

 For information

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Leading learning and skills

The London Learning and Skills Plan

Our regional commissioning plan for London 2007-08

Of interest to national, regional and local learning and skills colleagues

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Introduction and foreword

The learning and skills environment has changed considerably since we published our first London Learning and Skills Plan in 2006. As a result, this year we will be investing more than ever before in learning and skills, and maximising the return on this investment will again be vital in equipping Londoners and employers with the skills they need to thrive.

In December the London Skills and Employment Board (LSEB) met for the first time, demonstrating from the outset an understanding of some of the problems and complexities we both face. Even more heartening was the Board's determination to change the status quo, remove barriers and be bold. The eventual outcome must be a more progressive and integrated skills and employment system led by the demands and needs of employers and Londoners.

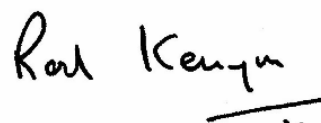
The rest of the country will no doubt be keeping a close eye on work of LSEB because its approach mirrors the one set out in the Leitch report. London must have the skills to compete globally, both now and in the future. We want more employers to operate at a high level in the global economy, with increased productivity per head and more people in work. The Leitch Report recognised the significant contribution already being made by many of our flagship programmes and services, like Train to Gain, Apprenticeships and Skills for Life, and gave a clear direction to build on these in order to accelerate progress in the years ahead.

Although more young people in London will be in learning than ever before, we still have much work to do to broaden the curriculum offer and enhance its relevance for the disengaged minority. London has traditionally had a low level of work-based learning and this needs to change. In 2007, alongside the roll-out of the first diplomas, we will be implementing foundation learning tier trials in seven London boroughs: Tower Hamlets, Westminster, Southwark, Newham, Islington, Redbridge and Harrow. The 14-19 eProspectus, *Choice*, will be launched on 28 February and will give young people and their parents a single access point to search for courses across all providers in London (schools, colleges and work-based learning). Personal assistants and careers advisers will receive a toolkit to help them introduce young learners to the system from April onwards.

We have the highest ever volume of adults participating in full Level 2 and full Level 3 learning. This is vital in upskilling the London workforce, so that employers can access the skills they tell us are needed. We have begun to differentiate our approach to the different sectors that drive the London economy, and this will continue in partnership with regional and local stakeholders. We will need to work closely with them to shift the balance of provision to a more responsive, demand-led model. Many of our providers have already responded to this message, but we need to make it clear that we expect a significant shift away from non- priority Skills for Life and into Train to Gain activity.



David Hughes
Regional Director



Rod Kenyon
Chair of London Regional Board

Priorities for London

Our regional priorities and key actions are based on a robust strategic analysis of supply, demand, need, and dialogue with key partner organisations. The overall aim is to summarise intelligence for delivery organisations to take into account when formulating their offer or preparing tenders.

A full copy of our regional strategic analysis can be found at:
http://readingroom.lsc.gov.uk/lsc/London/Strategic_Analysis_for_the_London_Region_2007-2008.pdf

In order to help to maintain London's competitiveness in an international as well as a national context, we have identified five priorities for 2007/08.

Priority 1: Improve educational opportunities for all young people

Achievements so far

- In 2005/06 there were 2.1 per cent more young people in learning, compared to the previous year.
- FE full Level 2 participation increased by 17.4 per cent between 2004/05 to 2005/06 (national average: 15.3 per cent).
- FE full Level 3 participation rose by 5.7 per cent between 2004/05 and 05/06. (national average: 2.7 per cent).

Key challenges

- Although the proportion of young people not in education, employment or training (NEET) in London has fallen, it is still one of the highest in the country.
- At 68 per cent, achievement of Level 2 (five GCSEs at grades A* to C or equivalent) by age 19 in London is below the average for England (70 per cent).
- Too many young people drop out at 17 without gaining a qualification. Participation at age 17 is 77 per cent, compared to 86 per cent at age 16.
- The success rate for work-based learning in London is 55 per cent, compared to 60 per cent nationally.
- Increased achievement at Level 3 and clear progression pathways to higher education are needed to improve the skill levels of young Londoners and meet employer needs.

Priority 2: Tackle London's skills and employment gap

Achievements so far

- London has a higher proportion (33 per cent)¹ of residents qualified to degree level (Level 4) than the national average (26 per cent).
- Our region has been successful in generating employment – three local LSC areas rank in the top 10 for employment growth (East, West and Central).
- 60,081 learners in London have achieved at least one Skills for Life learning aim that counts towards the target, which is 15 per cent of the achievements in England.

Key challenges

¹ Source: *DfES Local Estimates on Attainment 2005*

- Approximately a third of working-age Londoners does not have a first full Level 2² – the basic measure of employability.
- 47.1 per cent³ of the London workforce has numeracy skills at Level 1 or below and 25 per cent has literacy skills at Level 1 or below.
- Almost 50 per cent of jobs will require degree-level qualifications by 2014.
- Approximately 730,000 employees (26 per cent⁴) do not have a Level 2.

Priority 3: Raise the effectiveness and performance of the learning and skills sector

Achievements so far

- Since 2001 LSC London has supported capital investment of £500 million in the sector. By 2011 we expect to increase this to at least £1.3 billion.
- We have 14 providers with Beacon status (graded 1 and 2 at inspection). Best practice in learning and teaching strategies is also being shared across the provider network.
- In the current cycle for inspections (April 2005), there are now no inadequate general FE colleges in London. This is a significant improvement on the previous cycle, when eight were identified.

Key challenges

- Around 13 per cent of London employers have reported skills gaps, representing nearly 219,000 workers.
- Currently 32 per cent of existing learning and skills premises have been renewed in London compared to 45 per cent nationally. This is one of the lowest proportions in the country.
- Overall success rates often mask under performance within sector subject areas

Priority 4: Integrate skills within economic development and local and regional regeneration.

Achievements so far

- Worklessness stretch targets have been incorporated within all of London's Local Area Agreements (LAA).
- An on-site training facility at Battersea Power Station was opened in partnership with the public and private sectors, enabling local people to access training and compete for jobs. It also offers college students the opportunity to develop practical skills on a working building site.
- A Retail Academy has been established at Heathrow with BAA, combining recruitment and training opportunities. Participants can work in the retail sector at the airport while studying for an Apprenticeship. This successful academy model has been developed by BAA into a multi-sectoral Centre of Vocational Excellence funded by the LSC and known as the Heathrow Academy. It will open in early 2007.

Key challenges

- Unemployment in London is high (7.5 per cent) and the employment rate is 5 per cent below the rest of the country.

² Source: *DfES Local Estimates on Attainment 2005*

³ Source: *Working Future 2004-14 Qualifications Report, workplace employment jobs % share*

⁴ Source: *Labour Force Survey 2005*

- London has approximately 1.1 million workless people (excluding full-time students)
- While 87 per cent of people qualified to degree level or equivalent are in employment, the figure for those with no qualifications⁵ is just 42 per cent.
- More than half of London's boroughs (18 out of 33) feature in the top 30 per cent most deprived in England as measured by the 2004 Indices of Multiple Deprivation.
- For London to achieve the same proportion of the working-age population in employment as the England and Wales average, an additional 250,000 Londoners would have to be in work.

Priority 5: Equip Londoners with skills to benefit from investment in the London 2012 Olympic Games and Paralympic Games

Achievements so far

- The London 2012 Employment and Skills Taskforce Action Plan, co-written by the LSC, has been endorsed by ministers and the Mayor of London. It outlines the key actions supporting employment and skills development in the run-up to 2012.
- We spent £5 million on 3,000 additional adult full Level 2 places in sectors relevant to the 2012 Games as identified in a report commissioned jointly by the LSC and the London Development Agency (LDA).
- The LSC has funded the development of a new qualification in event volunteering. The qualification supports practical learning outcomes for those furthest from the labour market and uses the buzz of the Games as a catalyst for engagement.

Key challenges

- The 2012 Games are generating additional demand for Apprenticeships (a further 4,000 by 2012) and Level 2 qualifications.
- 70,000 trained volunteers will be needed to help ensure that the Games are a success. It is anticipated that 15–20,000 volunteers will go through the pre-volunteer programme.
- Jobs arising out of the 2012 Games will fall into three broad categories: preparation and construction of the 2012 site and venues; staging the Games; and showcasing London.

⁵ Source: *Our London Our Future*, GLA

Measuring our success

This is how we will measure success against our five priorities, either directly or by working jointly with regional and local partners.

Measure	2004-05	2005-06	2006-07 estimated	2007-08 projected
Number of young people participating in learning	165,869	168,801	173,252	175,858
Percentage of young people reaching Level 2 at 19	68%	72%	73%	75%
Percentage of young people reaching Level 3 at 19	46%	48%	49%	50%
Number of people completing Apprenticeships (including Advanced)	3,049	4,304	5,034	6,114
Number of public sector Apprenticeships	N/A	100	600	600
Number of learners gaining a first Skills for Life qualification (cumulative)	102,732	144,919	176,553	215,222
Number of adult full Level 2 places in FE	17,350	18,800	31,554	36,200
Number of adult full Level 3 places in FE	14,275	18,500	18,542	23,900
FE Success rate (2005/06 estimated)	73%	74%	75%	76%
Work-based learning success rates	40%	47%	55%	64%
Entry to Employment (E2E) positive progression rate	44%	46%	48%	50%
Percentage of young people who are not in education, employment or training (NEET) (June)	8.70%	7.70%	6.70%	6.20%
Employment rate	69.10%	68.60%	68.10%	67.60%

A strategic context

In October 2006 the LSC published *Raising our game: Our Annual Statement of Priorities*, which sets out the key national priorities and targets and outlines how funding will be invested to meet them.

The LSC has four national priorities:

Priority 1: Raise the quality and improve the choice of learning opportunities for all young people to equip them with the skills for employment, further or higher learning, and for wider social and community engagement.

Priority 2: Raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion.

Priority 3: Raise the performance of a world-class system that is responsive, provides choice and is valued and recognised for excellence.

Priority 4: Raise our contribution to economic development locally and regionally through partnership working.

A copy of *Our Annual Statement of Priorities* can be found at:

<http://www.lsc.gov.uk/Publications/Recommended/Raising-our-game-our-annual-statement-of-priorities.htm>

A new approach to commissioning

The Leitch Report set out a new ambition for world-class skills and we are moving to a more demand-led approach to support this vision. Our proposal is simple: give individuals and employers the power to choose, and empower the best providers to engage more learners and employers.

For choice to be exercised there must be a balance and range of supply available. We will continue to take an active interest in the overall volume, pattern and range of supply that individuals and employers can choose from in each area. An adequate and appropriate supply must be available for all groups of individuals and all types of employer, so we will analyse delivery to ensure that no group is disadvantaged and that equality of opportunity exists throughout our provision in London.

Our commissioning plan is the vehicle through which we will share intelligence on current supply and future demand. It broadly identifies the range of provision needed to create the right market environment for supply to meet demand. It is based on a thorough strategic analysis of the region, which has informed the anticipated changes in provision needed to meet demand. We expect our providers to respond to these changes in the context of their own markets.

This new approach will be underpinned by a new relationship with colleges and providers, characterised by a strategic dialogue that combines lightness of touch and minimal bureaucracy. This will change the way we plan, commission and contract.

Overall, we expect a greater proportion of public funding to be spent on our targets and priorities as set out in *Our Annual Statement of Priorities*. Specifically this means:

For young people (14–19)

Colleges and providers will set out how they will contribute to the delivery of the entitlement set out in the local 14–19 prospectus. We will work with local authorities to secure the provision needed to deliver this entitlement.

We will commission services to plug identified gaps in provision or deliver significant new growth in capacity. This may include additional 16-19 provision and tendering for specialist provision – for example, provision targeted at young people not in education, employment or training.

For adults

We expect colleges and providers to continue responding to the demands of local communities and delivering the provision they want.

However, where the needs of particular groups are not being met, we will undertake competitive tendering to address identified gaps.

We expect a greater proportion of government funding for adult learning to focus on employability. This involves using qualifications to help people enter and progress in sustainable employment, to meet the changing needs of the economy.

Investment in Personal and Community Development Learning (PCDL) will increasingly be determined by local partnerships as part of the reform of PCDL.

For employers

We will continue with the Train to Gain approach: colleges and providers tender to become approved providers, with maximum contract volumes awarded and varied swiftly in response to employer choice.

Opening up and diversifying the market

To achieve what we want, we will open up the market to extend the existing range of successful colleges and providers to bring in new organisations with particular strengths, such as engaging wider groups of learners and employers.

Competition will be supported. Existing providers with high quality provision will be able to expand. New entrants to the market will be encouraged and unwarranted barriers to entry removed. Suppliers of low priority or poor quality provision will not be protected from the resulting loss of income.

Our commissioning plan identifies the provision for which we expect to tender. It is based on the four triggers for competition outlined in *Our Annual Statement of Priorities*:

- **new investment** – for example Train to Gain, or to meet growth in demand for service
- **restructuring of provision or delivery models** – for example Offender Learning and Skills Service (OLASS)
- **significant gaps in provision** – including 16-19 competitions or where the demands of learners and/or employers are not being met
- **poor quality** – where provision fails to meet minimum performance levels and/or is deemed inadequate by Ofsted.

Details of how this process is applied in London are provided throughout this plan.

Investing in capital

We want world-class facilities for London, so capital investment will support the building of high-quality facilities to improve the choice and quality of learning. Our regional capital strategy will support this commissioning plan. Details about provider eligibility (for application) for LSC capital funds, the criteria for qualifying projects and how to apply can be found the LSC's Capital Handbook which is available on the LSC's website (www.lsc.gov.uk).

Ensuring quality

We want to buy the best-quality provision to meet the region's needs. We have a key duty to protect the interests of learners and employers, and will withdraw funding from poor-quality provision and move it to those colleges and providers that can deliver.

Sectors: a strategic analysis

We will continue to use a sectoral approach to develop responsive, high-quality provision to meet employers' skills needs. The development of four employer-led National Skills Academies will add momentum to the Government's specialisation agenda. For other sectors, the pace of change will vary according to how quickly Sector Skills Agreements are developed and, importantly, the clarity of what needs to change.

Sector	Focus of response
<p>Construction and the built environment</p> <p><i>Working with:</i></p> <p>Construction Skills Summit Skills Asset Skills EU Skills ECITB</p>	<p>Key challenges</p> <ul style="list-style-type: none"> • Ensure that the industry has the right skills to support improvement in business performance. • Qualify the existing workforce to the industry minimum (Level 2 or 3 where applicable – Level 3 specifically in the electrical and gas industry). • Improve the recruitment and retention of well-trained and qualified new entrants. <p>Actions</p> <ul style="list-style-type: none"> • Address the identified shortage of managers by providing Level 3 leadership and management training. • Support the sector by providing Level 2 and Level 3 training in occupational areas identified as having skills shortages. • Support on-site assessment and training (OSAT) for the existing workforce, primarily through Train to Gain. • Provide training provision on development sites for both existing and future workforce through the new National Skills Academy for Construction. <p>Priority areas include Skills for Life and Innovative Methods of Construction.</p>
<p>Creative and cultural industries</p> <p><i>Working with:</i></p> <p>Creative and Cultural Skills</p>	<p>Key challenges</p> <ul style="list-style-type: none"> • This is a growth sector for London, covering advertising, crafts, cultural heritage, design, music and visual performing and literary arts. It mainly comprises small firms with limited entry and progression routes. Management and leadership have been identified as a key need. <p>Actions</p> <ul style="list-style-type: none"> • The development of the Creative Apprenticeship will create a number of accessible pathways to the sector, helping to diversify the workforce. • Address the identified gap in management and leadership skills through the Cultural Leadership programme and Train to Gain.
<p>Audio-visual</p>	<p>Key challenges</p> <ul style="list-style-type: none"> • The key challenge for this highly competitive sector is to continually improve the skills and competence of the workforce in an industry heavily dominated by freelancers and micro businesses. <p>Actions</p> <p>Work collaboratively with Skillset to achieve the following.</p>

<p><i>Working with:</i> Skillset</p>	<ul style="list-style-type: none"> • Develop the network of specialist training providers in the capital. Introduce the new standard for providers from April 2007 (this will be an opportunity to align the quality assurance arrangements of providers across the sector). • Embed the skills brokerage service, agree a strategy of engagement/contact and promote Train to Gain, particularly the leadership and management element of the service. • Identify and support the provision of appropriate qualifications based on sectoral demand in London and the implementation of Skillset's sector qualification strategy.
<p>Financial services</p> <p><i>Working with:</i></p> <p>Financial Services Sector Skills Council (FSSSC)</p>	<p>Key challenges</p> <ul style="list-style-type: none"> ▪ This is one of the largest employment sectors and key to the future of London. Demand from employers is primarily, but not exclusively, for Level 3 and above. ▪ There is low activity in publicly funded provision and low confidence in it, too. <p>Actions</p> <ul style="list-style-type: none"> ▪ Support the new National Skills Academy, with its commitment to deliver a range of specialist financial services qualifications, creating progression routes into the sector. ▪ Agree a joint strategy with the FSSSC to engage all employers through the skills brokerage service and to stimulate demand for Train to Gain and the Level 3 pilot by actively promoting the London management and leadership initiative.
<p>Land-based</p> <p><i>Working with:</i> Lantra</p>	<p>Key challenges</p> <ul style="list-style-type: none"> • This is a comparatively small sector employing an estimated 34,000 people. It requires a managed approach to skills provision. <p>Actions</p> <ul style="list-style-type: none"> • Move towards a regional approach for land-based activity, focusing growth on higher-level skills as well as qualifications to support workless people to move into jobs.
<p>Manufacturing & engineering</p> <p><i>Working with:</i></p> <p>Automotive Skills Cogent Improve Ltd Proskills SEMTA Skillfast-UK</p>	<p>Key challenges</p> <ul style="list-style-type: none"> • There is a shortage of skills at Level 3 and above. This is driven by the increasing need to compete in global markets through the development of high value-added advanced technology products. There is a continued need to build the capacity of the provider network to deliver National Vocational Qualifications (NVQs) in Business Improvement Techniques as the preferred employer qualification. <p>Actions</p> <ul style="list-style-type: none"> • Support the National Skills Academy for Manufacturing hub-and-spoke model in London through the development of a specialist provider network. • Support the development of a specialist Diploma in Engineering for delivery from September 2008

<p>Retail</p> <p><i>Working with:</i> Skillsmart</p>	<p>Key challenges</p> <ul style="list-style-type: none"> • This is a significant employment sector with a comparatively low level of skills, including skills for life. • Leadership and management continue to be key skills needs. • Staff shortages have been reported across London. <p>Actions</p> <ul style="list-style-type: none"> • Stimulate demand for the new retail-specific NVQs and, where applicable, promote the new qualifications like Customer Services to employers, rather than the generic ones. • Highlight the importance of Skills for Life to employers using the new 'Step up to Retail' tool and embed these in the appropriate qualifications. • Promote Level 3 and above to managers in the region, using the new qualification progression/ pathway framework,.
<p>Hospitality, leisure, travel and tourism</p> <p><i>Working with:</i> People 1st Skills Active</p>	<p>Key challenges</p> <p>This is a large employment sector, with three key identified challenges.</p> <ul style="list-style-type: none"> • There is a shortage of chef skills. • Management, leadership and customer service continue to be key skills needs. • The sport and fitness industry has a low level of qualifications. <p>Actions</p> <ul style="list-style-type: none"> • Address skills needs in management and leadership' particularly at Level 3. • Rationalise the number of customer service qualifications on offer and identify those most appropriate to the sector. • Implement the Advanced Apprenticeship in Sporting Excellence. • Prioritise the development and qualification of employed and volunteer coaches.
<p>Public services, children's workforce, justice, health and social care</p> <p><i>Working with:</i> Skills for Government Children's Workforce Development Council (CWDC) Skills for Justice</p>	<p>Key challenges</p> <ul style="list-style-type: none"> • The children's workforce is undergoing substantial change in response to the reforms in <i>Every Child Matters</i>. • The Children's Workforce Development Council has recently set a target that 70% of the early years workforce should be qualified to Level 3 by 2010. • The health and social care sector is large and extremely diverse. It faces a number of challenges, including an ageing population, the impact of new technology and regulatory changes. • In adult social care, national minimum standards state that 50% of staff in any setting should be qualified to at least NVQ Level 2. • Parts of the public sector have an ageing workforce. <p>Actions</p> <ul style="list-style-type: none"> • We will continue to support provision up to and including Level 2, to ensure there is an entry route into the

<p><i>Skills for Health</i> <i>Skills for Care</i></p>	<p>profession. In addition we will continue to invest in Level 3, working closely with partners involved in delivery of the Transformation Fund, to maximise investment in higher-level skills.</p> <ul style="list-style-type: none"> • Extend the Public Sector Apprenticeship programme to meet demand and provide a structured career path. • Create more vocational pathways for entry into the justice sector by supporting new qualifications arising out of the National Occupational Standards for Police Community Support Officers. • Support Skills for Health and Skills for Care by creating opportunities to access vocational qualifications at Level 2 and 3, both in sector-specific areas and in generic skills like ICT and Skills for Life. Continue to support a network of specialist providers in response to employers' desire to build on existing relationships with Centres of Vocational Excellence (CoVE).
<p>Transport and logistics</p> <p><i>Working with:</i> GoSkills Skills for Logistics</p>	<p>Key challenges</p> <ul style="list-style-type: none"> • The growing impact of technology and increasing complexity of supply chain management has highlighted the lack of higher-level skills in the workforce. • The ageing workforce is a critical issue and there is an urgent need to attract high-calibre recruits. • There is an increasing need to deliver training in the workplace <p>Actions</p> <ul style="list-style-type: none"> • Increase the provision of the NVQ in Rail Transportation – Engineering and Operations. • Work with Transport for London, Sector Skills Councils (SSCs), the LDA and stakeholders to develop a strategy that addresses the lack of sector-specific training and education. • Work with the SSC for Logistics to build the capacity to deliver the new NVQs in the Professional Development Stairway.

The need to develop management and leadership (at Level 2 and 3) and customer services is common across all sectors. Additional identified needs include:

- improving the skills of IT users through a dramatic increase in the uptake of the ITQ qualification, as identified by e-skills
- meeting latent demand from employers across all sectors
- ceasing delivery of other qualifications, such as the European Computer Driving Licence (ECDL).

Underpinning the above, we will work with Lifelong Learning UK to ensure that the FE sector has a workforce that can deliver relevant and high-quality training across the sectors.

Key actions for London 2007/08

Priority 1. Improve educational opportunities for all young people		
Action	Milestones	
1.1	Commission quality provision that forms an integral part of local 14-19 entitlements	<p>2% increase in 16-18 participation by 2008 from 170,300 to 172,900 (FE, work-based learning and School Sixth Forms)</p> <p>There was an increase of 4% in FE success rates for young people from 2003/04 to 2004/05. We anticipate a further 4% increase by 2007/08</p> <p>All local area curriculum plans reflect the London Learner Offer by December 2007</p> <p>London 14-19 e-prospectus launched by February 2007</p>
1.2	Ensure local 14-19 provision meets identified local need	<p>Expand excellent collaborative provision 16-19</p> <p>Effect 16-18 presumptions in excellent colleges and schools</p> <p>Effect 16-19 competitions where appropriate</p>
1.3	Reduce NEET (not in education, employment or training) numbers and align provision to meet Level 2 demand	<p>September Guarantee operating in all partnership areas by July 2007</p> <p>Targeted EMA take-up among the NEET group</p> <p>Learner Agreement pilot implemented by 31 March 2008</p> <p>Increased participation in learning to contribute to the YJB's 90% Education Training and Employment target</p>

1.4	Link 14-19 learning to the London economy	Implement regional review of Education Business Link (EBL) arrangements from April 2007 First Specialised Diplomas and Foundation Learning Tier trials in priority sectors implemented by September 2007
Priority 2. Tackle London's skills and employment gap		
Action		Milestones
2.1	Focus public funding on qualifications delivered to those identified by employers through Sector Skills Agreements: - increase the delivery of the NVQ in Business Improvement Techniques in the Manufacturing and related Process industries - increase the delivery of ITQ for users by ceasing to deliver other qualifications - increase the level of On Site Assess and Train (OSAT) in construction	500 more NVQs delivered by July 2008 Increase in learners in the workplace enrolled on ITQ by July 08 4,000 employees to start first Level 2 (OSAT) or Skills for Life qualifications by October 2007
2.2	Create a consistent information, advice and guidance (IAG) offer for adults in London	London-wide IAG strategy developed by July 2007 IAG Board for London set up by August 2007 Begin roll-out by January 2008
2.3	Secure the role of learning in the community by agreeing a clear approach to all leisure and community-related learning, including personal community development	Identify and convene efficient partnership arrangements for the planning and delivery of PCDL by March 2007
2.4	Encourage employer responsiveness and vocational specialism through the roll-out of the new standard	20 providers to gain the new standard by March 2008 Four provider networks in development by December 2007
2.5	Raise the quality, relevance and mode of delivery for key sectors in the construction, financial services and manufacturing sectors through the National Skills Academies (NSAs) programme Support the development of second-round NSAs for cultural and creative and hospitality sectors in London	Learner numbers delivered in line with business plans Second-round NSAs' business plans approved

2.6	Produce consistent, robust skills balance sheets to improve sector planning working with SSCs and other sector bodies	Standard approach agreed with SSCs and balance sheets completed by September 2007 Joint Commissioning Plan with the LDA, the CWDC, and London councils to implement recommendations from investment review
2.7	Agree a regional learners with learning difficulties and/or disabilities (LLDD) strategy which focuses on: <ul style="list-style-type: none"> • improved data analysis to better match supply and demand • employability • Centres of Excellence • partnership working • curriculum development 	Publish regional strategy by summer 2007
2.8	Increase capacity of provision available to offender learners in the community through alignment of mainstream and non-mainstream funding streams and better inter-regional partnerships	Provide at least 4,000 more places for community-based offender learners across the region. Of this number 30% will result in achievements, a fifth of should count towards Skills for Life or Level 2 Public Service Agreement (PSA) targets.
Priority 3. Raise the effectiveness and performance of the learning and skills sector		
Action		Milestones
3.1	Support colleges and providers to achieve challenging quality improvement targets	In 2007/08: - 76% overall FE success rate - 6,114 in-year Apprenticeship completions - 50% positive destinations in E2E
3.2	Fund more: <ul style="list-style-type: none"> ○ 16-18 learning accredited Skills for Life full Level 2 ○ first full Level 3 for adults (this is set out in more detail in the LSC's <i>Raising our game</i> publication) 	Priorities reflected in providers' plans by May 2007 (27,000 learners) 70% increase in Level 2 and 10% increase in Level 3 provision for adults from 05/06
3.3	Agree a Capital Strategy for London to provide world-class facilities by 2013	Strategy developed by March 2007 10 projects underway in 2007/08 (£300 million) 50 projects under discussion (£900 million) LSC and Building Schools for the Future capital more effectively aligned

Priority 4. Integrate skills within economic development and local and regional regeneration		
Action	Milestones	
4.1	Build a more integrated skills offer in London for Adults which: <ul style="list-style-type: none"> • responds to the London skills and employment challenge • is part of Train to Gain 	Lessons learned from the 10 pilot projects (early 2007) to inform London roll-out All major London providers to participate by September 2007
4.2	Widen our offer to employers (Train to Gain) including the Level 3 pilot for women, targeting resources at key sectors	8,400 employers engaged by March 2008 46,800 employees to start a first Level 2 or Skills for Life qualifications. 5,366 female employees to start a Level 3 qualification
4.3	Lead on multi-agency skills and training strategies to tackle worklessness, disadvantage and promote social cohesion . Ensure local recruitment and provision of skills is at the heart of local regeneration planning gain	Maximise number of London LAAs reflecting LSC priorities such as Level 2, NEET and Skills for Life targets. Engage in Multi-Area Agreements as appropriate Implement projects which contribute to City Strategy Pilots in London. Produce a single report (covering all five sub-regions) on the implementation of Section 106 agreements
4.4	Deliver the Pan London 2 European Social Fund (ESF) programme . This is a £35 million package over two years [£18 million in 2007/08] to support a reduction in worklessness and an increase in Level 3 achievement. £2.2 million of the total is a tri-regional initiative supporting skills development for the 2012 Games.	22,200 people, including 15,600 people who are workless, assisted through the complete Pan London 2 programme. Project delivery by 31 July 2008 (delivery started 2006): <ul style="list-style-type: none"> • 2,300 Level 2 qualifications • 4,000 Level 3 qualifications • 5,500 Skills for Life qualifications • 3,200 people into employment
Priority 5. Equip Londoners with skills to benefit from investment in the London 2012 Olympic Games and Paralympic Games		
Action	Milestones	

5.1	<p>Implementation of the London Employment and Skills Taskforce (LEST) for 2012 Action Plan.</p> <ul style="list-style-type: none"> ▪ Develop Public Sector Apprenticeships ▪ Pilot the Pre-Volunteer Programme ▪ Establish a pre-work support programme with JCP and Employer Accord ▪ Engage young people by developing a career progression scheme linked to the London Learner Offer. 	<p>4,000 public sector Apprenticeships by 2012</p> <p>Manage the design and implementation of a regional and national Pre-Volunteer Programme – pilot to commence January 2007</p> <p>Pre-work support programme commences January 2007</p>
5.2	<p>Invest additional £5 million budget in second phase of addressing the Olympic Skills needs</p>	<p>Allocated for 2007-08 by May 2007 following open and competitive tendering</p>
5.3	<p>Develop an Olympic Plan to maximise the educational and social benefits to Londoners</p>	<p>On behalf of the Mayor of London, lead the design of the action plan to deliver objective 3.2.4: <i>“Maximise social benefits to Londoners in terms of education of hosting the Games.”</i> Then manage the delivery of the employment and skills action plan.</p>

This ambitious work programme can only be delivered by working in partnership with the following key partners:

Aim Higher Partnerships
 Association of Colleges (AoC)
 Association of Learning Providers
 Business Link 4 London
 Children’s Trusts
 Connexions
 ECOTEC
 Employers
 FE colleges
 Government Office for London (GoL)
 Greater London Authority (GLA)
 Jobcentre Plus (JCP)
 Lifelong Learning Network
 Local Authorities
 London Councils
 London Development Agency (LDA)
 London Organising Committee for the Olympic Games (LOCOG)
 London Skills and Employment Board (LSEB)
 London Train to Gain skills brokers

National Offender Management Service
 Nextsteps providers
 Olympic Delivery Authority (ODA)
 Olympic Skills and Employment Task Force
 Prison Service
 Private sector providers
 Probation Service
 Quality Improvement Agency (QIA)
 Schools
 Sector Skills Development Agency (SSDA)
 Sector Skills Councils (SSC)
 SERCO
 SERTUC
 Sixth form colleges
 Specialist providers
 Trades Union Congress (TUC)
 Voluntary and community sector
 Work-based learning providers
 Youth Justice Board

Our approach to commissioning

By 'commissioning' we mean all our planning and purchasing activity across the sector, including purchasing through both negotiation and competitive tendering. It applies equally to grant in aid agreements and to contracts as we move towards a 'provider neutral' approach to tendering for provision.

We are committed to ensuring that our allocated resource is targeted towards provision of the highest quality, contributes to government targets and priorities, and gives value for money.

We will work with our existing college and provider base and will open up provision to competition where there is poor quality, significant gaps or new funds are available. We will apply a 'light touch' approach where providers are excellent.

In introducing more competition to drive up quality and responsiveness, we will commission provision in two main ways:

- Negotiated commissioning – agreeing plans with colleges and providers that currently deliver LSC funded provision
- Tendered commissioning – competitive tendering open to any new providers wanting to enter the market and to existing colleges or providers wanting to extend their provision or enter new markets or geographical areas.

When will we use competition?

We will use competitions in the following circumstances:

- new investment
- restructuring of provision or a new delivery model such as Offenders' Learning and Skills
- significant gaps in provision including 16-19 competitions or where the market is not making provision available to meet the demands of learners and employers
- poor quality – where colleges, providers or elements of provision are not meeting the minimum levels of performance and/or are deemed inadequate at Inspection.

Qualification reform

From 2008 the Qualifications and Credit Framework (QCF) will be the preferred regulatory framework for provision, approved by Sector Skills Councils, which the LSC will fund.

By July 2008, the LSC aims to fund 25,000 learners on trials of provision in the new QCF to prepare for its national implementation.

As part of this transition we will agree *in principle* to fund learners in England on QCF trials that are led by the appropriate SSC or have the SSC as an active partner. Funding for learners on provision approved *in principle* will only be available where there is a clear demand from learners or employers. If demand

exists, funding for learners will be agreed through the commissioning process, either negotiated or tendered, as part of the annual business cycle.

Our Commissioning Strategy for London

Part 1: 2006/07

LSC London Region allocated a participation budget of £1,027.2 million for 2006/07. In general terms it was distributed as follows:

		2006/07		2007/08	
		£m	Learners	£m	Learners
16-18	Total	469.3	173,252		175,858
	Level 4 or higher	0.5	150		152
	Level 3	245.8	49,830		50,580
	Level 2	119.0	52,396		53,184
	Skills for Life	101.6	70,732		71,796
Adult	Total	557.9	610,314		600,218
	Level 3	93.2	68,966		67,825
	Level 2	133.2	124,219		122,165
	Skills for Life	116.9	87,412		85,966
	SDIs	37.4	120,913		118,913
	PCDL	44.8	85,829		84,409
	Access and/or Engagement Learning (including First Steps, Wider Family Learning and Foundation Learning Tier)	74.3	114,894		112,993
Additional Learning Support		58.2			
Total		1027.2	783,566		776,076

During 2006/07 we contracted with a wide range of organisations, as summarised below.

Provider type*	Total	%
Chamber of Commerce / Trade	2	0.7%
Charitable / voluntary	15	5.6%
External Institution	20	7.4%
General FE College (including tertiary)	70	25.9%
HE organisation	1	0.4%
Independent school or college	1	0.4%
Local authority	59	21.9%
Other private organisation	80	29.6%
Other public organisation	1	0.4%
Sixth form college	13	4.8%
Special college – agriculture and horticulture	2	0.7%
Specialist designated college	6	2.2%
Grand total	270	100.0%

*Excluding ESF providers

In addition, we have established ESF contracts with the following.

Organisation type	Total	%
Chamber of Commerce / Trade	1	0.5%
Charitable / voluntary	73	35.4%
External institution	1	0.5%
General FE college (including tertiary)	20	9.7%
HE organisation	3	1.5%
Independent school or college	1	0.5%
Local authority	21	10.2%
Other private organisation	77	37.4%
Other public organisation	6	2.9%
School sixth form (not college)	1	0.5%
Specialist designated college	2	1.0%
Grand total	206	100.0%

FE 2006/07

Provision Category	Skills for Life		level 2	Level 3	Level 4 and higher	Other	Grand Total
	Entry Level	Level 1					
Aims that entirely satisfy the Full Level 2 threshold			11.0%				11.0%
Aims that entirely satisfy the Full Level 3 threshold				11.3%			11.3%
A-level/AS-level/AVCE				11.8%			11.8%
GCSEs (excluding Skills for Life GCSEs)			0.7%				0.7%
Other aims within the National Qualifications Framework (NQF)	4.8%	9.3%	4.5%	3.7%	0.8%		23.1%
Other aims outside of the NQF	1.3%	3.2%	2.6%	1.2%	0.1%		8.4%
Quality Assurance Agency (QAA) recognised access to HE courses				2.5%			2.5%
Skills for Life	19.0%	4.6%	3.3%			0.9%	27.8%
Unknown level						3.3%	3.3%
Grand total	25.1%	17.1%	22.1%	30.5%	0.9%	4.2%	100%

Work-based learning 2006/07

Percentage volume based on average in learning over 12 months for London

	Volume
Apprenticeships (full Level 2)	42%
Advanced Apprenticeships (full Level 3)	23%
E2E	34%

In addition, 93 per cent of these learners will undertake Skills for Life provision that directly contributes to the target.

Personal and Community and Development Learning 2006/07

		£ %
First Steps	£11m	25%
Personal and Community Development Learning	£25m	55%
Neighbourhood Learning in Deprived Communities	£3m	6%
Wider Family Learning	£2m	5%
Family Literacy, Language and Numeracy	£4m	9%
Total	£45m	100%

Part 2: 2007/08 Commissioning

Young people

In 2007/08, the total funding of our commissioned provision will increase in line with the rates increase of 3.7 per cent. However, we will correct for under-delivery and exceptional circumstances.

The majority of provision for young people will be secured through the planning dialogue with colleges, providers and schools (through local authorities), resulting in agreed plans. Across the region we need the following to be delivered through these plans.

- FE: an additional 1,300 places (+1.3 per cent)
- Work-based learning: an additional 300 Average in Learning (+3.6 per cent)
- E2E: no change

These are net figures reflecting the overall direction of travel and are not a universal calculation for every area of provision. Local need, travel to study and quality of provision will be key drivers in individual provider dialogues.

Gaps in and changes to provision identified in our strategic analysis will be tendered for as follows.

- Currently a number of work-based learning areas are below minimum levels of performance. In particular Advanced Apprenticeships in Health, Public Services and Care, and in Retail. This provision is being examined and, where appropriate, will be re-tendered.
- In Richmond an additional 430 places are needed for 16 to 18-year-olds. This provision will be secured through a competition, which will offer a broad range of new provision at Entry Level 3 to Level 3. We have sought proposals for the delivery of the additional places over two years from 2008/09 or 2009/10.

Adult learners

In 2006/07 many providers made significant shifts towards our priorities. However, we still need to equip more Londoners with their first full Level 2 qualification and then progress on to their first Level 3.

We need the following changes to provision to be realised through agreed plans:

- 4,700 full Level 2 places in FE (+14.9 per cent on 2006/07)
- 3,100 full Level 3 Places in FE (+14.9 per cent on 2006/07)

We will also look to grow our existing work-based learning Apprenticeship provision for adults in 2007/08.

In both FE and work-based learning we will seek to prioritise key sectors and niche areas where appropriate.

Skills for Life

We will commission Skills for Life provision that encompasses local need. Regionally this will secure at least 29,000 target-bearing achievements (adult learners achieving their first Skills for Life qualification).

Through negotiation we will commission an increase in the overall volume of numeracy provision.

Personal and Community and Development Learning

The provision will be determined locally through local partnership arrangements. Tenders will be issued to fill any significant gaps.

Market testing

We will continue to test the market on a regular basis, demonstrated as follows.

Train to Gain is our flagship programme that seeks to meet employer demand for skills training. The initial two-year contracts were put out to tender last year.

Train to Gain: £54.1 million

(£44 million Train to Gain; £10 million Level 3 women's pilot)

48 providers, of which 36 are consortia

The Train to Gain budget for the academic year 2007/08 will engage 8,400 employers by March 2008, and 46,800 employees to start first Level 2 or Skills for Life qualifications by July 2008. In addition, this funding will start 5,366 Level 3 women's qualifications. The region's priority employer sectors will be the main recipients of the funding: construction, manufacturing and engineering, transport and logistics, retail, hospitality, leisure, travel and tourism, ICT, and business and finance.

Train to Gain responsiveness fund – £7 million

A fifth of the regional Train to Gain budget will be available as a responsiveness fund. This will be commissioned throughout the year in light of emerging demand in response to employers' needs.

ESF £40 million – 210 providers

Delivery will be focused on IAG sessions, Skills for Life qualifications, NVQ Levels 2 and 3, E2E, helping those at risk of exclusion in the labour market, identifying and meeting skill shortages, and improving skills to meet employer needs.

Olympics £5 million

Priority 5 is to equip Londoners with the skills they need to benefit from investment in the London 2012 Games. In support of this, we are allocating £5 million during 2007–2008. This money will be used to commission, through negotiation, provision that meets the specific skills demands arising from the Games, using latest research data as a guide. Specifically, this will include the following.

- Additional FE and work-based learning places in specific sectors projected to grow as a result of the Games, including construction, the audio visual sector, and land-based and related 'green' skills
- Roll-out of the Pre-Volunteer Programme (1,000 places) – helping some of London's most socially excluded individuals gain a platform for employability and a clear progression route towards a first full Level 2
- Expansion of Apprenticeships for young people, including the Advanced Apprenticeship in Sporting Excellence and the Creative Apprenticeship
- Introduction of new sports coaching awards and qualifications – targeted at both employed and volunteer coaches

Apprenticeships for adults

We expect to tender for London's share of the additional funding for Apprenticeships for adults, previously announced in *Raising our Game*. This will be a substantial number of places across a variety of key sectors for London, this is much needed and echoes the recommendations from the recent Leitch review of Skills.

Skills for Jobs

Building on our demonstration pilot projects, already mentioned, we will further address the worklessness agenda through a new Skills for Jobs programme. We also expect to issue a tender for the London Share of the new Skills for Jobs funding. We will confirm the exact value of this in the near future.

Part 3: Commissioning principles

Minimum levels of performance

FE

The LSC will assess performance against new 'minimum levels' using the most recent validated performance data available, which will be from the 2005/06 academic year. Minimum levels of performance will be based on the existing success rate methodology. In future they will be used by Ofsted as part of the college and provider performance report.

A Notice to Improve will be issued where a substantial proportion of provision is identified as inadequate or underperforming.

Applying the 2004/05 academic year success rate figures would have resulted in three FE colleges receiving Notices. Looking at sector subject areas across all FE providers, the following sector subject areas were, on average, all below the 50 per cent success rate threshold for long courses:

Level 2 and 3	Level 4 and higher
Construction	Agriculture
Planning and the built environment	Horticulture and Animal Care
	Engineering and Manufacturing Technologies
	Languages, Literature and Culture

We will address mediocre provision through a regional approach to improvement indicators that will focus on areas that are in danger of slipping below minimum performance levels if the bar is raised.

Apprenticeships

In 2006/07 we implemented a procurement policy that used quality as the key driver for our commissioning. This has minimised the amount of provision within London-based work-based providers that does not meet minimum levels of performance. In 2007/08, we will continue this strategy and commission on the following basis.

- Category 1: new starts and growth will be negotiated for provision with a success rate at or above the current national floor target and at or above the national average framework completion rate and deemed as at least adequate through inspection.

- Category 2: growth will not be considered if a success rate is adequate but the framework completion rate is not. There will also be acute quality improvement issues to address, so planning should only reflect 07/08 activity.
- Category 3: provision not meeting the standard for success and framework completion rates will be terminated, with an in-year contract termination date agreed to allow for an orderly run-down of activity.

E2E

- Procurement of E2E provision will be subject to a minimum progression rate of 50 per cent using 2005/06 Period 15 ILR data.

Employer skills provision

In addition to the Train to gain programme there are sectoral specific commissioning needs which we will address. In general, we will commission qualifications that are listed by Sector Skills Councils as a priority for employers. However, by sector:

Construction and the built environment

- Priority areas include Skills for Life, Innovative Methods of Construction and Maintenance
- Increased level of Level 3 Leadership and Management training for the construction/built environment
- Level 3 qualifications in specific occupational areas such as electricians, plumbers and gas fitters
- The greatest average annual employment requirement in London will come from architects and technical engineers, which is estimated at 1,990. Occupations with large average annual requirements include wood trades, clerical, managers, plumbers, specialist building operatives and electricians
- Level 2 Gas Installation and Maintenance
- Level 2/3 Gas Network Operations (service laying/ main laying)
- Level 2 /3 Domestic Natural Gas Installation and Maintenance (ACS)
- Level 3 Network Construction Operations

Property services, housing, cleaning services and facilities management

- Level 2 Cleaning and Support Services priority qualification for employers

Cultural and creative sector

- Level 2 and Level 3 Apprenticeships in new Cultural Apprenticeship (full framework available from March 08)

Audio-visual

- Level 2 Certificate for Audio Visual Industries
- Level 2 NVQ Grips for Audio Visual Industries
- Level 2 NVQ Crane Technicians (Audio Visual Industries)
- Level 2 NVQ Computer Games Testing
- Level 3 new NVQs for Grips and lighting Technicians

Financial services

- From September 2007 – delivery of a new, specialist Progression Level 2 in Financial Services qualification as part of the National Skills Academy

Land-based

- Level 3/4 specific technical skills including specialist machinery operations, plant and animal husbandry skills and design skills
- Level 3 Environmental Management
- Level 2/3 Animal welfare skills

Manufacturing and engineering

- NVQ Level 2 and Level 3 in Business Improvement Techniques
- Increase higher level technical qualifications in science and engineering, including Level 3 Laboratory and Associated Technical Activities
- Support the implementation of the specialist diploma in Engineering – September 2008

Retail

- New retail NVQ Level 1,2,3 ‘trial and tests’ of credits based approach
- Certificate in retail principles

Hospitality, leisure, travel and tourism

- Increase provision in chef skills to meet the growing demand for qualified chefs
- Professional Cookery – Level 2 and Level 3
- Sector-specific Customer Service – Level 2
- Increase number of Advanced Apprenticeships in Sports Excellence

Public sector and children’s workforce

- Public sector Apprenticeship
- NVQ in Children’s Care, Learning and Development
- NVQ in caring for Children and Young People
- NVQ Level 2/3 for teaching assistants
- Support the delivery of new qualifications for Police Community Support Officers

Health and social care

- We will support Skills for Health and Skills for Care in creating opportunities for staff to access vocational qualifications at Level 2/ 3
- NVQ Level 3 in Pharmacy Services
- NVQ Oral Healthcare: Dental Nursing Level 3
- NVQ Health and Social Care Level 2/3
- NVQ for Health Assistants Level 2/3
- Support the piloting of the new Level 2 qualification in Supporting the Development Needs of Vulnerable People with a range of employers
- Management and leadership

Transport and logistics

- Increase the provision of the NVQ Level 2 and 3 in Rail Transportation – Engineering and Operations
- Develop capacity to deliver the new NVQ for Logistics Level 2 in 2007, Level 3 in 2008 in partnership with Skills for Logistics
- Increase capacity to deliver NVQ Level 2 in Road Passenger Transport in partnership with Go Skills
- Increase capacity to deliver NVQ Level 2 in providing Aviation Operations on the Ground

ICT

ICT user qualification funding is prioritised around ITQ as follows:

- For employed ICT users, the priority order is:

- A1: ITQs funded by a direct route (funded at NBR2)
 - A2: conversion of VRQs to ITQs (funded at NBR3)
 - A3: VRQs that are contributory qualifications (funded at VRQ rates)
 - A4: other VRQs and other NQF qualifications (although it is anticipated that these would only be funded in special circumstances).
- For non-employed and non-users:
 - B1: VRQs that are contributory qualifications (since the learner will then have the ability to progress to ITQ once in employment)
 - B2: Other VRQs and other NQF qualifications.

Skills for Life

Our key aims for 2007/08 are as follows.

- 80 per cent of all Skills for Life enrolments must be onto Approved Skills for Life qualifications, namely Literacy, Numeracy and English for speakers of other languages (ESOL), from Entry 1 to Level 2.
- A maximum of 20 per cent of provision should be purchased if it fulfils the “first steps” or pre-entry criteria, although provision should be clearly justified and need should be evidenced through Self Assessment Reports and three-year development plans.
- All target-bearing provision must be in approved qualifications.
- Entry 1 and Entry 2 provision, although not target bearing, will continue to be purchased to meet local needs and priorities.

Learners with learning difficulties and/or disabilities

Our priority for 2007/08 will be to at least maintain, or possibly increase, the number of places. In the London Region we will develop a strategy for provision for learners with learning difficulties and/or disabilities by summer 2007.

The emerging priorities are:

- the development of centres of excellence to develop capacity for learners with learning difficulties and/or disabilities
- increasing the employability of learners with learning difficulties and/or disabilities by ensuring they benefit from the developments associated with the Olympics, Paralympics and major regeneration projects, and by working with providers to develop better focus on transition to employment
- to reflect the differing needs and characteristics of learners with learning difficulties and/or disabilities through appropriately targeted curricula. There is also a need to reduce repetitive learning which does not lead to higher progression or employment
- to develop a better understanding of the supply and demand issues
- to build on existing partnerships and, where appropriate, to develop new partnerships at operational and strategic level to enable the delivery of the strategy.

Looked-after learners

We will also ensure that the needs of children in care and young people up to the age of 25 making the transition from care are taken into account in developing and delivering

local learning opportunities. Any gap in provision will be determined locally through discussions with local authorities and 14-19 forums.

Equality and diversity

The diversity found within London is one of its defining characteristics. With such a diverse population, setting common regional equality and diversity impact measures would be counter-productive and would not accurately reflect the needs of London's learners. However, under-achievement and under-participation should be tackled in a consistent way that allows for identified local need while at the same time ensuring that there is sufficient impetus and regional momentum. For this reason we will ask every provider in London to agree the following as a minimum requirement.

Under-achievement

Each provider should agree a stretching target that closes the gap in achievement of its lowest-performing ethnic group with the institution's average. This should be expressed in terms of overall success rates and should be at a level which genuinely seeks to close the gap. The selection of the under-achieving group should be based on the lowest-performing ethnic group (male, female or all), of significance in size.

For example:

Learner achievement data for [provider name] shows that [ethnic group] is the lowest-performing ethnic group with a success rate of {xx per cent} – it is planned to raise this by [xx percentage points, minimum of 2] by the end of 2007/08.

Learners with learning difficulties and/or disabilities

Each provider should agree to guarantee that the number of places for learners with learning difficulties and/or disabilities should be equal to or greater than the number of places in 2006/07.

For example:

Latest data shows that [xx] places at [provider name] were for learners with learning difficulties and/or disabilities. As a minimum in 2007/08, this volume of places should be at least maintained, and increased where possible.

Gender bias

Each provider should seek to address gender imbalance in the sector subject area (tier 1) with the most polarised gender mix. The equality and diversity impact measure should state what the 2006/07 position is and what the shift for 2007/08 will be.

For example:

Within [SSA name] provision in 2006/07, [xx] per cent of learners were male/female, in 2007/08 we will seek to raise this to [xx per cent, minimum of 5 point increase].

Progress against 2007/08 equality and diversity impact measures will be reviewed as part of the 2008/09 planning cycle.

Regional commissioning volumes

London summary statement of activity

	2007/08	
	16-18 (learner volumes)	Adult (learner volumes)
LSC-funded participation		
Number of FE learners (total)	101,780	393,700
Number of FE learners undertaking Level 4 and above	130	10,000
Number of FE learners undertaking Level 3	32,630	53,950
<i>of which: full Level 3 Learners</i>	30,088	23,900
<i>of which: first full Level 3 Learners</i>	15,040	11,950
Number of Train to Gain learners undertaking Level 3		5,370
Number of learners undertaking an Advanced Apprenticeship (Average in Learning)	2,530	3,800
Number of FE learners undertaking Level 2	24,850	93,260
<i>of which: full Level 2 Learners</i>	18,880	36,200
<i>of which: first full Level 2 Learners</i>	6,300	12,070
Number of Train to Gain learners undertaking Level 2		40,200
Number of learners undertaking an Apprenticeship at Level 2 (Average in Learning)	6,180	3,700
Number of FE learners undertaking Skills for Life qualifications that directly contribute to PSA target	36,000	44,650
Number of Advanced Apprenticeships and Apprenticeship learners undertaking Skills for Life qualifications that directly contribute to PSA target	7,330	4,760
Number of Train to Gain learners undertaking Skills for Life qualifications that directly contribute to PSA target		6,600
Number of FE learners undertaking Level 1 and Entry	22,380	163,510
Number of learners undertaking Entry to Employment (starts)	5,850	
Number of learners undertaking Safeguarded Adult Learning (total)		141,240
<i>of which: number of learners undertaking Family Learning, Literacy and Numeracy</i>		28,570
<i>of which: number of learners undertaking Neighbourhood Learning in Deprived Communities</i>		8,340
<i>of which: number of learners undertaking Wider Family Learning</i>		18,500
<i>of which: number of learners undertaking Personal / Leisure Learning</i>		85,830
LSC-funded outcomes	16-18 (learner achievements)	Adult (learner achievements)
Number of FE learners achieving a full Level 3 qualification	11,360	9,720
Number of Train to Gain learners achieving a full Level 3		4,300
Number of learners achieving an Advanced Apprenticeship Framework	576	1,013
Number of FE learners achieving a full Level 2 qualification	10,160	19,370
Number of FE learners achieving a first full Level 2 qualification	1,250	2,200
Number of Train to Gain learners achieving a full Level 2 qualification		22,000
Number of learners achieving an Apprenticeship Framework (at Level 2)	2,556	1,969
Number of FE learners achieving a Skills for Life qualification (s) that directly contribute to PSA target	21,300	27,610
Number of Advanced Apprenticeship and Apprenticeship learners achieving a Skills for Life qualification(s) that directly contribute to PSA target	4,000	4,100
Number of Train to Gain learners achieving a Skills for Life qualification(s) that directly contribute to PSA target		4,650
Number of learners progressing to a positive destination from E2E	3,600	

Other strategies

This Plan sets out our regional approach at a high level. Further underpinning detail can be found as follows.

Skills for Life strategy

http://readingroom.lsc.gov.uk/lsc/London/London_Skills_for_Life_Strategy_Oct_06.pdf

For additional information on Train to Gain, visit:

<http://www.traintogain.gov.uk/regions/london.html>

LSC London Region website

<http://www.lsc.gov.uk/Regions/London/Publications/>

The Offender Learning and Skills Service (OLASS) is identified as a key delivery partner in the London Resettlement Strategy, and the Next Steps document: Reducing Re-offending through Skills and Employment. For further information visit:

www.gos.gov.uk/go/Community_safety/Londonresettlementstrategy/

www.dfes.gov.uk/offenderlearning/

2006/07 data is correct at the time of publication, but is subject to change.