

London South 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 London South
Region London

Contents

Foreword	2
Executive Summary	3
Strategic Priorities	5
National Priorities	5
Regional Priorities	7
Local Priorities	10
Market Analysis	13
The London South context	13
Improving the participation and achievement of young people	14
Adults – Raising the level of skills	16
Improving the quality and responsiveness of provision – taking forward the agenda for change	18
Headline Activities	20
A: Young People - Improving the participation and achievement of young people.	20
B. Adults - Raising the level of skills	26
C. Improving the quality and responsiveness of provision – taking forward the agenda for change	34
Internal Resources	42

Foreword

The Learning and Skills Council was established in 2001 to bring together for the first time into a coherent system the range of post 16 education, training and learning opportunities for individuals and employers.

This plan sets out the priorities and activities on which we will focus our attention and funding for 2005-2006. Delivering these local priorities will be our contribution to the delivery of the LSC's Regional and National priorities. The changes we intend to make will take time to implement and deliver results.

Strategic Area Review has, for the first time, allowed us to conduct a thorough review of the provision available in the area, identifying what needs to improve and how we can continue to make the good provision even better. 2004 saw an unprecedented amount of work with stakeholders to identify the most pressing issues we need to address and how we might do so. January 2005 saw the consultation close on our Strategic Area Review (StAR). The executive summary of the report on the consultation is annexed to this plan and a full copy of is available at www.sllp.org.uk.

We strive for continuous improvement in everything we do and will challenge conventional ways of working to ensure incremental step changes in our progress. Since June 2003 London South LSC and its Council have placed the development and implementation of innovation firmly at the heart of its agenda for change. The *Why Not?* and Impact Innovation programmes have been running for over 18 months, and during that time have had a significant effect and produced tangible outcomes that support our aims.

The Council firmly believes that by creating an innovative infrastructure, it will be able to meet the national priority of transforming learning and skills to meet the needs of the learners and employers of London South.



Richard Carter
Chairman



Jay Mercer
Executive Director

Executive Summary

The London South Learning and Skills Council local Business Plan for the period April 2005 – March 2006 builds upon the implementation of our Strategic and Business Plans, which were published between 2002-04, and our Strategic Area Review, the outcomes of which were published in February 2005. This plan sets out our strategic and regional priorities, based upon the variety of needs of learners and employers in a complex and diverse region. Based on a market analysis of London South, the plan sets out how we shall address our priority groups via a programme of business activity in the coming year.

Market Analysis

London South is a diverse area, comprising two of the most affluent boroughs in the country juxtaposed with pockets of significant and stubborn deprivation. The area is a key economic centre for Financial and Business Services. There are strong transport links to central London, the destination of many of our residents for employment and study.

The key issues facing the area are:

- ❑ **Young People:** London South has the lowest Success Rate of 16-18 year olds in London, and a wide gap between young people who achieve and those who either do not achieve or who drop out of the education and training system altogether. Demand for Work Based Learning employment placements outstrips supply, and we have capacity issues in relation to the growing 16-18 population and needs of Learners with Learning Difficulties and/or Disabilities (LLDD).
- ❑ **Adults:** There are low Success Rates in FE, and varying qualification levels within the population, with nearly a third qualified to at least degree level, but almost a quarter having either no or low level skills. After four years of funding and planning post-16 provision in London South, there is still low participation in FE in some of the LSC's key skills sectors. We need additional capacity across London South to meet current and future LLDD demand in FE and ACL. There are pockets of significant levels of deprivation, identified as *neighbourhoods* that consistently demonstrate lower than average rates of participation in learning, or have other relevant disadvantages.
- ❑ **Improving the quality and responsiveness of provision:** We need to improve our coordinated approach to meeting future skills sector needs. In common with much of the region, London South suffers a deteriorating estate in the FE sector, which is exacerbated by an uncoordinated process for matching capital bids to local strategic objectives.

The plan details the strategic priorities to address these Key Issues in London South.

Strategic Priorities

The LSC's National, Regional and Local priorities for Young People, Adults, and Employers are set out in this plan. There are seven Local priorities, which incorporate all the national and regional priorities. The Local Priorities for London South are to:

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

- ❑ Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.
- ❑ Transform Post 19 provision so that it attracts and stimulates more business investment in training and skills development.
- ❑ Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs.
- ❑ Strengthen the LSC's capacity to work effectively at a sub regional and borough level.
- ❑ Improve the skills of workers who are delivering public services.
- ❑ Prioritise support to neighbourhoods that consistently demonstrate lower than average rates of participation in learning or other relevant disadvantages.

These priorities are underpinned by the aim to improve Success Rates across all areas, and ensure that provision is tailored to meet the needs of both learners and employers. Our success depends upon the extension of learning opportunities to all communities, and promoting Equality and Diversity is embedded throughout the programme of activity.

Headline Business Activity

The plan sets out the programme of activity that we will undertake to implement our Strategic Priorities and address our local issues. Our plan will ensure that resources are focused on maximum educational outcomes for learners, in the following areas:

Young People – Improving the participation and achievement of young people: We will develop high quality, coherent, vocational pathways and work with FE providers to increase participation and deliver a demand led curriculum through the development of flexible learning opportunities for 14-19 year olds. We will also focus on enhancing collaboration between partners, providers and employers so that 14-19 provision better meets the needs of learners, employers and the local community.

Adults – Raising the level of skills: We will implement the initial priorities contained in the Sector Skills Agreements. We will prepare for introduction of the *Level 2 Entitlement* in September 2006, and increase the numbers of adults participating on their first full Level 2 provision. We will deliver the *Skills for Life* strategy for tackling low numeracy and literacy skills, and meeting the ESOL needs in London. We shall support regional activity to increase skills development activities within the public services workforce, and shall begin to work in partnership with Job Centre Plus in joint delivery of a common plan.

Improving the quality and responsiveness of provision – taking forward the agenda for change: We will agree targets with each FE provider that will increase their overall 16-18 and 19+ Success Rates in the academic year 2005/06 and set consistent Employer Engagement targets with each provider. We will develop a capital strategy for London South, based on the national strategy for capital approvals and the development of a CoVE network and published regional priorities.

Internal Resources and Partnership

London South recognizes that its plans will only be delivered in partnership. We will continue to build on our strong working relationship with the South London Learning Partnership, who served as the Stakeholder Group for StAR, support our borough-based partnerships and further develop the role of our innovative Skills Alliance.

Strategic Priorities

National Priorities

The 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 national 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 per cent 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 per cent of those aged 18 to 30 by 2010.

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

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/. Having undertaken an extensive analysis of London's needs, and consulted with our partners, the key actions we will take in support of our priorities are set out below. *(References in brackets after each priority action indicate the corresponding Key Action under the Headline Activities)*

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).
- ❑ Develop Entry to Employment, Employer Training Programmes and Apprenticeships to better meet the needs of London's employers (A1).
- ❑ Ensure that the balance of provision 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 (B2, B8, C1).
- ❑ 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, A4, C7).
- ❑ 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 (A1, 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 (A1).
- ❑ 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 to attend an interactive exhibition demonstrating a range of vocational training programmes and career paths (C4).

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 (B4, C6).
- ❑ 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.
- ❑ Develop a model for addressing the 'worklessness' agenda with the LDA, Job Centre 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 (B7).
- ❑ 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.

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 (B4).
- ❑ Develop a hub and spokes model for CoVEs in Healthcare, Social Care and Childcare/Early Years (B4).
- ❑ Contribute to the London Skills Commission's agenda for enhancing public sector skills development (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 (B4).
- ❑ Contribute to the work of London Challenge in developing staff development activities within secondary education (A3, B4).

The London statement of regional priorities contains guidance for each local LSC on what these priorities mean for London. Some priorities will require new collaborative actions. These will need to be discussed by the Regional Board and allocated to the regional network of task groups once resources are known. This will result in amendment to local plans to accommodate the activity required.

Local Priorities

London South LSC set out its medium term priorities in its local Vision Statement, endorsed by the Council in September 2004. This vision informed the options following its Strategic Area Review, which were published for consultation in October 2004. In support of the national and regional statement of priorities, and in light of the responses to these local options for reform, the Council has identified the following seven key local priorities for the period April 2005-March 2006:

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

- Ensure sufficient capacity in London South LSC's priority target areas and occupational sectors.
- Prioritise funding to all 16-18 year olds and those adults taking a *Skills for Life* or a first Level 2 qualification, or a first Level 3 qualification where they fill specific skills gaps in priority vocational areas.
- Support improvement in the quality and transparency of Careers Education and Guidance (CEG).
- Increase and improve the opportunities for learners to progress in learning.
- Increase learners' awareness of Information, Advice and Guidance (IAG) services and ensure a coherent link between IAG that is delivered within a learning programme and that delivered discretely.
- Continue to develop the collaborative network of IAG providers, to a minimum quality standard, so as to create a seamless service for all adults.

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

- Develop more progression pathways for vocational education and training based on the employment growth sectors through prioritised allocation of resources, so as to meet the needs of young people, particularly those Not in Education Employment or Training (NEET).
- Increase participation by developing new flexible learning opportunities for 14-19 year olds.
- Develop and improve the mechanism for collaborative planning and delivery of provision for young people in the London South region, including the sharing of best practice
- Ensure enough places are available across London South to meet current and future demand from Learners with Learning Difficulties and/or Disabilities (LLDD) and, where appropriate, develop provision to support learners to remain within their local community.
- Develop a comprehensive entitlement for 14-19 year old learners that includes a choice of provider types, a guaranteed curriculum offer, Information, Advice and Guidance, and appropriate support while in learning.

3. Transform Post 19 provision so that it attracts and stimulates more business investment in training and skills development.

- Target LSC funds available to those organisations that deliver learning and skills provision in line with London South LSC's priorities and which collaborate effectively to do so.
- Achieve minimum performance levels across the range of LSC - funded provision.
- Develop an agreed learning offer to local employers to ensure their needs are met effectively through collaboration.
- Prioritise funding to providers who, in their three-year development plans, demonstrate they are committed to improving effective employer engagement and delivering training suitable to the needs of employers and employees.
- Develop effective access for employers to Information, Advice and Guidance (IAG) on training.

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

- Improve the progression of young people into employment, through working closely with Connexions, supporting business and enterprise-related programmes and developing their employability.
- Increase the success rates for learners in FE and WBL, including basic and key skills, thus developing their employability.
- Promote and develop the benefits of diversity and address the barriers that can deter or prevent people from participating in learning and employment.
- Develop further the South London Skills Alliance to help South London employers define the skills needs of their sector and increase productivity through new approaches to workforce development.
- Work with Local Strategic Partnerships, Local Authorities, business groups, local employers and other public agencies to define and share knowledge of skills needs and socio-economic trends in each area of London South.

5. Strengthen the LSC's capacity to work effectively at a sub regional and borough level.

- Improve and strengthen South London-wide joint strategic planning of 14-19 learning, complementing borough-based partnerships and influencing regional developments.
- Improve and strengthen collaborative planning and delivery of provision for adults, including the sharing of best practice.
- Ensure London South LSC strategic planning takes into account providers located outside the sub-region whose learners come mainly from London South.
- Develop effective approaches to working in an integrated way at borough level.

6. Improve the skills of workers who are delivering public services.

As well as contributing to the Key Actions outlined under the Regional Priorities, we will:

- Improve the availability and quality of teachers, tutors, lecturers and support staff by supporting collaborative approaches to recruitment and development.
- Develop a programme in collaboration with FE Colleges to support leadership, management and governance in FE.

7. Prioritise support to neighbourhoods that consistently demonstrate lower than average rates of participation in learning or other relevant disadvantages.

- Work within Local Strategic Partnerships to ensure that disadvantaged neighbourhoods have improved access to appropriate learning and skills.
- Encourage providers to target learner support funds, including community-based childcare, towards learners in deprived neighbourhoods.
- Encourage effective partnership-based use of neighbourhood learning centres to provide accessible, familiar and local learning environments.
- Promote partnership working between providers and the voluntary sector, especially the exchange of expertise and the accreditation of voluntary sector staff so as to build capacity in deprived neighbourhoods.
- Support appropriate learning initiatives that work closely with established community development partnerships and targets disadvantaged learners.
- Encourage and prioritise progression opportunities from first-step delivery within the community onto higher levels, particularly those tailored towards the skills gaps in the area and linked to appropriate work experience.
- Encourage FE and WBL providers to target flexible vocational learning on deprived areas to increase participation.
- Ensure barriers to learning, and all forms of inhibiting bureaucracy, are removed for disadvantaged learners.

The programme of activity needed to address our medium term vision will be implemented over several years. The Headline Activities in this plan which directly address the outcomes of StAR during 2005-06 have been identified with the symbol ⊗.

Market Analysis

The London South context

London South is a relatively prosperous sub-region with the lowest claimant count of all the London LSCs and two of the most affluent boroughs in the country.¹ Within London South however there are pockets of significant levels of deprivation and varying qualification levels within the population. Just over 1.3m people live in the area, with 25% from Black and Minority Ethnic (BME) groups.

There are just over 55,000 workplaces in the local economy, an increase of 5.8% since 1998, with employment at roughly 575,000 people.² Employment is highest in Financial and Business Services and Croydon in particular has been able to establish itself as one of the major recogni for the sector in London and the South East and is widely ecognized as a key economic hub outside of London. Other key industries include the Retail and Wholesale Trade, and Healthcare and Social Work.

The service sector, especially Financial and Business Services and Retail, are expected to drive the London South economy forward in the years to come. Economic forecasts suggest that employment in the Business Services sector will increase by 47,000 between 2002 and 2012. Employment in the area overall is predicted to increase by 40,000, with the vast majority of this accounted for by an increase in the employment of men, both in full-time and part-time jobs.

The area has a diverse level of skills, with almost a quarter of working age residents having either no or low level skills and nearly a third qualified to at least degree level.³ Geographically many areas have good road and rail links to central London, a likely destination for the large number of employed residents; London South having 150,000 more employed residents than workplaces in the area.

The next few years will see large scale regeneration projects taking place. Croydon has been designated an 'Opportunity Area' by the Mayor's Office, who envisage 36,000 additional jobs and 42,000 new homes in the London South area by 2016. Bromley Town Centre has been chosen as one of only 22 Business Improvement District pilot schemes across the country, whilst areas in London South are also receiving Neighbourhood Renewal Funding due to significant deprivation in some wards. This year will also see whether London has been successful in its bid for the 2012 Olympics. If successful this could have a major impact on employment and skills in the London South area.

¹ Claimant count is defined as those who are claiming JobSeekers Allowance or National Insurance Credit. London South's claimant count is 2% compared to 3.2% in London (Nov 2004 figures). This differs to the Labour Force Survey Unemployment rate which is from a sample of residents, asking whether they have been unemployed and looking for work in the past month. This will result in a slightly higher ratio as it is likely to include people not eligible for the above benefits. Source: Office for National Statistics.

² This figure is calculated by adding the ABI 2003 figure of 495,000 employed in London South, which does not include self-employed, with the Labour Force Survey figure of 90,000 self employed for March 2003 – Feb 2004.

³ No or low-level skills are defined as No qualifications or NVQ 1 equivalent. Note that this does not include any breakdown of 'Other' qualifications, which in London South accounts for 12.4% of the working age population. Source: Labour Force Survey March 2003 – Feb 2004.

Improving the participation and achievement of young people

Performance

Four key indicators for young people are monitored at a local level through the Performance Scorecard. These are learner numbers in Further Education (FE) and Work Based Learning (WBL), the number of Apprenticeship starts and overall Success Rates. They are shown below, supplemented with data drawn from Connexions, DfES, and other sources. The comments give some background to the raw data and offer information on trends where possible.

Across the sub region there has been a significant growth in 6th form numbers, for which we have ring fenced funding. Croydon, following its Area Wide Inspection Action Plan, has also been subject to a Secondary Review, and is considering running FE franchised provision through schools. A review of post-16 provision in Merton is imminent.

Participation

Participation Measure	2003-2004 Performance	Comment
1. 14-16 Vocational Learning	c. 1,000 learners on programme.	Coherence of, and progression from this programme need to be strengthened. Demand is outstripping supply, particularly for NVQ/VRQ courses.
2. 16-18 Participation		The rate of participation is strong. The last three years' annual growth in LSC-funded participation has been around 4%, keeping ahead of the estimated growth in population. Current estimates of population increase to 2010 suggest that demand for learning will soon exceed supply.
3. 16-18 Learners, FE and WBL	20,446	In 2003/2004 nil growth, but over three years an annual growth of 2%. All of that growth was in FE. In FE, half of 16-18 learning is at Level 3 and about a quarter at Level 2. WBL represents about 7% of all LSC funded 16-18 learning and is predominantly at Level 2.
4. Years 12, 13 & 14 School Sixth Forms	10,486	Over three years, an annual growth rate of 7%.
5. Mix of provision at Level 3 (GCE/VCE)		The mix of academic provision for 16-18 at Level 3 varies considerably over the sub region and is a distinctive feature of each borough's learning infrastructure. For example, in Croydon and Richmond, provision is predominantly from the FE and Independent Schools sectors; whilst in Sutton, nearly 90% of 2004 exam entrants were from LSC-funded school Sixth forms.

Participation Measure	2003-2004 Performance	Comment
6. E2E Starts		Our first year, 2003/2004, ran with a waiting list, partly caused by learners staying <i>on-programme</i> for too long. We expanded provision in Construction during 2004/2005.
7. Apprenticeships starts aged 16-21.	2,050	92% attainment of target. Employer commitment, availability of LSC funds, and the quality of provision are the main constraints upon growth.
8. % 16-18 NEET	5.7%	A drop from 5.9% in November 2002. Croydon and Merton have the highest rates (7.1% and 6.7%).
9. % 16-18 unknown	4.0%	A steady improvement from 2002.

Success Rates

Attainment Measure	2003-2004 Performance	Comment
1. FE 16-18 Success Rates	64%	2002/2003 Success Rates were 61% overall, 64% at Level 3, and 57% at Level 2. Our 16-18 Success Rate was the lowest in London, with our Level 3 performance well below the London average, and Level 2 performance marginally above. Of these 16-18 starts completing in 2003, more than 1/3 rd were at institutions with a Success Rate below 55%. In general, retention rates are more the issue for us than achievement rates.
2. 16-18 WBL Completion Rate	39% (Level 3 44%) (Level 2 38%)	These fall below the national average. There is a wide variation between providers, with higher performing providers showing Completion Rates well above 50%.
3. E2E Progressions	31%	This was slightly above the London average.
4. Apprenticeships completions (age 16-21)	822	Represents a 36% Completion Rate: 39% at Level 3, and 35% at Level 2. These 822 completions were mostly in our key priority sectors.

Key Local Issues

These tables confirm that poor success rates are a key issue for London South 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. The raw achievement scores can mask the value added that institutions deliver.

- The population of 16-18 year olds is projected to increase by x.x%. Participation in education and training by 16-18 year olds is projected to increase by x.

- No overall London South curriculum entitlement for 14-19year olds.
- Demand for Work Based Learning outstrips supply because of insufficient employment based apprenticeship opportunities. Integration of Key Skills and technical certificates remain significant issues.
- Participation at FE Colleges in London South LSC's priority sectors is low: 1% of learning aims in FE are in Construction, 0% in Retail, 5% in Hospitality, 2% in Engineering, Technology & Manufacturing and 3% in Health, Social Care & Public Services.
- South London Connexions data also shows that 5.7% of Year 11 leavers in 2004 were Not in Education, Employment or Training (NEET) compared to 5.8% in 2003. The boroughs of Croydon and Merton continue to have higher than average levels of young people who are NEET.
- Most colleges and most non-selective comprehensive schools have expressed difficulties in expanding the vocational offer, particularly where this required specialist equipment and space. Colleges have highlighted construction as an area where they could not presently meet demand.
- The number of Learners with Learning Difficulties and/or Disabilities (LLDD) wanting to access mainstream LSC provision has increased, both through additional demand and improvements in identifying LLDD.
- For both schools and colleges staffing problems are a constraint, with the high cost of living in London South leading to recruitment difficulties in many curriculum areas. Colleges often signal construction and social care as presenting particular challenges.
- Learners from BME groups are under represented in WBL.. In London South 21% of residents in WBL are from BME groups, compared to 29% of the 16-24 year old population. This compares to 36% of 16-18 year old FE learners who are from BME groups.

Adults – Raising the level of skills

Performance

There are a number of key indicators for Adults that are monitored at a local level through the Performance Scorecard. These are learner numbers, basic skills achievement and basic skills provision which does not contribute towards target qualifications.

Participation

Participation Measure	2003-2004 Performance	Comment
1. Number of 19+ learners studying for a Level 2 qualification in FE and WBL	6,614	17,632 learners were studying at Level 2. 6,614 represents those studying for a full Level 2 qualification, and of these we need to know how many were studying a Level 2 qualification for the first time ('Qualifications on Entry' data on the ILR needs to be more complete). Latest estimates, across the country, suggest it may be less than 40% of learners, which would mean that we currently

Participation Measure	2003-2004 Performance	Comment
		do not have 'First Level 2' learners to the scale planned for the 'Learner Entitlement' programme.
2. Numbers studying for a Level 3 qualification in FE and WBL	7,052	12,233 learners were studying at Level 3. 7,052 learners were studying for a full Level 3 qualification. It is not known how many of these had never attained to a Level 3 or higher qualification before.
3. Total number of LSC-funded learners in FE and WBL	64,458	
4. Number of learners on Skills for Life provision	15,408	
5. Proportion of Skills for Life learning that is non target-bearing.	46%	Increased from the previous year, although still lower than the rest of London. We are currently working with providers to ensure the new ESOL learning aims are correctly coded.

Achievement

Attainment Measure	2003-2004 Performance	Comment
1. Number of target-bearing Skills for Life achievements	5,627	Interim figure, before analysis of final 2003/2004 ILR F05.
2. Numbers of adults gaining a full Level 2 qualification in FE or WBL.	3,464	
3. Numbers of adults gaining a full Level 3 qualification in FE or WBL.	3,544	

Key Local Issues

- Participation in FE in some LSC Priority Sectors is low: 4% of adult student learning aims in FE are in Construction, 1% in Retail, 4% in Hospitality and 2% in Engineering, Technology and Manufacturing.
- Although many residents are well qualified, 23% have no or low qualifications.
- The number of Learners with Learning Difficulties and/or Disabilities (LLDD) wanting to access mainstream FE and ACL provision has increased, both through additional demand and improvements in identifying LLDD. Ensuring sufficient capacity across London South to meet current and future demand is a key issue.

- The 2003 National Employers Skill Survey (NESS) found that of the employers in London South funding or arranging training for staff in the previous 12 months, 18% used FE establishments to provide the training.
- Low Success Rates in FE. For 2002/2003, the aggregate 19+ Success Rate was the lowest of all LSC sub regions

The Skills Sectors identified as key for London South are as follows

Key Skills Sectors – London South:
Construction
Retailing, Customer Service and Transportation
Hospitality, Sports, Leisure and Travel
Engineering, Technology and Manufacturing
Health, Social Care and Public Services
Creative Industries

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

Changes to provision have already occurred within many providers over the past five years, such as changing the qualifications being taught, offering a wider range of courses and modules, changed delivery of courses, increased flexibility and more bespoke courses for individual employers.⁴ The 2003 National Employers Skill Survey (NESS) found that of the employers in London South funding or arranging training for staff in the previous 12 months, 18% used FE establishments to provide the training. Of those who used FE Colleges, 80% were either fairly satisfied or very satisfied with the services provided. Satisfaction levels were highest amongst employers in Health and Social Work (94%), Education (89%) and Retail and Wholesale (86%). The sectors that used FE the most were Health and Social Work (41%), Education (26%) and Construction (20%).

London South currently has 6 Centres of Vocational Excellence (CoVEs) and these cover the occupational areas of Business and IT, Health, Early Years and Childcare, Food, Management and New Media. The number of CoVEs is set to increase, with planned CoVEs in Electro Technical, Building Services Engineering, Entrepreneurship, and Sports & Recreation.

A number of initiatives are in place to ensure that provision becomes more demand led and responsive. Sector Skills Councils, Sector Skills Agreements, Sector Skills Action Teams and Employer Engagement targets, included in provider's Three Year Development plans, are in place to ensure that employer skills needs in every sector can be identified and actively responded to.

⁴ Employer Needs and the Development of Provision, a pan-London Research project undertaken by IFF Research Ltd, 2004.

Key Local Issues

- The 2003 National Employers Skill Survey (NESS) found that of the employers in London South funding or arranging training for staff in the previous 12 months, 18% used FE establishments to provide the training.
- In the same survey 36.4% of London South Employers have hard to fill vacancies and 17.5% have a skills gap. Both of these indicators are greater than the London average.
- Inconsistent employer engagement targets.
- Uncoordinated approach to meeting future sector skills needs.
- Deteriorating estate in the FE sector, and anticipated expansion of demand in bids for capital support across all sectors.
- Uncoordinated process for matching capital bids to local strategic objectives.

Headline Activities

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

The Key Actions and activities in this section are in response to LSC Priority 2: *Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.*

Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resource
A1: Widen the choice of stronger vocational routes for young people, including the participation and completion of those undertaking apprenticeships	Work with providers of Further Education to increase participation, and to deliver a demand led curriculum through the development of flexible learning opportunities for 14-19 year olds. ⊗	21,301 16-18 year old starts L2 & L3 Success rates = 68%	FE
	Develop Work Based Learning provision, and stimulate the supply of more employment-based opportunities in Apprenticeships. ⊗	1692 enrolments on Apprenticeships	WBL
	Develop the E2E programme to ensure learners better progress into employment, apprenticeship, or further education, whilst enhancing the mix and quality of provision. ⊗	100% funding allocated 1,050 starts 24,592 learning weeks 55% progressions Provision inspected reaching a minimum of Grade 3 for Foundation Training	E2E
	Meet the need of those Not in Education, Employment or Training (NEET) through delivery of the LSC LS / Connexions South London Partnership NEET Strategy. ⊗ In support of the September Guarantee in Croydon and Merton, offer vocational taster courses for 16 year olds.	Reduction in NEET across London South to 5.7% by Nov '05. Expected project milestone at March 2006: 80 beneficiaries	Admin ESF

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

The Key Actions and activities in this section are in response to LSC Priority 2: *Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.*

<p>A1 continued:</p> <p>Widen the choice of stronger vocational routes for young people, including the participation and completion of those undertaking apprenticeships</p>	<p>7 projects including training for NEET group, those excluded from school, and young mums-to-be, plus development of an E2E partnership.</p>	<p>Expected project milestones at March 2006: 176 beneficiaries.</p>	<p>ESF</p>
	<p>Provide an LSC sponsored vocational offer for 14-16 year olds.</p>	<p><u>July 2005:</u> IFP <i>Cohort 2</i> completing, with 75% of learners progressing to FE. <u>September 2005:</u> IFP <i>Cohort 4</i>: 520 enrolments Young apprenticeships: 43 enrolments.</p>	<p>IFP</p> <p>Young Apprenticeships Fund</p>
	<p>Lead 5 borough-based projects, working with 14-16 learners, to develop vocational provision in our key skills sectors. ☒</p>	<p>Expected project milestones at March 2006: 122 beneficiaries</p>	<p>ESF</p>
	<p>Develop vocational pathways based upon a local priority sector ☒</p>	<p><u>March 2006:</u> Institutions have developed appropriate vocational courses, and they will be including these in their Prospectus for 2006/2007.</p>	<p>LID</p>

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

The Key Actions and activities in this section are in response to LSC Priority 2: *Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.*

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	Establish a London South Learner Entitlement, which includes the development of high quality, coherent, vocational pathways. ☒	Learner Entitlement agreed within London South sub region.	Admin
	Implement effective and responsive funding procedures for school sixth forms, LEA learners support, LEA SEN, and Teachers' Pensions.	47 school sixth forms funded	6 th Form
	Monitor delivery of EMA in schools and colleges for Cohort 1, and roll out EMA for Cohort 2, and prepare for extension of EMA into Work-Based Learning.	95% application rate for those learners who return for a second year of further education from those presently in receipt of EMA. 95% of expected applications of Year 12 learners (starting in September 05).	DFES
	Enable all providers in all sectors to offer additional pre-entry and Entry Level courses, through allocation of resources.	Provision available locally to young people with learning difficulties and/or disabilities.	
	Develop colleges as centres of excellence for different groups of learners with difficulties or disabilities, linked to the setting up of a travel support plan. ☒	Improved use of expertise across the sub region.	
	Plan provision to meet the needs of 16-18 learners with Autistic Spectrum Disorder.	LSC LS / LEA capacity development plan agreed (March 06)	Admin
	Administer applications for Additional Learner Support above £19,000 from local General Further Education Colleges.	All applications processed and a decision made within 10 weeks.	NLSC Budget Admin
	Secure and monitor provision in national specialist colleges for learners with difficulties and/or disabilities from the London South sub region. ☒	All applications processed within 10 weeks of placement meeting. Appraisal of all existing placements	LLDD Admin

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

The Key Actions and activities in this section are in response to LSC Priority 2: *Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.*

A3: Encourage more collaboration amongst schools, colleges and training providers and closer working with employers	Develop the LSC's contribution to 14-19 planning within the boroughs, particularly in the following initiatives and programmes:		
	Develop the capacity of borough 14-19 partnerships to co-ordinate and plan 14-19 provision so that it better meets the needs of learners, employers, and the local community. ⊗	Six borough partnerships, or collegiates, of FE colleges, work based learning providers, schools and employers. Collaborative development of a varied provision offer within each borough. Borough wide directories published, of 16-19 opportunities, listing all available options.	LID
	Enhance and refocus the 'SLLP' (South London Learning Partnership) to become a sub regional planning forum. ⊗	A united network across London South. Communication and consistency between borough partnerships.	Admin
	Work in partnership with LEAs and steering groups to implement Area Action Plans in the London Boroughs of Bromley and Croydon, to increase participation and achievement of 14-19 year olds through building capacity, improving teaching and learning, and improving information and guidance.	AWI Action Plan targets: Bromley: 62% of 16 year olds achieve 5A*-C at GCSE Maximum 4.5 % of 16 year olds NEET/Unknown GCE/AVC average points score 245 Croydon: <u>July 2005:</u> Targets agreed. <u>September 2005:</u> Two 11-16 schools commence delivery of post-16 courses through FE franchise arrangements <u>September 2006:</u> Delivery of post-16 courses commences in some other 11-16 schools, as provision franchised from FE colleges.	LID
	Develop effective collaboration with LEAs through co-ordinating the delivery, and monitoring the effectiveness, of the six LSC LS / LEA Memoranda of Understanding	Process agreed for developing common targets. Funding priorities agreed. Management Information & Data shared.	Admin

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

The Key Actions and activities in this section are in response to LSC Priority 2: *Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.*

A3: continued: Encourage more collaboration amongst schools, colleges and training providers and closer working with employers	Identify and co-ordinate LSC contribution to Children Trusts and Joint Area Review (JAR) of Children's Services.	LSC LS representation on Children's Trusts is agreed. Capacity within the sub region to contribute to and respond to JAR is developed.	Admin
	Sustain core Education Business Link activity that will help employers become involved in the support of young people aged 14-19 in work related learning and work experience, and will encourage employer involvement in the professional development of teachers. ☒	<u>July 2005:</u> 2,341 pupils experiencing an Education Business Link activity 372 professional development placements 100% spend against contract objectives <u>September 2005:</u> 2005/2006 targets agreed	EBL
	Develop a Work Placement system for E2E learners, and support the engagement of employers into schools ☒	Expected project milestone at March 2006: 200 beneficiaries.	ESF
	Regional Activity: As lead London LSC, agree and action the Work Plan of the London 14-19 Forum. Manage the implementation of London wide policies in the London South sub region	A 14-19 pan-London learner offer promoted, and a London LSC 14-19 Framework published that will present a 'ladder of opportunity' to all young people, embracing all levels of achievement. Co-ordinated implementation of response to 14-19 White Paper	Regional Admin

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

The Key Actions and activities in this section are in response to LSC Priority 2: *Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.*

A4: Progression to Higher Education in support of the PSA target	Develop a London South LSC three-year strategy to increase the number of learners progressing into HE in line with government 50% PSA target.	Benchmark activity and progression rates into HE Agree Progression to HE plans with GFE Colleges and LEAs Map vocational pathways to level 4, highlighting existing progression routes, and gaps in provision. Pilot, within one borough, the creation of one new progression pathway based on one LSC LS priority employment sector.	
A5: Additional local Key Action: Lead on a 'Value Added' programme, in partnership with all six LEAs.	Promote and support the use of ALIS and ALPS 'Value Added' systems for 16-19 Level 3, in School Sixth Forms, and Colleges of FE. ⊗	<u>July 2005</u> : Feedback on reports given to every provider. In-service training and evaluation conference delivered. <u>March 2006</u> : 2 nd year's analysis delivered. In-service training, and dissemination of best practice through local projects, with the aim of raising achievement levels and progression opportunities at Level 3 in subsequent years.	LID

B. Adults - Raising the level of skills			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resource
B1. Implement the initial priorities contained in Sector Skills Agreements	In support of LSC Priority 1. <i>Make learning truly demand-led so that it better meets the needs of employers young people and adults</i>		
	Develop an effective local response to published Sector Skills Agreements through the South London <i>Skills Alliance</i> , ⊗	Curriculum aligned both to StAR recommendations, and to local employer demand as identified by the South London <i>Skills Alliance</i> .	Admin FE WBL IFP
	(For <i>Skills Alliance</i> , see also under key Activity C1)	Provision in specific learning aims in place, where required by Sector Skills Agreements.	FE WBL
		Working with SLLP, local provider capacity reviewed for key sectors.	Admin
	Lead 4 Sector Skills workforce development projects (manufacturing, construction, hospitality and care), and invite bids for further projects under a Summer 2005 tendering round, especially for sectors not currently funded.	Expected project milestone at March 2006: 190 beneficiaries	ESF ESF

B. Adults - Raising the level of skills

B2. Look to extending the Level 2 Entitlement, and increase the numbers of adults participating on first full Level 2 provision	In support of LSC Priority 1. <i>Make learning truly demand-led so that it better meets the needs of employers young people and adults</i>		
	Through our Further Education funding, purchase the appropriate mix of provision, with priority for a first Level 2 for adults, and, where appropriate, Level 3. Reduce the volume of Other Provision where appropriate. ⊗	Provider base prepared for introduction of Level 2 Entitlement in 2006/07. <u>To July 2005</u> 2,795 19+ participating on 1 st full level 2 3,601 19+ learners a [full] L3 Reduce inappropriate Other Provision <u>To July 2006</u> 2,866 19+ participating on 1 st full level 2 4,119 19+ learners a [full] L3 Reduce inappropriate Other Provision	FE Admin
	Through our Adult and Community Learning funding, maintain such pre-level provision as is needed to maintain access.	Sufficient matching pre-level provision contracted with the six Local Authorities.	ACL
	Develop South London IAG service to prioritise engagement towards adults who have yet to achieve a full qualification at Level 2. ⊗	<u>To July 2005</u> Targets for engagement with adults below Level 2: <ul style="list-style-type: none"> • Advice <u>8,300</u> • Advice sessions <u>5,141</u> • Enhanced Services sessions: <u>557</u> • <u>To July 2006</u> Targets will be set as part of the contracting process.	2004-2005 IAG 2005-2006 IAG

B. Adults - Raising the level of skills

B2. continued Look to extending the Level 2 Entitlement, and increase the numbers of adults participating on first full Level 2 provision	Implement 4 projects leading to accredited vocational qualifications, with beneficiaries to include 'New Deal' clients, unemployed people overcoming mental health issues, voluntary workers, and older workers made redundant from manufacturing. Round 2, Action 2 of EQUAL.	At least 200 beneficiaries. Contracted by 31 December. Delivery completed by 30 June '07	EQUAL
	Implement 4 projects extending the provision of level 2 and 3 qualifications for people with mental health problems, ex-offenders, housebound learners and travellers. Bids for further activity may be invited through a Summer 2005 tendering round.	Expected project milestone at March 2006: Approx. 170 beneficiaries	ESF
B3. Deliver the 'Skills for Life' strategy for tackling numeracy and literacy skills, including prioritising basic skills training that leads to a qualification, and improving completion rates	In support of LSC Priority 4. <i>Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs</i> Through FE and ESF allocations, increase enrolments in Basic Skills learning, increase the proportion of accredited learning aims, increase the supply of Basic Skills teachers qualified to NVQ Level 4, and promote the delivery of Basic Skills training in the workplace. ⊗	The target for number of local achievements to July 2007 to be agreed by May 2005.	Admin
		Target-bearing achievements in Numeracy and Literacy: (FE Only) <u>July 2005:</u> 13,144 <u>July 2006:</u> 14,839	FE WBL Ufl ESF
		Continued development and delivery of our teacher training programme, and an increase in the supply of teachers qualified to NVQ Level 4.	Admin ESF
	Support London Central (lead LSC), in contributing to regional management of Skills for Life delivery to clients of the Probation Service.	Contributed to establishment of a regional provider base, and the achievement of the regional SfL targets for this client group.	Admin

B. Adults - Raising the level of skills

	Contribute to regional planning for the introduction of a new, integrated offender learning service, to come into effect August 2006. (London Central lead LSC)	Prisons Offender Learning offer planned in time for local contracting for 2006/2007.	Admin
	Develop Basic Skills and ESOL provision to refugees in the London Borough of Croydon	By September 2007, approx. 130 beneficiaries.	ESF
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	In support of LSC Priority 6. <i>Improve the skills of workers who are delivering public services</i>		
	London Region activity: London LSCs are working with key partners to develop an enhanced curriculum model for apprenticeships in the public sector in London. They are developing an initial 12-month pilot programme to address the issues of recruitment and an ageing workforce in the sector. The objective is to make this an attractive proposition to young people, adults, parents and employers, to increase the number of places available and to improve take-up generally, specifically from groups under represented in apprenticeships.	Developing a strong, positive, brand, and an enhanced delivery approach, is intended to raise the profile of career opportunities and progression for young people within the public sector. It is expected to have the initial pilot during the summer 2005.	

B. Adults - Raising the level of skills

	<p>Local activity: Through the following funding streams and activity: liP, WfD, LID, ESF and Partnership Working, we will:</p> <ul style="list-style-type: none"> – support schools to achieve accreditation in liP – with CoSLP, support the delivery of a programme of Management Development to staff in South London FE Colleges – with NHS conduct a skills needs analysis of the NHS Estates workforce (“Skills Escalator”) <p>London South’s CoVEs in Health Care, and in Early Years and Childcare will engage with employees in the Public Sector, as well as disseminate models of good practice amongst other London South providers.</p>	<p>liP recognitions: <u>July 2005:</u> <u>July 2006:</u></p> <ul style="list-style-type: none"> – CoSLP Project – Skills Escalator – launch of NVQ programme, dependent upon availability of NHS funds <p>Access to Nursing qualifications, Engagement with EYDCP, childrens’ services, <i>SureStart</i>.</p>	<p>liP</p> <p>LID</p> <p>WBL, funded centrally by LSC’s National Contracting Service (NCS)</p>
	<p>Implement 3 projects focusing on health and care. Although beneficiaries cannot be directly employed by the public sector, they will often have contracts with these agencies.</p>	<p>Expected project milestone at March 2006: c.150 beneficiaries.</p>	<p>ESF</p>
B5. Work with Union Learning representatives to boost the demand for learning, especially literacy and numeracy	In support of LSC Priority 4. <i>Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs</i>		
	Continue to develop the capacity of the Union Learning Representative network.	30 employees trained. 10 employees trained to become Union Learning Representatives.	SERTUC
	Tender for further ESF activity that will support Union Learning Representative development, and link it with other workforce development activities	<p>Autumn 2005: Agreement of successful bids</p> <p>Spring 2006: Contracted delivery begins</p>	ESF

B. Adults - Raising the level of skills

B6. Link skills training and local employment opportunities supported through the harmonisation of local planning and delivery with Jobcentre Plus	In support of LSC Priority 4. <i>Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs</i>		
	Improve partnership working with Job Centre Plus through agreement of joint delivery plans that link Learning and Skills development to new job opportunities. ☒	April 2005: commence delivery of shared plan, as developed and agreed December 2004.	Admin LID
	Support reintegration and employment of New Deal clients (particularly 50+, Lone Parents or Disabled), in collaboration with Job Centre Plus and Business Link for London.	Approx. 65 beneficiaries	EQUAL
	Implement 5 projects developing employability skills for unemployed people	Expected project milestone at March 2006: c. 180 beneficiaries.	ESF
B7. London Region Priority: ESOL. London LSC's will address the issues of insufficient, inappropriate, and poor quality ESOL provision.	In support of LSC Priority 4. <i>Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs</i>		
	Review the proportion of <i>Skills for Life</i> (SfL) provision, including ESOL, which does not directly contribute towards the National Targets. Communicate to providers that within three years 80% of SfL provision must be in approved qualifications, and of this 80%, at least 66% should directly contribute to national targets.		Admin
	Agree provider Three Year Development plans that include targets and milestones for: <ul style="list-style-type: none"> •shifting existing other/non- approved provision to nationally approved SfL qualifications •improving retention rates and progression routes •introducing measures to improve quality of SfL provision and success rates. 		Admin

B. Adults - Raising the level of skills

B7 contd. ESOL in London	Establish and lead with key partners an ESOL steering group under the auspices of the Skills Commission.		Admin
	Use ESF to train ESOL/Basic Skills tutors.		ESF
B8 Further implement the LSC's Action Plan: <i>Working Together</i> , along with parts of the LSC's Equalities and Diversity Strategy, and parts of the Government strategy paper: <i>Change Up</i>	In support of Local Priority 7. <i>Prioritise support to neighbourhoods that consistently demonstrate lower than average rates of participation in learning or other relevant disadvantages</i>		
	Target mainstream funding towards provision which links into borough economic and social regeneration plans, including the voluntary sector.⊗	Increased participation of target groups. Increased number of 'new' learners.	FE ACL
	Capacity-build BME organisations in the Voluntary and Community Sector (VCS)	<u>September 2005:</u> Expected 6 BME organisations to have benefited.	VCS Capacity Building Fund
	Map the range and nature of VCS in South London	<u>July 2005:</u> London South benchmarking exercise completed.	VCS Capacity Building Fund
	London Living/Learning Grants (Regional Project)	6 local projects delivering non-accredited learning to disadvantaged target groups, and to capacity build small VCS organisations to LSC provider standards.	Widening Adult Participation Action Fund:
	Pilot the delivery of Level 1 and Level 2 learning in VCS organisations under mainstream funding conditions (<i>Sustaining Community Learning</i>)	A CVS Learning Provider Consortium The capacity to deliver learning developed in 60 organisations. Intensive 1:1 technical assistance to 10 organisations, to help them deliver accredited learning and to meet the requirements of mainstream funding.	ESF

B. Adults - Raising the level of skills

B8 contd... Local 'Neighbourhoods' and CVS policy	<i>Learning in the Community</i> Capacity-build VCS learning organisations to develop and deliver community based learning opportunities.	600 beneficiaries to participate in first rung informal learning: 60 progressions into formal education, 60 basic skills qualifications.	
	Integrate refugees into the Employment Market	Conversion training programme established for unemployed refugees, including delivery of ESOL training where appropriate. Accreditation of overseas qualifications for 250 professional refugees and/or migrants.	ESF
	Increase capacity of the local community to deliver widening participation, basic skills and progression of learners to Level 2 qualifications.	<u>July 2005:</u> <ul style="list-style-type: none"> • 6 VCS organisations new into learning • 2 VCS organisations engaged in capacity building activities • 150 VCS staff and volunteers involved in capacity building activities • 250 individuals provided with learning / training and basic skills Re-contracting process to start in August 2005	Neighbourhood Learning in Deprived Communities (NLDC) 2004/2005. NLDC 2005-2006
	London Global Grants: <i>Fast Forward</i> grants programme	25 small VCS organisations in London South are beneficiaries of this regional scheme.	LID
	Work with Local Strategic Partnerships to ensure that disadvantaged neighbourhoods have improved access to appropriate learning and skills ☒	London Workforce Futures Partnership	EQUAL (subject to availability)

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	Key outcomes / measures of success	Resource
C1. Align LSC plans and funding with those of other regional partners in support of Regional Economic Strategies	In support of LSC Priority 5. <i>Strengthen the LSC's capacity to work effectively at regional level – particularly with Regional Development Agencies and Regional Skills Partnerships</i>		
	Continue to build on the excellent partnership work undertaken through the London Skills Commission and play a leading role in the delivery of the FRESA flagship projects e.g. 'ICT 4 SMEs'	A strategy developed for enabling SMEs to acquire the ICT skills essential for business competitiveness.	Admin
	Continue to lead in the development of the London 'Workforce Futures Partnership'.	Workforce Futures Partnership continues to make a significant contribution to implementing the Regional Skills Agenda.	EQUAL
	Improve the responsiveness of LSC funded provision to employers through the development of the South London <i>Skills Alliance</i> , which will serve as the key local forum through which our regional skills agenda can be developed and implemented.	The <i>Skills Alliance</i> is embedded into LSC LS partnership activity A platform created for mainstreaming the Business Case for Diversity.	Admin EQUAL
	Work with the Association of Colleges (AoC), at regional level, and strengthen planning links.	Governance training programme delivered to FE Colleges	LID
	Conclude research into barriers to the employment of a more diverse workforce, in particular, barriers of employer attitudes.	<u>June 2005</u> : Final report received.	EQUAL
	Deliver two ESF-funded research projects examining local and employer needs	Research format agreed and projects begun.	ESF

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

C2 Ensure that colleges and the further education sector improve responsiveness to employers and become more demand led.	In support of LSC Priority 3: <i>Reform further Education so that it attracts and stimulates more business investment in training and skills development</i>		
	Set consistent Employer Engagement targets with each provider using indicators develop by the London Regional Skills Group.	Provider Three Year Development plans include stretching but attainable targets for Employer Engagement.	FE
	Develop the use of programme-led apprenticeships in FE.		WBL
	Begin to develop a London South 'business college status' with Colleges with networks linked to and working with HE. Make sure that the links between our Sector Skills Councils and our FE providers remain strong, particularly the links with our CoVE network.		ESF
C3 Tackle the problem of gender stereotyping in apprenticeships	In support of LSC Priority 1: <i>Make learning truly demand-led so that it better meets the needs of employers young people and adults</i>		
	Extend to the WBL sector our gender related Equality and Diversity Impact Measures (EDIMS) ☒	Gender related EDIMS extended from the FE sector into WBL .	Admin
	Ensure that assessments of provider quality in the WBL Sector pay regard to issues of diversity and inclusiveness.		
	Target publicity and marketing materials to promote diversity.	Case Studies published in provider communications and the local press on a regular basis.	Admin

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

C4 Streamline the ways in which employers secure suitable skills training and provide local employers with an integrated offer of business and skills support	In support of LSC Priority 1: <i>Make learning truly demand-led so that it better meets the needs of employers young people and adults</i>		
	Develop the Pan London Employer Guide to Good Training (EGGT) for London South and link it to the Link Local service and National Office EGGT website. It will signpost employers to colleges, providers, and courses available, and will strengthen the employer aspect of one stop services for IAG. ☒		
	Contract with Business Link/Reed to obtain the services of Learning Brokers	367 Training Plans 129 liP commitments 37 liP recognitions 49 skills for life qualifications 49 apprenticeships 67 NVQs 67 Management Development	
	Jointly with LSC London Central, lead on the LSC's contribution to <i>SkillsCity2005</i> , at which, the LSC intends to engage more employers onto Apprenticeships, and secure more employment placements for prospective learners.	<u>July 2005</u> successful LSC contribution to <i>SkillsCity2005</i> . Apprenticeships promoted to London's employers. <u>March 2006</u> Increase Employment places in Apprenticeships.	
	From the EQUAL initiative, identify successful models for delivering workforce skill development to SMEs. ☒	Successful models rolled out across key LSC sectors.	EQUAL
	Develop the role of "Healthy Workplace Intermediaries", based upon the TUC Union Learning representative model, to address the needs of disabled people in the workplace.	Improved integration and retention of disabled individuals within the SME workforce.	EQUAL

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

C4 Streamline the ways in which employers secure suitable skills training and provide local employers with an integrated offer of business and skills support	<p><u>“Skills On Site”</u> Develop a framework, enabling SMEs and Learning Providers to work together and offer SME employees opportunities in lifelong learning. Test a London South <i>Business College</i> model.</p>	<p><u>“Skills On site”</u>: By September 2007, framework developed and <i>Business College</i> model tested. This project to begin in the early summer of 2005.</p>	ESF
---	--	---	-----

C5. Provide an improved impartial information and advice service	In support of LSC Priority 1: <i>Make learning truly demand-led so that it better meets the needs of employers young people and adults</i>		
	Complete the establishment of a London South IAG Strategic Board under LSC LS Chair, to meet at least quarterly. ☒	<p><u>July 05</u>: Strategic Vision agreed by the Board. <u>Ongoing</u>: IAG Board ensures contracted delivery continues to be in alignment with its Strategic Vision.</p>	Admin
	Improve links between Connexions and IAG ☒	IAG Board explores and takes account of these in developing its strategy.	
	3 projects for unemployed and employed people, and for people overcoming mental health problems	<p>Expected project milestone at March 2006: 792 beneficiaries</p> <p>Linked with IAG and a Mental Health charity, for learners without a Level 2.</p>	ESF

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

C6. Produce a capital investment strategy that builds on Centres of Vocational Excellence and supports priority sectors	In support of LSC Priority 1: <i>Make learning truly demand-led so that it better meets the needs of employers young people and adults</i>		
	Regional: Agree a capital strategy for London based on the national strategy for capital approvals and the development of a CoVE network and published regional priorities	Strategy in place and informing decisions on capital project proposals from September 2005. CoVE approvals and therefore capital investment based on a strategy agreed by local LSCs regionally and signed off by the LSC CoVE Policy and Selection Panel	Strategy to be developed by representatives from each London LLSC, regional finance director, regional skills director, regional property advisor
	Local: Develop a capital strategy for London South, based on the national strategy for capital approvals and the development of a CoVE network and published regional priorities. Through co-ordinated local processes for the planning of provider infrastructure, the local strategy will address the outcomes of StAR based on a clear assessment of medium term needs at each level, and a review of estates, to ensure that individual projects are assessed and financed in accord with consistent principles, encourage collaboration between institutions and the most efficient use of scarce resources.	Strategy in place and informing decisions on capital project proposals from September 2005. CoVE approvals and therefore capital investment based on a strategy agreed by local LSCs regionally and signed off by the LSC CoVE Policy and Selection Panel	

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

C7 Improve the quality, equality and success rates of provision	<p>Agree targets with each FE provider that will increase their overall 16-18 and 19+ success rates in the academic year 2005/06.</p> <p>Targets to be set according to areas identified for development in each institution, eg, demographic group, skills sector, qualification type, level, etc., and by Retention and/or Achievement, and to include agreement of contribution to EDIMs.</p> <p>Providers supported in the identified areas, by sub regional working groups and sharing of best practice, by quality improvement consultancy, equality and diversity consultancy, in-service training, and, for the 16-18 age group at Level 3, by the <i>Value Added</i> programme.</p>	<p>Expected aggregate of provider Success Rate targets 2004/05:</p> <ul style="list-style-type: none"> • FE = 66% • Long = 60% • Short = 75% <p>Expected aggregate of provider Success Rate targets 2005/06:</p> <ul style="list-style-type: none"> • FE = 68% • Long = 63% • Short = 77% 	Admin LID ESF
	Use provider performance and progress in 2004/05 as key considerations in awarding WBL contracts for 2005/06. Where appropriate, award run-off contracts only.	WBL Success Rate target of 42% for 2005/06:	Admin
C7 continued Improve the quality, equality and success rates of provision	Seek prospective new WBL providers, from amongst current providers, of all LSC funding streams, and from non LSC-funded providers.	WBL provider base developed so that it can meet the needs of the diverse LSC LS community.	Admin WBL
	Further use Beacon Colleges and CoVEs to share best practice in order to raise success rates. ⊗		
	Use discretionary funding to encourage providers to mentor other providers in areas where they have high success rates ⊗		LID ESF

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

	Encourage the use of <i>Recognising and Recording Progress and Achievement</i> (RARPA) as a framework to record information on non-accredited learning for the LSC, and to show achievement and progress. ⊗	<u>September 2005:</u> Use of RARPA rolled out to all ACL providers. Achievement in ACL recognised ACL contribution to LSC targets recognised.	
	Undertake innovative communication and consultation with disengaged 16-18 learners and their 'representatives', to help identify inclusive provision.	Better practice in recruitment and retention identified and disseminated.	LID subject to availability
	Develop and implement the Equality and Diversity Plan for London South to ensure that successful projects are embedded into all business activity	Principles of Equality and Diversity built into all mainstream LSC LS activity.	Admin EQUAL ESF LID
	Set, promote, and review Equality and Diversity Impact Measures (EDIMS) with all providers.	<u>July 2005:</u> EDIMS set with each provider.	Admin
	Support all providers towards compliance with requirements of Equality and Diversity legislation.	All providers compliant with current legislation, or have a plan of action to meet full compliance.	Admin ESF LID

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

<p>Additional regional priorities: C8 Prepare for changes to the funding and planning of Adult and Community Learning (ACL).</p>	<p>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.</p> <p>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.</p>	<p>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</p> <p>Agree principles for redistribution process, based on indicative regional 'safeguard' allocation for 2006/2007, and timeframe for change.</p>	<p>ACL reform Task Group</p>
--	---	---	------------------------------

Internal Resources

London South Learning & Skills Council

The Council for London South comprises 15 highly skilled and knowledgeable 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 as well as acting as ambassadors for the LSC in the local community. Through these roles they have been instrumental in developing plans for the sub region and holding the executive to account for performance. The Council has led the introduction of Innovation into the transformation of the Learning and Skills Sector in London South.

Staff Resources

London South LSC is committed to improving the organization through the continuous development of its staff. The 72 staff are organised into two directorates; Strategic Development and Operations. 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 our four core values of Trust, Expertise, Ambition and Urgency.

Internal Control / Managing Risk

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 in place 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. 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.

Marketing & Communications

We will promote the LSC to key stakeholder groups, opinion formers and decision makers through public relations and external partnerships and develop marketing approaches and strategies that directly targets our priority groups. This activity will seek to engage stakeholder in the activity of the LSC and increase the participation and achievement in learning.

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.

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 Local LSC is a small number of strategic groups chaired by Executive Directors. These address Performance, Planning, 14-19, Skills, Equality & Diversity and Basic Skills. 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. London South is leading on the development of provision for 14-19 year olds and the FRESA flagship programme for Key Skills.

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. There are robust arrangements 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

The Council will ensure that planned activities take account of 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	London South	Region	Greater London
-----------------	--------------	---------------	----------------

Summary of 16-18 Participation

2003/04					2004/05					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)*
18955	1949	1257	10707		20171	1806	868	11505	97	-	21301	1692	1062		3317	-

Summary of Adult Participation

2003/04				2004/05						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
65244	1731	39129		65457	1457	43350	328	n/a		68594	1239	44588	4878		

* 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			
	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)	3006	458	2975	539	-		2866	562	-	
Full Level 3 Participation (Adults)	3126	418	3601	631	-		4119	680	-	
Skills for Life Qualifications (contributing to PSA)	11732	2859	13144		-		14839		-	

Planned achievements 2004/05 to 2006/07

Success Rates (all ages)

Further Education	Short		Long		Overall	
	Starts	%	Starts	%	Starts	%
2003/04	60603	73	83301	58	143904	64
2004/05	54598	75	83394	60	138998	66
2005/06	55475	77	85522	63	140998	68

Workbased learning

	Framework (National Performance Indicator)			Framework or NVQ - Success Rate and Floor Target			Entry to Employment	
	Total Leavers	Completers	%	Total Leavers	Completers	%	Total Leavers	% positive destinations
2003/04	2274	537	24%	2489	921	37%	1177	30%
2004/05	1919	714	36	1996	1189	51	1074	44
2005/06			42			58		50

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	138152154	TBC	TBC	59066702	-	-	-	-	
2005-06 Financial Year	137360007	4026000	1434000	59554000	2156000	1868000	2451000	14666833	223515840

**Learning and Skills Council
National Office**

Cheylesmore House
Quinton Road
Coventry CV1 2WT
T 0845 019 4170
F 020 7682 3675
www.lsc.gov.uk

©LSC September 2005

Published by the Learning and Skills Council.
Extracts from this publication may be reproduced for non-commercial educational or training purposes, on condition that the source is acknowledged and the findings are not misrepresented.

This publication is available in electronic form on the Council's website:
www.lsc.gov.uk

Publication enquires: 0870 900 6800
Publication reference: LSC-P-NAT-050306