning and skills issues that are vital for the capital.

On behalf of LSC London North, we would very much like to thank all those who have contributed to this plan and we look forward to working with you to make it a reality for North London.

## **2 Executive Summary**

London North welcomes the LSC's Annual Statement of Priorities and its development regionally and has prepared its Annual Plan in the light of these together with the recommendations, which emerged from the local Strategic Area Review consultation. As a result, the plan includes a further explicit local priority around the need to improve the quality of learning and increase success rates in North London.

The actions detailed under each of the national and regional priorities and the additional local priority are included in the headline activities. They take into account the particular characteristics of North London whilst also using to full advantage, the possibilities opened up by working across London and in strong partnership with the strategic partners who make up the London Skills partnership -including the London Development Agency, Job Centre Plus and the emerging Sector Skills Councils. This is particularly important for North London where around 50% of its economically active residents work outside the area and are dependent on the economy of London as a whole.

The proposed activities for the coming year are grouped under a framework common to all local LSCs. At this stage, final budgets are not known, therefore resource allocation and outcomes are still indicative. The activity under each heading can be summarised as follows:

### **A Young people – Improving the participation and achievement of young people:**

This section details how LSC London North will work with regional, sub-regional and borough-based partners to increase the number of young people participating and achieving with particular reference to the level 2 PSA target, and to the coherent delivery of the 2005-06 national, regional and local priorities.

### **B Adults – Raising the level of skills:**

This section details how a relevant mix of adult and community learning provision will be secured in North London to address the national, regional and local priorities of the LSC - including the importance of responding to the needs identified by the emerging Sector Skills Agreements and the need to transform English language provision across London.

### **C Improving the quality and responsiveness of provision – taking forward the Agenda for Change:**

This section details the approaches, strategies and activities that will be undertaken to improve the quality of learning provision including reference to accelerating success rates and capital projects. It also emphasises the importance of transforming further education in North London in order to attract and retain more business investment in training and skills development.

# Strategic Priorities

## National Priorities

The National LSC's Annual Statement of Priorities published in December 2004 sets out what needs to be done to support the delivery of world-class learning and skills. Our priorities are to:

1. Make learning truly demand-led so that it better meets the needs of employers, young people and adults.
2. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.
3. Transform Further Education so that it attracts and stimulates more business investment in training and skills development.
4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs.
5. Strengthen the LSC's capacity to work effectively at a regional level – particularly with Regional Development Agencies and Regional Skills Partnerships.
6. Improve the skills of workers who are delivering public services.

Government has set challenging skills targets that we are committed to delivering, directly and by influencing the activities of our partners. In supporting these priorities nationally, the LSC plans to deliver against the following targets:

### For young people:

- Increase the proportion of 19 year olds who achieve at least Level 2 (equivalent of 5 GCSEs) by three percentage points between 2004 and 2006, and a further two percentage points between 2006 and 2008. Contributing to this, the LSC aims to deliver 23,000 additional 19 year olds at/above Level 2 in 2006 compared to 2004.

### For apprentices:

- A performance indicator for apprenticeships has been developed. By 2008, the number completing their apprenticeship will have risen by three quarters.

### For adults:

- Improve the basic skills of 2.25 million adults between 2001 and 2010, with a milestone of 1.5 million in 2007 of which the LSC plans to fund at least 1.4 million directly.
- Reduce by at least 40 %, the number of adults in the workforce who lack an NVQ Level 2 or equivalent qualifications by 2010. The LSC will lead on ensuring the delivery of this target through its own funding and contributions from others.

### We will also work with key partners to contribute to their efforts to:

- Increase the proportion of young people and adults achieving a Level 3 qualification. These targets will be set regionally to reflect the priorities of regional skills partnerships and regional skills needs.
- Reduce the proportion of young people not in education, training or employment by two percentage points by 2010
- Increase participation in Higher Education towards 50 % of those aged 18 to 30 by 2010.

Our planned local contribution to the delivery of these targets is summarised in Annex A.

The LSC priorities are set within the context of three key policy drivers that will inform and shape the direction of the work we undertake. They are:

### **14-19 White Paper**

The LSC welcomes the 14-19 White Paper's focus on the needs of the learner and the importance of providing stretch and encouragement for all young people. Critically, it recognises the part employers will play in shaping provision and in providing more opportunities for work-related learning and work experience. The LSC will support these reforms by providing leadership, nationally, regionally and locally and by expanding on the excellent work already being provided in the 14-19 arena and by continuing to develop strong partnerships with the organisations that have direct contact with young people. 14-19 and collaborative developments are strong features of our plan for 2005-06.

### **Skills Strategy**

The LSC will work with its key partners nationally, regionally and locally to ensure the effective implementation of the Government's Skills Strategy. A key element of this will be the National Employer Training Programme (NETP) that will offer employers hassle-free access to their skills needs. Building on the success and experience of the LSC's Employer Training Pilots, NETP will provide employers with solutions that address access to high quality learning provision at Level 3 and above and to short bespoke courses, and, where appropriate, support for basic skills and Level 2 provision. A comprehensive skills brokerage service, led by the LSC, will ensure that employers receive high quality and impartial advice that is designed to have a positive impact on their bottom line.

### **Agenda for Change**

The LSC's agenda for change encompasses a wide range of activity to transform the FE sector. We recognise that there are significant strengths in the sector, but also major issues to tackle. We need to work together with all of our providers to respond to the challenges that we face so we are able to meet the vision for the future laid down by our own Annual Statement of Priorities, and the 14-19 Strategy, the Skills Strategy and *Success for All*. The LSC's agenda for change will strengthen the sector's ability to respond to the needs of local learners, employers, the economy and the communities we serve. To do so, we are committed to transforming six key areas of work: skills and employers; quality; funding; efficiency; data and reputation.

## London Regional Priorities

The London Regional LSCs published a statement of priorities in January 2005. A copy of the document can be found at [www.lsc.gov.uk/](http://www.lsc.gov.uk/). Having undertaken an extensive analysis of London's needs and consulted with our partners it has been agreed that within the six national priorities, the key actions we will take in support of our priorities are:

*(References in brackets after each priority action indicate the corresponding headline activity in Section 5)*

### **1 Make learning truly demand-led so that it better meets the needs of employers, young people and adults**

- Work with groups of employers, SSCs, Business Link for London and Trade Unions to deliver specific programmes of activity for the major sectors in London on a theme or sector basis. Examples include the FRESA Construction Flagship and the Thames Gateway. (B1 & C1)
- Develop Entry to Employment, Employer Training Programmes and Apprenticeships to better meet the needs of London's employers. (A1, A2, & A3) Ensure that the balance of provis reflects London's unique set of skills priorities. (B1)
- Deliver the four pilot Sector Skills Agreements in collaboration with the SSCs and continue to work with other skills councils as they develop their requirements. (B1)
- Work with the Association of Colleges, Association of Learning Providers, work-based learning networks, Adult and Community Learning and the voluntary sector to engage them fully in ensuring that the system is flexible and responsive to rapidly changing demand and new skills gaps. (C2 & C4)
- Develop a capital strategy for FE in London to renew the FE infrastructure in ways that make it responsive to particular market segments, employers, adult learners and 16 to 19-year-olds. (C6)

### **2 Ensure that all 14 to 19-year-olds have access to high-quality, relevant learning opportunities**

- Work with schools, colleges and work-based learning providers to improve retention, achievement and progression for young people aged 14 to 19, placing greater emphasis on generic skills for employability and to develop a London-wide learner entitlement. (A1 & A2)
- Align priorities and resources with the LDA and other key partners to ensure that maximum use is made of public funds. (C1)
- Promote a 14-19 pan-London learner offer, and publish a London LSC 14-19 Framework to present a 'ladder of opportunity' for all young people, embracing all levels of achievement. (A2)
- Increase the number of Apprentices and extend the range of Apprenticeships to underpin the future skills needs of more sectors and occupations, providing enhanced opportunities for those young people who choose to learn at work. (A1)
- Pilot the concept of a 'September Guarantee' to ensure that all 16-year-olds have an

offer of education, work or training by the September after they leave school. (A2)

- In partnership with relevant organisations, undertake a regional review of provision for learners with special educational needs to improve the range of provision within London and reduce the need for learners to study away from home. (A2)
- Support SkillCity 2005, where over 120,000 visitors are expected attend an interactive exhibition demonstrating a range of vocational training programmes and career paths. (A2)

### **3 Transform FE so that it attracts and stimulates more business investment in training and skills development**

- Work regionally and nationally with FE colleges on the Agenda for Change, which includes skills, employers, quality, funding, efficiency and data. (C2 & C7)
- Re-energise the CoVE programme to develop higher-level specialist provision, ensuring that existing networks increase employer engagement. Establish virtual CoVEs for London's key sectors. (C2)
- Through the three-year development planning process, engage with colleges to help them attract increased investment from individuals and employers. (C2)
- Work with FE colleges to maximise opportunities for adults requiring Level 2 qualifications and opportunities for progression. (B2)

### **4 Strengthen our role in economic development so that we provide the skills needed to help individuals into jobs**

- Contribute to key regeneration projects including Thames Gateway, Heathrow's Terminal 5, Kings Cross, the NHS new hospitals programme and the potentially successful Olympics 2012 bid. (C1)
- Develop a model for addressing the worklessness agenda with the LDA, Jobcentre Plus, the Office of the Deputy Prime Minister, Government Office for London and others. The model, which will be piloted during 2005-06, will ensure that regeneration programmes fully integrate skills programmes with employability and workforce development. It will also identify other funding opportunities for higher-level skills needs. (B6)
- Lead on tackling issues relating to the quantity, quality and nature of ESOL provision through the London Skills Commission to ensure that diverse communities are more effectively engaged in the economy and life of the city. (B3)
- Ensure that the Information, Advice and Guidance (IAG) service infrastructure is built on the achievement of the Matrix Standard and is both responsive to individual need and linked to employer requirements. (C5)
- Implement the National Employment Panel recommendations for increased collaboration with Jobcentre Plus to maximise skills development for unemployed people leading to sustained employment. We will ensure that the system is flexible and responsive to rapidly changing needs. (B6)
- The LSC will take the lead with the Prison and Probation Service and other key partners to develop an integrated learning offer for those identified as offenders in the community or in prison and ensure high quality learning opportunities with

particular attention to Skills for Life and English for Speakers of Other Languages needs. (B3)

## **5 Strengthen our capacity to work effectively at a regional level**

- Implement the principles of the protocol agreement between the LSC and the LDA. (C1)
- Play a lead role in the London Skills Commission's Regional Skills Partnership. (C1)
- Ensure that we use our resources effectively in the delivery of the London Skills Commission's regional partnership priorities. (C1)
- Align plans, priorities and funding allocations with regional strategic partners to meet the needs of the London economy. (C1)
- Develop effective and efficient LSC infrastructure and expertise, both locally and regionally. (C1)

## **6 Improve the skills of the workers who are delivering public services**

- Develop an Apprenticeship curriculum model for the public sector in London, in partnership with LDA, Association of London Government, London Challenge, Trade Unions, SSCs and others. (B4)
- Contribute to the NHS Skills Escalator Flagship programme. (C1 & B4)
- Develop a hub and spokes model for CoVEs in Healthcare, Social Care and Childcare/Early Years. (C2)
- Contribute to the London Skills Commission's agenda for enhancing public sector skills development. (C1 & B4)
- Work with the TUC and Union Learning Representatives in the Public Sector. (B5)
- Work with FE Colleges to enhance the skills and qualifications of their workforce. (C7)
- Contribute to the work of London Challenge in developing staff development activities within secondary education. (A3)

## **London North Key Actions to support National, Regional & Local Priorities**

Building on the national and regional priorities and taking account of the recommendations from the local Strategic Area Review consultation, we have developed the following key priorities with appropriate sets of actions for the period April 2005 to March 2006.

*(References in brackets after each priority action indicate the corresponding headline activity in Section 5)*

### **1 Make learning truly demand-led so that it better meets the needs of employers, young people & adults**

- Maximise opportunities for adults to acquire approved qualifications by reducing the volume of FE "Other" provision. (B2)
- Use the Sector Skills Agreement template in key North London sectors to inform purchasing discussions with our provider network in general, and FE colleges in particular. (C2)
- Work towards a robust WBL infrastructure that delivers an appropriate range of high quality WBL opportunities linked to the priority sectors of North London and the wider London economy. (C2)
- Develop information and advice services that can work with both employers and employees to identify skills needs and appropriate solutions. (C5)
- Establish an entitlement to Information and Guidance for those with qualifications below level 2, and all adults with Learning Difficulties & Disabilities. (C5)

### **2 Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.**

- Establish a LSCLN learning offer across post-16 curriculum, which includes high quality, coherent vocational pathways. (A1)
- Implement the curriculum development agreements in Enfield, Waltham Forest & Haringey Area Wide Inspection Plans, including commitments to develop the work-based learning route. (A1)
- Support the establishment of the new 16-19 institution in Haringey. (A2)
- Develop vocational pathways in priority sectors, focusing first on the public sector, including Health and Childcare. (A2)
- Increase and improve on the 14-16 work-related learning offer, ensuring appropriate progression routes are embedded in the post-16 curriculum. (A1)
- Work with providers to improve retention, achievement and progression for all young people aged 16-19, placing greater emphasis on generic skills of employability. (A1)
- Work with providers to increase differentiated learning to address low success rates

among white boys and some BME groups. (A2)

- Provide a 14-19 entitlement for all learners, which will maintain participation, promote retention at 17+, and raise achievement. (A2)
- Develop accelerated learning opportunities to raise the aspirations of learners from non-traditional HE progression groups. (A4)
- Deliver the pan-London September Guarantee in the agreed time scale. (A2)
- Work closely with Connexions to reduce the number of young people not in education, training or employment or not known -especially in Haringey. (A2)
- Strengthen transitional arrangements for learners with learning difficulties and/or disabilities from school to post-16 education and training in partnership with other London LSCs. (A2)

### **3 Transform Further Education (FE) so that it attracts and stimulates more business investment in training and skills development**

- Ensure that three year development plans include targets and milestones for shifting existing "other"/non-approved provision to nationally approved SfL qualifications - including ESOL. (B3)
- Promote Skills for Life & ESOL delivery in the workplace using the Basic Skills brokerage model. (B3)
- Set targets for employer activity and collaboration as a requirement for approval and continued recognition of Centre of Vocational Excellence (CoVE) status. (C2)
- Work with the FE colleges to increase engagement with all employers, through CoVEs, and training links with specific regional employers such as London Underground and the NHS. (C2)
- Build progression pathways into HE across the region from Level 3 NVQ to HND & Foundation degrees using CoVEs in FE/HE institutions. (C6)
- Agree a capital strategy for the London region based on the national strategy, the development of the CoVE network and published priorities. (C6)
- Through the three year development plans, work with colleges to increase the engagement of employers (C2)
- Develop partnerships between employers, funders and providers to ensure there is greater responsiveness to employer training needs. (C4)
- Establish formal collaborative arrangements with providers to increase the volume of learning delivered through assessment and testing in the workplace. (C4)
- Review the FE estate in the light of the StAR recommendations and in line with the emerging regional capital strategy. (C6)

#### **4 Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs**

- Generate greater use of Apprenticeships to meet employers' skills needs. (A1)
- Support the development of the Waltham Forest Health & Social Care Academy to introduce students through paid work experience to careers in Health & Social Care. (A2)
- Use ESF to help economically inactive groups to re-engage in learning and progress to Level 2 training and the labour market. (B2)
- Develop and implement a joint action plan with Job Centre Plus in line with the Welfare to Workforce agenda. (B6)
- Collaborate with partners and stakeholders in the Upper Lea Valley programme to increase the number of working adults improving their skills levels. (B6)
- Use Section 106 agreements to secure work-based training opportunities - in the major regeneration projects in Cricklewood, Enfield Town Centre & Brent Cross. (B6)

#### **5 Strengthen the LSC's capacity to work effectively at a regional level - particularly with the London Development Agency & the London Skills Commission**

- Secure the mix of provision needed to address local, regional and sectoral priorities, reflecting Sector Skills Agreements where relevant. (B1)
- Develop and enhance strategic relationships with key stakeholders in our priority sectors, to include Sector Skills Councils, LDA FRESA groups and BL4L. (C1)
- Continue to lead the Skills for Life FRESA Flagship with the purpose of successfully establishing the London Skills Unit for the learning and skills workforce. (C1)
- Establish and lead with key partners the London Skills Commission ESOL steering group with its brief to transform English language provision across London. (C1)
- Work with the LDA through the London Skills Commission to support the delivery of the Economic Development Strategy through clear and focused activity. (C1)
- Work with the other London LSCs to deliver an effective pan-London ESF Objective 3 programme. (C1)
- Lead the regional Quality Improvement Strategy with key partners aimed at improving the performance and success rates of the FE sector across London – including leadership and management. (C7)

#### **6 Improve the skills needs of workers who are delivering public services**

- Support the development of an apprenticeship curriculum model for the public sector in London in partnership with the LDA, ALG, London Challenge and others for young people & pilot the extension of this programme to adults. (B4)

- Work with employers and unions to upskill employees in key parts of the public sector including health and social care and local government. This is to include provision designed to meet the standards required under the Care Standards Act and the work of the NHS Skills Escalator FRESA Flagship. (B4 & B5)
- Implement phase three of the national pilot project for school support staff across the four LEAs. (B4)
- Ensure the successful implementation of the Every Child Matters strategy by targeting resources at provision aimed at childcare supervisors and managers meeting a Level 3 qualification. (B4)

While North London has one of the highest participation rates in the country, success rates are still unacceptably low. Many of the actions described above will help address this situation. However, a particular and continuing emphasis on performance and quality is also needed if we are to achieve the speed of improvement required. This is why we have included an extra local priority and why we are leading on this work for London.

## **7 Improving the quality of learning**

- Lead a regional Quality Improvement Strategy with key partners, aimed at improving the performance and success rates of the FE sector across London and based on the outcomes of the Agenda for Change quality theme. (C7)
- Establish regional benchmarks for success rates and other quality issues. (C7)
- Work collaboratively with key partners across London to develop a coherent package of provider support and integrate the work of each partner organisation foreshadowing the establishment of the new Quality Improvement Body. (C7)
- Lead regional strategies to accelerate in particular quality improvement in the leadership and management of the sector -including the use of targeted support that complements national initiatives led by the DfES and the Centre for Excellence in Leadership. (C7)
- Develop and pilot a North London Quality Framework using Enfield as a pathfinder. (C7)

# Market Analysis

## 1 The London North Context

The four London boroughs that comprise London North are among the most diverse in the country. The key features that provide the context and define the key challenges for the LSC include:

- A total population of just over 1m people with current projections predicting growth up to 2012
- The number of 15-19 year olds increasing in line with the regional average but predicted to grow at a slightly faster rate from this year.
- 21 % of the population aged 0-15, with a further 12% aged 16-24.
- 29% of the population from black and ethnic minority groups
- Compared to the national average of 9%, almost 40% of young people under 16 are from a BME background.
- Approximately 67% of the population is economically active while the unemployment rate is 5.1%.
- While 30% of the population have above average qualifications - Level 4 or above - 25% have no qualifications and a further 13% have very low-level qualifications.
- Estimates show that 20% have poor levels of literacy and almost 50% have poor numeracy skills.
- 35% of people working in North London are in higher-level occupations compared to a regional average of 42%.
- The service sector dominates the local economy, accounting for 87% of jobs but still below the regional average of 90%.
- 89% of local employers are classified as small and medium-sized employers, which is in line with the regional average.
- The public sector is the biggest employer accounting for 26% of all employment, compared to a regional average of 19%
- The following are considered the key sectors for North London:
  - Public services including Health & Social Care
  - Retail
  - Construction
  - Creative & cultural industries
  - Leisure & tourism.
- Crucially, around 50% of the economically active residents of North London work outside of the area. This means that whilst it is important to align provision to key sectors within the North London economy, the needs of the economy of London as a whole has added significance for learners in North London.

## 2 Improving the participation and achievement of young people

### Performance

There are a number of key indicators for young people that are monitored at a local level through the Performance Scorecard. These have been supplemented by other data drawn from Connexions and other sources. The comments give some background to the raw data and offer information on trends where possible.

#### Participation

| <b>Measure</b>                       | <b>2003-2004 Performance</b> | <b>Comment</b>  |
|--------------------------------------|------------------------------|---|
| 1. 16 -18 Participation              | 25,939                       | Good rate of participation at 16+ but dropout at 17+ suggests the post 16 offer needs additional breadth to retain students and ensure progression to higher levels |
| 2. 16 -18 Learner numbers WBL and FE | 15,989                       | 16-18 participation strong; WBL participation has improved, but remains marginal  |
| 3. E2E Starts                        | 846                          | Current high demand being managed down through increasing awareness of other Level 1 provision and developing entry provision through ESF funded projects           |
| 4. Apprenticeships starts            | 831                          | Steady increase in Apprenticeship starts (111% of target) with improved participation for 16-21 year olds   |
| 5. % 16 -18 NEET                     | 9%                           | Steady improvement over 2002 but still too high in individual wards particularly in Haringey  |
| 6. % 16 -18 unknown                  | 9%                           | Steady improvement over 2002 but still much too high (30%) in Haringey  |

#### Success rates

| <b>Measure</b>  | <b>2003-2004 Performance</b> | <b>Comment</b>  |
|---|------------------------------|---|
| 1. %Achieving 5+ A*-C   | 50%                          | Slightly below national average (53.7%) Large variation between boroughs (Haringey 43.1%, Barnet 61.2%)   |
| 2. Numbers not achieving 5+ A*-C                              | 5600                         | Shortage of good quality level 1 and 2 programmes to meet the needs of this group   |
| 3. A/AVCE points score  | 238                          | Slightly above London average (221) but low in relation to national average (258). Large variation between borough performance (Haringey 208.7 Barnet 264.9)              |
| 4. Young people- success rate in FE                           | 112854                       | Despite improvement, still below national benchmarks for many colleges/sectors and key target groups  |
| 5. Young people - Success rate WBL - Completers               | 358 (41%)                    | Below both the national and regional averages. Providers have proved to be too optimistic in setting targets for improvement  |
| 6. E2E positive destinations % Learners                       | 33%                          | Marginally above National average (0.8%), 6% points above Regional average  |
| 7. 19 Yr olds progressing to HE                               | 1960 (2004)                  | Increase of 4% on the 2001 figure but still below profile for 2010 in Haringey and Waltham Forest   |
| 8. Increasing in the achievement rates for BME learners in FE | 71% (2002-2003)              | The steady increase since 2001 baseline of 58% should accelerate as individual College EDIMs are met and LEA focus on BME performance at KS4 improves 16+ entry standards |

### Key Local Issues:

These tables confirm that poor success rates are a key issue for London North and that there is a wide gap between those young people who do well and those who either do not do well or who drop out of the education and training system altogether. Matching capacity and growth is also an issue for London as a whole. The extrapolated percentages for North London 2005-06 are:

The population of 16-18 year olds projected to increase by 1.5%. Participation in education & training by 16-18 year olds by 1%

### Other key issues & challenges are:

Below average level 2 & 3 success rates overall and in particular for some BME groups & white boys

Poor participation, retention and achievement rates across all learning routes for some BME groups and white boys

High numbers of 16-18 year olds not in education, training or employment or with unknown destinations in Haringey, making North London one of only seven Connexions partnerships which have failed to reach their targets. Insufficient level 1 & 2 provision post-16

No overall North London 14-19 curriculum entitlement. Limited collaboration among some providers

Limited range and quality of Work-based Learning provision -especially in key sectors

High demand for Entry to Employment but still fairly low level of positive destinations.

Limited range of appropriate local and regional provision for learners with significant learning difficulties and disabilities

Some low progression rates into Higher Education.

## 3 Adults - Raising the level of skills

### Performance

As with young people, the key indicators drawn from the Performance Scorecard have been supplemented where possible. The comments made are intended to give some background and indicate trends.

### Participation

| <b>Measure</b>  | <b>2003-2004 Performance</b> | <b>Comment</b>  |
|---|------------------------------|---|
| 1. Numbers studying for level 2 qualification in FE / WBL (19+) | 12,307                       | 2002-2003 total was 12,926, hence there has been a slight decrease in the total numbers as providers are starting to deliver more appropriate entry and Level 1 provision |
| 2. Numbers studying for level 3 qualification in FE /WBL (19+)  | 9,270                        | 2002-2003 total was 9,805, hence there has been a slight decrease in the total numbers which will be reversed subject to funding  |
| 3. Number of learners in LSC funded provision                   | 57,617                       | 91 % of target  |
| 4. % of non target-bearing Basic Skills provision (19+)         | 57%                          | London region is 60% so North London is making progress against the regional performance  |

### Success rates

| <b>Measure</b>  | <b>2003-2004 Performance</b>   | <b>Comment</b>   |
|---|--------------------------------|--|
| 1. <i>Number of target-bearing Basic skill Achievements</i>     | 5,609                          | <i>122% of 2004 target, 65% towards 2007 target. Cumulative number from 2001 = 20,600 North London has done well overall in achieving the Basic Skills Targets but we cannot assume that this will continue. The impact of changes in target bearing qualifications has yet to be assessed</i> |
| 2. <i>Numbers achieving level 2 qualification in FE and WBL</i> | <i>Available 28th February</i> | <b>comment when figs available</b>   |
| 3. <i>Numbers achieving level 3 qualification in FE and WBL</i> | <i>Available 28th February</i> | <b>comment when figs available</b>   |

### **Key Local Issues**

- Poor success rates across all provision
- The large number of adults, in particular, from some BME groups -without a level 2 qualification
- Limited collaboration with some Local Authorities, Job Centre Plus and other key strategic funders necessary to develop an appropriate learning offer as part of regeneration initiatives.
- The variable quality of adult learning being delivered across all types of providers.
- The amount, range, quality and appropriateness of Skills for Life (SfL)
- Provision – particularly ESOL -being delivered in North London and London more generally.
- Demand surpassing supply of SfL provision -including ESOL -in the workplace.
- A continuing shortage of qualified and experienced SfL & ESOL teachers and managers.

### **4 Improving the quality and responsiveness of provision -taking forward the Agenda for Change**

#### **Performance**

The performance indicators for this area of work are few but they give some sense of the key issues facing London North.

| <b>Measure</b>                                       | <b>2003-2004 Performance</b> | <b>Comment</b>  |
|--|------------------------------|---|
| 1. FE Allocation % out-turn                          | 101.2%                       | Responsive growth in 16-18 activity   |
| 2. Colleges in financial health Category C           | 2                            | Both Barnet and Waltham Forest are making good progress against their Strategic Recovery Plans Category B for 1 in 2005-2006                          |
| 3. Proportion of learners in inadequate Colleges     | 16%                          | Two General FE Colleges have been identified as inadequate and there have been many instances where self-assessments have been found to be inaccurate |
| 4. Proportion of learners in Grade 1 and 2 provision | 10%                          | One Sixth Form College (Woodhouse) is a Beacon college and another (Capel Manor College) has also achieved excellent results                          |

### **Key Local Issues**

With two colleges identified as inadequate, quality improvement is a key local priority  
 With two colleges in poor financial health, attention needs to be paid to safeguarding the quality of their provision as well as their financial position  
 London North has only 2 "full status" CoVEs which is limiting the ability of its providers to respond to employers -especially in relation to level 3 provision.  
 More generally, the capacity of the North London provider base to address the skills needs of the local and wider London economy.  
 The local findings of the National Employer Skills Survey highlight a number of issues for North London:  
 Only 52% of employers have Business Plans  
 A low level of employers with training plans (34%)  
 Very low recognition and take-up of apprenticeship programmes.  
 Only 25% of employers had used an FE College – but where they had 77% had been positive about their experience.

A number of initiatives are in place to ensure that provision becomes more demand-led and there are already excellent examples of local providers becoming the first choice of particular employers when they respond effectively to particular employer needs.

## A. Headline Activities; Young People

### A. Young People - Improving the participation and achievement of young people

| Key Actions in response to LSC priorities   | Summary of local activity   | LSC lead | Key Milestones   | Resource  |
|---|---|----------|--|---|
| A1. Widen the choice of stronger vocational routes for young people, including the participation and completion of those undertaking apprenticeships. | Establish a LSCLN learning offer across post-16 curriculum, which includes high quality, coherent vocational pathways (StAR).   | YB       | Increase 16-18 participation by 3%.  | 16-18 FE participation budget.  |
|   | Increase and improve on the 14-16 work-related learning offer, ensuring appropriate progression routes are embedded in the post-16 curriculum (StAR).                       | YB       | 2 new pilot vocational routes in place.<br><br>450 places on IF programme.<br><br>75% progression from IF to College and WBL.<br><br>Increase 16-18 learner numbers in WBL and FE by 3%. | School sixth form budget.<br><br>WBL budget.<br><br>IF budget.<br><br>YA budget.<br><br>EBL budget. |
|   | Work with providers to improve retention, achievement and progression for all young people aged 16-19, placing greater emphasis on generic skills for employability (StAR). | PO'B     | Modified Summary report by July 2005.<br><br>New approach to self-assessment in place by August 2005.<br><br>Term 1 monitoring review and evaluation completed by December 2005.         | ESF.<br><br>AWI budget.<br><br>LIDF budget.   |

**A. Young People - Improving the participation and achievement of young people**

| <b>Key Actions in response to LSC priorities</b> | <b>Summary of local activity</b>   | <b>LSC lead</b> | <b>Key Milestones</b>  | <b>Resource</b> |
|--|--|-----------------|--|-----------------|
|  | Generate greater use of Apprenticeships to meet employers' skills needs (StAR).  | CO              | Increase Apprenticeship starts by 2%<br>Through joint working develop the capability and capacity of providers.                        |                 |
|  | Address the current difficulties in Public Sector recruitment in London region, making the sector an attractive proposition to young people, adults, parents and employers by the Implementation of the Pan London Public Sector Apprenticeship pilot programme, focusing initially on young people. | AC              | LSC stand at skill city (July 2005) to attract young people through practical demonstration of the range of apprenticeships available. |                 |
|  |  | MVM             | 1 new Public Sector Apprenticeship run and assessed.   |                 |

**A. Young People - Improving the participation and achievement of young people**

| <b>Key Actions in response to LSC priorities</b> | <b>Summary of local activity</b>   | <b>LSC lead</b> | <b>Key Milestones</b>  | <b>Resource</b> |
|--|--|-----------------|--|-----------------|
|  | <p>Implement the Curriculum development agreements in Enfield, Waltham Forest and Haringey Area Wide Inspection Plans including commitments to develop the work-based learning route.</p>                      | AP              | <p>Improved range of vocational (incl. GCSEs) and work based courses offered 14-16:</p> <ul style="list-style-type: none"> <li>• 10% increase in number of places offered across North London by Sept 2005 additional 5% planned for Sept 2006, by Feb 2006.</li> </ul> <p>By Feb 2006, agree plans to increase number of places on post 16 courses at Entry, Level 1 and Level 2 for September 2006 (all boroughs by Feb 2006).</p> <p>Develop a cross borough 'notschool.net' consortium with exploratory meeting held by July 2005, with full sign-up (if appropriate) by Oct 2005.</p> |                 |
|  | <p>Support the development of the Waltham Forest Health &amp; Social Care Academy to introduce students through paid work experience to the range of careers available in Health and Social Care services.</p> | CO              | <p>Work with Waltham Forest, Sir George Monoux and Leyton Sixth Form to set up a Health and Social Care Academy.</p>   |                 |

**A. Young People - Improving the participation and achievement of young people**

| <b>Key Actions in response to LSC priorities</b>   | <b>Summary of local activity</b>   | <b>LSC lead</b> | <b>Key Milestones</b>  | <b>Resource</b>   |
|--|--|-----------------|--|---|
|  | Spearhead the LSCs involvement in Skill City including provider involvement, stakeholder involvement and the involvement of young people.  | AC              | 400 VIP Stakeholders attending a targeted reception to put across the LSCs message, July 2005.<br><br>120,000 young people regionally attending Skill City by July 2005. |   |
| A2. Guarantee 16-18 year olds a suitable learning opportunity, including the development of a more coherent phase of learning for 14-19 year olds. | Provide a 14-19 entitlement for all learners which will maintain participation, promote retention at 17+ and raise achievement and which will ensure all young people have access to a broad high quality curriculum and independent information advice and guidance (StAR). | YB              | Increase 16-18 participation by 3%.<br><br>Increase 16-18 learner numbers in WBL and FE by 3%.   | 16-18 FE participation budget.<br><br>School sixth form budget. |
|  | Deliver the Pan London September Guarantee in the agreed time scale (StAR).  | YB              | Represent London North on the Pan London Guarantee Group.<br><br>Align the supply of 16-18 provision to learner demand through the three-year development plans.         | WBL budget.<br><br>IF budget.<br><br>YA budget.                 |
|  | Through ESF projects, work closely with Connexions to reduce the number of young people not in education or training or not known, especially in Haringey (StAR).  | CO              | Deliver the 'Mind the Gap' programme.  | EBL budget.<br><br>ESF.   |
|  | Support the establishment of the new 16 -19 institution in Haringey.   | LB              | Transition funding, governance arrangements and site purchase confirmed, July 2006.  | AWI budget.<br><br>LIDF budget.                                 |
|  | Develop vocational pathways with CoVEs in priority sectors focusing first on the public sector including Health and Childcare.   | LB              | 2 new pilot pathways in place and evaluated.   |   |

**A. Young People - Improving the participation and achievement of young people**

| <b>Key Actions in response to LSC priorities</b> | <b>Summary of local activity</b>  | <b>LSC lead</b> | <b>Key Milestones</b>   | <b>Resource</b> |
|--|---|-----------------|---|-----------------|
|  | Work with providers to increase differentiated learning to address low success rates among white boys and some BME groups (StAR).   | P'OB            | Actions agreed with each provider by December 2005.   |                 |
|  | Ensure a consistent and coherent package of learner support measures to address financial barriers to learning.   | PG              | Raise EMA awareness with all key stakeholders such as Schools, colleges, Connexions.<br><br>Ensure schools and colleges have processes in place to deliver EMA. |                 |
|  | Use E2E to re-engage young people, so that they may acquire basic and/or Key Skills and vocational knowledge to enable them to directly enter the Apprenticeship programme, further education or employment (StAR). | CO              | Deliver the E2E programme.<br><br>Increase E2E Positive Destinations by 5%.   |                 |
|  | Build on the results of the national review to strengthen transition arrangements for LLDDs from school to post-16 education and training in partnership with other London LSCs (StAR).                             | AO              | 100% applications processed within 10 weeks of application.<br><br>198 LLDD Learners placed in specialist residential provision appropriate to their needs.     |                 |

**A. Young People - Improving the participation and achievement of young people**

| <b>Key Actions in response to LSC priorities</b>   | <b>Summary of local activity</b>  | <b>LSC lead</b> | <b>Key Milestones</b>  | <b>Resource</b>   |
|--|---|-----------------|--|---|
|  | Use ESF to help young people facing particular disadvantages (e.g. disability, exclusion from school, leaving care) to stay in or progress into mainstream learning (StAR). | YB              | Deliver the project "Autistic spectrum disorder and hidden disabilities" through Prospects. Targets for this project will be to increase the numbers of young people staying on in Education, Employment or Training.  |   |
| A3. Encourage more collaboration amongst schools, colleges and training providers and closer working with employers. | Implement the existing collaborative delivery agreements to broaden the curriculum offer in the Enfield, Haringey and Waltham Forest Area Wide Inspection Plans.            | AP              | <p>Implement the September Guarantee:</p> <ul style="list-style-type: none"> <li>• 14-19 Strategy groups to address gaps in post 16 curriculum offer (in pilot phase 1 by September 2005; in phase 2 by Dec 2005).</li> <li>• Connexions to have timely access to enrolment data from schools and colleges- October 2005.</li> </ul> <p>North London Vocational Pathways: Develop and agree a proposal to build on experience from LSCLE and WF pathways project across North London (September 2005).</p> | <p>WBL budget.</p> <p>School sixth form budget.</p> <p>IF budget.</p> <p>YA budget.</p> <p>EBL budget.</p> <p>ESF.</p> <p>AWI budget.</p> <p>LIDF budget.</p> |

**A. Young People - Improving the participation and achievement of young people**

| <b>Key Actions in response to LSC priorities</b> | <b>Summary of local activity</b>  | <b>LSC lead</b> | <b>Key Milestones</b>  | <b>Resource</b> |
|--|---|-----------------|--|-----------------|
|  | Work with partners and providers in Barnet to implement the 14 -19 Action Plan.   | AP              | 14-19 Action Plan agreed by September 2005.  |                 |
|  | Identify and coordinate London North LSC's contribution to Children's Trusts and Joint Area Reviews of Children's Services.   | AP              | Clarify and agree LSC role on all 4 Partnership Boards (Enfield by June 2005; Barnet, Haringey and Waltham Forest by October 2005).  |                 |
|  | Introduce a new structure to enable effective collaboration within WBL to take place (StAR).  | P'OB            | Responsibility transferred to NLLP by May 2005.  |                 |
|  | Use our Centres of Vocational Excellence to lead the development of vocational pathways across all providers and set apprenticeship targets as a requirement for the maintenance of CoVE status (StAR).                             | AP              | Work with London region to establish Public Sector Apprenticeships and plan 2006 provision, by Nov 2005.   |                 |
|  | Ensure that the delivery of Educations Business Link activities are effective in helping employers engage with young people in work experience, work-related learning and in the professional development of teaching staff (StAR). | YB              | Delivery of EBL activity:<br>Work experience: 8770 places<br>Enterprise: 3875 places<br>Employer engagement activity 4930 places<br>Industry related professional development: 200 places. |                 |

**A. Young People - Improving the participation and achievement of young people**

| <b>Key Actions in response to LSC priorities</b>                  | <b>Summary of local activity</b>  | <b>LSC lead</b> | <b>Key Milestones</b>  | <b>Resource</b>  |
|---|---|-----------------|--|--|
| A4. Progression to Higher Education in support of the PSA target. | Use Aimhigher mapping to identify priority Wards where progression to Higher Education (HE) is significantly below the target for 2010 (suggested benchmark <24% HE progression).   | YB              | Attending Aimhigher steering group meetings to encourage the development of policies to encourage progression to HE from priority wards.<br><br>LSC contribution to HE Fair. | 16-18 FE participation budget.<br><br>School sixth form budget.<br><br>WBL budget. |
|   | Develop through the Aimhigher initiative, accelerated learning opportunities in Maths IT and Sciences at KS4 and post 16, to enhance achievements of Gifted & Talented and to raise aspirations of learners from non-traditional HE progression groups. | YB              | Attending Aimhigher steering group meetings to encourage the development of policies to encourage progression to HE from priority wards.<br><br>LSC contribution to HE Fair. | EBL budget.<br><br>ESF.<br><br>AWI budget.<br><br>LIDF budget.                     |
|   | Build progression pathways into HE across the region from level 3 NVQ to HND and Foundation degrees in conjunction with Aimhigher partnerships and CoVEs in FE/HE institutions (StAR).  | YB              | 2 new pilot pathways developing HE links set up and evaluated.   | Aimhigher budget.  |

## B. Headline Activities; Adults

| B. Adults - Raising the level of skills   |  |    |   |  |
|---|--|----|---|--|
| Key Actions in response to LSC priorities   | Summary of local activity  |    | Key Milestones  | Resource   |
| B1. Implement the initial priorities contained in Sector Skills Agreements.   | Secure the mix of provision needed to address local, regional and sectoral priorities, reflecting Sector Skills Agreements where relevant (StAR).  | YB | Local provider capacity reviewed by key sector; provision in specific learning areas in place where required by Sector Skills Agreements. | FE adult participation budget.<br><br>Employer Engagement budget.<br>WBL Budget. |
|   | Through the ESF sector skills development projects, work to ensure these are supporting the delivery of appropriate outcomes.  | SC | Quarterly reviews of progress against co-financing plan targets.  |  |
| B2. Look to extending the Level 2 entitlement and increase the numbers of adults participating on first full Level 2 (and 3) provision. | Maximise opportunities for adults to acquire approved qualifications by reducing the volume of FE other provision.   | YB | Reduce the proportion of 'other' provision to a maximum of 35% of the total FE budget.  | FE adult participation budget.   |
|   | Work with partners to deliver first steps Adult & Community Learning provision, targeting those who are disadvantaged, with clear progression routes to target-bearing Skills for Life & level 2 provision (StAR). | YB | 80% of first steps provision has clear progression routes.  | ACL budget.<br><br>WBL budget.<br><br>IAG Budget.                                |
|   | Win the commitment of the four Local Authorities to support their workforce in gaining Skills for Life qualifications, first level 2 qualifications and taking on apprenticeships (StAR).                          | HP | Clear commitment obtained from all 4 Local Authorities by April 2006.   |  |

| <b>B. Adults - Raising the level of skills</b>   |   |           |  |                               |
|--|---|-----------|--|-------------------------------|
| <b>Key Actions in response to LSC priorities</b>   | <b>Summary of local activity</b>  |           | <b>Key Milestones</b>  | <b>Resource</b>               |
|  | Use ESF to develop community-based learning opportunities, with particular emphasis on helping learners with learning difficulties and disabilities into Level 2 training and the labour market. (StAR) | SC        | Quarterly reviews of progress against co-financing plan targets.   |                               |
|  | Use ESF to help “economically inactive” groups such as lone parents or people with disabilities to re-engage in learning and progress to Level 2 opportunities. (StAR)                                  | SC        | Quarterly reviews of progress against co-financing plan targets.   |                               |
| B3. Deliver the Skills for Life (SfL) strategy for tackling numeracy and literacy skills, including prioritising basic skills training that leads to a qualification and improving completion rates and in particular address the major issue of ESOL provision across London. | Agree Challenging Skills for Life (SfL) targets within three-year development plans.  | YB        | Increasing the proportion of target bearing SfL provision to 80%.  | FE adult participation budget |
|  |   |           | Inspection Grades for Area of Learning (AOL) 14 (Foundation learning) to match the national average and the average grade profile for all other areas of learning. | Employer Engagement budget    |
|  | Focus Skills for Life activity on target bearing courses and agree achievement targets with FE providers.   | YB        | Increase number of target bearing Basic Skills achievements by 15%.  | ESF                           |
|  | Promote Skills for Life delivery in the Workplace using the Basic Skills Brokerage Model to advisers and BL4L associates.   | HP        | 35 Skills for Life referrals.  |                               |
|  | Use ESF to pilot Skills for Life Delivery in the Workplace led by non -mainstream providers. (StAR)   | SC        | Quarterly reviews of progress against co-financing plan targets.   |                               |
|  | Contribute to the regional management of SfL delivery to clients of the Probation Service   | PK/<br>HC | Build the capacity of one specialist provider through ESF funding.   |                               |

### B. Adults - Raising the level of skills

| Key Actions in response to LSC priorities  | Summary of local activity   |       | Key Milestones   | Resource                                 |
|--|---|-------|--|--|
|  | Review the proportion of SfL/ESOL provision which is not qualification-bearing and communicate to providers that they should make significant progress during 05-06 at least 80% of all SfL/ESOL provision being approved SfL qualifications.   | PK/HC | <p>Termly monitoring reviews completed across London.</p> <p>Timescale for transition agreed in the development plans of 100% of providers.</p> <p>All entry Level 3 and above Skills for Life and ESOL qualifications to be approved qualifications by 2005-2006.</p>       |  |
|  | Ensure that three year development plans include targets and milestones for shifting existing "other" and non approved provision to nationally approved ESOL SfL qualifications   | YB    | Timescale for transition agreed in the development plans of 100% of providers.   |  |
| B4. Increase skills development activities within the public services workforce, particularly those in the health and care sector, local authorities, children's services and schools and colleges | Work with all London LSCs to extend the pan London Public Sector Apprenticeship programme to adults as initial pilot develops   | YB    | Increase the number of Public Sector Apprentices locally in line with the targets set by the Pan-London Pilot.   | FE Adult participation budget            |
|  | Work with employers and unions to upskill employees in key parts of the public sector including health and social care and local government. This to include provision designed to meet the standards required under the Care Standards Act and the work of the NHS Skills Escalator FRESA Flagship | HP    | <p>Explore opportunities to replicate Whipps Cross Hospital Project in 2 further hospitals by April 2006.</p> <p>Develop the infrastructure for at least two (of four) Local Authorities to ensure that skills for life is embedded into workforce development activity.</p> | <p>ESF</p> <p>National Office budget</p> |

### B. Adults - Raising the level of skills

| Key Actions in response to LSC priorities  | Summary of local activity   |    | Key Milestones  | Resource                   |
|--|---|----|---|----------------------------|
|  | Collaborate with partners and stakeholders including the 2 Strategic Health Authorities (North Central London and North East London) covering the 3 boroughs of Waltham Forest, Haringey and Enfield in the Upper Lee Valley regeneration programme to support low-skilled workers to undertake appropriate qualifications including SfL and first level 2s. (StAR) | HP | Incorporate skills for life into the specification for EMPLOY ULV by December 2006.   |                            |
|  | Implement phase three of the national pilot project for school support staff across the four LEAs   | HP | 30 Level 2 qualifications by March 2006.<br>30 Level 3 qualifications by March 2006.  |                            |
|  | Ensure the successful implementation of the Every Child Matters strategy by targeting resources on provision aimed at child care supervisors and managers meeting a level 3 qualification and all staff meeting the level 2 requirement   | HP | 24 Supervisors and managers achieving level 3 qualification by March 2006.<br><br>59 staff achieving a level 2 qualification by March 2006. |                            |
| B5. Work with Union Learning representatives (ULRs) to boost the demand for learning, especially literacy and numeracy | Develop the capacity of ULRs to access literacy and numeracy training for employees   | HP | 40 ULRs trained and supported by March 2006. 10 of which will be in place by September 2006.  | Employer Engagement Budget |
|  | Promote ULRs to Public Sector employers   | HP | Facilitate the discussion between the Local Authorities and the Trade Unions.   |                            |

### B. Adults - Raising the level of skills

| Key Actions in response to LSC priorities  | Summary of local activity  |            | Key Milestones  | Resource                   |
|--|--|------------|---|----------------------------|
| B6. Link skills training and local employment opportunities supported through the harmonisation of local planning and delivery with Jobcentre Plus | Develop and implement a joint Action Plan with Job Centre Plus in line with the Welfare to Workforce agenda – Regional approach needed   | LSC<br>REG | Delivery of all milestones set out in joint Action Plan.<br><br>Publication of a joint marketing brochure with Jobcentre + and BL4L for employer brokers.   | Employer Engagement Budget |
|  | Working through Local Strategic Partnerships broker Section 106 agreements with developers to secure work-based training opportunities in regeneration development projects                        | AP         | Business plan for Skills centers proposal (commissioned by June 2005; completed by September 2005).<br><br>Consultation on initial Skills Centers proposal completed by October 2005.   |                            |
|  | Work with the four Local Authorities to ensure that skills development is linked to their regeneration strategies and strategies for development within the Upper Lee Valley in particular. (StAR) | AP         | Review of regeneration Strategies in all four boroughs complete by Oct 2006.<br><br>Action Plan formulated by December 2006.  |                            |
|  | Develop and enhance strategic relationships with key stakeholders in our priority sectors, for example Sector Skills Council, LDA FRESA groups, BL4L   | HP         | Publication of a joint marketing brochure with Jobcentre plus and BL4L for employer brokers.<br><br>Successful pilot of model to deliver joint services to Blackhorse Road employers with Job Centre +, BL4L and local providers. |                            |

## B. Adults - Raising the level of skills

| Key Actions in response to LSC priorities  | Summary of local activity  |    | Key Milestones   | Resource   |
|--|--|----|--|------------|
| <i>B7. London Regional Priority:<br/>ACL funding and planning implications across London</i> | In partnership with other London LSCs, identify and secure the appropriate volume of Personal Development learning to be subject to the 'safeguard' principle from 2006-2007 and the targets for growth in First Steps over the next three years. (StAR) | SP | Agree consistent target by each LSC in London Region. Plan for contracting % increase in first steps learning and redistribution for personal development learning completed by December 2005. | ACL Budget |
|  | Establish the basis for redistribution of volume of 'safeguard' funding for personal and community development learning within the London region and between boroughs over a three-year period in line with outcomes of the reform consultation          | SP | Agree principles for redistribution process based on indicative regional 'safeguard' allocation for 06/07 and timeframe for change.  |            |
|  | Establish a clear policy, embedded in 3 year development plans, for the deployment of the ACL budget in line with national guidance  | SP | All 3 Year Development Plans for ACL are in line with national guidance.   |            |

## C. Headline Activities; Quality and Responsiveness

| <b>C. Improving the quality and responsiveness of provision – taking forward the agenda for change</b>           |   |                 |  |  |
|--|---|-----------------|--|--|
| <b>Key Actions in response to LSC priorities</b>   | <b>Summary of local activity</b>  | <b>LSC Lead</b> | <b>Key Milestones</b>  | <b>Resource</b>  |
| C.1 Align LSC plans and funding with those of other regional partners in support of Regional Economic Strategies | Build on the partnership work undertaken through the London Skills Commission with key partners and stakeholders to support the delivery of the Economic Development Strategy for London. In particular: Continue to lead the Skills for Life FRESA Flagship to successfully establish the London Strategic Unit for the Learning and Skills Workforce and to work with key partners to rationalise Basic Skills provision across London and address quality issues | LSC REG         | <p>Increased engagement of employers in design and delivery of learning programmes.</p> <p>LSUSW set up and staff recruited.</p> <p>Responsible for managing SfL Quality Initiative in London with Regional SfL Heads.</p> <p>SfL Flagship Steering Group reconstituted to include all London SfL Funders and agree SfL Action Plan.</p> | ESF<br><br>National Office (Working in Partnership) budget |
|  | Establish and lead with key partners the ESOL Steering Group with its brief to produce an ESOL Action Plan for London.  | PK              | <p>Formation of the steering group and agreeing its brief.</p> <p>Draft ESOL Action Plan produced by mid-July 2005.</p>  |  |
|  | Manage Matchfunding pool for the Objective 2 programme.   | SC              | Review of progress against local O2 strategy.  | ESF/LIDF   |

**C. Improving the quality and responsiveness of provision – taking forward the agenda for change**

| <b>Key Actions in response to LSC priorities</b>   | <b>Summary of local activity</b>  | <b>LSC Lead</b> | <b>Key Milestones</b>   | <b>Resource</b>   |
|--|---|-----------------|---|---|
| C.2 Ensure that colleges and the further education sector improve responsiveness to employers and become more demand led | Set consistent Employer Engagement targets with each provider using indicators developed by the LSC London Regional Skills Group  | YB              | Targets set by the LRSG, developing curriculum changes increasing employer and employee engagement have been incorporated in the Provider three-year development plans. They are subject to quarterly monitoring to review progress against individual targets. | FE participation budget<br><br>WBL budget<br><br>Employer Engagement budget |
|  | Use the Sector Skill Agreement template in the key sectors for North London to inform purchasing discussions with our provider network in general and FE colleges in particular including the use of programme –led apprenticeships in FE   | YB              | Develop opportunities for further joint working between strategy and operations to develop the CoVE Network and ensure the implementation of relevant SSAs by March 2006.   |   |
|  | Work with the Further Education colleges to increase engagement with all employers through CoVEs, and training links with specific regional employers such as London Underground and the NHS and set targets for employer activity and collaboration as a requirement for approval and continued recognition of CoVE status. (StAR) | HP              | Develop opportunities for further joint working between strategy and operations to develop the CoVE Network and ensure the implementation of relevant SSAs by March 2006.   |   |

**C. Improving the quality and responsiveness of provision – taking forward the agenda for change**

| <b>Key Actions in response to LSC priorities</b>   | <b>Summary of local activity</b>  | <b>LSC Lead</b> | <b>Key Milestones</b>  | <b>Resource</b>                   |
|--|---|-----------------|--|-----------------------------------|
|  | Work towards a robust WBL infrastructure that delivers an appropriate range of high quality WBL opportunities linked to priority sectors of North London and the wider London economy. (StAR) | PO'B            | Appraisal and scoping completed by August 2005.<br><br>Type of provision identified by September 2005.<br><br>Monitoring reports summarised for annual review, January 2006.                   |                                   |
| C3. Tackle the problem of gender stereotyping in Apprenticeships   | Provide specially designed development opportunities to apprenticeship providers  | PO'B            | 5% reduction in recruitment and achievement gender imbalances in Retail, Construction and Childcare.   | ESF<br><br>WBL Budget             |
|  | In making judgements about quality, ensure that equality, diversity and inclusion are given weight and that progress on EDIMs is taken into account   | PO'B            | Extend gender based EDIMs into WBL by November 2005.   |                                   |
|  | Use ESF to pilot some programmes training women to go into under-represented occupations  | SC              | Quarterly review of progress against co-financing plan targets.  |                                   |
| C4. Streamline the ways in which employers secure suitable skills training and provide local employers with an integrated offer of business and skills support | Develop partnerships between employers, funders and providers to ensure there is greater responsiveness to employer training needs. (StAR)  | HP              | Quarterly monitoring of Team Plan to review progress.  | National Office budget<br><br>ESF |
|  | Establish formal collaborative arrangements with providers to increase the volume of learning delivered through assessment and testing in the workplace. (StAR)                               | JMcD            | Agree and commission a proposal for a CoVE evaluation by July 2005 reporting by December 2005.<br><br>Proposal for non-CoVE provision to be finalised by Aug 2005, reporting by December 2005. |                                   |

**C. Improving the quality and responsiveness of provision – taking forward the agenda for change**

| Key Actions in response to LSC priorities | Summary of local activity  | LSC Lead | Key Milestones   | Resource |
|---|--|----------|--|----------|
|   |  | LB       | Strategy formulated by March 2006.   |          |
|   | Continue to work on a regional basis with BL4L and Reed to deliver appropriate services on SME businesses  | HP       | SFI: 100 Implementation activities.<br>255 Training Needs Analyses.  |          |
|   | Use the Employer Skills Offer to promote business and organisational effectiveness, developing further sector approaches to achieve Investors in People (IIP) commitments and recognition through delivery partners, including the Small Firms Initiative (SFI) for SMEs. (StAR) | HP       | Employer skills offer taken up by 100 new employers<br>80 IIP commitments,<br>40 IIP recognitions,<br>30 Level 2 referrals,<br>25 apprenticeship referrals |          |
|   | Embed arrangements for implementation of National Employer Training Programme (NETP).  | HP       | 3-Year infrastructure development prospectus by end of July.<br>Prepare for programme implementation by April 2006.  |          |
|   | Promote business and organisational effectiveness by encouraging employers to assess skill needs and develop Business Plans and Training Plans   | HP       | 200 Business / Training Plans developed in key sectors.  |          |
|   | Implement offer of innovative support for Management and leadership to medium sized SMEs   | HP       | Management and Leadership training offer taken up by 80 individual senior staff.   |          |
|   | Use ESF to fund "Rapid Response to Redundancy" provision – particularly focused at employees in the manufacturing sector. (StAR)   | SC       | Quarterly reviews of progress against co-financing plan targets.   |          |
|   | Enhance the information available to employers on a range of provision, including short courses.   | HP       | Develop and implement phase 2 of the Employer's Guide to Training Providers.   |          |

**C. Improving the quality and responsiveness of provision – taking forward the agenda for change**

| Key Actions in response to LSC priorities                             | Summary of local activity  | LSC Lead | Key Milestones   | Resource              |
|---|--|----------|--|-----------------------|
|   | Through the learning partnership, continue to match employers to training providers.   | AC       | Set up a network of Public Sector WFD brokerage providers, e.g. JC+, Reed In Partnership, Exemplar, EBPs, WBL etc.<br><br>Brokerage toolkit of products and services available for employers e.g. apprenticeships, IIP, SfL, Level 2 etc.                                |                       |
| C5. Provide an improved impartial information and advice (IA) service | Develop information and advice services that can work with employers and employees to identify skills needs and appropriate solutions. (StAR)  | SP       | 49,000 information sessions delivered.   | IAG budget<br><br>ESF |
|   | Establish through IA contracts, an entitlement to Information and advice for those with qualifications below level 2, and all adults with learning difficulties and disabilities. (StAR) | SP       | 6,900 adults without a level 2 or equivalent qualification receive one-to-one advice on learning opportunities.<br><br>600 adults without a level 2 or equivalent qualification receive in-depth guidance to assist with progression to learning and work opportunities. | LIDF budget           |

**C. Improving the quality and responsiveness of provision – taking forward the agenda for change**

| <b>Key Actions in response to LSC priorities</b>  | <b>Summary of local activity</b>   | <b>LSC Lead</b> | <b>Key Milestones</b>  | <b>Resource</b> |
|---|--|-----------------|--|-----------------|
|   | Play a full part in regional work to establish a coherent service across London.   | YB              | Ensure that high quality IA is integrated into all LSC funded programmes.<br><br>Progress against targets to be monitored in conjunction with London LSCs to provide a coherent service. |                 |
| C6. Produce a capital investment strategy that builds on Centres of Vocational Excellence and supports priority sectors | Agree a capital strategy for London region based on the national strategy for capital approvals and the development of a CoVE network and published regional priorities.   | SP              | Strategy in place and informing decisions on capital project proposals from September 2005.  | LIDF            |
|   | Continue to lead regional work on CoVEs with the following objectives:<br>Developing the network of CoVEs to meet key regional higher skills shortages<br>Building progression pathways into HE across the region from level 3 NVQ to HND & Foundation Degrees using CoVEs in FE/HE institutions. (StAR) | LB              | 58 London CoVEs established by April 2006.   |                 |
|   | Support new North London CoVEs in Childcare and Floristry/Business Enterprise.   | LB              | Full CoVE status achieved for Childcare and Floristry/Business Enterprise by February 2006.  |                 |
|   | Review the FE estate in the light of the StAR recommendations and in line with the emerging regional capital strategy. (StAR)  | MVM             | Strategic rationale in place for local capital investment.   |                 |

**C. Improving the quality and responsiveness of provision – taking forward the agenda for change**

| Key Actions in response to LSC priorities                        | Summary of local activity  | LSC Lead | Key Milestones  | Resource                                    |
|--|--|----------|---|---|
|  | Scope the opportunities for the development of the infrastructure to facilitate curriculum management and delivery across FE institutions.   | MVM      | Capital projects progressing in 4 colleges.   |   |
| C7. Improve the quality, equality and success rates of provision | Lead a regional Quality Improvement Strategy with key partners aimed at improving the performance and success rates of the FE sector across London and based on the outcomes of the agenda for Change quality theme.             | PO'B     | Regional Quality Improvement Strategy published in July 2005.   | AWI budget                                  |
|  | Establish regional benchmarks for success rates and other quality issues.  | PO'B     | Regional Benchmarks established by July 2005<br>North London Success Rate targets for 2005-6:<br><u>Overall</u><br>FE = 71%<br>WBL = 63%<br>FE Long = 63%<br>FE short =80%<br>FE Adults = 71%<br>FE 16-18 = 68% | LIDF budget<br><br>School Sixth Form budget |
|  | Establishing the London North PDC for SfL teacher training across all SfL delivery sectors.  | PK       | To be staffed and operational by Sept 2005.   |   |
|  | Work collaboratively with key partners across London to develop a coherent package of provider support and integrate the work of each partner organisation, foreshadowing the establishment of the new Quality Improvement Body. | PO'B     | London Prospectus of Provider Support and Development Opportunities published in September 2005.  | ESF   |

**C. Improving the quality and responsiveness of provision – taking forward the agenda for change**

| <b>Key Actions in response to LSC priorities</b> | <b>Summary of local activity</b>  | <b>LSC Lead</b> | <b>Key Milestones</b>   | <b>Resource</b> |
|--|---|-----------------|---|-----------------|
|  | Lead regional strategies to accelerate quality improvement in the leadership and management of the sector – including the use of targeted support that complements national initiatives led by the DfES and the Centre for Excellence in Leadership”. | PO'B            | Raising standards in London Group revised TOR and monitoring report by October 2005.  |                 |
|  | Develop and pilot a North London Quality Framework using Enfield as a pathfinder. (StAR)  | PO'B            | Performance (and approach) drafted and agreed by June 2005<br><br>First Pilot completed October 2005.<br><br>Evaluation and dissemination completed by December 2005. |                 |

## **Internal Resources**

### **London North Council**

The Council for London North comprises 21 knowledgeable and committed members drawn from the local community. They exercise leadership and control over the organisation through regular meetings of the Council and individual involvement in the work of the LSC. They bring strategic vision and collectively add value to our work. They act as ambassadors for the LSC in the local community. Through these roles they have been instrumental in developing plans for London North and holding the executive to account for performance. They will have a priority to ensure increased effectiveness in 2005-2006 even where budgets are capped.

### **Staff Resources**

London North LSC has 70 highly skilled staff organised into three directorates; Quality and Operations, Performance and Funding, and Strategy and Skills. The staff team is stable with a low turnover of staff. The expertise of many of our staff is reflected in the fact that they are part of regional and national groups in their areas of expertise. Each member of staff has clear objectives linked through team plans to this plan. Opportunities for training and development are provided to ensure staff are equipped to do their job and reflect the four core values of Trust, Expertise, Ambition and Urgency. London North is an Investor in People (IiP) employer with a lively staff council.

### **Partnership Working**

Critical to the success of this plan is the ability to work effectively with our providers, partners and stakeholders. We will only achieve our plan if we can collaborate with others, add value to partnerships through demonstrating our core values and negotiate outcomes that contribute to our mission. Relationship management is a key skill for all of our staff and a key priority for our Council

### **Internal Control/Resources**

As part of our overall control environment, the Executive Director is responsible for making sure suitable arrangements for internal control, managing risk and governance are designed and put into practice in each area of responsibility. Personal assurance is provided every year that these responsibilities have been delegated appropriately, including reference to risks and how they have been managed. This assurance is audited and reviewed through the Council's Audit Committee.

### **Risk Management**

An active register of risks is maintained across the organisation and sits in parallel to this plan. The Council's Audit Committee regularly reviews the register.

### **Regional Working**

London has a well-established network to deliver regional priorities that require collaborative working. Under the London Region Board comprising the Regional Director,

Chairs and Executive Directors from each LLSC, is a small number of strategic groups chaired by Executive Directors. These address Performance, Planning, and 14-19, Skills, Equality & Diversity and Skills for Life and – in particular – English for Speakers of other languages (ESOL). They are tasked with organising regional actions that fall outside the remit of any one local plan. In some cases this will require short life working groups drawn from local LSC staff, in others it will require individuals or small groups working with partners.

Where a regional priority requires collaborative action, it has been assigned to the local plan of the lead Executive Director under regional priorities in the relevant section of the plan. North London is leading on a regional Quality Improvement, regional Apprenticeships Marketing and ESOL.

### **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.

### **Learners with learning difficulties and/or disabilities**

Under the Learning and Skills Act 2000, the Council has a specific responsibility to consider the needs of young people and adults with learning difficulties and/or disabilities. Arrangements are in place to ensure that this group of learners have access to suitable provision that meets their needs and where appropriate the additional support required.

### **Equality and Diversity**

LSC London North will ensure that planned activities take account of the its duty to promote equality of opportunity in relation to race, gender and disability and our responsibilities under other equality legislation including the Race Relations Act, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith and age (due to come into effect in 2006). Our actions and activities which are covered in this plan will be underpinned by and reflect the Council's Race Equality Scheme.

Local LSC Annual Planning Summary 2005/2006

LSC Name  Region

Summary of 16-18 Participation

| 2003/04           |                    |                              |                      |       | 2004/05 <b>PLANNED FIGURES ONLY</b> |                    |                              |                      |                                |                       | 2005/06           |                    |                              |                      |                                |                        |
|-------------------|--------------------|------------------------------|----------------------|-------|-------------------------------------|--------------------|------------------------------|----------------------|--------------------------------|-----------------------|-------------------|--------------------|------------------------------|----------------------|--------------------------------|------------------------|
| Further Education | Workbased learning | Entry to Employment (starts) | 6th Forms (all ages) | Other | Further Education                   | Workbased learning | Entry to Employment (starts) | 6th Forms (all ages) | ESF only funded participation* | Other (including ACL) | Further Education | Workbased learning | Entry to Employment (starts) | 6th Forms (all ages) | ESF only funded participation* | Other (including ACL)* |
| 15099             | 890                | 854                          | 9096                 |       | 15914                               | 1000               | 877                          | 9373                 | 185                            |                       | 15990             | 893                | 715                          | 9658                 | 370                            |                        |

Summary of Adult Participation

| 2003/04           |                    |                               |       | 2004/05 <b>PLANNED FIGURES ONLY</b> |                    |                               |                                |     |       | 2005/06           |                    |                               |                                |     |       |
|-------------------|--------------------|-------------------------------|-------|-------------------------------------|--------------------|-------------------------------|--------------------------------|-----|-------|-------------------|--------------------|-------------------------------|--------------------------------|-----|-------|
| Further Education | Workbased learning | Non Accredited Learning (ACL) | Other | Further Education                   | Workbased learning | Non Accredited Learning (ACL) | ESF only funded participation* | ETP | Other | Further Education | Workbased learning | Non Accredited Learning (ACL) | ESF only funded participation* | ETP | Other |
| 56911             | 706                | 10281                         |       | 61318                               | 701                | 10525                         | 233                            | n/a |       | 56084             | 720                | 12080                         | 466                            | n/a |       |

\* NB only use these cells if discrete separately funded activity exists which is not already included in other categories.

Summary of Planned Contribution to National PSA Targets (volumes)

|   | 2003/04           |                    | 2004/05           |                    |     |                       | 2005/06           |                    |     |                       | Planned achievements 2004/05 to 2006/07 |
|---|-------------------|--------------------|-------------------|--------------------|-----|-----------------------|-------------------|--------------------|-----|-----------------------|---|
|   | Further Education | Workbased learning | Further Education | Workbased learning | ETP | Other (including ESF) | Further Education | Workbased learning | ETP | Other (including ESF) |   |
| Full Level 2 Participation (Adults)                         | 3097              | 548                | 3104              | 586                | n/a |                       | 3532              | 190                | n/a | 150                   |   |
| Full Level 3 Participation (Adults)                         | 2735              | 683                | 2238              | 601                | n/a |                       | 2506              | 460                | n/a | 100                   |   |
| Skills for Life Qualifications (contributing to PSA target) | 8891              | 391                | 10833             | 436                | n/a |                       | 12435             | 524                | n/a | 100                   | 31667                                   |

Success Rates (all ages)

| Further Education | Short  |    | Long   |    | Overall |    |
|-------------------|--------|----|--------|----|---------|----|
|                   | Starts | %  | Starts | %  | Starts  | %  |
| 2003/04           | 47524  | 76 | 65330  | 60 | 112854  | 67 |
| 2004/05           | 48870  | 78 | 65989  | 63 | 114859  | 69 |
| 2005/06           | 46448  | 80 | 64800  | 65 | 111248  | 72 |

| Workbased learning | Framework (National Performance Indicator) |            |     | Framework <u>or</u> NVQ - Success Rate and Floor Target |            |     | Entry to Employment |                         |
|--------------------|--|------------|-----|---|------------|-----|---------------------|-------------------------|
|                    | Total Leavers                              | Completers | %   | Total Leavers   | Completers | %   | Total Leavers       | % positive destinations |
| 2003/04            | 865  | 232        | 27% | 865   | 358        | 41% | 767                 | 33%                     |
| 2004/05            | 804  | 256        | 32% | 804   | 362        | 45% | 795                 | 40%                     |
| 2005/06            |  |            |     |   |            |     |                     |                         |

Budgets and Funding

|                        | Learning Participation |                    |                     |                  | Development Funding | Capital | Administration | Other Programme Budgets |
|------------------------|------------------------|--------------------|---------------------|------------------|---------------------|---------|----------------|-------------------------|
|                        | Further Education      | Workbased Learning | Entry to Employment | School 6th Forms |                     |         |                |                         |
| 2005/06 Academic Year  | 122,999,999            | 8,808,505          | 2,671,684           | 50,967,000       |                     |         |                |                         |
| 2005-06 Financial Year | 120,745,000            | 8,713,282          | 2,589,719           | 50,517,000       | 552000              | 3324000 |                |                         |

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