



Accountability Agreement Statement



Accountability Agreement Statement

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Section 1 Statement of Purpose

London South East Colleges (LSEC) is committed to providing learners with a curriculum that truly empowers people to fulfil their potential and create a successful future for themselves and the communities in which they live and work.

As a large College of Further and Higher Education and an Anchor Institution in London, we recognise that we have a significant role to play. Not only in the current national economic crisis of upskilling and productivity challenges, but also in supporting communities and economies to recover, build resilience and thrive. We know that there is potential for the current economic and social challenges of the pandemic to be felt for generations to come and that the approach that we take now and over the next few years will be critical to success.

Complex national and local problems require greater collaboration and contribution from a range of agents for change and that it is the responsibility of all involved to play a role in providing the solution.

Our mission at London South East Colleges (LSEC) is to be more than just a college; we are committed to driving innovation and mobilising social action to benefit our learners and communities, with social enterprise embedded within our wider London & South East Education Group ambition.

Our Curriculum Strategy (2023-2028) aims to provide individuals and businesses with access to learning and development that will support their progress, improve their economic prosperity, build community connections and wealth. Our focus is on building real skills for the real world and ensuring that every learner has the skills and qualifications they need to succeed and contribute to their community and economic growth. The curriculum offer aims to provide a clear line of sight to employment, progression and independence. Our Curriculum Strategy recognises the need to ensure provision for young people and adults meets local skills needs, taking a holistic, inclusive and integrated approach to digital, sustainability and green agendas to achieve the desired improvements in achievement and destinations.

Our new Strategic Plan for 2024-2030 has reviewed our education group. The new Plan will consolidate success and learning from early work repositioning the College as a social enterprise, and our commitment to community wealth building as an Anchor Institution. This nationally recognised and award-winning approach to has resulted in the generation of over £100m of independently audited social value since 2018. Our new Strategic Framework is articulated around three strategic goals:

1. **People First.** We will invest in our people to ensure that every person feels valued, recognised, and rewarded, and has the support they need to achieve their best in an inclusive organisation which fosters diversity.
2. **Performance and Practice.** We will embed a culture of research and innovation which fosters improved outcomes for all learners, supports organisational resilience and pioneers positive change in education system wide.

3. **Prosperity and Place.** We will maximise our assets, resource and expertise to effect positive change locally, driving towards net zero, developing social capital, enabling sustainable and inclusive growth in the communities we serve.

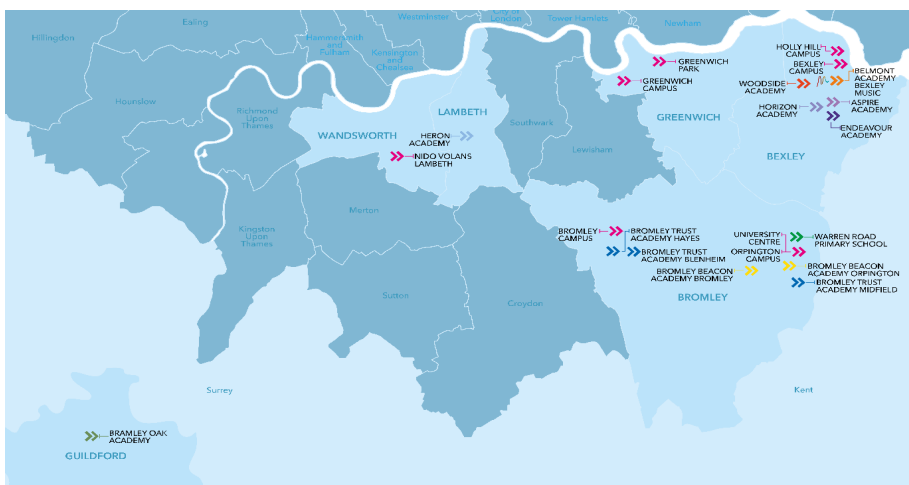
We will achieve the following impacts by addressing our key priorities through these strategic themes.

- Sustained and improved educational achievement and progression across our learner profiles
- Increased staff satisfaction and well-being
- Increased income and financial resilience
- Increased opportunities and engagement through fundraising and sponsorship
- Increased social value, fostering social and economic mobility through community wealth building.
- Demonstrable contribution to London and Local London Skills Improvement Plans and priorities
- Enhanced Environmental, Social, and Governance (ESG) practices and long-term sustainability.
- Enhanced reputation, profile and opportunity to influence local, regional, and national policy.

Section 2 Context and Place

London South East Colleges is a further and higher education college operating across the boroughs of Bexley, Bromley, Greenwich, Lambeth, with over 10,000 students across seven campuses, supported by around 1,000 members of staff. The College is part of the London & South East Education Group which includes a ten school multi-academy Trust. Collectively we now educate over 12,500 learners and employ over 1,300 staff and together we form a collective eco-system of education providers, offering a broad range of provision from Special Schools, Alternative Provision, and mainstream Primary through to a wide range of vocational qualifications, apprenticeships and degrees in the Further and Higher Education College. Our catchment area includes many neighbouring Boroughs and extends into Surrey and Kent.

College campuses and School sites



Social needs – major social challenges in our local area and region

Deprivation levels are high in our local communities. According to the Index of Multiple Deprivation (IMD) which considers income, employment and education, and other dimensions of poverty, Lambeth (ranked 42 out of 333 Local Authorities on deprivation) and Greenwich (ranked 60th) are our most deprived areas, and Bexley is ranked 190. Comparatively Bromley is less deprived than our other communities according to IMD (ranked 230), but when we look in more detail, there are still significant pockets of deprivation in the LA¹, with areas such as St. Mary Cray, St. Paul Cray and Crystal Palace in the most deprived decile. We cover a diverse range of disadvantaged groups including those seeking to settle in the UK having sought asylum. In addition, almost 1/3 of learners in our college have learning difficulties and disabilities.

Educational attainment and the local labour market

Overall educational attainment is lower in our Boroughs than the London average with pupils less likely to get basic qualifications in English and Maths and achieve a level 3 qualification at age 19. Our localities have high levels of adults with no qualifications, accounting for nearly a fifth of the adults in London with no qualifications.

We see relatively high proportions of our communities having low level qualifications, and not progressing to further study while a significant proportion have higher qualifications, leaving a gap in the middle.

Employment rates are related to the highest level qualification achieved (Census 2021). In London for 16-64 year olds, the employment rate of those with no qualifications was 45%, for those qualified to Level 1, it was 55%, for those qualified to Level 2 it was 58%, for Level 3 it was 63%, for those with apprenticeships, it was 70%, whilst for Level 4 and above, it was as high as 82%².

The unemployment rate for Londoners with low (below level 2) or no qualifications was 14% in 2021, three times higher than the 4% rate for those qualified to Level 4 or above³.

Section 3 Meeting local, regional and national needs

Although the communities we serve are starting to recover from the pandemic, we know from the evidence, that there are some sectors that continue to struggle with recruiting and skills shortages. The industries still suffering are childcare, health and social care which is a particularly important sector and hospitality. Childcare and Health and Social care are struggling to recruit due to a lack of candidates, the heavily regulated nature of such industries such as a requirement of an enhanced DBS as well as flaws in the apprenticeship model which does not work well with industries that require more working than studying. Hospitality was arguably the worst affected industry having to completely shut down for extended periods of the pandemic and therefore lose long-term staff.

¹ Ministry of Housing, Communities & Local Government (2019) – English indices of deprivation 2019

² Census 2021 (2023) – Highest level of qualification by economic activity status: [Highest level of qualification by economic activity status - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/economy/employment-and-unemployment/articles/highest-level-of-qualification-by-economic-activity-status)

³ GLA Economics (2022) – Out of work trends in London: [Out-of-work trends in London | London City Hall](https://www.london.gov.uk/press-releases/major/economic-outlook/out-of-work-trends-in-london)

LSEC Curriculum Intent

We are more than just a college; we are committed to driving innovation and mobilising social action to benefit our learners and communities, with social enterprise embedded within our Group's ambition. We have established over 100 formal partnerships with local organisations and other stakeholders. These include local, regional and national employers such as NHS and the Charlton Athletic Community Trust to serve local needs, responding to priorities in the London LSIP and new skills demands as they emerge to evolve our curriculum as needed. In addition, we have strong relationships with our Local Authorities, politicians, and other local, regional and national stakeholders.

LSEC serves communities with high levels of local deprivation (Bexley ranked 170 of 316 local authorities in the 2019 IMD; with Bromley at 209, Greenwich at 57 and Lambeth 42) and a diverse range of disadvantaged groups, including those seeking to settle in the UK having sought asylum [2]. At the time of enrolling, around half of our learners had low English and Maths GCSE grades (below 4/D) or no qualifications in comparison to around a third nationally. Only 39% of our learners had both English and maths in comparison to the 53% national benchmark for other further education colleges. LSEC's ranking for proportion of learners with grades 9-4 at the point of entry is 189 for English and 198 for maths out of 228, being in the lower quartile for both⁴.

Overall achievement rates remain good for young and adult learners. The destination rates for our 22/23 cohort of learners were 86%, and positive destination rates for apprentices were over 90%^[4].

We regularly review our offer to ensure it reflects the evolving needs of employers: as an example, we partnered with Bromley Healthcare to develop the Prepare to Care programme, an eight-week programme designed to provide the skills and knowledge needed to enter the care sector. Similarly, our innovative STEM provision was awarded a Queen's Anniversary Prize in 2019 for the development of the 'Construction Skills Generator', a pioneering initiative aimed at reducing skills gaps in Construction and supporting greater London's housing ambitions.

The Curriculum evolves based on feedback from our communities and key stakeholders, as well as responding to our local and national labour market needs. The College is expanding the breadth of apprenticeship programmes. We have further developed JCP-linked programmes responding to post-COVID concerns around unemployment and progression (e.g. traineeships, Boot Camps). Also, we have expanded the delivery of Sector Work Academy Programmes (SWAPs) in partnership with DWP and employers, developing Youth Hubs across south east London to tackle unemployment rates for young people. The College also has a strong partnership with local schools including those within our Trust. The College works in close collaboration with the Trust schools and offers vocational tasters in areas including construction and hair and beauty.

In recent years our market share of 16-19 learners has increased by 6%^[5]. Due to demographic growth there is also an increase in the size of the 16-19 cohort in our three core boroughs of Bromley, Bexley and Greenwich (the total volume of 16-19 learners

^[2] Ministry of Housing, Communities & Local Government (2019): English Indices of deprivation 2019

⁴ MiDES GCSE English and Maths Report November 2023.

^[4] Source: J2 Research Destinations Survey 2023, based on destinations reported by alumni responding to the survey (response rate 62%)

^[5] between 2018/19 and 2020/21, the 16-19 learner market increased by around 3,090 learners (6%), from 47,540 to 50,6300

increased by 8%, 5% and 10% respectively). As such, there is a pressing need to ensure we have the capacity to provide education and training for learners across our communities.

Meanwhile, around two-thirds of the adult learners enrolled at London South East Colleges lived within our local and surrounding boroughs of Bromley, Greenwich, Bexley, Lewisham, Croydon, Southwark, Dartford, Sevenoaks and Lambeth. LSEC attracted 26% of its adult learners from Greenwich, 13% from Bromley and 10% from Bexley^[6].

As a forward-looking organisation, we are highly committed to the digital, sustainability and green agendas to ensure provision meets local, regional and national skills needs now and in the future. In addition to the redevelopment of our Greenwich campus as part of the Future Greenwich project, we lead The Local London Green and Digital Mayoral Academy, a collaboration of 11 FE colleges and nine London Boroughs to provide innovative study programmes in the digital and green skills sectors.

There is a significant digital skills gap in England, and this is limiting inclusive growth. It has been predicted that 65% of today's school children will eventually be employed in jobs that have yet to be created. England's workforce needs new skills to enable them to thrive in this environment of constant change^[7].

This curriculum strategy recognises the need to ensure provision for young people and adults meets local skills needs, taking a holistic, inclusive and integrated approach to digital, sustainability and green agendas to achieve the desired improvements in achievement and destinations.

LSEC Curriculum alignment with LSIP

In August 2023, DfE approved London's local skills Improvement Plan (LSIP). This includes an Annex 'Mind the Skills Gap' setting out the skills needs for Local London – a grouping of 9 London Boroughs in the east of London, including Bromley, Bexley and Greenwich.

Local London LSIP has identified the following priority sectors for skills improvement. These map closely to the wider regional London LSIP priorities.

- Construction and engineering
- Digital and creative
- Health and social care
- Manufacturing
- Distribution and logistics

They have been selected because of their forecasted increases in employment up to 2035 (28% for construction, 24% for Information and communications technology and 22% for Health and Social Care), with digital and green skills identified as key transferable skills. Green skills are expected to become strongly embedded within the Construction sector.

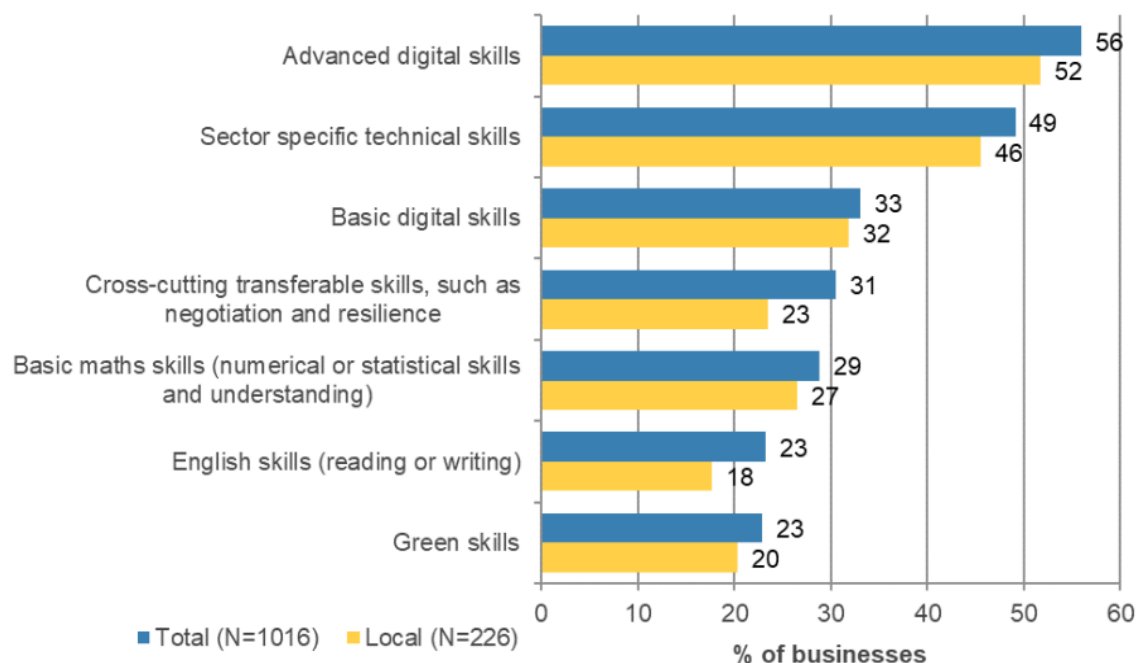
In addition to these sectors, the Local London Annex identifies several cross-cutting priorities to improve skills development and outcomes e.g. development of more flexible skills provision and improvements to information and advice about opportunities.

^[6] MIS Learner Profiles 22/23

^[7] World Economic Forum (2016) – The Future of Jobs, Employment, Skills and Workforce Strategy for Fourth Industrial Revolution: [WEF Future of Jobs.pdf \(weforum.org\)](#), p.11

Polling by Survation in 2022 for Local London found that technical skills specific to the job roles/sectors was the type of skills felt to be most important to the success of business over the next 2-5 years, closely followed by soft/interpersonal skills.

Figure 4 Skills that businesses will need most over next 2 to 5 years, Local London and London, 2022



Source: Survation survey

After successfully applying to government funding via the Local Skills Improvement Fund (LSIF) worth £6.5 million, LSEC became the Strategic Programme Lead and is working with Newham to generate 11 green sites and a pan Local London digital approach aimed at Level 3 to Level 5 learners.

For 2024/25, the College’s curriculum was refreshed in response to the LSIP priorities using a variety of evidence to influence the course content and qualifications pathways.

We also have specific employer engagement linked to LSIP priorities in the form of sector-based employer panels, as well as our local engagement within curriculum areas and learners. Our employer panels linked to the LSIP priorities focus on the following:

- Construction - 15 employers
- Engineering - 9 employers
- Business and Management - 11 employers
- Service industries - 12 employers
- Health, care and Education - 14 employers
- Experience economy - 16 employers.

This ensured the curriculum is aligned with local and regional skills priorities and enhances learners’ employment prospects in the LSIP priority fields of study.

In addition, all 2024/25 courses curriculum intents are being reviewed to reflect LSIP priorities. For example:

- Courses in the LSIP priority subject areas have been converted from the traditional Btec vocational qualifications to the T levels to ensure learners are receiving the up to date training needed by employers.
- Managers are ensuring that subject areas aligned to LSIP priorities have progression routes from lower level to higher level to develop learners' skills.
- A Skills Project is being introduced to courses to bridge learners' knowledge and skills gap between education and employment.
- Digital skills amongst our learners is being enhanced further, by promoting a digital activity – 'Why Me?' as part of the progression reviews. The activity aims to enhance students' presentation and digital skills.

The table below provides details of the actions we are taking to our contribution to meeting local, regional and national needs including our aims and objectives.

Section 4 Key stakeholders and local partnerships

At LSEC we routinely engage with a wide range of local and national organisations to inform the development of our curriculum and professional offer which is endorsed by key employers. This is underpinned by our employment engagement strategy and our position as a social enterprise, which is at the core of our approach.

We already proactively ensure that through planned, proactive and mutually beneficial partnerships, we create and add further value to the educational provision we deliver. We have established over 100 formal partnerships with local organisations and other stakeholders. These include local, regional and national employers such as DWP, Peabody, Oxleas NHS, Bromley Healthcare, London Biggin Hill Airport, Corey Energy, and the Charlton Athletic Community Trust to serve local needs. We also have strong relationships with our Local Authorities, politicians, and other local, regional and national stakeholders. Our priorities are developed based on engagement with our local communities and key stakeholders, in addition to responding to local and national labour market needs.

Our recent Curriculum Strategy Consultation brought together stakeholders including Local Authorities, Partner Universities, Awarding Bodies, Governors, Local and Regional Employers. The consultative approach to strategy development will enable us to develop a strategy that meets the needs of a wide-range of stakeholders and provide a well-rounded offer that meets both the current and future skills needs locally, regionally and nationally.

Local, regional and national government bodies

Strong relationships with the Greater London Authority, Bromley, Bexley, Greenwich Local Authorities and Business LDN ensure we are connected to the needs and strategic direction of London and the South East, enabling us to create and develop curriculum aligned to current and future skills needs. The implementation of the London Anchor Institution Network

further supports this approach. The College played a key role in designing the impact framework which has been implemented to support this, and now Co-Chairs the London Region Social Value Taskforce with the Social Value Portal.

Furthermore, a focused political engagement strategy is utilised to develop relationships with MP's and Councillors across Bromley, Bexley and Greenwich boroughs, providing extensive knowledge of local skills and economic needs to develop our communities.

Local and larger regional/national employers

Partnerships with national employers such as the NHS, Peabody, Marriott Hotel Group provide a broad understanding of the wider skills needs throughout the UK, while ensuring our students have the opportunity to realise their ambitions beyond their geographic location.

Other education providers

We work with partners across the education sector. These include formalised collaborations with partner Colleges across the Local London sub region through our combined work on the DfE Strategic Development Fund and Mayoral Academy for Green and Digital Skills. We have also been selected by fellow Colleges to be the strategic lead for the Local London Local Skills Improvement Fund, coordinating development work on behalf of 23 providers across the sub region. London South East Colleges was selected to lead these partnerships on behalf of the sector. In addition, as a College we have led the design and delivery of the national campaign Good for Me Good for FE which has 138 partner colleges driving innovation in social action.

Progression for our learners to higher level learning is critical and we have strong partnerships with Canterbury Christ Church University and University of Greenwich, as well as apprenticeship provision delivered in partnership with JTL.

Finally, the College is the founding sponsor of a Multi Academy Trust, London South East Academies Trust, which has grown to ten schools across the London and the South East, which supports progression of learners to Post 16 provision as well as an innovative 14-16 Vocational pathway for partner schools delivered within the College campus.

Community and Employer Representative Groups

As part of our commitment to fostering economic and social mobility we proactively work with voluntary sector partners at a local and national level. In addition, the College Executive Team is represented on ERB boards for London. These include Business LDN Local Skills Improvement Advisory Board, CBI London, the London Chamber of Commerce and the SE London Chamber of Commerce. Building on this, we work closely with local business organisations such as Orpington 1st BID and Visit Greenwich and the South East London Chamber of Commerce to establish the skills gaps and needs in our most local areas as well as the sub regional employer representative groups to ensure our offer meets regional needs.

Through these partnerships a collaborative approach is adopted to create and develop innovative courses across the curriculum including Green Skills, SEND, Professional and technical skills.

Section 5 Local Needs Duty

We are meeting the needs of local learners and preparing them to become successful citizens who contribute to both the local, regional and national economy. We provide a range of educational opportunities for those aged 16-18 and adults, covering both Further and Higher Education and wider community education including ESOL to support the needs of refugees and asylum seekers.

We ensure our offer is regularly reviewed, updated and scrutinised by a number of different strategies and mechanisms:

- Through our contribution to the Local London Skills Improvement Plan, and review of local needs data
- Through our other existing partnerships
- Through our long-term strategic plan to 2030
- Through our annual curriculum planning
- Through our employer strategy
- Through our annual Operational Plan and oversight
- With scrutiny from our College governors, including our link governors who review the curriculum intent and quality with teams

In response, we ensure the effectiveness of our contribution to national, regional and local priorities through the following Local Need Duty and Accountability Agreement action plan. This action plan is monitored regularly through the Curriculum and Strategy committee and reported to the governing body on regular bases. We also have the Link Governance process, where members of the committee link to operational senior managers accountable to the actions within the Accountability Agreement action plan. This ensures there is better understanding of progress and achievement of the Accountability Agreement action plan.

Contribution to national, regional and local priorities

Local Needs Duty and Accountability Agreement Action Plan (July 2024 – July 2025)

| Aims and objectives | How aim contributes to national, regional and local priorities | How aim will be measured (number/performance) | Target number / performance | Deadline |
|--|--|--|---|--|
| <p>1. Increase the proportion of 2023/24 learners achieving a positive destination in 2025/26.</p> | <p>We want to support learners to take up employment opportunities, and progress in work to meet local skills priorities.</p> <p>Aligning our curriculum with local and regional skills priorities, primarily through the LSIP, and using other labour market intelligence (vacancies, shortage forecasts) and employer engagement to plan and deliver. This supports learners to progress to positive destinations, whether this is further study, into work, or to progress at work.</p> <p>Provide realistic and achievable qualification pathways in priority sectors, for example for students to progress internally from level 2 and level 3 courses.</p> | <p>Positive destination defined as in paid employment (including self-employed) or in further, higher or work-based training. (Codes EMP and EDU in destinations survey)</p> <p>All curriculum subject sector areas are to have a curriculum intent document linking LMI data, learner destination information, and employer boards to influence the course content and qualifications' pathways.</p> <p>24/25 Business Curriculum Planning to review all qualification pathways so as students have clear progression routes.</p> | <p>Overall, 88% positive destination rates</p> <p>Internal progression: 44%</p> | <p>April 2025 sustained destination rates for 23/24 cohort</p> <p>Internal progression outcomes (October 2024)</p> |
| <p>2. Ensure 16-19 learners in 2024/25 gain essential and transferable skills, including</p> | <p>Taking a destination-led approach means that it is vital that our learners develop the essential employment skills, knowledge, competence, and the confidence required to progress towards and into sustainable work.</p> | <p>Completion of career advantage modules.</p> | <p>70% of learners engage in the career advantage programme.</p> | <p>End 2024/25</p> |

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| <p>digital skills, through a combination of their study programme, career advantage, work experience and industry placements.</p> | <p>We want to embed essential employment skills including collaboration, communication, planning, problem solving, creativity and critical thinking. These transferable skills have been identified as having increasing importance over the coming decades at a national level (e.g. Skills and Productivity Board May 2022) and are a key theme in the LSIP.</p> <p>The LSIP identifies digital skills (basic and advanced) as the most in demand, with a third of businesses reporting a lack of basic digital skills. (This is in addition to core and vocational-specific digital, maths and English skills and confidence to use these effectively.)</p> | <p>Completion and evaluation of work experience.</p> <p>TLA reports to evidence skills development</p> <p>Embedding of these components in study programmes</p> <p>Employability focused project</p> | <p>(Note: 4 Career Advantage modules: Bronze, Silver, Gold, Platinum)</p> <p>Digital skills 60% participation rates on Careers Advantage</p> <p>90% of students complete work experience.</p> | |
| <p>3. Grow the number of learners in priority skills sectors aligned to employer need with a particular focus on:</p> <ul style="list-style-type: none"> • Health and Social Work • Construction and Manufacturing with a key focus on Green Skills and sustainability | <p>Continue roll out of T levels, delivering identified subjects, from September 2024. This will provide a more robust route to developing technical skills and experience, having been developed with employers.</p> <p>Alignment of specialist areas and growth priorities to local skills needs to build a stronger entry level pipeline and progression pathways. This focuses on three of the four areas identified as priorities in the LSIP – health and social care, construction, and the creative sector. Hospitality, which is the fourth area covered in the LSIP continues to be</p> | <p>Expansion of T levels on to all sites to maximize learning opportunities and progression opportunities for young students.</p> <p>Current employer engagement level: panels in priority areas at 100%. Increase in employer partnerships in these subject areas to meet the local needs.</p> | <p>Increase in T level recruitment by 6% for 2024/25 academic year.</p> <p>100% employer engagement in all priority curriculum areas. (Measure: evidence of meetings and curriculum design/delivery influenced by employer panels).</p> | <p>End 2024/25</p> |

| | | | | |
|--|--|--|--|---|
| <ul style="list-style-type: none"> • Creative • Business with a particular focus on digital • SEND | <p>an important curriculum area, particularly to support local needs in Greenwich.</p> <p>Investing in staff to ensure the curriculum is designed and delivered to meet our goals, including equity, diversity and inclusion practices and specialist training for staff with a focus on social, emotional and mental health.</p> | <p>Evidence of curriculum staff development of technical skills supported by employers through the Skills Exchange initiative.</p> | <p>Number of staff participating in Skills Exchange initiative.</p> | |
| <p>4. Improve the progression rates for adults through raising awareness of the range of vocational training and qualification aligned to LSIP priorities.</p> | <p>Development of vocationally relevant adult offer, aligned to recommendations from the LSIP relating to specific groups of adults (e.g. over 50s, women, those from black and minoritised backgrounds) in priority sectors.</p> <p>Improve accessibility for adults through different modes of delivery such as distance learning.</p> <p>Supporting local employers, especially SMEs and employees to upskill, improve productivity and support local economic growth and individual social mobility.</p> | <p>Development of a dedicated adult provision prospectus that promotes LSIP curriculum priorities.</p> <p>Variable modes of delivery to cater for individual's needs.</p> <p>Employer panels to review adult provision curriculum intent to ensure alignment with LSIP priorities.</p> | <p>Build partnerships to meet the skills agenda in hard-to-reach areas and modes of delivery.</p> <p>The curriculum provision to continue to be delivered through a variety of modes.</p> <p>Curriculum Intent documents to include adult provision.</p> | <p>October 2024</p> |
| <p>5. Continue to increase the College's impact as an Anchor Institution on the communities it serves.</p> | <p>This supports the London Recovery plan delivered through the London Anchor Institution Network.</p> <p>This responds to the current policy context and the changes to the regulatory operating environment, which places an even greater emphasis on collaboration</p> | <p>Increased social value and community wealth building.</p> <p>LSEC 2021/22 social value £20,433,832 (Group social value £33.665m)</p> | <p>LSEC social value for 23/24: £22m (Group social value £39m)</p> | <p>End 2024/25 (data available by September 2025)</p> |

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| | <p>and partnership. We already proactively ensure that through planned, proactive and mutually beneficial partnerships, we create and add further value to the educational provision we deliver.</p> <p>This also aligns with the emerging LSIP, which emphasizes the needs to engage with other phases of the education system, support businesses to reflect the diversity of their communities and the role of targeted community outreach to support employment and learning opportunities.</p> | | | |
| <p>6. Develop a high-quality apprenticeship offer to meet employer needs, using strategic industry specialists in key areas, LMI and employer input from employer sector boards.</p> | <p>Employer Engagement Strategy and development plan to align the apprenticeship provision more closely to the needs of employers by focusing the growth of apprenticeships provision in priority sectors of</p> <ul style="list-style-type: none"> - Green, - Construction, - Digital - and Logistics. <p>Implementation of robust quality systems to provide a high-quality training that nurtures apprentices skills, knowledge, and behaviour.</p> | <p>Through partnerships with employers, ensure the college delivers training that meets specific sector and occupational needs and gives apprentices the opportunities to develop the wider skills identified by employers as being essential to their businesses.</p> | <p>Align apprenticeship provision to the local priorities and specialisms as per LSIP priorities.</p> <p>Improve the performance of apprenticeship provision to be at least 'Good'.</p> | <p>End 2024/25</p> |

Corporation statement and sign off

On behalf of the London South East Colleges Corporation, it is hereby confirmed that the College plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 8 May 2024.

The plan will be published on the college's website within three months of the start of the new academic year and can be accessed from the following link:

[Annual Accountability Statement London South East Colleges Corporation](#)



David Eastgate
Corporation Chair

Date: 8 May 2024



Dr Sam Parrett CBE
Chief Executive and Accounting Officer

Date: 8 May 2024

Supporting documentation

Examples provided by DfE of approaches to Accountability Agreements

[Accountability examples v1. 1.pdf \(publishing.service.gov.uk\)](#)

London Councils – Intelligent London (2022): [Intelligent London](#).

Ministry of Housing – IMD (2019): [English indices of deprivation 2019 - GOV.UK \(www.gov.uk\)](#).

Gov.uk - NEET & Participation: local authority figures (16-17 year olds) - Participation in education, training and NEET age 16 to 17 by local authority, Academic Year 2021/22 – Explore education statistics – GOV.UK ([explore-education-statistics.service.gov.uk](#)) (2022).

ONS – Employment Labour market overview (Feb. 2023): <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/uklabourmarket/february2023> .

Nomis – Local Authority Profile (Jan. 2023): [Labour Market Profile - Nomis - Official Census and Labour Market Statistics \(nomisweb.co.uk\)](#).

[Vacancies and jobs in the UK - Office for National Statistics \(ons.gov.uk\)](#) - ONS (Feb. 2023).

Greater London vacancies – Data: Lightcast 2022.1 and Job Posting Analytics (2022): [2022-07-28 LondonSouthEastColleges splus.pptx \(sharepoint.com\)](#).

GLA – Skills Roadmap for London (2022): [Group CEO Directorate - Transformation and Growth - skills roadmap for london.pdf - All Documents \(sharepoint.com\)](#)

Local London Skills Strategy 2022-25 (Aug. 2022): [Group CEO Directorate - Transformation and Growth - DRAFT Local London Skills Strategy 2022-25.pdf - All Documents \(sharepoint.com\)](#)

Explore education statistics – EHCPs, SEN support (gov.uk) (2022): <https://explore-education-statistics.service.gov.uk/find-statistics/education-health-and-care-plans>.

Explore education statistics – KS4 destination measures (2022): [Key stage 4 destination measures, Academic Year 2020/21 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#).

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[Unit for Future Skills - GOV.UK \(www.gov.uk\)](#)