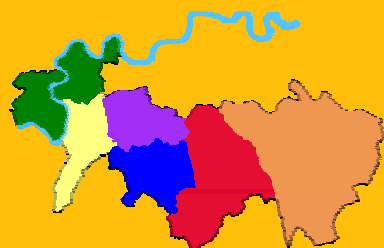




Learning and Skills Council Annual Plan 2003-04

Championing the Power of Learning

London South



Learning+Skills Council
London South

LEARNING AND SKILLS COUNCIL

LONDON SOUTH

ANNUAL PLAN

APRIL 2003- MARCH 2004

**FINAL DRAFT
21 MARCH 2003**

Learning and Skills Council

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.

Our mission is to raise participation and attainment through high quality education and training which put learners first.

Our vision is that by 2010, young people and adults in England will have knowledge and productive skills matching the best in the world.

Guiding Principles

The Learning and Skills Council has been established at a time of enormous economic, social, political and environmental change. New demands have been placed on Government, which require public services to raise their performance and to respond effectively to the demands of an increasingly diverse and vocal multicultural society.

The Learning and Skills Council has a pivotal role, contributing to the national priorities of lifelong learning, social inclusion and competition in the global market economy. London South will strive to make the Learning and Skills Council a high performing organisation, capable of meeting the challenges and transforming the demands of a complex region.

The London South Learning and Skills Council aims to deliver the programme of activity promoting its strategic priorities by:

- Focusing on learners
- Developing our people
- Providing clear leadership
- Promoting equality and diversity
- Looking forward and outward
- Valuing innovation and creativity
- Ensuring standards and accountability
- Empowering through devolution and delegation

The Council firmly believes that by adhering to these eight principles which underpin its ways of working, it will be able to meet the national priority for modern responsive public services, the strategic objectives for learning and skills, and the needs of the people of London South.

Roy Charles
Chairman
Learning & Skills Council - London South

Foreword

I am delighted to present the London South Learning and Skills Council local Annual Plan for the period April 2003 – March 2004. This plan builds on our Strategic and Business Plans, which were published in 2002. Our strategy takes account of the variety of needs of learners and employers in a complex and diverse region. Our operational plans set out how we shall address our six strategic priorities via a programme of business activity in the coming year. For us to be able achieve the challenging targets we have set ourselves, the contribution of partners and providers is paramount. We cannot deliver this plan alone, and will only succeed in delivering through effective partnership.

There are many critical challenges that we have already begun to address. The London South area is characterised by high population growth and good economic development, and stands apart from the rest of London in the strength of its skills formation, skills attainment and youth employment. But despite the relative affluence of the South London area, there remain neighbourhoods where learning is not commonplace, and where there is little motivation to acquire and develop new skills. The most deprived wards remain pockets of stubborn underachievement. In sharp juxtaposition to the wealthy commuter suburbs of a global financial centre, South London has one fifth of 16-18 year olds with no qualifications, and 10% registered as unemployed.

Our task remains a sizeable one. We must strive to develop a new learning culture that addresses the needs of individual learners. Our success will be determined by our ability to establish effective relationships with providers and to ensure that we cultivate the conditions that encourage active collaboration between them. Our plan is based firmly upon our commitment to these principles, and at its heart is the need to embed partnership and collaboration as the bedrock for the future. As well as working with existing partnerships, we have set up new groups in support of our strategic plan, including a network of 14-19 providers in each of our boroughs, an adult learning commission, equalities task force and sector skills action teams in each of our key sector priority areas.

In this local Annual Plan, we set out the progress we have made so far, our strategic objectives and the business activity planned for the coming year. During our first two years we have established a strong foundation, and we are now beholden to deliver the real improvements required for a step-change in further education and training. The successful implementation of our Plan will not only be measured by the progress we make toward our targets, but also felt in the clear change in aspiration and motivation necessary for a community which wants to learn, starts to learn and continues to learn.

Vic Seddon
Executive Director
Learning & Skills Council - London South

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PART ONE

AUDIT OF PROGRESS : LONDON SOUTH 2003

This section sets out the context in which the local Learning and Skills Council works, and the progress made toward targets and strategic priorities during the first two years of the Council. The updated context and progress made provide the evidence for an audit of learner and employer needs.

- **London South**
- **Local Infrastructure**
- **Socioeconomic Context and Employer Needs**
- **Local Targets**
- **Progress Toward Growth Targets**
- **Key Achievements In Progress Towards Strategic Priorities**
- **Update to Local Context – Learner and Employer Needs**

London South

Richmond

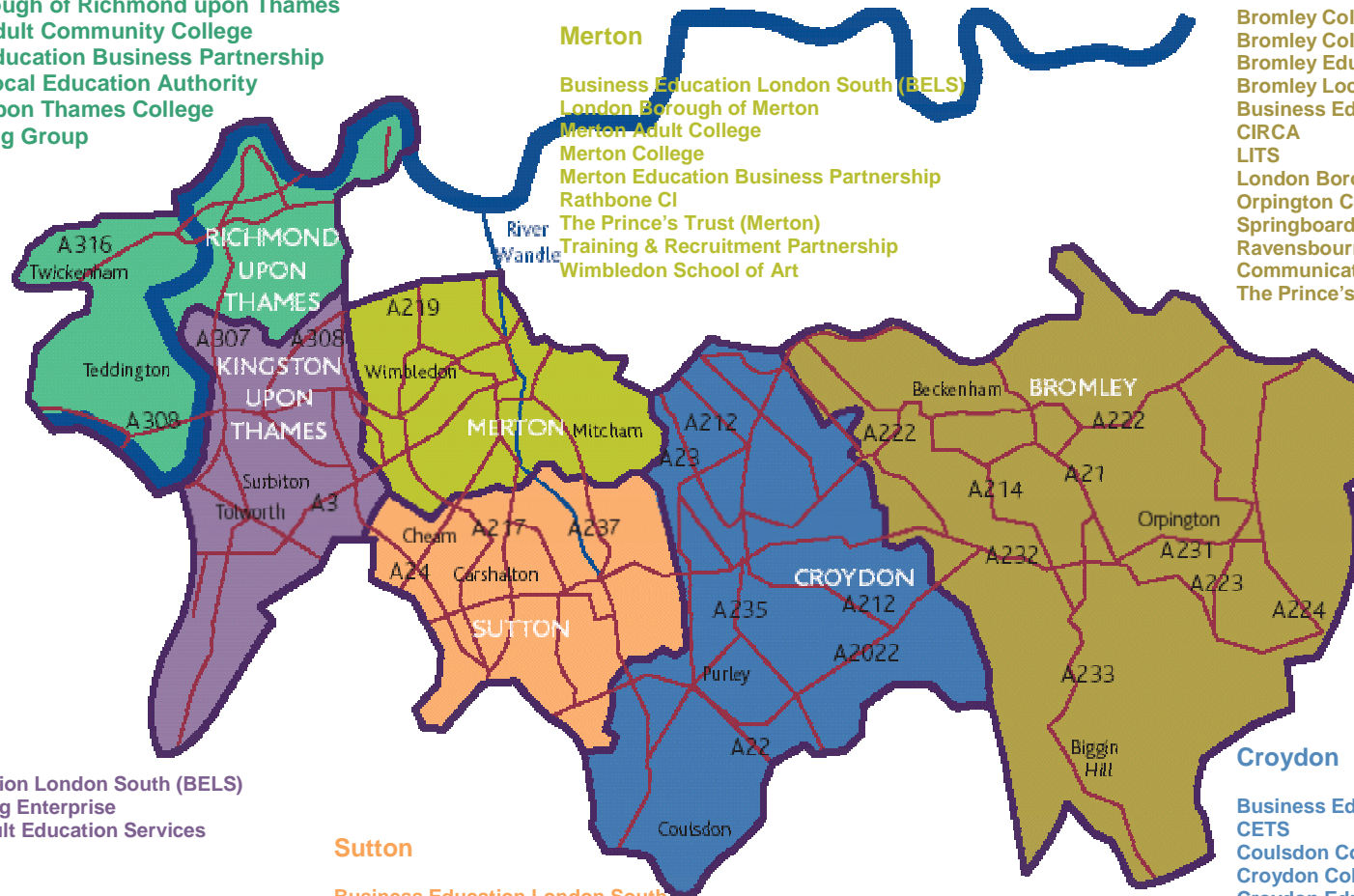
Business Education London South (BELS)
 London Borough of Richmond upon Thames
 Richmond Adult Community College
 Richmond Education Business Partnership
 Richmond Local Education Authority
 Richmond Upon Thames College
 Hawk Training Group

Bromley

Bromley College of Adult Education
 Bromley College of Further Education
 Bromley Education Business Partnership
 Bromley Local Education Authority
 Business Education London South (BELS)
 CIRCA
 LITS
 London Borough of Bromley
 Orpington College
 Springboard Bromley
 Ravensbourne College of Design and Communication
 The Prince's Trust (Bromley)

Merton

Business Education London South (BELS)
 London Borough of Merton
 Merton Adult College
 Merton College
 Merton Education Business Partnership
 Rathbone CI
 The Prince's Trust (Merton)
 Training & Recruitment Partnership
 Wimbledon School of Art



Kingston

Business Education London South (BELS)
 Business Training Enterprise
 Chessington Adult Education Services
 CWFD
 Headmasters
 Hillcroft College
 Kingston College of Further Education
 Kingston College of Adult Education and Training
 Kingston Education Business Partnership
 Kingston Education Business Partnerships
 Kingston University
 London Borough of Kingston upon Thames
 Royal Borough of Kingston Training
 Smarts Training Springboard

Sutton

Business Education London South (BELS)
 Carshalton College
 JACE Training & Assessment Centre
 London Borough of Sutton
 Orchard Hill College
 Sutton College of Learning for Adults
 Sutton District Training
 Sutton Education Business Partnership
 Sutton Local Education Authority

Croydon

Business Education London South (BELS)
 CETS
 Coulsdon College of Further Education
 Croydon College of Further Education
 Croydon Education Business Partnership
 Croydon Local Education Authority
 Corydon Training Centre Ltd
 John Ruskin College
 London Borough of Croydon
 Protocol Skills
 Rathbone CI
 SEETEC
 SELETA Training
 The Prince's Trust (Croydon)
 YMCA

Local Infrastructure

London South Learning and Skill Council has responsibility for all post-16 education and training across the six London Boroughs of Richmond, Kingston, Merton, Sutton, Croydon and Bromley. This section describes the structure of provision in London South and the diversity of the learners and employers we serve.

Further Education (FE)

By far the largest segment of London South LSC's funding is that which is channelled through the FE Sector. The sector is characterised by five key types of institution.

Overview by Type of Institution

Institution Classification	No. of Participants	%
General FE / Tertiary Colleges	42,413	59
Adult and Community Colleges	24,060	34
Sixth Form Colleges	3,352	5
Higher Education Institutions	528	1
Specialist Designated Institutions	447	1
TOTAL	70,800	100

LSC-Funded Learners by Institution Type 2000/2001. (Source: ISR22)

The above figures show LSC-funded learning only. A further 8,214 attend the General FE Colleges on non LSC-funded provision and many more learners attend the Adult and Community Colleges on LEA-funded provision.

There are 19 institutions within the above classification types.

General FE / Tertiary Colleges

- Croydon College, Richmond upon Thames College, Richmond Adult & Community College, Bromley College FHE, Merton College, Kingston College, Carshalton College and Orpington College.

Adult and Community Colleges

- Croydon Continuing Education & Training Services, Bromley Adult Education Centre, Sutton College of Learning for Adults, Kingston Community Adult Education & Training and Merton Adult College.

6th Form Colleges

- Coulsdon College, John Ruskin College.

Higher Education Institutions

- Wimbledon School of Art, Kingston University and Ravensbourne College of Design and Communication.

Specialist Designated Institution

- Hillcroft College

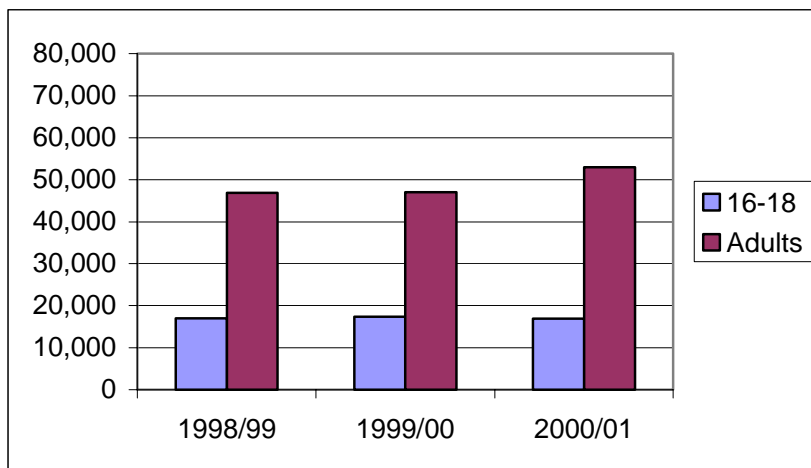
Learner Participation

The following analysis is based on three years of ISR data submitted from the institutions to the FEFC and LSC. The most recent year of complete data is that for 2000/2001.

In round figures, the number of LSC funded learners at FE was 65,000 in 1998/99 and 1999/2000, rising to 70,000 in 2000/2001.

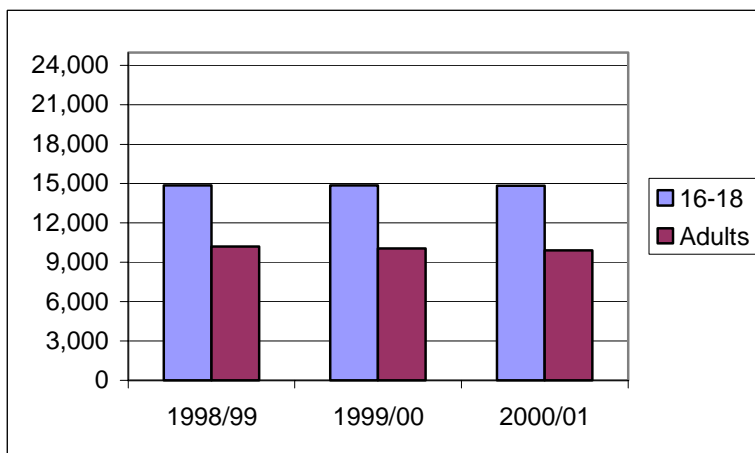
Age

Slightly more than 25% of learners were aged 16 -18 and the number of learners aged 16 -18 declined slightly from 1999/2000 to 2000/2001; all of the growth was amongst Adult learners. ('Adults' here includes some learners aged under 16 transferred into FE from schools).



Young People and Adults at FE – learner numbers

When participation is expressed in terms of full time equivalents, it can be seen that, whilst the 16 -18 age group makes up little more than 25% of numbers, this group accounts for about 60% of delivery.

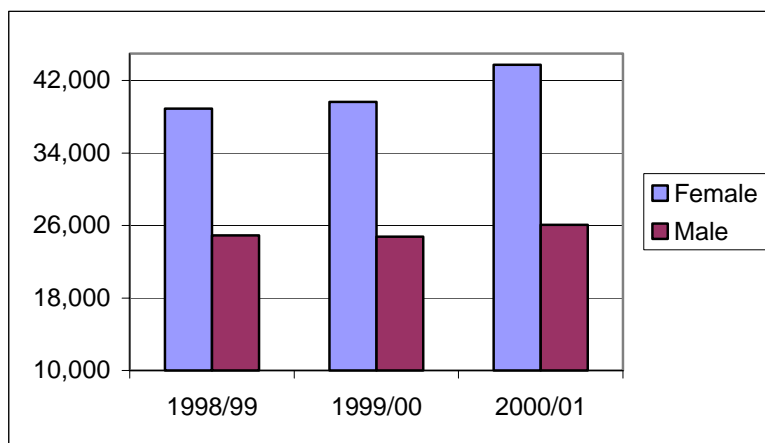


Young People and Adults at FE – Full Time Equivalents

By inference from the numbers of individuals and their full time equivalents, and as might be expected, most 16-18's in FE are engaged in Full Time learning, whilst for the majority of Adults, learning at FE is on a Part Time basis.

Gender

The rate of participation by females remains high at over 60%, similar to previous years.



Three Years' Participation in FE by Gender

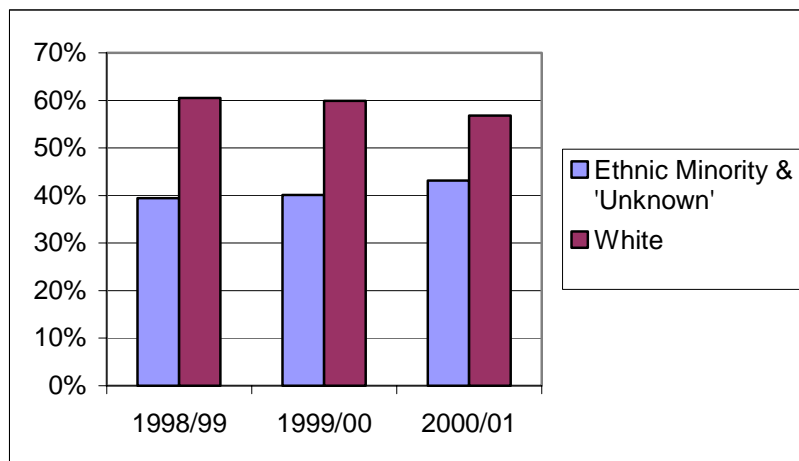
For Young People, aged 16-18, numbers by gender are more or less equal, with only a slight preponderance of female learners to males. For adults, there are many more female learners to males ranging from 64% to 66% females over the three years under consideration. In other words, for adult learners, the ratio of female learners to males is almost 2 to 1. This imbalance of genders amongst adult learners, together with the marked decline in female learners from the age of 40, are issues that are helping to shape London South's Equality and Diversity and Neighbourhoods policy priorities.

Disability

Participation by students with a disability has also increased, to 6.75% of those with a known disability status. This is an increase of 1.59 percentage points on the previous year. The number of learners with an 'unknown' disability status is still high, at 15% but is a marked improvement on 99/0 (24%) and 1998/99 (30%).

Ethnicity

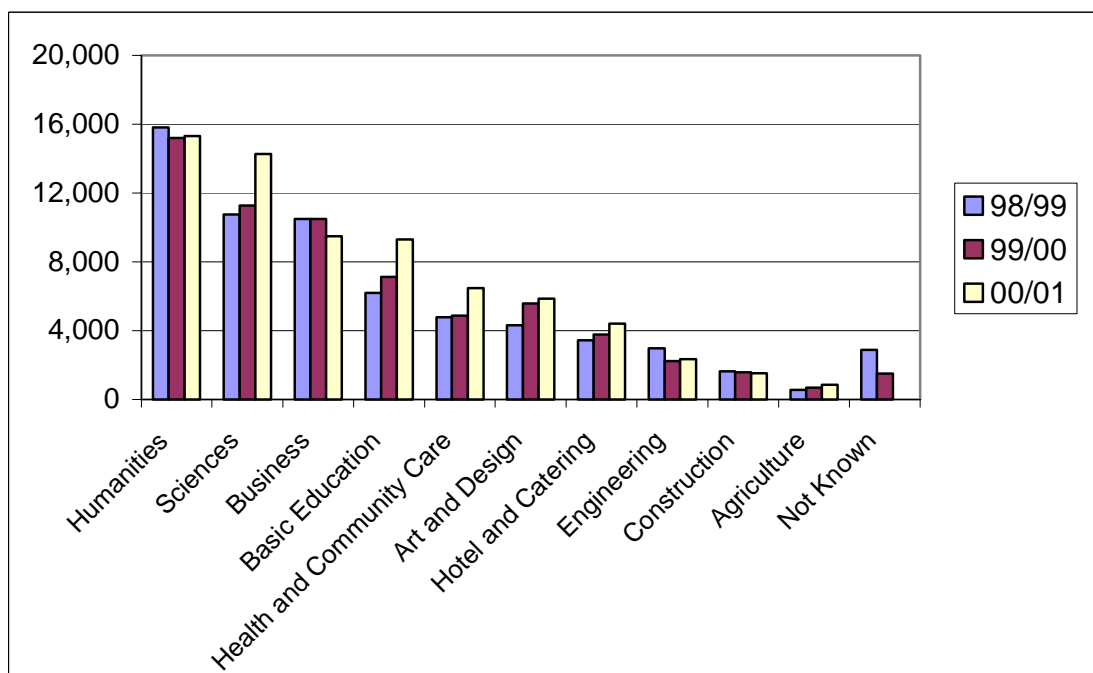
Participation by ethnic minorities has increased and is now at 31.5% of all learners with a known ethnicity.



Proportions of Ethnic Minorities and 'Unknown' to White Learners at FE, 1998-2000

Programme Areas of Learning

There has been a notable rise in learner numbers in Sciences, Basic Education and Health and Community Care, while participation has decreased in Business and Humanities. Humanities remains the Programme area with most students at 22%. Sciences, with 20% of all learners, is now quite clearly the second largest Programme Area. The following chart shows the growth, or decline, in learner numbers of each Programme Area over the past three years.



Work Based Learning (WBL)

London South LSC currently contracts with over 40 Training Providers including Colleges, private providers, managing agents and employers.

Over 4,000 Young People started Work Based Learning Programmes between April 2001 and March 2002. Foundation Modern Apprenticeships (FMA) is the largest programme within WBL with nearly half (48%) of all starts. There were 963 new starts on Advanced Modern Apprenticeships (AMA), 23% of all starts. Lifeskills, a flexible programme aimed at disaffected young people with a range of issues that prevent them entering employment or learning, had 647 starts. As in Further Education, females outnumber males but to a lesser degree, with 53.7% female to 46.3% male participation, somewhat in line with the 16-18 age group in FE.

The largest sector of delivery is Retail & Customer Services with 30% of all starts. The next largest is Lifeskills at 15%, followed by Health Care & Public Services and Engineering, both at 10%.

School 6th Forms

Latest figures show 10,067 learners in London South's school sixth forms. For the second year in succession this represents an annual growth of approximately 7.5%. One new sixth form has opened, bringing the number of schools with sixth forms to 47. Of these, 32 have at least 150 learners; the size of sixth form that the Audit Commission was confident could sustain cost-effective provision.

The following table displays learner numbers by borough for the past three years and an analysis of school size as at September 2002. Learner numbers have increased in all boroughs. Numerically, the highest growth was in Bromley and Sutton; in percentage terms, the greatest increase was in Merton. By size category, most growth occurred in the 50 – 149 range. In only one borough do more than half of sixth forms have a population fewer than 150.

				Number of sixth forms September 2002				
	September			Less than 50	50-99	100-149	150+	Total
Borough	2000	2001	2002					
Bromley	3,649	3,836	4,123	0	2	1	14	17
Croydon	671	728	797	0	0	1	3	4
Kingston	1,528	1,615	1,693	2	2	2	4	10
Merton	474	538	598	0	0	0	2	2
Richmond	0	0	0	0	0	0	0	0
Sutton	2,394	2,666	2,856	0	1	4	9	14
TOTAL	8,716	9,383	10,067	2	5	8	32	47
Annual growth	-	+8%	+7%					

Sources: 2000 & 2002; September Pupil Count (subject to validation) 2001; *plasc* as at January 2002.

Adult and Community Learning (ACL)

Adult and Community Learning is primarily delivered in London South by five LEA maintained adult education services (each of which receive further education funding) and one incorporated general FE College, Richmond Adult & Community College. In these institutions, over 67,500 people are participating (of which over 49,000 are funded through the Secretary of State's guarantee) and over 120,000 learning opportunities are provided overall.

Education Business Links

Education business link activities funded by London South LSC are delivered through a consortium of Education Business Link organisations called Business and Education – London South (BELS). BELS delivers:

- Professional development placements for teachers,
- Management and leadership related placements for teachers
- Education Business Link activities for over 10,000 pre 16 pupils

Information, Advice and Guidance (IAG)

Prospects Careers Service Ltd leads the South London IAG Partnership and has a remit to co-ordinate, improve access, raise quality standards and bring coherence to the provision of information, advice and guidance services.

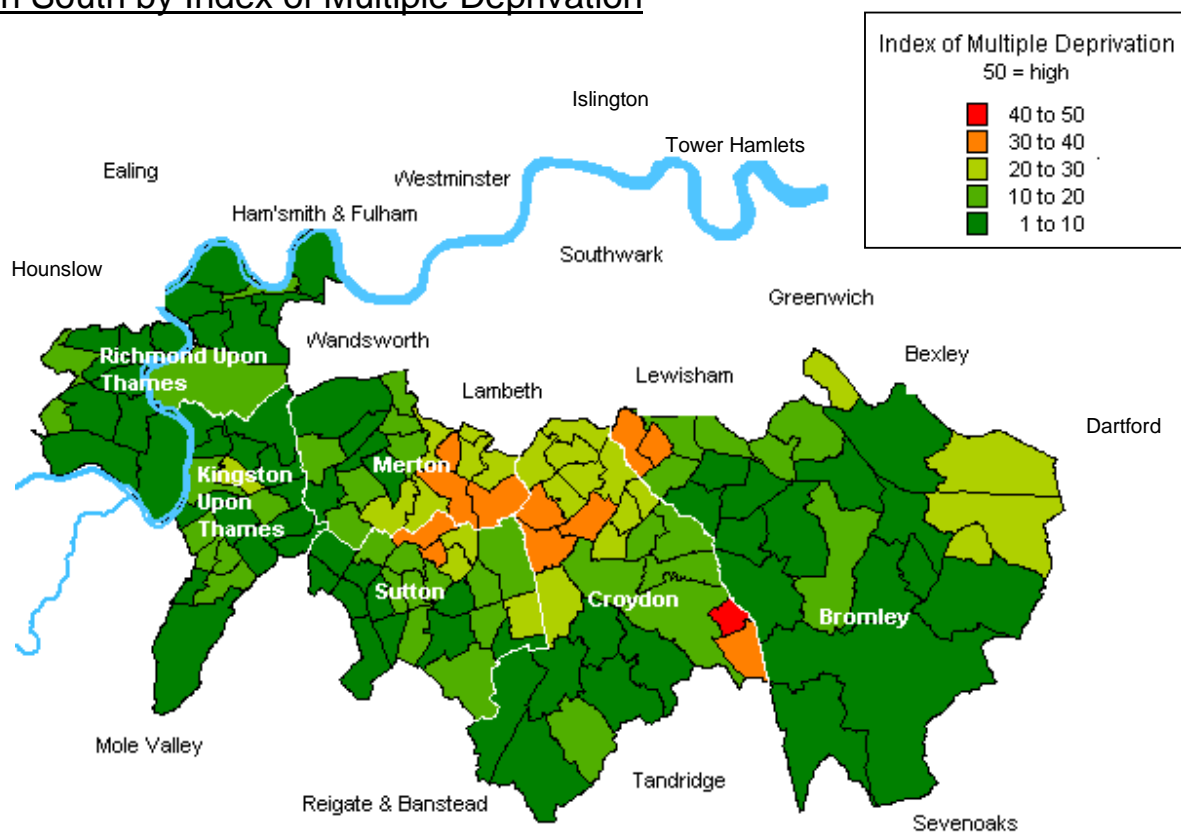
University for Industry (Ufi) Learndirect

Learndirect provision across the London boroughs of Richmond, Kingston, Merton, Sutton, Croydon and Bromley is managed by two hub companies, Learndirect London South in Carshalton and the London Learning Zone South West in Richmond. The Learndirect programme is funded by London South LSC and is delivered through a network of 35 centres across the 6 boroughs. The funding for Learndirect for the academic year 2002/2003 is £2,831,827 and it is expected that 11,736 learners will be given access to learning opportunities over this period.

Socio-economic Context

As a whole, London South is a relatively affluent and prosperous LSC sub-region. But within London South, at electoral ward level and below, there is much diversity, with significant levels of deprivation in some areas. Eleven of London South's wards exhibit a sufficient level of deprivation for them to fall within the lowest quartile of deprived wards in England; a further sixteen are ranked only just outside the lowest quartile. On the following map, the overall affluence of London South can be seen, but also the incidence of areas of deprivation.

London South by Index of Multiple Deprivation



Multiple Deprivation Scores: London South Electoral Wards, 1991 boundaries.

Source: Department of the Environment, Transport and the Regions, Indices of Deprivation 2000

Multiple Deprivation is a composite index that takes into account income levels, employment rates, health, level of education, housing, accessibility and child poverty.

There are, in addition to these deprived wards, some highly localised pockets of deprivation at sub ward level. Some of these pockets occur within wards whose overall deprivation score is less striking, within the range 10 to 20. These pockets of deprivation, together with the deprived wards, form the basis for the development and implementation of London South's Policy Priority number six: "Neighbourhoods".

Employer Needs

¹Strong employment growth during the 1990s has led to an increase in demand for skills in the workforce. The shift in the UK economy away from the manufacturing and primary sectors to financial and business services, hotels and catering and health and social care, has altered the occupational structure and type of skills required by employers. Whilst this has occurred throughout the UK the pace and extent of change has varied considerably, none more so than London which now has more knowledge intensive sectors than any other region in the UK.²

The Local Futures Group's (LFG) 'Regional Economic Architecture' analysis estimates that approximately 66% of total employment in London is now concentrated in knowledge-intensive sectors. Defined as industries where 40%+ (K1) and 25%+ (K2) of the workforce are made up of people with graduate level qualifications these sectors range from finance and business services to the headquarters of manufacturing companies. It is also important to recognise the public sector – education, health, etc, as a knowledge economy driver. The remaining 34% of London's jobs are generated by low knowledge intensity sectors – hotels, restaurants, retail, and other low value services especially – where 15-25% (K3) and up to 15% (K4) of the workforce possesses a degree or equivalent qualification.³

Table: The 'Architecture of the London Knowledge Economy, 2000⁴

TOTAL EMPLOYMENT					TOTAL WORKING AGE POPULATION				
Knowledge Intensity					Human Capital				
Avg. Weekly Earnings GB = 100					Avg. Weekly Earnings GB = 100				
Employment Rate					Employment Rate				
K1					K2				
K3					K4				
K5					K6				
K7					K8				
K9					K10				
K11					K12				
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while the employment share of the Capital's low skill, low value, K4 sector decreased there was actually a slight increase in London South. According to the Local Futures Group, this suggests an underlying lack of dynamism in the sub-regional knowledge economy.

Skills Shortages⁵

Results from the DfES Employers Skills Survey 2002 show that technical, communication, customer handling and team working skills are the most commonly mentioned skills being difficult to obtain by employers in the external labour market.⁶

Evidence of shortages at a local level exists, partly, in the type of vacancies notified to Jobcentre+ in the London South area. Following the London wide trend, sales and retail assistants, cleaners/domestics and kitchen and catering assistants account for the highest numbers of vacancies in London South. However, vacancies for customer care assistants, sales related occupations, retail and wholesale managers and call centre agents/operators are proportionately higher than London wide totals⁷.

The 2002 survey attempts to identify those vacancies that are currently 'hard to fill' and those that can be considered to exist due to a shortage of skills in the labour market. The survey finds little regional variation in the number of establishments reporting vacancies, hard-to-fill vacancies (HTFV) or skill-shortage-vacancies (SSVs). However, it is worth noting that compared to previous surveys⁸ London has recorded a sharp reduction in its share of SSVs.

The survey further highlights that only London Central and London East of the 5 London LSCs have a higher rate of SSV (as a % of employment) than the England average. London South has the lowest rate (0.49%) suggesting a suppressed demand for skills, consistent with the conclusions made by the LFG about dynamism in the local economy.

⁹Table: Local London LSC areas, vacancies as a percentage of employment

LSC Name	Total Vacancies	National Average = 3.74	Hard to fill vacancies	National Average = 1.73	Skill shortage vacancies	National Average = 0.77
London North	5.48		1.66		0.60	
London South	3.26		1.62		0.49	
London East	6.23		1.70		1.12	
London West	3.24		1.43		0.50	
London Central	5.55		3.20		1.41	

More detailed information on local and regional skills needs will be available in the forthcoming pan-London Employer Skills Survey (2002).

⁵It is important to differentiate between the skills that employers find hard to recruit externally – this covers skills shortage vacancies (SSVs) and hard to fill vacancies (HTFVs) – and internal skills gaps, which represents the desired skills that are absent in the resident workforce. For more information on the methodology used by the National Employer Skills Survey see *Skills in England 2002 – Volume 1*, LSC.

⁶ p107, *Skills in England 2002 – Volume 1*, LSC.

⁷ Pan London Key Statistics, January 2003, Taylor Associates. Produced for the 5 London LSCs

⁸ ESS 1999 and 2001

⁹ For more information and a comparison with other local LSCs see p 117-118 of *Skills in England 2002 – Volume 1*, LSC.

Local Targets

London South Learning and Skills Council recognises the importance of targets within its performance management system. Clear and realistic targets provide both a focus for strategic priorities and an indicator of performance in implementing business activities. The London South Business Plan 2002-2003 contained a number of growth targets. Within the constraints of the available data, the local Management Information team monitors local progress toward targets.

Local Councils have a clear responsibility to judge local needs and challenges and to provide an effective response. Responsibility for the ownership of targets depends upon a clear assessment of local needs, demand, provision and scope for improvement. The opportunity for such a comprehensive assessment is provided by the local Strategic Area Review, which will begin during 2003. Local indicative targets will need to be set in consultation with, and subject to monitoring by a range of provider and partner organisations.

Review of Disaggregation of National Targets

National Learning and Skills Council approved the local targets for 2004 on an interim basis, subject to a review of the local target setting methodology. The Management Board has decided not to implement any revisions during this planning round, and any changes to the local targets will be made in the context of a wider review of targets including the development of new national targets for beyond 2004.

Additional Growth Targets

In the Strategic Framework to 2004, National Council stated an intention to set targets to 2004 in four new areas during 2002-03. The London South LSC Business Plan reflected this intention with a statement that additional targets would be agreed in September 2002 for:

- workforce development,
- adult participation in education and training
- adult attainment at level 2; and
- quality and user satisfaction of education and training.

National Council has not agreed national targets in the first three of these areas and consequently does not currently expect local LSCs to set local targets in these three areas.

Quality Improvement Target 2003-04

National Council agreed that Annual plans should include indicative local targets for quality improvement, to be achieved in the academic/contract year August 2003-July 2004. These targets appear on page 42 of this Annual Plan and have been set for:

- learner success rates in colleges
- learner success rates in accredited provision (only) made by the former 'external institutions', and
- completion rates in work-based learning.

Progress Towards Targets

Measuring Performance

Progress against the targets is measured at a national level through existing data sources, but local measurement is more difficult. This is because there are different systems for measuring success at national and local level that draw on different data sources. Consequently, local data is not always compatible with data from national sources, and vice versa. In addition, data is not normally available until a considerable length of time after the period to which it relates: in some cases data is a year or more out of date at the time it is released. Council is developing a performance measurement system to be applied uniformly across the organisation. This will be based on its own administrative data sources complemented, for example, by more appropriate LSC-sponsored surveys. Council is not only aiming to make its performance data more robust but also to considerably reduce the length of time between data collation and release in order to improve data relevance.

National Performance Data

In January 2003 a summary of the latest available local performance data for corporate targets was circulated by the national Data Collection and Analysis Team to local Councils. This information provides the best available indication of our position in relation to our targets. The table below sets out local and national performance in the five major target areas:

LLSC CODE	LLSC NAME	16-18 participation		Level 2 by age 19		Level 3 by age 19		Adults - level 3		Adult numeracy, language and literacy		
		Local target (required growth from baseline)	Combined growth 1999-2000 to 2001-02 - using scaled totals - (not rounded)	Local target (required growth from baseline)	Growth after 1 year	Local target (growth from baseline)	Growth after 1 year (negative values in BOLD)	Local target (growth from baseline)	Growth after 1 year - rounded to nearest 10	Local target (growth from baseline)	Total after 1 year	Cumulative total after 2 years
GL160	London South	5,452	740	1,292	338	1,048	170	53,410	8,360	22,810	3,260	6,600
England total		177,396	30,908	46,268	13,607	38,426	690	1,864,568	323,950	764,461	115,540	235,020

The summary indicates that while there has been some progress toward the majority of the targets, they remain stretching both nationally and locally.

The summary has helped the local Council to assess its performance and to inform planning for 2003/04. The data on performance against targets has informed the Local Annual Plan 2003/04, through:

- local analysis and improved understanding of target methodology;
- provision and analysis of more recent evidence through local business review process;
- the development of a local strategy for recontracting and provider support, and
- the objectives of a programme of business activity for 2003/04.

Key Achievements In Progress Towards Strategic Priorities

In its Local Strategic Plan 2002-2005, the Learning and Skills Council London South set out its six medium term priorities. These priorities are:

- **Young People 14-19**
- **Adult Learning**
- **Workforce Development**
- **Basic Skills and ESOL**
- **Equal Opportunities**
- **Neighbourhoods**

The Local Strategic Plan is supported by an annual programme of business activity setting out how the strategic priorities will be implemented during each financial year. During the period of the Business Plan for 2002-2003, London South has made the following significant achievements in support of the six strategic priorities for 2002-2005.

Young People 14-19

- Partnerships for Progression to HE (P4P) securely established
- 'Level 2' (14-19) collaborative partnerships secured in 5 boroughs
- Bromley 16-19 review underway
- All funds allocated in support of 14-19 Increased Flexibility projects
- £3.2m FE Growth Funding allocated to Young People and Basic Skills
- Strong partnership work with Connexions to secure Service Level Agreement
- Representation on 5 LEA transport partnerships secured

Adult Learning

- Adult Learning Commission established, and consultation on future funding completed
- Teacher observation events held with all five major institutions
- Bitesize 2002 targets achieved, with increased provider involvement
- Partnership Manager appointed to develop protocols and working practices between partners and stakeholders
- Appointment of on-line IAG tutor for LearnDirect learners
- 'Linkline' has been recognised as an example of good practice by NLSC

Workforce Development

- Investors in People targets achieved
- Successful liP Celebration Dinner generated significant promotional coverage
- Plan developed to promote the role of the LSC in Workforce Development
- Employer campaign for Vocational GCSEs produced with support of BEL

Basic Skills and ESOL

- established in niche areas including Southern Trains, Salvation Army, Horizon Housing, Libraries staff

- £3.2m Growth Funding for FE allocated to Young People and Basic Skills provision

Neighbourhoods

- Role in Local Strategic Partnerships established
- New Branding and promotion of 'Linkline' helpline in target areas

Equal Opportunities

- £64k of Ethnic Minority Student Achievement Grant (EMSAG) targeted
- Training programme for Programme Managers and providers developed
- Equalities Task Force established

In addition significant progress has been made in the organisational priority of

Quality and Performance Improvement

- Inspection grades have improved, both through improved grades at inspection or re-inspection and through providers with poor grades ceasing to contract with LSLSC
- Improved Provider Review cycle with rigorous criteria, and the number of 'Serious Concerns' reduced
- Standards Fund budget on target

Audit of Learner and Employer Needs

Part One of the Plan illustrates the context for London South in Spring 2003.

An Audit of changes to infrastructure and the evidence from provider reviews, local progress toward targets and key achievements in support of local strategic priorities, confirms three central messages for the next year:

- The diversity of needs in the London South region and the importance of an effective Equal Opportunities strategy, to ensure access to and wider participation in learning opportunities, which is essential to the achievement of the national priority of social inclusion;
- The diversity of local learning infrastructure, and the importance for the local Council to develop the strong network of partnerships with providers, to reform further education and training and use innovative approaches to effectively engage employers, in pursuit of the national priority of national economic competitiveness, and
- The potential for the local Council to develop a coherent local strategy, based on sound knowledge of the region, for allocating resources to objectives in a way that promotes the achievement of the learner and meets the national priority of a step-change in learning and skills provision.

PART TWO:

LOCAL STRATEGIC PLANNING

Part Two of the Plan sets out the local strategy of London South in response to national changes and developments arising from:

- The LSC Corporate Plan to 2005 and its post-Spending Review supplement
- Success for All – Reforming Further Education and Training
- The December 2002 Grant Letter from Secretary of State to LSC
- Frameworks for Regional Skills and Employment Action (FRESAs)
- The transfer of responsibility for Learning Partnerships
- DfES Proposals for 14-19: Opportunity and Excellence

This section provides an update to the Local Strategic Plan 2002-2005.

- **Update to National Context - Reshaping the LSC**
- **Regional and Pan-London Partnership**
- **Equality and Diversity**
- **Strategic Area Review**
- **Support for Provider Development**
- **Local Corporate Planning**
- **Business Review Process and Quality Assurance**

Reshaping the LSC – Update to National Context

Government Spending Review and Grant Letter

The Grant Letter from Secretary of State to the Learning and Skills Council for 2003-04 reaffirms the remit of the LSC to lead a step-change in post-16 education and training, and emphasises that the substantial additional resources for the sector must be matched by challenging targets and a clear focus on delivery.

The Secretary of State identifies three key priorities for the Council in 2003-04, to:

- ensure the sector develops the capability to play a full part in the delivery of a more coherent phase of learning for 14 to 19 year olds;
- drive forward the implementation of ‘*Success for All*’ – the strategy for driving up standards in further education and training, and
- engage with employers nationally, regionally and locally, working in partnership with Sector Skills Councils and Regional Development Agencies.

In addition the Council is expected to develop its understanding of learners, and ensure that the views of learners are reflected in identifying the most appropriate pattern of provision for them.

National Learning and Skills Council Corporate Plan

The Learning and Skills Council Corporate Plan to 2005, *Championing the Power of Learning*, identifies six strategic levers to foster the development of the learning and skills community which is needed to achieve the vision for 2010 of a learning community with the knowledge and productive skills matching the best in the world. The six strategic levers are:

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

Success for All – Reforming Further Education and Training

The Government strategy for reform of further education and training has four elements:

- meeting needs and improving choice;
- putting teaching and learning at the heart of what we do;
- developing the teachers and leaders of the future, and
- developing a framework for quality and success.

The local LSC will implement Success for All by:

- Leading a Strategic Area Review (as set out on page 27);
- Recontracting and developing provision to ensure Quality and Success;
- Encouraging providers to be more responsive to employer needs;
- Working in partnership with HEFCE to increase HE participation, and
- Promoting access to Distributed and Electronic Learning

The local Council will implement its strategy through the guiding principles of:

- Equality and Diversity in Learning, and
- Working through Regional and pan-London partnership.

Equality and Diversity

In the Local Strategic Plan 2002 - 2005, the local Council made a firm commitment to carry out its responsibilities in respect of providing equality of opportunity to enable all learners and potential learners to benefit from LSC funded provision. In this annual plan 2003-2004 we re-affirm that commitment and demonstrate how it will be taken forward. All learners, regardless of age, sex, race disability, sexual orientation or any other characteristic, can expect to learn in an environment that is free from discrimination of any kind. A great responsibility is placed on our providers to ensure that the duties placed on the LSC in this respect will be met. We will monitor participation, retention and achievement within provision to ensure that learners are not being systematically disadvantaged from access to and benefit from learning opportunities.

Equality and Diversity Impact Measures

The LSC was tasked by the Secretary of State to “promote equality of opportunity in all that it does”. London South Learning and Skills Council is committed to this remit not only to meet statutory obligations but also to prevent continued inequalities and discrimination operating both in the workplace and in learning to waste skills, potential and expertise.

London is a global city and its future presents unique issues. By the year 2020 forecasts demonstrate that 40% of London’s workforce will be from black and minority ethnic communities. In addition London’s workforce will be ageing, women will continue to play an increasingly pivotal role in the labour market and technological advances will allow adjustments to the working environment increasing participation of disabled workers in the labour force. For London the equalities agenda can no longer be considered a marginal issue about minorities, but rather an element integral to our planning and policy infrastructures.

The LSC operates in a world in which the knowledge economy is central. In the 21st Century the creation of learning and skills environments are increasingly ones in which traditional approaches to skills development are not up to the task of developing a competitive workforce. Skills development requires a sophisticated understanding of the diverse needs of learners, employers and employees. Equality and Diversity approaches are essential to the future world of work and the promotion of skills. Nationally the Learning and Skills Council is charged with the duty to make learning more inclusive, to widen participation, to stamp out unlawful discrimination and promote equality of opportunity for all learners.

The Local Context

The six boroughs of the London South region are in themselves highly diverse and present many different challenges requiring flexible responses. In Richmond and Kingston, annual average incomes are higher than London as a whole, and average house prices are just below the regional average. Conversely, significant levels of deprivation (including low incomes and poor educational and skills attainment) exist in a handful of local wards, principally in north Croydon and eastern parts of Merton. Despite seeming to be a relatively affluent sub-region as a whole, it is important to recognise that 53,000 individuals are classified as 'employment deprived' and 200,000 'income deprived'. This totals 6% and 18% respectively of the relevant populations.

Social inclusion and equalities issues are very much at the heart of the LSC's Local Strategic Plan. The strategy reinforces the importance of equality of opportunity in knowledge and learning, making it one of its five strategic priorities. It highlights the need to address 'systemic' weaknesses in the education and skills sectors, such as the over and under supply of training and the inherently unhelpful structures that cause confusion for individual learners and employers. The strategy also highlights the need to focus on established workers who need to re-skill in later life. It stresses the need for encouraging SMEs to provide more in-house training and supplementing this, where appropriate, with other training opportunities. It is vital that London is able to meet these challenges to provide effective knowledge and learning opportunities, if it is to continue to compete successfully on an international basis.

Making the Equalities Vision Real

The Learning and Skills Council has agreed to monitor the impact of its equalities agenda upon learners through the mechanism of equality and diversity impact measures. London South Learning and Skills Council will ensure that these measures are:

- Evidence based and tied to specific and appropriate data
- Realistic providing stretching but attainable targets
- Developed through consultation with key equalities stakeholders, in particular the London South LSC Equalities Taskforce
- Communicated to partners through the Business Planning process
- Outcome driven and measure all areas relevant to learning including, access, retention, attainment and progression.
- Integrated with the mainstream LSC targets and not bolted onto other targets.

Principled approach

The London South LSC Equalities Taskforce has set part of its remit the need to challenge inequalities within the learning system and promote rigorous quality standards with our providers that integrate equality of opportunity performance measures.

In consultation with the Taskforce and taking into account the Vision for Impact measure detailed above London South will set the impact measures for the year 2003 / 04. These targets will be based on evidence from the Report on Equal Opportunities in South London.

Regional Developments and Pan-London Partnership

London South Learning and Skills Council recognises that working in partnership is essential to the successful development and delivery of our Local Annual Plan. The Local Council will continue to develop collaborative relationships with key agencies at national, regional and sub-regional levels, including sector specialists, so that planning and funding complements and supports national and regional policy whilst remaining responsive to local needs.

London's Framework for Regional Employment and Skills Action

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

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

1. Ensure access to employment, training and personal development for those seeking work and access to training and personal development for individuals in work.
2. Enable people who are socially and economically excluded to access learning and sustainable employment.
3. Enable London's employers and businesses of all sizes to recruit and retain the skilled workers they need in order to compete and deliver sustainable economic growth.
4. Encourage education and training providers to provide learning and services which are market sensitive, match the needs of London's workforce and take due consideration of employer demand.
5. Encourage all stakeholders to adopt a coordinated approach to labour market information, related advice, guidance and subsequent investment.

London South is working with the pan-London FRESA Implementation Group to ensure the successful delivery of the Regional Framework. The work of the FRESA Executive Group is now being taken forward by Implementation Groups, each led by a London Skills Commission partner. These groups are charged with overseeing the planning and implementation of each of the five FRESA objectives as well as the 'flagship initiatives' that will promote a number of cross-cutting themes. London South recognises the importance of maximising the synergy between the London LSCs' objectives and those of the Regional Framework. In addition to our involvement in the Implementation Groups, we are also developing an action plan that outlines how London LSC activities, targets and resources will fit within the Regional Framework and identifies our contribution to the Framework's objectives, priorities and flagship projects.

The process of implementing the Regional Framework will enhance the Council's relationships with key delivery partners, such as Jobcentre Plus and Business Link for London. Our partnerships also facilitate effective regional and local planning and delivery of other national initiatives, as illustrated by working with the Government Office for London through co-financing of the ESF Objective 3 programme, and supporting the remit of the University for Industry and learndirect to enable e-learning for all.

Pan-London Partnerships

London South recognises the importance of sharing information and working closely with the other London LSCs and those that border the London region. Relationships between the five London LSCs continue to strengthen, ensuring that learners are not limited by geographical boundaries, and that we work collaboratively to develop Local Plans that are complementary and coherent at local and regional levels.

The development of our Local Plan is informed by sources that help us to plan learning and services that not only address the needs of learners, but that are also market sensitive and responsive to employer demand. We are working closely with the Sector Skills Councils, the Sector Skills Development Agency and Trade Unions to gain their valuable input on workforce development issues and the skills needs in specific industries. The London Skills Forecasting Unit also continues to be an important partner in the provision of essential information on the learning and skills needs of London's employers and workforce.

Local Partnerships for Meeting Employer Needs and Progression to Higher Education

Sub-regional partners are essential in ensuring that we plan and resource services that respond to the needs of our local population and businesses. We will continue to develop our relationships with Local Connexions partnerships and Education Business Links in order to ensure that young people are seamlessly supported and guided into learning and in the transition from education to work. Since April 2002, we have funded Sixth Form provision and have established partnerships with the Local Education Authorities and Schools in our local area so that we can work effectively together to deliver high quality provision that addresses the learning and skills needs of young people.

Local Authorities play a vital role in the planning and delivery of Adult and Community Learning. We will continue to work with them and the Information, Advice and Guidance partnerships to ensure that adults have the support and learning opportunities they need. Further Education colleges are also essential partners, delivering a wide range of learning for young people and adults. We will be working closely with the colleges and our other providers to further develop learning and skills provision, particularly in implementing the 'Success for All' strategy. We will also continue to build our relationships with Higher Education and the Association of Colleges through a number of collaborative initiatives, such as Partnerships for Progression, to facilitate the strengthening of the links between schools, Further Education and Higher Education.

We are working closely with our Learning Partnerships to ensure that learners and providers are involved in the development and implementation of learning provision at a local level.

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

Pan London Planning for Centres Of Vocational Excellence (COVEs)

The national CoVE programme requires the LSCs in each English region to hold regional moderation panels to consider local and regional priorities and the overall spread of COVE provision across the region. At a London level we have alongside the other four London LSCs invited the LDA to join the regional moderation panels to ensure that wherever possible the skills needs of London are effectively covered and any gaps can be identified and prioritised for future rounds.

London South has approved the following COVE Applications to Round 3:

Path Finder

- Richmond Adult & Community College Business and IT

Round One

- Merton College Access to Nursing
- Carshalton College Early Years & Childcare

Round 2

- Kingston College Management & Related Studies
- Croydon College Food Preparation & Service

Round 3

- Orpington College Elderly Care
- Richmond Upon Thames College Sport & Recreation
- Richmond Adult & Community College Art & Design
- ReMIT (Non FE Extension provider) Light Vehicle & Electrical Eng

Distributed and Electronic Learning

London South LSC particularly welcomes the production of the DELG report and the recommendations it contains relating to E-Learning. We recognise the important benefits that new technology brings to education and training as a tool for promoting social inclusion,

widening access and participation and raising attainment. Locally we are keen to encourage and support our local learning and training providers in understanding and making best use of E learning tools as part of a learning environment that takes the best of the strengths that traditional training systems offer, and coupling those to the flexibilities and self learning opportunities that new technology provides.

Guidance from the National LSC is expected on the requirements for the design and application of courseware, technology platforms, e learning software, interoperability and learner management systems. London South recognises the importance of local development and the following small scale e-learning/e-support programmes are being tested:

- the development of an on-line peer to peer and expert tutor support website for Modern Apprenticeship trainees to encourage greater retention and achievement of learners.
- Bromley E Learning project, working with the LEA and schools in the borough.
- the expansion of the Learn Direct programme into SMEs through the use of a Small Firm Learning Account, and
- the Kingston University led New Technology Institute programme, involving 5 of our local FE providers and structured through the Blackboard Managed Learning Environment (MLE) system.

In addition to these existing activities the local Council intends to hold an internal training/awareness raising session for all staff on the potential of e learning, to show case some of the existing systems and products and to stimulate a debate amongst staff on how such systems might be applied across the LSC's portfolio of provision. This will be followed up by a similar event for providers with follow on negotiations on how the LSC could support provider staff and learners access and make effective use of e learning platforms.

Strategic Area Review

The introduction of a Strategic Area Review from 2003 provides an opportunity for London South to make a fundamental assessment of the provision needed and action required to realise our vision of a local learning community.

Purpose of Strategic Area Review

The review must assess:

- the future priorities and needs of learners, employers and local communities;
- the need to drive up the quality and success rates and improve the cost effectiveness of all areas of provision; and
- the volume and type of education and training needed to meet the LSC's targets and deliver the government's policy priorities of 14-19 learning, entry to higher education, work force development and adult basic skills.

The Strategic Area Review (SAR) involves all post 16 provision funded by the LSC and will also take into account provision funded by other agencies such as Local Education Authorities and Jobcentre Plus. A successful Area Review will require steering by an effective local partnership.

Timetable for Strategic Area Review

LSC Consultation Circular 02/21 indicates the following timetable for Strategic Area Review.

Milestones	When
Stage 1 - Drawing up the local plan	April – July 2003
Stage 2 - Information gathering and analysis	July 2003 – January 2004
Stage 3 - Developing and appraising choices and formulating strategic options	January - July 2004
Stage 4 – Local consultation	Autumn 2004
Stage 5 - Publishing local area delivery plan	By Spring 2005
Stage 6 - Implementing local delivery plan	From Spring 2005
Stage 7 - Evaluating the Strategic Area Review	via Local Strategic Plan from 2005

Strategic Area Review and Corporate Planning

Preparation for the Review has informed the development of our Local Plan 2003/04. Analysis of the implications of Area Review has identified the following key issues for London South:

- additional resources required to lead and implement Strategic Area Review;
- capacity building and organisational development;
- development, retraining and redeployment of human resource;
- improved data analysis and use of Management Information;
- re-focusing of communication and marketing strategy, and
- identification and support for new and alternative providers.

The review must value and build on previous LSC and other work on reviews of provision or institutions. The information gathered from the recent Provider Reviews provide a strong foundation for the Strategic Area Review. London South will take a project approach to the Review, led by Management Information.

The outcomes of the Review will clearly inform local strategic planning and determine the strategic priorities of the local Council from 2005.

Pan-London Approach

The local Council understands the particular issues for London, in particular the impact of very large movements of learners and workers across and into the area from a very wide geographic region. London learning patterns are extremely complicated with significant import and export of learners. The patterns of travel to learn and travel to work are equally important as many learners (especially adult learners) link learning to the proximity to the workplace. London Strategic Areas Review plans will be developed in the context of the London Schools plan, the FRESA, the London Development Agency Strategic plan and will build upon Area Inspections and other reviews undertaken. London Strategic Area Review planning will need to take account of the major role the region has in achieving the national target of 50% of young people entering higher education by the end of the decade and its impact on other key targets and strategies.

London LSCs will need to work closely together to develop a pan-London approach to Strategic Area Reviews. Our approach to the London Strategic Area Review will include participation in:

- a pan-London local LSC Strategic Area Review networking group;
- senior level membership of pan-London local LSC group;
- involving pan-London stakeholders including setting up a forum to raise awareness, early in the process;
- co-operating across local LSCs on undertaking Strategic Area Reviews including assigning different aspects of work feeding into the process to each local LSC or using staff flexibly to ensure each local LSC has the right mix of staff in review teams;
- linking timescales and milestones for this work to national plans; and
- identifying appropriate resources to ensure the Strategic Area Review is undertaken effectively.

Council recognises the importance of a co-ordinated regional approach to Strategic Area Review, involving the full range of stakeholders and interested organisations. Council intends that the Strategic Area Review in London South will be led by a Steering Group comprising members the Board of the South London Learning Partnership.

Support for Provider Development

Health and Safety

The Local Strategic Plan 2002- 2005 sets out the local Council's commitment to its responsibilities in respect of learner health and safety. This Plan reaffirms the commitment of the local Council to seek assurance that providers have adequate arrangements for health and safety, and are providing safe, healthy and supportive environments for learners, by:

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

Provider Performance Review

The local Council has worked closely with its providers to develop a shared commitment and responsibility for promoting a culture of continuous improvement in order to achieve excellence for all learners. Provider Review is a key component of the local strategy for raising standards in post-16 education. During 2002 the review process has been improved through a more rigorous framework and benchmarking against national performance data.

The fourth cycle of Provider Performance Reviews, completed in Autumn 2002, provided the local Council with a strong evidence base on which to assess the performance of its providers. Where any provider is categorised as having 'some' or 'serious concerns' in any area actions and interventions with a target date for improvement are agreed and recorded. All providers are informed in writing of the results of the provider review and are provided with the opportunity of attending a formal feedback meeting with the LSC to discuss any issues. Providers categorised as having serious concerns will meet with Programme Managers to agree specific actions and targets to improve performance, and progress will be closely monitored to ensure action and target dates are achieved.

Trust in Further Education

London South recognises that it can only achieve its targets or objectives through working with providers in accord with the principled approach to partnership underpinning its plans. The local Council works with colleges to develop a relationship based on trust, transparency and shared responsibility. Through its programme of support for providers, strategy for recontracting and analysis of College Development Plans, in 2003/04 the local Council will:

- implement a planning-led approach to funding for colleges where there are no serious concerns, to improve financial stability;
- develop an holistic planning approach to funding which operates across funding streams and takes into account quality, initiatives and capital as well as volumes;
- ensure that staff working with colleges are able to contribute at a strategic level, and
- further consolidate and simplify funding streams.

Local Corporate Planning

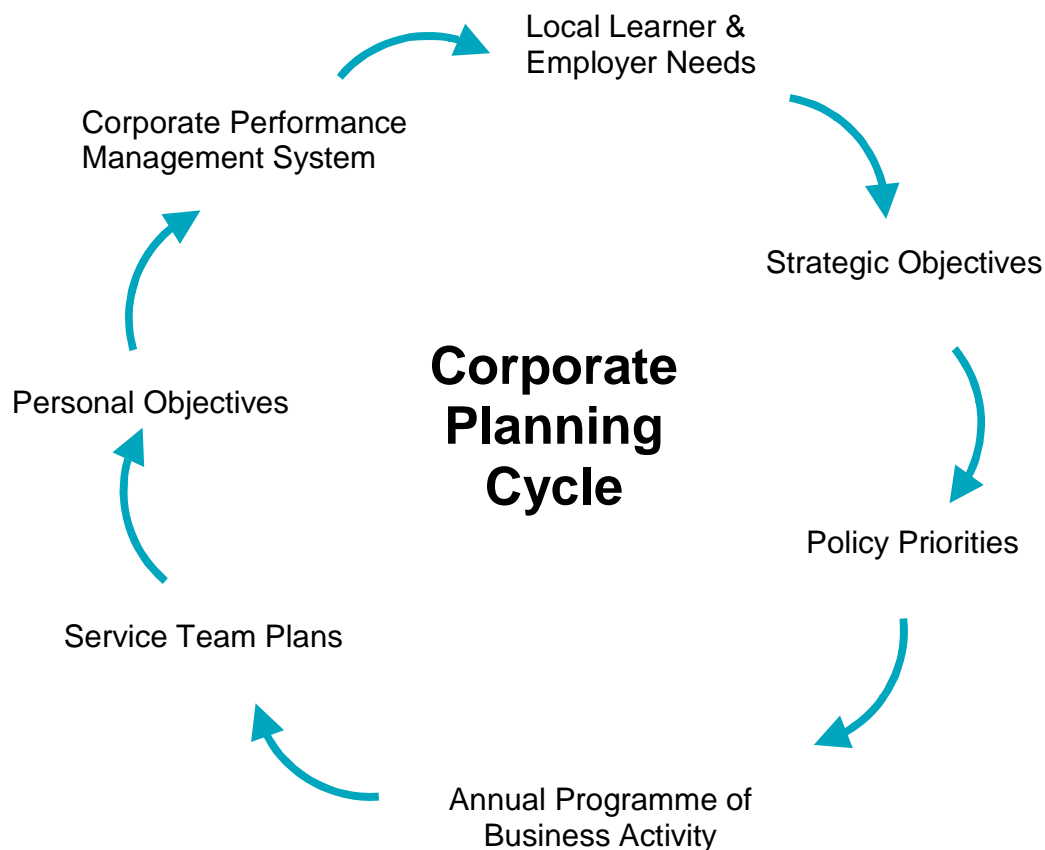
This section sets out the corporate planning framework in London South and the links between local strategic, business and team planning.

Planning and Resources

London South LSC recognises that strong plans must be locally owned, inspire confidence in those who use them, and arise from a local planning process that makes clear links from the strategic through to the operational levels. The planning framework in London South is designed to ensure that all its human and financial resources for 2003-04 are being used to:

- respond to local and regional needs;
- support the achievement of LSC national targets to 2004, and
- contribute towards achieving the Council's Vision and Mission for 2010.

Corporate Planning Cycle



The local corporate planning framework in London South has been developed to provide a strong link between every level of planning, so that:

- an audit of local learner and employer needs informs the strategic objectives;
- strategic objectives are reflected in a series of themed policy priorities;
- policy priorities are supported by an annual programme of business activity;
- the programme of business activity is detailed through service team plans;
- service team plans provide the personal objectives for individual performance plans, and
- individual performance plans are regularly monitored within the corporate performance management system.

In this way the strategic objectives inform the performance of every team, and in turn every individual officer is contributing to the strategic objectives of the Council.

Programme of Business Activity for 2003/04

This local plan draws together the outcomes of a review of the local council's performance and progress to date, as set out in Part One; and an analysis of opportunities to build on the local council's strengths, and meet the challenges it faces, through the local strategic planning framework set out in Part Two. Based on the Audit of Progress and Local Strategy for planned resourcing, a programme of business activity for 2003/04 has been developed to ensure that:

- the strategic priorities for 2002-2005 are implemented through operational activity, and
- resources are focussed on the educational outcomes for learners.

Strategic Priorities and Business Activity 2003-04

The following matrix sets out the programme of Operational business activity for April 2003-March 2004 and the principal strategic priorities which the Activities support.

	Young People	Adult	Work-force Development	Basic Skills / ESOL	Equality & Diversity	Neighbour-hoods
Support growth of 16 –18 full time participation in further education						
Improve the participation and achievement of young people through Modern Apprenticeship and NVQ qualifications						
Develop the MA Implementation Plan						
Develop and Fund the 'E2E' programme						
Improve access to learning for young learners with specialist and non-specialist LLDD needs						
Improve access to vocational learning through 14-19 Flexibility Partnerships						
Improve access to colleges through Learner Support Funds						
Provide Additional Learner Support						
Introduce new funding arrangements for students in sixth forms						

	Young People	Adult	Work-force Development	Basic Skills / ESOL	Equality & Diversity	Neighbour-hoods
Support Education business Link Consortia to deliver work-related learning into specific areas of need						
Assist EM learners to overcome the barriers that prevent them from reaching their potential						
Raise achievement at Level 2 for learners at risk of disaffection						
Facilitate the 'P4P' partnerships in raising numbers of YP progressing into HE						
Raise quality standards through Provider Performance Review						
Develop 19+ FE participation						
Develop 19+ Modern Apprenticeships and NVQs						
Support LEA adult & community learning and manage the transition to Formula Funding						
Develop the Information Advice and Guidance service for adult learners						
Support marketing of Adult Learner Week						
Support Family Learning Projects through Adult Literacy, Language and Numeracy delivery plan						
Build the capacity of providers to meet London South's strategic priorities						
Extend and develop the influence of the Adult Learning Commission						
Stimulate demand for learning by managing a 'Bite Size' campaign, Pan-London						
Increase the number of small, medium and large businesses in the London South area that hold the iIP Award and other quality standards						
Develop innovative approaches to management development in SMEs and stimulate demand for learning						
Broker the provision of Basic Skills and ESOL training in the workplace						
Encourage interest and demand from employees for Basic Skills and ESOL training within the workplace.						
Increase the demand from employers for vocational learning/training, giving priority to London South's six key sectors and to employees within those sectors who do not hold a qualification.						
Develop CoVEs that will match each of London South's six priority sectors						
Act as lead partner in development and implementation of the five key programme areas of the Workforce Futures Partnership (EQUAL)						
Through the European WorkLife Futures Partnership, develop with European, transnational partners a tool for evaluating HR competencies in SMEs (EQUAL)						
Recruit and train Basic Skills teachers to Level 4						
Improve Basic Skills of Adult Learners						
Support growth in FE Basic Skills provision						
Expand and diversify provision for Basic Skills						
Increase the number of providers registered as Basic Skills test centres						
Widen access and raise retention and achievement of Ethnic Minority students						
Improve recruitment and retention practices through business case for diversity (EQUAL)						
Promote compliance of providers with the Race Equality and Disability Discrimination Act						
Promote compliance of providers with Special Educational Needs and Disability Act (SENDA)						
Improve management information on participation, retention and achievement of learners						
Publicise learner support funds in disengaged communities						
Support the development of childcare training						
Activities to be developed via Local Intervention & Development (LID) Fund						

Business Review Process and Quality Assurance

Monitoring and Evaluation

The Plan will be subject to the following monitoring and evaluation processes:

- Review of objectives in team plans through performance management system;
- Monitoring of implementation of business activities detailed in team plans through a regular Business Plan Review (BPR) Panel;
- Evaluation of impact of Plan via termly BPR Summit;
- Quarterly Self-assessment Healthcheck to National Office, and
- Bi-annual report to Local Council.

Council

The Learning and Skills Council London South is responsible for the successful implementation of the Annual Plan. Council approves the medium-term strategic priorities for London South, and an annual programme of business Activity to promote those priorities. Council receives regular updates on the implementation of the plan, including a bi-annual review of progress against objectives and targets.

Council is supported by Audit Committee, and from January 2003 by two committees with a remit to advise Council on respectively Young People's Learning and Adult Learning. The committees are required to advise and make recommendations to Council on use of funding for the provision of learning and the activities to support local strategic priorities.

Business Plan Review (BPR)

The plan is subject to a schedule of regular review meetings between budget holders and a Panel of senior officers with responsibility for planning, management information and finance. The meetings are structured around:

- Progress on Action points identified by Panel;
- Management accounts and other periodic information;
- Analysis of actions detailed in team plans, and
- Explanatory Narrative and risk assessment reports.

The Business Plan Review Panel will conduct a termly audit of progress, which will in turn inform the local Council's response to the regular Self-Assessment Report prepared for National Office.

Performance Management System (PMS)

London South ensures clear links from the programme of Business Activity to team plans through to individual objectives via its firmly established Performance Management System, which is structured around:

- Performance Plan, setting out the individual's objectives for the business period;
- Ways of Working, setting out the processes by which the objectives are achieved, and
- Development Plan, identifying a programme of training to enable the individual to meet their objectives for performance and ways of working.

PART THREE:

SUMMARY OF BUSINESS ACTIVITY 2003/04

This section sets out the programme of Activities to support the Strategic Priorities during April 2003-March 2004.

- **Young People (14-19)**
- **Adult Learning**
- **Workforce Development**
- **Basic Skills and ESOL**
- **Equal Opportunities**
- **Neighbourhoods**
- **Quality and Performance Improvement**
- **Strategic Support Activities**
- **Strategic Management and Administration**

¹ National LSC key objectives and targets for 2004:

1. Extend participation in education, learning and training
 - 1.1. 80% of 16-18 year olds in structured learning (2000: 75%).
 - 1.2. Set baseline and target for adults in next year's plan
2. Increase engagement of employers in workforce development
3. Raise achievement of young people
 - 3.1. 85% at level 2 by age 19 (2000: 75%)
 - 3.2. 55% at level 3 by age 19 (2000: 51%)
4. Raise achievement of adults
 - 4.1. Raise literacy and Numeracy skills of 750,000 adults
 - 4.2. n% of adults at level 2: target to be set in next year's plan
 - 4.3. 52% of adults at level 3 (2000: 47%)

Raise quality of education and training and user satisfaction – set baselines and targets.

Strategic Priority A: Young People (14-19)

“Raise levels of participation, attainment and progression opportunities for young people through the development of a coherent 14-19 phase delivered through a flexible, integrated and innovative network of collaborative providers”.

Policy Priorities (local)	Activity	Programmes (key budget lines)	Lead Manager	Milestones / Success Criteria	Outcomes
					Contributing to National Targets: 1.1, 3.
<p>A1 Raise participation and achievement of 16-19 year olds through developing coherent, accessible and high quality 14-19 vocational options that are valued equally with the academic alternative</p> <p>A2 Raise participation and achievement for the disadvantaged and those who are discouraged from learning through supporting and working with Connexions to improve the Learning Gateway offer</p> <p>A3 Raise 16-19 participation and achievement rates in each borough through enabling providers to develop local collaborative approaches to the establishment of a coherent 14-19 local learning network that reflects best equal opportunity practice</p> <p>A4 Raise the number of young people from schools, colleges and work-based learning who progress to Higher Education</p> <p>A5 Create, with strategic partners and providers, a comprehensive and coherent infrastructure of appropriate learning opportunities for all Learners with Learning Difficulties and/or Disabilities (LLDD)</p>	<p>Support growth of 16 –18 full time participation in further education</p> <p>Improve the participation and achievement of young people through Modern Apprenticeship and NVQ qualifications</p> <p>Develop the MA Implementation Plan</p> <p>Improve access to learning for young learners with specialist and non-specialist LLDD needs</p> <p>Improve access to vocational learning through seven 14-19 Flexibility Partnerships</p> <p>Improve access to colleges through Learner Support Funds</p> <p>Provide Additional Learner Support</p>	<p>FE 16-18</p> <p>FE Special Grants</p> <p>Work Based Learning 16-18</p> <p>MA Implementation Fund</p> <p>14-19 Increasing Flexibility Fund</p> <p>Learner Support Fund</p>	<p>Head of Programmes - FE & WBL</p>	<p>FE Growth Funding allocated April 2003</p> <p>Review of use of MA funds</p> <p>Project to engage those in employment but not in training, agreed May '03</p> <p>Action research findings on non-specialist LLDD provision. Contract issued July '03.</p> <p>c.485 Yr10's on new GCSE's Sep '02. At least 210 (7 x 30) Yr 10's to commence Sep '03</p> <p>Learner Support Fund monitoring returns completed and returned Aug '03, ongoing dissemination of good practice</p> <p>Allocations in Year</p>	<p>FE</p> <p>An additional total of 1377 learners</p> <p>5617 16-18 year olds achieving level 2</p> <p>3990 16-18 year olds achieving level 3</p> <p>5083 Basic Skills Qualifications</p> <p>WBL</p> <p>Maintaining current growth trends</p> <p>582 16-18 year olds achieving level 2</p> <p>602 16-18 year olds achieving level 3</p> <p>Entry 2 Employment</p> <p>961 starts</p>
	<p>Introduce new funding arrangements for students in sixth forms</p> <p>Support Education business Link Consortia to deliver work-related learning into specific areas of need</p> <p>Assist EM learners to overcome the barriers that prevent them from reaching their potential</p>	<p>School Sixth Forms</p> <p>Education Business Links</p> <p>Youth EM Achievement Grant</p>	<p>Snr Programme Manager Young People</p> <p>Snr Manager Equality & Diversity</p>	<p>960 additional level 2 and 150 additional Foundation level achievements contracted for July '03</p> <p>Contract to develop accredited E2E Professional Development Framework, issued July '03</p> <p>New tendering and bidding round Mar '03 – Jun '03</p> <p>More providers in “Acceptable” and “Strong” categories</p>	<p>14-19's at risk assisted in gaining a Level 2 qualification</p> <p>Projects to contribute to targets and to pilot potential future mainstream activities</p>
	<p>Raise achievement at Level 2 for learners at risk of disaffection</p>	<p>Level 2 Fighting Fund</p>	<p>Head of Programmes - EU & Discrnry Funding</p>		
	<p>Develop and Fund the 'E2E' programme</p> <p>Facilitate the 'P4P' partnerships in raising numbers of YP progressing into HE</p> <p>Develop and plan innovative projects in line with strategy and targets</p>	<p>E2E</p> <p>Admin</p> <p>ESF / LIF (LID)</p>	<p>Senior Dev. Mngr 14-19</p>		
	<p>Raise quality standards through Provider Performance Review</p>	<p>LID Fund</p>	<p>Head of Quality Improvement</p>		

Strategic Priority B: Adult Learning

“Raise levels of participation, and achievement of adults in learning by developing an accessible range of high quality provision underpinned by an enhanced provision of information advice and guidance”.

Policy Priorities (local)	Activity	Programmes (key budget lines)	Lead Manager	Milestones / Success Criteria	Outcomes
					Contributing to National Targets: 1.2, 4.1, 4.2, 4.3
<p>B1 Improve coherence, quality and accessibility of information, advice and guidance services (IAG) for adults as a route to raising participation, increasing attainment and achievement on accredited and non-accredited provision and ensuring that skills gaps in the labour market are addressed</p> <p>B2 Raise participation and achievement at Levels 2 and 3 among adults particularly among those under – represented in learning and employment</p> <p>B3 Maintain and grow the range of high quality non-accredited learning opportunities to respond to the demands and needs of adults and to tackle social exclusion</p> <p>B4 Encourage the development and take-up of a continuously expanding range of high quality e-Learning opportunities.</p> <p>B5 Create, with strategic partners and providers, a comprehensible, coherent and accessible infrastructure of appropriate learning opportunities for all adults with Learning Difficulties and/or Disabilities</p>	Develop 19+ FE participation	Further Education	Head of Programmes - FE & WBL	Effective allocation of FE Growth Funding, April '03	<p>FE An additional total of 8460 learners 2400 adults achieving Level2 3500 adults achieving level 3</p>
	Develop 19+ Modern Apprenticeships and NVQs	Work Based Learning 19+		Monitor NVQ performance and encourage 19+ delivery at AMA	
	Improve access to learning for adult learners with specialist and non-specialist LLDD needs		Adult Learning Advisor		<p>WBL 400 adults achieving level 3</p> <p>IAG 5400 Advice Episodes 2000 Information Episodes</p> <p>UFI Carshalton FE: 9,850 learners on 16,422 enrolments. RUTC: 6,200 learners on 10,200 enrolments. SFI (share of national £30m)</p>
	Support LEA adult & community learning	Adult & Community Learning		Adult Learning Plans and funding levels agreed Apr '03	
	Manage and pilot the application of formula funding to non-accredited learning and inform the national transition to Formula Funding	Adult Information, Advice & Guidance		Funding pilot begins Apr '03	
	Develop the information advice and guidance service for adult learners	Family Learning / Family Literacy & Numeracy		New funding for “enhanced services” agreed with IAG providers by May '03	
	Support marketing of Adult Learner Week		Snr Manager Equality & Diversity	Family Learning delivery plans agreed Apr '03	
	Promote Family Learning projects through Adult Literacy, Language and Numeracy Delivery Plan				
	Assist EM learners to overcome the barriers that prevent them from reaching their potential	Adult EM Achievement Grant			
	Extend and develop the influence of the Adult Learning Commission	Admin	Senior Manager Adult Learning Development		
	Stimulate a demand for learning by managing a 'Bite Size' campaign Pan-London	BiteSize		'Bite-Size' bid to NLSC Feb '03.	12,000 non-learners reached, Pan-London, May '03
	Develop and plan innovative projects in line with strategy and targets	ESF / LIF (LID)		New tendering and bidding round Mar '03 – Jun '03	Projects to contribute to targets and to pilot potential future mainstream activities
	Raise quality standards through Provider Performance Review	LID Fund	Head of Quality Improvement	Provider Reviews April 2003 & November 2003	More providers in the “Acceptable” and “Strong” categories

Strategic Priority C: Workforce Development

“Raise employer commitment to, and investment in, training and development by investing in the development of a demand-led infrastructure which positions workforce development as an integral part of business development strategies”.

Policy Priorities (local)	Activity	Programmes (key budget lines)	Lead Manager	Milestones / Success Criteria	Outcomes
					Contributing to National Targets: 1, 2, 3, & 4
C1 Develop in collaboration with the Small Business Service and other partners a network of Centres for Business Solutions	Increase the number of small, medium and large businesses in the London South area that hold the liP Award and other quality standards	Workforce Development	Head of Programmes Workforce Development	Micro-businesses engaged in liP by London Business Link CoVEs: 3 or 4 'Round 4' submissions anticipated	Investor in People by Mar '04: additional 135 organisations formally committed 79 organisations recognised 50 organisations reviewed <u>Basic Skills</u> Apr '01 - Jul '04: 2,000 individuals gain a qualification in the workplace Successful accreditation of COVEs in the priority sectors. New proposals to begin Nov 03
C2 Developing in collaboration with providers and stakeholders, new and innovative approaches to management development for SMEs	Broker the provision of Basic Skills and ESOL training in the workplace	Local Intervention Fund / ESF			
C3 Improve the quality and responsiveness of the learning and skills system in South London to priority sectors in order to raise achievement levels resulting in a better qualified workforce	Encourage interest and demand from employees for Basic Skills and ESOL training within the workplace.	Local Intervention Fund / ESF			
C4 Improve and increase the supply of high quality vocational skills training through the development of Centres of Vocational Excellence.	London Business Link contracted to Pan London LSCs to deliver on the Small Firms Initiative (SFI) Continue to develop CoVEs in each of London South's six priority skills sectors	SFI (share of national £30m) National Budget			
C5 To provide support to businesses and individuals to stimulate the demand for learning.	Act as lead LSC in the implementation of Small Firm Learning Accounts, Pan London. Support the Pan-London SERTUC contract	£13k WFD	Senior Policy Advisor WFD	Build on links made at Croydon SERTUC conference Mar '03 3 Action Teams created New bidding round takes place April-June 2003	Union Learning reps engaged in closing the 'Skills Gap' Working towards future Employer Engagement targets
C6 Promote EQUAL to employers as a flagship project that will demonstrate the business strengths of developing equal opportunities projects.	Continue to contribute to the development of a new generation of National IT Qualifications Develop Sector Skills Action Teams Develop and plan innovative projects in line with Strategy and Targets	Marketing ESF / LIF			
	Act as a Lead Partner in development of the five key programme interventions of the Workforce Futures Partnership, in preparation for mainstreaming: <ul style="list-style-type: none"> • Business Round Tables & E&D seminars • 'HR Locums' • Positive Action Programme for BME trainees • SME Training Provision • Research and Development Through the European Work-Life Futures Partnership develop trans-nationally a tool for evaluating the HR competency needs of SMEs.	EQUAL	'EQUAL' Manager	7 Round Tables, in 6 Boroughs reaching 100 SMEs 3 series of E&D Seminars held 160 SMEs supported through 'HR Locums' 15 trainees placed with SMEs 100 Small Firm Learning Accounts utilised A measure developed that will enable testing of innovative activities on an EU basis.	By 2005, the Workforce Futures Partnership established as a recognised and influential strategic body within the South London workforce development and business arena By 2005, the first pilot schemes to have been fully developed and tested, and integrated into London South LSC's mainstream-funded activities.

Strategic Priority D: Basic Skills and ESOL

“Offer young people and adults the opportunity to acquire the basic skills, the confidence and the self-esteem necessary to actively participate in society”.

Policy Priorities (local)	Activity	Programmes (key budget lines)	Lead Manager	Milestones / Success Criteria	Outcomes
					Contributing to National Targets: 1.1, 1.2, 4.1
<p>D1 Increase demand for accredited learning by expanding and diversifying provision for learners.</p> <p>D2 Increase the supply of suitably qualified tutors to deliver sufficient learning opportunities to meet national targets.</p> <p>D3 Encourage equality of access, widening and increased participation by targeting specific priority groups.</p> <p>D4 Address problems in retention and achievement by improving the quality of provision for learners in literacy, numeracy and ESOL</p>	Support FE Sector growth in Basic Skills provision that leads to recognised qualifications	FE growth funding	Head of Programmes FE & WBL		22,180 individuals achieving at least one BS qualification Apr 2001 – Jul 2004
	Sustain demand for basic skills learning.				
	Improve opportunities for access to accredited learning.	Mainstream budgets will be used to fund basic skills provision			
	Increase number of providers registered as test centres			50% of providers with access to a test centre by Sep '03	
	Work with providers to ensure CPD for existing BS tutors and cross-training in BS for vocational and academic tutors	Mainstream budgets and LID	Head of Provider Quality	80% of provider CPD plans contain development for BS teachers, plus plans to address BS issues for all teachers	
	‘Skills for Life’ “Building Excellence” project in association with Prospects/SLLP to train Basic Skills tutors and volunteers	LDF £500k	Senior Manager Adult Learning Development	120 basic skills tutors, and volunteers trained or on programme by Mar '04	

Strategic Priority E: Equal Opportunities

“Make learning more inclusive, widen participation among underrepresented groups, eliminate unlawful discrimination and promote equality of opportunity for all learners”.

Policy Priorities (local)	Activity	Programmes (key budget lines)	Lead Manager	Milestones / Success Criteria	Outcomes
					Contributing to National Targets: 1.1, 1.2.
<p>E1 Establish London South as an exemplar Equal Opportunity Employer</p> <p>E2 Ensure equal opportunities is an integral part of all policy and planning, compliance and development within our strategic goals.</p> <p>E3 Address inequalities in participation, retention, achievement and progression</p> <p>E4 Improve equality of access, participation and achievement for all young people resident in London South, regardless of gender, ethnicity and socio-economic background.</p> <p>E5 Address the barriers to participation and achievement for under-represented groups of adults</p> <p>E6 Improve the practice of employers in equal opportunities and promote the strength of recruiting, developing and retaining a diverse workforce</p>	<p>Widen access and raise retention and achievement of Ethnic Minority students of all ages</p> <p>Promote compliance with Race Equality and disability discrimination Act</p> <p>Promote compliance with the Special Educational Needs and Disability Act (SENDA)</p> <p>Improve Management Information on disadvantaged learners</p>	<p>EM Achievement Grants</p> <p>Mainstream budgets will be used to fund equal opportunities</p>	<p>Senior Manager Equality and Diversity</p>		<p>Providers advised on their duties under equalities legislation and any new requirements needed of them.</p> <p>Publish a report analysing participation, retention and achievement of minority groups.</p> <p>2 staff members trained to C&G</p> <p>2 course structures designed</p> <p><u>Beneficiaries to include:</u> 57 to gain a qualification 42 attend College taster trips 26 College placements 12 Work placements 19 commence Basic Skills 62 taking up e-learning</p>
	<p><u>London South Region:</u> In association with Twining Enterprise Ltd, raise sustainable participation in learning for people with mental health problems, and for those recovering from mental health problems facilitate and support their return to mainstream education or employment.</p>	<p>ESF £500k</p>	<p>Senior Manager Equality and Diversity</p>	<p>230 beneficiaries to Mar '03</p>	
	<p><u>London South Region:</u> In association with SLEMBA, develop the leadership skills and technical competencies of owner/managers of BME small and micro businesses</p>	<p>LDF £265k</p>	<p>Workforce Development Policy Manager</p>		<p>450 beneficiaries</p>
	<p><u>Croydon:</u> 'Beat The Street' package of outreach activities to re-engage Afro-Caribbean Young People (Croydon Youth Development Trust)</p>	<p>LDF £165k</p>	<p>Senior Dev. Mngr 14-19</p>	<p>After-school clubs and lunch-time support, activities and skills to include Radio DJ, Sound Engineering, Motor Mechanics</p>	<p>550 beneficiaries aged 14-19 yrs</p>

Strategic Priority F: Neighbourhoods

“Target additional support to neighbourhoods that consistently demonstrate lower than average rates of participation in learning”.

Policy Priorities (local)	Activity	Programmes (key budget lines)	Lead Manager	Milestones / Success Criteria	Outcomes
					Contributing to National Targets: 1.1, 1.2
<p>F1 Increase demand for learning in targeted neighbourhoods, particularly among groups currently under-represented in learning.</p> <p>F2 Improve access to and provision of quality neighbourhood-based learning linked to progression opportunities</p>	<p><u>London Borough of Bromley:</u> “Computer Gym” mobile delivery of ICT & ESOL into areas of high deprivation</p>	ESF £113k	Adult Learning Advisor	400 ‘hard to reach’ individuals engaged on ‘taster’ courses	250 successful completions of an e-mail and internet training course 35 progressions to FE
	<p><u>Orpington:</u> “Tutors on Call” project to engage disadvantaged Young People and Adults onto short accredited courses and to encourage progressions.</p>	LDF £187k		300 enrolments on short accredited courses	Approx 100 individuals progressing to further learning in Basic Skills, IT and First Aid
	<p><u>Sutton & Merton:</u> in collaboration with local partners and stakeholders, improve demand for, access to and quality of learning opportunities for adult residents of the St. Helier estate.</p>	ESF £404k		Consult with residents to map the needs of the estate Establish links between project workers and local employers	20 childcare qualifications 5 residents trained to be learning promoters
	<p><u>Royal Borough of Kingston:</u> ‘Positive about IT Learning’ enable individuals from under-represented groups to develop the skills motivation and confidence to participate in continuing learning leading to Level 2 and 3 qualifications.</p>	ESF £114k	Senior Manager Adult Learning Development	60 enrolments	130+ units gained in European Computer Driving Licence with 30 individuals gaining 3 or more units Some individuals moving into employment or further training
	<p><u>All London South Boroughs:</u> “Learning in the Community” project. Capacity-build the Community Voluntary Sector in each London South borough. Develop a range of learning opportunities within the community Develop good practice models.</p>	ESF £550k		12 organisations engaged in each borough Each organisation to produce 10 direct beneficiaries	72 organisations developed 720 direct beneficiaries expected
	<p><u>All London South:</u> “Smart Training” project to engage disadvantaged people aged 23-64 into training in the Childcare Industry, and raise their achievement levels</p>	ESF c£330k	Workforce Development Policy Manager	110 enrolments, April 2003	By August 2004: 75 NVQ Level 3 18 NVQ Level 4

Strategic Support Activities 2003-04

Activity	Lead Manager	Milestones	Outcomes
Research Projects: 'Learner Voice' survey Lead on the Pan London 'Travel to Study' project LLDD and ASD provision in London South Disseminate findings of the 'Networked College' project Research to support the Workforce Development strategy, including Round Table evaluation. IAG Evaluation <i>Provision for further projects, as part of the '03/'04 research programme, has been made through the Local Intervention & Development (LID) Fund</i> Ongoing: Conduct research and collect data on a Pan-London basis in preparation for the Strategic Area Review	Head of Research	<u>Completion Dates:</u> 'Learner Voice' Jun '03 'Travel to Study' Jun '03 LLDD and ASD Jun '03 Completed by Jun '04 Completed by Jul '03 Projects approved by Council Jun '03 July 2003 – March 2004 data collection for SAR	Findings to inform strategy -development and operations across the region
Marketing and Communications Develop marketing approaches and strategies that directly target and meet the needs of all learners (including employers). Promote the LSC to key stakeholder groups, opinion formers and decision makers.	Head of Marketing and Communications	As identified in Team Plan 2003/04	Increased demand for and participation in learning

Quality and Performance Improvement Lead a Strategic Area Review Co-ordinate, monitor and evaluate the Provider Review Process Develop collaborative relationships with LEAs to improve delivery Implement an agreed pan London approach to quality improvement Inform decisions on awarding contracts to New and Prospective Providers Support and prepare existing providers to meet the requirements of performance review and inspection frameworks. Provide support and training to appropriate local LSC staff Co-ordinate individual provider inspection process Support the area wide inspection process, and the implementation and delivery of development plans and post-inspection action plans Facilitate the delivery of focussed training workshops Develop and support existing and new appropriate provider improvement networks Support the implementation of development plans to raise the quality of training and education Identified and disseminate good practice and guidance in quality improvement especially with regard to leadership and management, quality assurance and equality of opportunity in WBL providers Support providers with appropriate bespoke training	Head of Quality Improvement	As identified in Team Plan 2003/04	At least a grade 3 achieved across all inspected areas Number of providers within excellent and good categories are increased and those within some and serious concerns are reduced.
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LSC Quality Improvement Strategy 2003/04 Targets

	<u>FE Colleges</u>		<u>ACL</u>		<u>WBL</u>		
Year	<u>Success Rate</u> (%)		<u>Success Rate</u> (%)		Increase in completion rates* (%)		Completion Rate %
	National	Local	National	Local	National	Local	Local
Projected 2002/03	61%	61%	53%	53%	1%	1%	31%
Proposed Target 2003/04	62%	63%	55%	55%	3%	3%	34%

Strategic Management and Administrative Activity 2003/04 (tbc March 2003)

Budget Block	Directorate	Purpose	Objectives
Administration - £3.2m	Executive Office	Leadership of organisation, through strategic and corporate planning, Governance and Council support.	<ul style="list-style-type: none"> • Interpret, analyse and address impact of National policies and targets for London South. • Contribute to national developments and lead policy development. • Lead strategic management and organisational development through planning processes and information for local council • Monitor and evaluate plan through Business Review Process
	Operations	Develop relationships with providers and employers toward achievement of LSC objectives.	<ul style="list-style-type: none"> • Deliver the increased levels of participation, retention and achievement required to meet local targets • Improve the quality of provider base through Provider Review • Increase employer investment and involvement in training and development • Maximise spend on programmes to promote objectives
	Policy & Development	Research, development, communications and partnerships.	<ul style="list-style-type: none"> • Develop local policies to enable LSC to deliver its strategic goals including • commission and manage a programme of research and evaluation, public relations and external representation, • develop new provision to meet identified needs, • promote innovation, deploy discretionary resources and • support collaboration within the learning and skills sector.
	Resources & Corporate Services	Human resources, facilities management, data collection & analysis and audit	<ul style="list-style-type: none"> • Recruit and retain skilled and competent staff within establishment and payroll budgets. • Provide summary accounts and commentary to Audit Committee and Council meetings • Produce an annual audit plan prioritised to support provider review programme. • Provide financial viability assessments to support the allocations process • Migrate all providers to on-line data collection by Jul '03

PART FOUR:

ANNEX OF ADDITIONAL INFORMATION

This section provides additional information on:

- **Resources available to support Business Activity for 2003/04**
- **Consultation and Development of the Plan**
- **Local Council Charter for London South**
- **Glossary of Terms used in the Plan**

Resources

Allocations 2003/04 (as at 07/03/03)

Education Business Links	£744,000
Further Education (including external institutions)	£116,282,000
School 6th Forms	£39,590,988
Work Based Learning (contracting year)	£14,509,231
Level 2 Fighting Fund	£650,000*
14-19 Increasing Flexibility	£40,000*
MA Implementation Fund	£346,000*
Information, Advice and Guidance	£618,757*
Workforce Development	£1,149,609*
Local Intervention & Development Fund	£3,775,430
Bromley 14-19 Network	£25,000
Adult and Community Learning	£6,142,553
Family Numeracy and Literacy	£660,573
Family Learning	£525,194
Ethnic Minorities Achievement Grant	£947,469*
FE Colleges Special Grants	£867,365
Admin	£3,242,911
TOTAL	£190,117,080

** Figures provisional and subject to confirmation March 2003.*

European Social Fund (ESF) and Co-Financing

The European Social Fund has provided London South with an opportunity to tackle disadvantage through co-financed initiatives. This window of opportunity has a limited timescale and so we must work with local providers and other local organisations to have as much impact as possible with the funding available while planning the future. We will make contingency plans for the reduction of ESF funding in the UK and consider our own exit strategies from ESF to ensure that local provision adapts effectively to these changes.

We will continue to forge alliances with mainstream providers, develop new capacity to deliver mainstream funded activity, join and establish relevant local and European partnerships and identify other sources of European funding. It is only through proactive strategic planning and partnership working that we will continue to make a real difference to the lives that are most at risk in the local community. This proactive approach will then allow us to exploit the new funding opportunities of an enlarged Europe.

Consultation and Development of the Plan

The plan has been developed in consultation with a range of partners including the London Development Agency (LDA) and the six local authorities in the London South region. The impact of consultation on development of the Plan is set out below. The development of the plan reflects the following schedule:

Framework and First Draft: Autumn to mid-December 2002

25 September:	Business Plan Review Panel
October:	Draft Guidance received
23 October	Business Plan Review Panel
7 November:	Planning Guidance Workshop (London West)
11 November:	initiation of London South (LS) Planning Team
18 November:	LS Executive Group
20 November:	LS Senior Management Group: Framework for First Draft
21 November:	Business Plan Review Panel
22 November:	LS SMG Area Review Away Day
5 December:	Receipt of Grant Letter
10 December:	Pan-London Planners Group (Peer Moderation process)
18 December:	BPR Summit and Mid-Year Audit of Business Plan 02/03
19 December:	Meeting with National Planning Adviser (NPA)
23 December:	LS Executive Group: Review of Draft
24 December:	Receipt of Draft National Performance Data

Revisions to Draft Plan and Moderation: January 2003

8 January:	Pan-London Planning Directors and NPA
10 January:	Review of Proposed Activities against Strategic Priorities
13 January:	LS EG: Draft National Performance Data
14 January:	Learning Committees: Review of Activities
15 January:	SMG: Review of Activities
17-22 January:	Pan-London Peer Group Review of Draft Plans
23 January:	Review of First Draft with National Planning Adviser
24 January:	BPR / All Staff Meeting: Reshaping the LSC

Feedback and Final Draft: February - March 2003

3 February:	Strategic Area Review Briefing
10 February	Close of Consultation with LEAs and LDA
11 February:	Local Council
12 February:	LS SMG
20 February	Pan-London Planning Directors and Review of Revised Draft with NPA
21 February:	Local Council 2003-04 Final Budget Allocations
7 March:	Final Draft Local Plan submitted for approval by NLSC Development of local Team Plans 2003/04

Impact of Consultation on Development of the Plan

The plan has been developed in accord with national guidance and in consultation with a range of partners. A programme of proposed operational business Activities for 2003-04 was circulated in January. Several helpful suggestions as to amendments and/or additional Activities were received, and were reflected in the programme submitted to Council for approval. In accord with Section 22 (5) of the Learning and Skills Act 2000, a draft of the Plan was circulated to the six LEAs in London South and London Development Agency for information and comment.

The responses to consultation are reflected in the local Annual Plan 2003/04 through:

- additional illustration of the diversity of the region in Part One of the plan
- additional explanation of the diversity of learner and employer needs
- enhanced clarity of issues surrounding methodology for and use of targets
- improved clarity on pan-London approach to Strategic Area Review
- activity on LLDD broadened to address other young people with non-specialist needs
- additional activity on promoting and marketing services
- activity on compliance with Race Equality legislation, and
- additional activity on how LSC will work with Union Learning Reps

Responses provided positive comment on:

- the comprehensive, ambitious and well-structured nature of the Plan
- the content and planned contribution to sub-region and London
- a useful section on Key Achievements
- a clear statement of local employer skills demands
- integration of London FRESA objectives in a comprehensive manner
- the introduction of risk management into Business Review Process

Suggestions for Activities required to promote the local strategic priorities beyond 2004 were also invited, and where possible will be reflected in future annual plans.

Local Council Charter for London South

February 2003

At a time of enormous economic, political, and environmental change, which profoundly impacts upon society, the Learning and Skills Council (LSC) was created to raise participation and attainment through high-quality education and training which puts learners first. The work of the LSC, in collaboration with other strategic partners, is positioned at the heart of the government's agenda to develop and enhance the skills of the nation such that we truly maintain and improve our position in the global market.

Since its creation, the London South Learning and Skills Council has demonstrated a wholehearted commitment to making the LSC a high performing organisation within this challenging and complex environment. Taking things forward, we not only wish to ensure that all learners within South London benefit from the highest quality of skills development, but that those who may have been neglected or denied access to the benefits of learning in the past, are also given the opportunity to contribute to the success of society.

This 'charter' aims to set out 8 principles that will underpin our work in the coming years. At the core of these principles is a commitment to:

- People: learners, employers and our staff,
- Innovation, creativity and measured risk taking
- Delegation and devolvement of responsibilities and resources to those that can make a positive difference.

We aim to concentrate our energies into setting strategies that strengthen and elevate the capabilities and opportunities of all young people and adults in the area. We aim to open additional avenues to learning by promoting innovation, creativity and measured risk taking whilst encouraging inclusion and diversity. We believe that by adhering to the eight principles below we will, as a Council, be able to deliver the operational and strategic objectives of the Learning and Skills Council in South London.

The 8 Guiding Principles

Customer focused

We are committed to imbedding customer focus throughout our organisation and its networks. We will strive to understand the needs, expectations and behaviours of the community, and align our policies and deployment of resources with them.

We are committed to:

- Being clear about who our customers are and what they need: we will research their interests, needs, behaviours, and levels of satisfaction
- Building our operation around our customers - including strategy, research, performance management systems, processes, structure and culture
- Fostering open and trusting relationships and communicating effectively with providers, partners and stakeholder groups
- Developing performance measures and funding streams which reflect what customers value whether accredited or not

Developing our people

The talent, skills and knowledge of LSC employees are essential foundations for our success. We need to ensure that our people are motivated, clear about our organisational goals, and committed to achieving them.

We value and are committed to:

- Investing in their self-esteem, confidence, motivation, self awareness, self management, and professional development
- Promoting creativity, risk taking, and knowledge sharing
- Creating flexible work practices which promote a healthy work-life balance

Leadership

We recognise that in our complex operating environment we require the highest quality leadership if we are to deliver our organisational goals.

We will provide leadership that:

- Provides heart-felt inspiration and guidance for our staff, providers, and stakeholders
- Communicates a clear and coherent strategic vision for the organisation
- Effectively promotes the LSC and its values and priorities to key stakeholders
- Optimises the talent and creativity of LSC staff and all those working in the sector
- Facilitates change to ensure that funding systems meet needs, best value is realised of public money, and learners are not disheartened.

Equality and Diversity

The Secretary of State tasked the LSC to "promote equality of opportunity in all that it does". In addition to this, we are aware of evidence indicating that there is a waste of skills, potential, and expertise through continued inequalities and discrimination in the workplace and in learning. Surveys in America, such as the Fortune Magazine Survey, demonstrate that good equalities practices, including positive action in recruitment, lead to high performing companies and a healthy bottom line over those who fail to adapt to these challenges.

Being a global city, London has to look to the future and recognise the unique issues that it will face. Forecasts predict that, by the year 2020, 40% of London's workforce will be from black and minority ethnic communities, London's workforce will be ageing, women will continue to play an increasingly pivotal role in the labour market, and technological advances will allow adjustments to the working environment that increase participation of disabled workers in the labour force. The equalities agenda must therefore be integral to our planning and policy infrastructures.

Being the body responsible for skills development, the LSC has a duty to promote the benefits of diversity. We must harness the knowledge of all groups and encourage employers to understand the needs of their people and develop them into a highly skilled and competitive workforce.

In order to meet the above challenges we will:

- Communicate effective leadership to the learning and skills sector on equality and diversity issues and lead on a mainstreaming approach.
- Be dynamic and outward looking in our equality approach and ensure full and open dialogue with equality stakeholders.
- Challenge inequalities within the learning system and promote rigorous quality standards with our providers that integrate equality of opportunity measures.
- Provide evidence to the sector of our role as an exemplar employer including publication of our own staffing profile.
- Develop innovative approaches, and pilot new ideas, in the pursuit of our equalities approach.
- Educate employers about the changing nature of the labour market and work practices and evidence to them the benefits of diversity.

Forward and Outward Looking

We will be strategic in our policy making, taking, where appropriate, a long-term view based on statistical trends, and forecasting of social, economic, cultural, and demographic trends. We will consider new ways of engaging with our audience, and consider more joined-up canvassing and pooling of marketing budgets for those public bodies targeting the same new audience in South London. Our policy and strategy will be informed by:

- Analysis of relevant existing academic literature and empirical research
- Assessment of the Government's long term strategic objectives
- Contingency and scenario planning and other forecasting tools
- Consultation with relevant experts

Innovation and Creativity

We are committed to developing an environment where innovation runs through the organisation and its networks and is built into processes and leadership style.

We will develop a culture which:

- Questions established ways of doing things and encourages new and creative ideas
- Uses new information and media technologies to enable innovation to flourish
- Encourages employees to share what they know and learn collaboratively through creative approaches to knowledge management
- Identifies and actively manages risks

Standards and accountability

Everyone accessing LSC funded provision has the right to the highest standards of service delivery and to know if this is being achieved.

We are committed to:

- Demonstrating integrity and ensuring best value from the funds which we manage.
- Raising the quality of provision such that:
 - 100% of Colleges, Adult & Community Learning Providers and Work-Based Learning Providers achieve at least a Grade 3 across all inspected areas.
 - 100% of School Sixth Forms achieve OFSTED inspection results of 'satisfactory' or better.
 - 100% of Providers with individual targets that are consistent with LS LSC targets meet those targets.

Devolution and Delegation

Innovation and effective service delivery are much more likely to be achieved if responsibility and resources are devolved and delegated to the local LSC. We support the Government's stated strategic objective of handing over power from central government to local agencies and will campaign to see this process accelerated within the LSC.

We are committed to:

- Securing sufficient responsibility and adequate resources to meet the specific learning needs of our local people, communities and businesses
- Ensuring that learners play an active role in the creation and development of new services
- Developing the capacity of the LSC and its providers to bring forward innovation
- Measurement of progress of this charter.

Glossary of Abbreviations

Abbreviation	Meaning
ACL	Adult & Community Learning
AMA	Advanced Modern Apprenticeship
BEL	Business Education Link
BPR	Business Process Review
CoVE	Centre of Vocational Excellence
CPD	Continuing Professional Development
DELG	Distributed & Electronic Learning Group
DfES	Department for Education & Skills
D Units	Assessor qualifications
EBP	Education Business Partnership
EBL	Education Business Link
EM	Ethnic Minority
EMSAG	Ethnic Minority Student Achievement Grant
EO	Equal Opportunities
ESF	European Social Fund
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
E2E	Entry to Employment
FE	Further Education
FEFC	Further Education Funding Council
FENTO	Further Education National Training Organisation
FMA	Foundation Modern Apprenticeship
FRESA	Framework for Regional Employment & Skills Action
GCSE	General Certificate in Secondary Education
GOL	Government Office for London
HE	Higher Education
HEFCE	Higher Education Funding Council for England
IAG	Information, Advice and Guidance
IiP	Investor in People
ICT	Information Communication Technology
LEA	Local Education Authority
LDF	Local Development Funding
LLDD	Learners with Learning Difficulties and / or Disabilities
LIDF	Local Intervention & Development Fund
LSC	Learning & Skills Council
LSLSC	London South Learning and Skills Council
MLE	Managed Learning Environment
NLSC	National Learning and Skills Council
NVQ	National Vocational Qualification
OFSTED	Office for Standards in Education
P4P	Partnerships for Progression
PLASC	Pupil Level Annual Schools Census
PMS	Performance Management System
RUTC	Richmond-Upon-Thames College
SERTUC	Southern and Eastern Regional Trade Union Council
SAR	Strategic Area Review
SENDA	Special Educational Needs & Disabilities Act
SLEMB	South London Ethnic Minority Business Association
SLLP	South London Learning Partnership
SMART	Specific, Measurable, Achievable, Realistic, Timebound
SME	Small and Medium Enterprises
Ufi	University for Industry
WBL	Work Based Learning

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