

Accountability Agreement

2025/26

Transforming lives through the power of learning



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 (2025-2030) aims to provide lifelong, high-quality education for individuals of all ages, supporting their progression into positive destinations through an innovative curriculum that meets employer needs. Our curriculum goals include: partnering with local employers to design a curriculum that meets current and future skills needs; growing skills in LSIP priority areas including the digital and green agendas; ensuring inclusivity to allow learners at all levels to reach or exceed their potential; and strengthening transferable skills by integrating them into the curriculum and civic action projects.

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 £148m 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 13 school multi-academy Trust. Collectively we now educate over 11,300 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

We serve communities that face significant levels of deprivation. In the 2019 Index of Multiple Deprivation (IMD), Lambeth and Greenwich were ranked 42nd and 60th out of 316 local authorities, respectively. Even in relatively well-off areas like Bromley, we support various disadvantaged groups.¹ 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 13% in 2023, three times higher than the 4% rate for those qualified to Level 4 or above³.

Section 3 Meeting local, regional and national needs

Our revised 2025-2030 Curriculum Strategy has been designed to support economic growth and address local, regional, and national skills needs, as outlined in our local labour market analysis, London's LSIP and the London Growth Plan. The latter, anticipates future labour market trends, including the impacts of an ageing population, digital transformation, and the growing need for green skills. Skills England's upcoming role as the national skills regulator, alongside reforms like the Growth and Skills Levy, will further align technical education with employer needs. Our strategy responds to the changing world of work and training, with a focus on supporting learners to transition into good jobs and contribute to the prosperity of our local areas. We will do this by focusing on equipping students with the real world skills, knowledge, and behaviours required for high-quality employment and to drive sustainable economic growth across London and beyond.

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://www.ons.gov.uk/peoplepopulationandcommunity/educationandtraining/articles/highestlevelofqualificationbyeconomicactivitystatus/2021)

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-out-of-work-trends-london)

LSEC Curriculum Intent

In LSEC, we drive innovation and promote social action to benefit our students and communities. Our ambition for our students is to provide a destination-led offer anchored in industry innovation and ensure our students have strong social and community engagement. The intention is for our students to be well-prepared for their future careers and life beyond education. This is why we are dedicated to nurturing not only their academic and professional skills but also their interpersonal skills and personal growth, fostering the values of good citizenship. By emphasising transferable skills such as communication, teamwork, adaptability, critical thinking, and attitudes such as ethical behaviour and social responsibility, we aim to develop well-rounded individuals who contribute positively to society. Through this comprehensive approach, we empower our students to achieve their full potential and make meaningful, lasting impacts in their communities and beyond.

Ensuring positive destinations is crucial to our work because we want our learners to achieve not only financial stability but also a sense of purpose and independence. As a gateway college, we are committed to preparing more students for progression to Level 3 and beyond, which significantly enhances their chances of progressing to good jobs and higher education, while recognising that each learner has a unique progression pathway. By supporting our students to develop the necessary skills and knowledge, we aim to equip them for successful careers and independent living, ensuring they can meet the demands of adulthood. Our comprehensive approach ensures that students are well prepared to navigate the challenges of the labour market and achieve their full potential.

Social enterprise is a core element of London & South East Education Group's ambition, which is why we maintain strong relationships with local authorities, politicians, and other local, regional, and national stakeholders. We have established over 100 formal partnerships with local organisations and employers, such as the NHS and the Charlton Athletic Community Trust. These partnerships assist us in addressing local needs and responding to priorities in London, as identified by the LSIP and London Growth policy. This enables us to adapt and develop our curriculum to meet the evolving needs of the job market and society, ensuring our students are equipped with the necessary knowledge and competencies to succeed.

We serve communities that face significant levels of deprivation. In the 2019 Index of Multiple Deprivation (IMD), Lambeth and Greenwich were ranked 42nd and 60th out of 316 local authorities, respectively. Even in relatively well-off areas like Bromley, we support various disadvantaged groups. Eight out of ten of our students reside in five districts: Bromley, Greenwich, Bexley, Lewisham, and Croydon, which form LSEC's catchment area. Despite this community's challenges, the catchment area offers promising job opportunities and competitive salaries, with job growth increasing by 6% between 2018 and 2023, slightly above the national increase of 5%.

We anticipate LSEC students seeking employment after achieving their qualifications will most likely find jobs within their home boroughs and communities. Therefore, our curriculum must serve not only our immediate communities but also the larger, well-connected London and South East region, incentivising commuting between boroughs and enhancing work mobility.

Identifying and evaluating the various types of educational provision ensures that our curriculum is comprehensive and adaptable, catering to diverse delivery styles and access requirements to maximise engagement with students full-time, part-time, online, daytime and evening. This includes recognising the importance of both academic and vocational

pathways, enabling students to pursue courses that align with their interests and career aspirations. Understanding students' backgrounds and collaborating with stakeholders and partners is essential for shaping curriculum levels, from entry to higher education, to genuinely meet students' needs and enhance their skills and prospects. By gaining insight into students' unique experiences, we can tailor our teaching methods and support services to include the latest industry innovations and developments, thus creating an inclusive and supportive learning environment.

Our curriculum intent evolves based on feedback from our communities and key stakeholders, as well as responding to local and national labour market needs. For example, we are shaping our apprenticeship programmes to address concerns around unemployment and progression. We have also expanded the delivery of Sector Work Academy Programmes (SWAPs) in partnership with DWP and employers across South East London to tackle youth unemployment rates. Additionally, we have strong partnerships with local schools, including those within our Trust, offering vocational tasters in areas like construction and hair and beauty.

Our market share of 16-19 students has increased in recent years. Due to demographic growth, the size of the 16-19 cohort in our core boroughs of Bromley, Bexley, and Greenwich has also increased. Consequently, there is a pressing need to ensure we can provide education and training for students across our communities. Around two-thirds of the adult students enrolled at London South East Colleges live within our local and surrounding boroughs of Bromley, Greenwich, Bexley, Lewisham, Croydon, Southwark, Dartford, Sevenoaks, and Lambeth. LSEC attracts 26% of its adult students from Greenwich, 13% from Bromley, and 10% from Bexley.

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. We steer local providers' strategies towards these agendas. In addition to redeveloping 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. We also aim to continue embracing development in AI, welcoming its potential to staff development, teaching and learning. We anticipate changes in our delivery methods as a result of technological advancements in this area – starting with the incorporation of tools to reduce teacher workload and enhance teaching and learning.

There is a significant digital skills gap in England, limiting inclusive growth. It is predicted that 65% of today's schoolchildren will eventually be employed in jobs that have yet to be created. England's workforce needs new skills to thrive in this environment of constant change. Rapid innovation in digital technologies, including AI, and a growing focus on sustainability, such as net zero strategies, are reshaping the world of work. To help learners navigate these evolving industries, our revised Curriculum Strategy strengthens the development of transferable skills – such as communication, teamwork, confidence, emotional intelligence and critical thinking – alongside technical knowledge, ensuring they are well prepared for future career opportunities.

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.

LSEC Ideal Alumni

Through internal consultation, LSEC staff and managers recognise the vital industry skills needed for the future. They ensure success by integrating a curriculum that emphasises both technical and soft skills, making learners well-rounded. Teachers keep learners updated on the latest innovations by incorporating emerging technologies like AI and green skills into their courses. They also nurture transferable skills and critical thinking, providing practical experience through work placements, industry projects, and work experience, enhancing learners' understanding of work ethic, productivity, and ambition.

This is why we have introduced the CARES student values: Caring, Aspiration, Respect, Excellence, and Support.

LSEC teachers and managers understand that encouraging participation in extracurricular activities further develops personal and soft skills like communication and confidence. Lastly, promoting a supportive and inclusive environment helps learners build resilience, wellbeing, and social connections, preparing them to contribute effectively to their communities.

By developing these skills and attributes, young learners become well-rounded citizens and effective employees who contribute positively to their employers and adapt to the evolving demands of their community and workforce. Consultation with external stakeholders confirmed that these skills are essential for thriving in the modern workplace and modern Britain. They enable individuals to perform tasks efficiently, collaborate effectively, and stay competitive and relevant, but most importantly respectful to British ways of life and rules.

The identified skills and attributes that will make LSEC learners ready for a successful future are summarised below:

Understanding work ethic, striving for productivity, and having ambition:

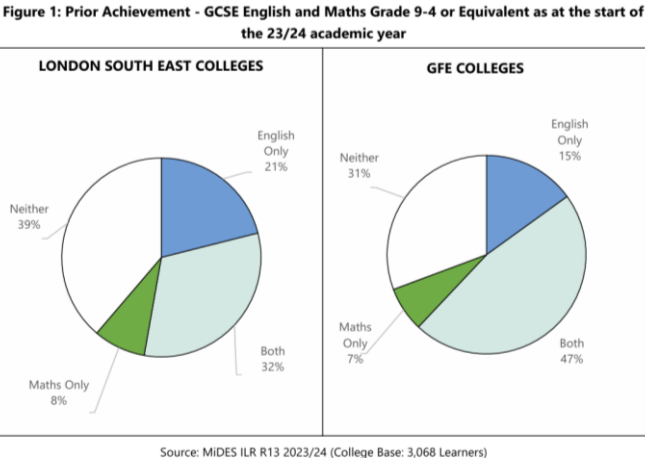
These qualities are fundamental as they directly influence performance and contribution to the company's goals. A strong work ethic and ambition drive individuals to excel.

- **Developing personal and soft skills, such as interview techniques, verbal and written communication, confidence and emotional intelligence:**
Effective communication and interpersonal skills are crucial for teamwork, client interactions, and overall workplace harmony. These skills help build relationships and present ideas clearly.
- **Understanding transferable skills, flexibility, and adaptability:**
In a rapidly changing work environment, the ability to adapt and apply skills across various tasks is highly valued. Flexibility and adaptability ensure that employees can handle different roles and responsibilities efficiently.
- **Learning about emerging innovations, particularly in digital/AI and green skills:**
Staying updated with the latest innovations ensures that employees can contribute to the company's growth and competitiveness. Knowledge of digital and green skills is increasingly important in today's tech-driven and environmentally conscious world.
- **Having enhanced digital literacy understanding and skills:**
As technology becomes increasingly integral to business operations, digital literacy is essential for efficiency and innovation. Employees need to be proficient with digital tools and platforms to perform their tasks effectively.
- **Using critical thinking to avoid over-reliance on technology:**
Critical thinking helps employees make informed decisions and solve problems effectively, rather than relying solely on technology. It fosters independent thinking and innovation.
- **Obtaining the right qualifications:**

Relevant qualifications provide a foundation of knowledge and skills necessary for specific roles and demonstrate expertise and commitment to the field.

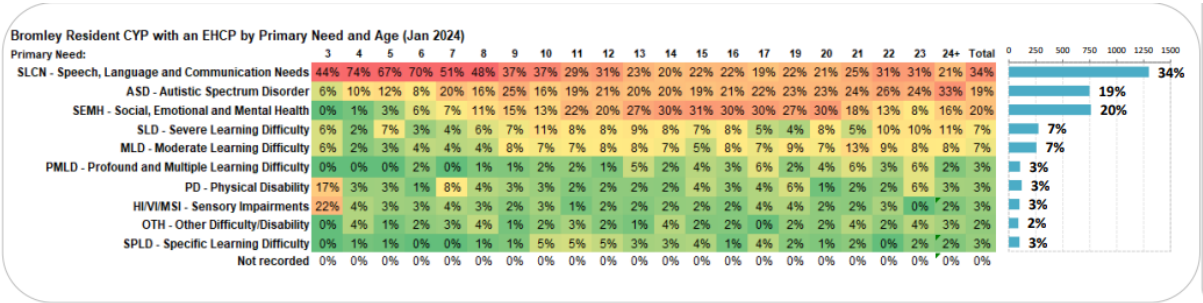
Students’ Background and Learning Environment

Our college students are in the lower quartile of starting points in English and maths compared with other FE colleges, ranking 202 for maths and 187 for English out of 224 institutions. In 2023/24, about 39% of our students did not have English and maths GCSEs compared to the national FE average of 31%⁴. Over 80% of our 16-18 students retake English and maths more than once.



The number of young people with SEND and of those with learning difficulty or disabilities (LDD) has increased exponentially in recent few years, with increasing requests for education, health and care plans (EHCPs). For instance, in Bromley and Greenwich, the number of pupils with EHCPs and receiving SEN support has increased more than the London average between 2018 and 2023. This has meant a growing cohort of young students who enter our colleges and need additional support. Nearly 30% of our students on the Bromley campus in 2023-24 self-declared having LDD.

The below shows the possible number of students needs coming up, where SEMH is showing as highest at Yr 9 to 11.



⁴ RCU MiDES (2024). ‘GCSE English & maths (2023-24 R14).’

For certain small groups of students, overcoming disadvantages requires ongoing support beyond the age of 18. This is particularly true for young care leavers, asylum seekers, and individuals with additional special needs. We are committed to providing these groups with all necessary support to help them enter the labour market successfully.

By recognising our students' diverse backgrounds, we can tailor our approach to address specific educational gaps, challenges, and strengths. This is in line with the college's strategic goals, operation plan, and other curriculum policies, which promote excellence and continue to strive to achieve better outcomes. For instance, challenges with low levels of attendance and behavioural issues require us to continue to adapt our teaching delivery and to find ways to better support learners who are struggling to engage with the College.

Our efforts have proven successful, as both young and adult students continue to achieve well during their time with us. Positive destination rates for our students are impressive, with 90% of our 2022/2023 cohort progressing to further or higher education or employment. For apprentices, this rate exceeded 91%.

Also, the overall achievement rates for our young and adult students improved year-on-year and continued to be good, as rated by [Ofsted Inspection in October 2024](#). A high proportion of our young student provisions are above national performance, and many adult provisions improved on last year's results.

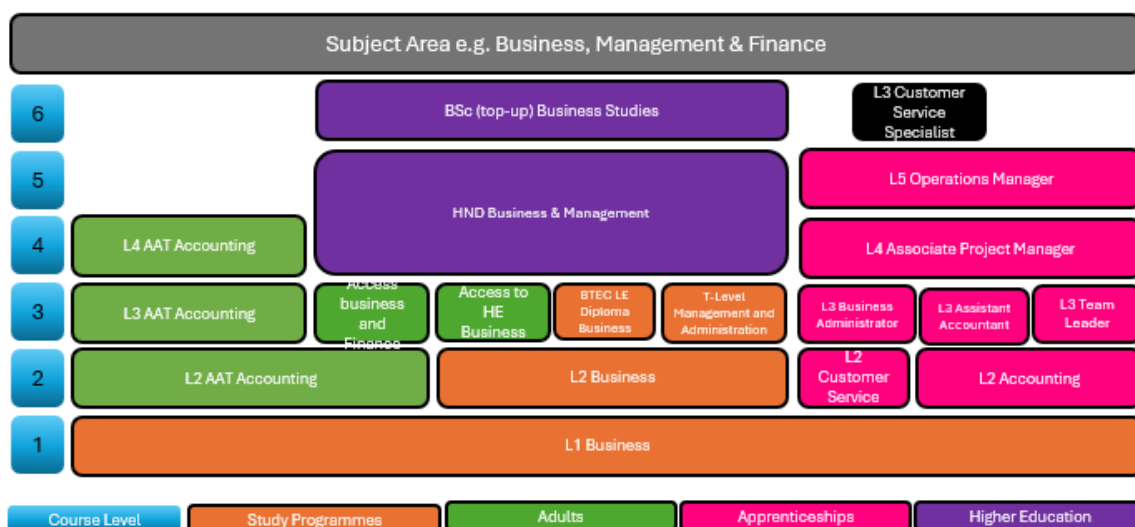
Destination-led Curriculum and Provision Types

Destination-led Curriculum

Our destination-led curriculum is driven by a powerful mission: to equip learners with the skills, knowledge, and experiences they need to achieve their career ambitions and make meaningful contributions to their communities. Every aspect of our curriculum is carefully aligned with local and national labour market needs, ensuring its relevance and impact. By working in partnership with employers, local authorities, and educational providers, we deliver a dynamic and forward-thinking learning experience.

Key elements of our approach include employer engagement, labour market insights, and comprehensive career guidance, ensuring learners are well-prepared for successful futures. Opportunities for work placements and real-world learning instil confidence and provide invaluable practical experience. LSEC is also deeply committed to social mobility, fostering inclusion, and creating opportunities for all, regardless of background.

Our curriculum is carefully crafted to meet learners at their individual starting points, offering programmes ranging from level 1 courses to advanced degree opportunities (see example below). This approach ensures that learners can progress through educational levels that align with their abilities and aspirations. As they advance, they acquire essential knowledge and skills that empower them to pursue their career goals and succeed in higher-skilled, higher-level roles. Each step opens doors to greater opportunities, fostering confidence, resilience, and ambition. At LSEC, we believe that education is the foundation for building successful careers and creating extraordinary futures.



At LSEC, we go beyond preparing learners for jobs. We empower our learners to shape extraordinary futures. Our innovative "Career Advantage" program further enhances employability, offering learners a structured, self-paced framework to develop critical skills across four award levels: Bronze, Silver, Gold, and Platinum. These awards focus on employability, digital skills, social impact, and critical thinking, equipping learners with a competitive edge in the job market. Through this transformative journey, learners build their CVs, explore career pathways, and thrive in their chosen fields, celebrating every milestone of progress.



14-16 Provision

We are considering providing part-time education for 14- to 16-year-old students from a background of Elected Home Education (EHE) or asylum seekers starting September 2026 in our Greenwich Campus. This is to support the Royal Borough of Greenwich in their obligations to provide education for young students under 16 as they recognise that the proportion of EHE students and refugees under 16 is too high, resulting in extensive parental demands for support.

- EHE occurs when parents choose to educate their children at home instead of sending them to school or college full-time. They engage with schools or colleges for part-time education for their children.
- Asylum seekers and refugee pupils up to age 16 have the same entitlement to full-time education as other UK pupils and economic migrants. However, such young refugees and asylum seekers often face significant challenges in accessing education and integrating into their new communities because of language barriers.

16-19 Education

Young students follow a full-time study programme, studying a vocational subject from entry level to level 3 with the ability to access additional opportunities, according to the following structure:

- **Vocational specific and core subjects:** 36-week study programmes (vocational qualifications) with embedded careers and work experience opportunities. Designed to enhance students' knowledge and enthusiasm for their subjects, benefiting from our strong links with local employers.
- **English and maths GCSEs:** Students who have not achieved grade 4 or above in these subjects will continue to study them alongside their chosen course.
- **Tutorial programme:** Support with UCAS process and careers programme to ensure students have clear progression strategies in place.
- **Enrichment activities:** These include sporting, cultural, and volunteering activities.
- **Transferable skills:** Students develop their interpersonal abilities, digital skills and their independence to be proactive and lifelong learners, encouraging innovation and creativity. We encourage students to aim high and equip them with the essential transferable skills to succeed in employment, apprenticeship, and further education.

Adults

Our adult education provides six options that allow clear progression between levels and provision types into employment, supporting upskilling and progression in work.

- **Engagement and motivation:** For people furthest from the job market, providing targeted support and training to re-engage in education and the confidence to learn.
- **Employment support:** Targeted support into employment, upskilling people with core numeracy, language, digital and employment skills.
- **Skills development:** Training to update essential and vocational skills, keeping pace with industry changes, and enabling progression to better-paid work.
- **Specialist Practitioner:** Higher level technical programmes delivering levels 4, 5 and 6 skills to drive standards and quality, directly increasing employer productivity.
- **Leadership:** We will offer a blend of short, full-cost programmes for professional management skills, from team leadership to higher strategic management.
- **Enterprise:** Programmes for entrepreneurs focus on operationalising their concepts and ideas, turning them into sustainable businesses that support the future talent pipeline.

SEND

We will continue to provide a good experience within the specialist Special Educational Needs and Disability (SEND) provision, which is delivered across three specialist Nido Volans Centres (Latin for "fly the nest").

- **Accessibility:** Each centre is fully accessible and can meet the needs of students with complex to moderate learning disabilities and difficulties.
- **Specialist SEND provision:** This offer aims to provide a bespoke and personalised curriculum that offers exciting and meaningful learning opportunities based on our students' aspirations and Educational, Health and Care outcomes.

- **Pathways:** We take a holistic approach to education, and the curriculum is based on two clear pathways: one into independent life in the community and one into employment.
- **Preparation for adulthood:** Students actively engage with the local community to ensure their learning is made real and they are being prepared for life after college. Students also develop meaningful employability skills in our vocational facilities, realistic work environments, supported internships and work experience.

Students with EHCPs in vocational areas: As this group of students is growing (11% in the mainstream College) and is expected to increase further, we will continue to develop and strengthen our curriculum, approach and specialist training to ensure that the students have the same Outstanding experience as those in the specialist SEND provision.

Higher Education

Our HE provision is a fundamental part of the College's overall curriculum strategy to ensure students are supported in progressing to higher-level skills. It also has its standalone strategy. The College HE strategy aims to improve equality of opportunity, providing access to a high-quality, industry-led offer that supports progression and establishes the University Centre as a community anchor.

The Higher Education and Research Act 2017 established the Office for Students (OfS) and a new regulatory framework, significantly changing the HE landscapes. Strengthened by the industrial strategy and the Skills for Jobs White Paper, investing in technical and professional higher-level skills is more important than ever.

The vision is for the University Centre to offer innovative and responsive HE provisions, enabling people to realise their potential through an aspirational, inclusive, and supportive culture. The ambition is to embed an ethos that supports career progression through outstanding delivery and collaborative partnerships while operating as a community anchor institution.

Our HE Strategy is under review. It considers the challenging environment for HE, including declining student numbers and increased competition among London's HE institutions, which are affecting financial viability.

Apprenticeships

Policy reforms to apprenticeships have provided an opportunity to engage with large levy-paying employers who had previously had low engagement in apprenticeship training and develop strong strategic relationships with their talent teams. They have also enabled new relationships with small and medium-sized enterprises (SMEs), using the 95% co-investment incentive to provide outstanding training at a fraction of the cost.

Our Partners and Employers

Partnerships

Our curriculum evolves in response to feedback from our communities, key stakeholders, and local and national labour market needs. For example, to address local unemployment and economic inactivity levels, the College has created bespoke programmes, such as the Sector Work Academy Programmes (SWAPs), in partnership with the Department for Work and Pensions (DWP) and employers. These efforts have led to the development of Youth Hubs across southeast London to combat youth unemployment.

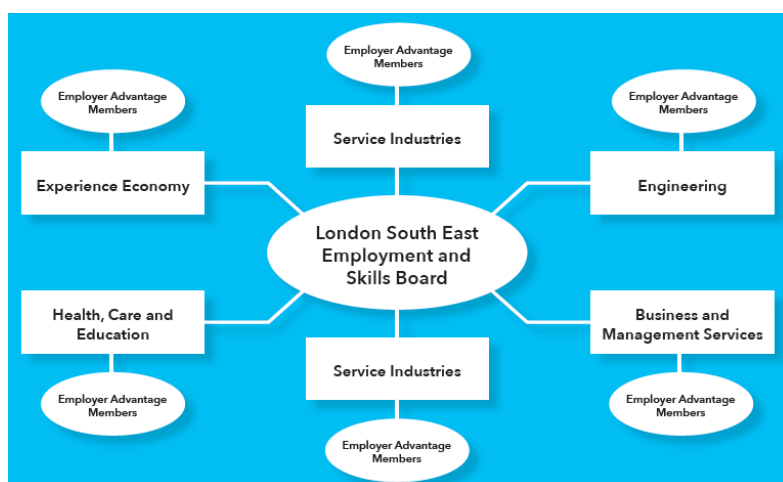
The College also maintains strong partnerships with local schools, including those within our Trust, collaborating closely to offer vocational tasters in areas such as Construction, and Hair & Beauty. Consequently, we have used these partnerships to contribute to the Local London Local Skills Improvement Plan (LSIP).

Also, because of our strong local and national partnership, we successfully secured £6.5 million in government funding through the Local Skills Improvement Fund (LSIF). We have teamed up with local providers to incorporate green and digital skills into the curriculum in the Local London area.

Employers

Our Curriculum Strategy emphasises the importance of developing skills at all levels to enhance productivity in the UK. The Employer Engagement Strategy's membership model is central to this strategy, which shifts from transactional relationships to strategic, ongoing partnerships with employers. The membership model's central function is to help our employers form those genuine connections. This model of employer engagement has an attitude towards the interactions with employers. Retention of members has a greater value than acquisition, which requires a constant drive to keep doing things better to ensure that we are creating satisfied long-term relationships rather than many one-off transactions.

We engage with employers through a series of connection methods; however, the primary connection and strategic focus will be driven through the London South East Employment and Skills Board, which will provide a platform from which key partners can have a real voice in shaping skills and future talent. The Board is supported by sector-specific advisory panels that focus on the sector's challenges and opportunities, with strong local account management reviewing and supporting both the employer's immediate transactional requirements and long-term needs through the Employer Advantage membership scheme.



We have established over 100 formal partnerships with local organisations and other stakeholders. Our offer is regularly reviewed to ensure it reflects the evolving needs of employers in our area. 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.

These partnerships with employer also present key opportunities to address skills shortages in the FE sector. Strategies such as skills exchange, working with employer fellows and joint delivery could help solve many of the staffing issues we currently see in areas such as STEM and Health Care. These collaborative efforts can foster a dynamic learning environment and ensure a steady pipeline of skilled professionals to meet industry demands.

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 Curriculum Strategy consultations have 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.

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 13 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 2025 – July 2026)

2025 – 2030 Curriculum Strategy Goals:

1. Increase the **positive destination** for young and adult learners by providing an innovative curriculum that meets employer needs, supports economic growth, and is sustainable, giving learners the qualifications and skills to succeed in life.
2. Partner with local employers to **design a curriculum** that meets current and future skills needs by establishing long-term relationships that keep us informed of the latest industry innovations.
3. **Grow the number of learners** with skills in priority areas identified by LSIP (such as digital and green skills) to meet demands and reduce skills gaps by training learners and staff in the latest technological industry developments.
4. Ensure the **curriculum is inclusive** to allow learners at all levels to reach or exceed their potential by gaining confidence and skills for independence and to thrive at work and life.
5. Strengthen **learners' transferable skills** by integrating them into the curriculum and civic action projects, reinforcing the knowledge and skills gained through their vocational qualifications.

Strategic Theme	Accountability Agreement Statement action plan (July 2025 – July 2030)			
Positive Destination	Curriculum Strategy Goal 1	Increase the positive destination for young and adult learners by providing an innovative curriculum that meets employer needs, supports economic growth, and is sustainable, giving learners the qualifications and skills to succeed in life.		
Aims and objectives	How aim contributes to national, regional and local priorities	How aim will be measured (number/performance)	Target number/performance	Deadline
1. Increase the proportion of 2024/25 learners achieving a positive destination for next year (2025/26) to support	By enhancing positive destinations for both young and adult learners through delivering an innovative curriculum designed we meet employer demands, drive economic growth, and promote sustainability. Through this approach, we aim to equip learners with the qualifications and skills needed to thrive in their personal and professional lives. Also, by aligning our	We will review all qualification pathways in the 25/26 Business Curriculum Planning, so learners have clear progression routes. The positive destination is paid employment (including self-employed) or further, higher or work-based training. All curriculum subject sector areas are to have a curriculum	1.1) Overall, 90% of destination rates are positive into 2024/25. 1.2) Internal progression at 45%	October 2025 - Sustained destination rates for 25/26 learner cohort October 2025 - Internal progression outcomes for

learners' career aspirations	programs with industry requirements and fostering adaptability, we ensure learners are prepared for meaningful career opportunities and lifelong success in a rapidly evolving world.	intent document linking LMI data, learner destination information, and employer boards to influence the course content and qualification pathways.		2025/26 learner cohort
Curriculum Design	Curriculum Strategy Goal 2	Partner with local employers to design a curriculum that meets current and future skills needs by establishing long-term relationships that keep us informed of the latest industry innovations.		
Aims and objectives	How aim contributes to national, regional and local priorities	How aim will be measured (number/performance)	Target number/performance	Deadline
2. Align 2025/26 curriculum content and design with local skills priorities, while investing in staff to skills to be up-to-date with industry developments and innovations.	By aligning our curriculum with local skills priorities, we focus on the key industry skills identified in the 2025-2030 Curriculum Strategy. This approach will create a stronger pipeline of skilled learners with clear progression pathways, ensuring they acquire the employability skills that meet employers' demands. Additionally, it supports our investment in relevant staff development. By keeping both learners and staff up-to-date with cutting-edge practices, we enable learners to meet workforce demands and foster sustainable career progression in high-demand sectors.	We will ensure that our curriculum is reviewed and updated to address the latest industry developments and skills needs. This will be achieved by working closely with employers in at least three of the six priority skills sectors to grow our adult learner numbers, with a particular focus on: • Construction, including specialist trades and green skills • Engineering and Manufacturing, including MV maintenance • Digital and Creative sectors • Health and Social Care • Distribution and Logistics, including wholesale and retail trade • Education, including SEN-related training	2.1) At least 90% of young learners participate in real-world learning opportunities, including work experience, industry placements or live industry related projects. 2.2) 100% employer engagement in all priority curriculum areas. 2.3) At least one staff member per curriculum area. participating in the Skills Exchange initiative.	End 2025/26

Learner numbers	Curriculum Strategy Goal 3	Grow the number of learners with skills in priority areas identified by LSIP (such as digital and green skills) to meet demands and reduce skills gaps by training learners and staff in the latest technological industry developments.		
Aims and objectives	How aim contributes to national, regional and local priorities	How aim will be measured (number/performance)	Target number/performance	Deadline
3. Increase the number of learners in priority areas identified by LSIP for 2025/26 to address industry skill shortages.	By increasing the number of learners equipped with skills in priority areas identified by the Local Skills Improvement Plan (LSIP), such as digital and green technologies, we will address existing and emerging skills gaps. This will be achieved through targeted training programs integrating the latest curriculum reforms and technological advancements and industry developments.	We will aim to respond to the findings and recommendations of the curriculum and assessment review (CAR) board by ensuring the 2025/26 curriculum content and design is up to date with the evolving curriculum reforms, including the T levels, Technical Occupational qualifications (TOQ) and Alternative Academic Qualifications (AAQs). Our curriculum business planning process will pay particular attention to the CAR Panel recommendation of national improvements: - young learners' participation versus progression, - qualification assessments versus young learners' inclusivity, - breadth of curriculum versus depth of curriculum, and - ensuring the curriculum is fit for the future.	3.1) Increase adult learner numbers by at least 5%, in LSIP priority areas 3.2) Increase young learner numbers by at least 50 learners, especially in LSIP priority areas 3.3) Increase apprenticeship numbers by 5%, in LSIP priority areas 3.4) Introduce new courses in at least one AAQ and one TOQ qualifications into the 25/26 Curriculum Planning process for delivery in 2026/27	End 2025/26

Inclusive Curriculum	Curriculum Strategy Goal 4	Ensure the curriculum is inclusive to allow learners at all levels to reach or exceed their potential by gaining confidence and skills for independence and to thrive at work and life.			
Aims and objectives	How aim contributes to national, regional and local priorities	How aim will be measured (number/performance)	Target number/performance	Deadline	
4. Improve the College's curriculum towards achieving high standards to empower learners to excel in their chosen careers.	Through providing high quality curriculum, we promote inclusive education that empowers learners of all abilities to reach or surpass their potential. High quality curriculum will also foster confidence, equipping the learners with essential skills and qualifications for independence, work, and life. This approach emphasises improving qualification outcomes and enhancing the quality of teaching, learning, and assessment (TLA), providing learners with the tools they need for personal and professional success. Additionally, we strive to make the college learning environment enjoyable and engaging, ensuring learners feel motivated and supported throughout their educational journey.	We will further improve our curriculum to maintain its strong performance as evaluated by Ofsted (Grade 2). By ensuring that our Teaching, Learning, and Assessment (TLA) practices are consistently good to outstanding, we will effectively engage learners in their training and development. This will prepare them well for their next steps in education or employment. These improvements will be applied across all aspects of our curriculum, including Study Programmes, SEND, Adult Provision, and Apprenticeships.	4.1) Attain a minimum SAR grade good in Study Programmes, SEND, Adult Provision, and Apprenticeships. 4.2) TLA evaluation confirms teachers and skills coaches have overall good teaching and training skills. 90% of teaching is rated good or better.	End 2025/26	
Transferable Skills	Curriculum Strategy Goal 5	Strengthen learners' transferable skills by integrating them into the curriculum and civic action projects, reinforcing the knowledge and skills gained through their vocational qualifications.			
Aims and objectives	How aim contributes to national, regional and local priorities	How aim will be measured (number/performance)	Target number/performance	Deadline	
5. Increase the College's impact as an Anchor Institution to support the	Through planned, proactive, and mutually beneficial partnerships, we enhance our educational provision by embedding essential employment skills such as collaboration, communication, planning, problem-solving, creativity, and critical thinking	We want to help learners develop important skills like teamwork, problem-solving, and communication by including them in the curriculum through the Career Advantage programme. To do so, we will involve them in	5.1) 70% of Study Programme learners engage in the career advantage programme. (Note: 4 Career Advantage modules: Bronze, Silver, Gold, Platinum)	End 2025/26	

communities we serve.	into the curriculum. These transferable skills, identified as increasingly important at a national level and highlighted in the LSIP, are crucial for our learners. By adopting a destination-led approach, we ensure that our learners develop these vital skills alongside their vocational knowledge and competencies, boosting their self-confidence and preparing them for sustainable careers.	community projects that support and build on the knowledge they gain from their vocational courses. This approach aims to improve the success of the most vulnerable learners, such as those from Trust schools, by preparing them for good jobs and better life opportunities. It will also increase the College's positive impact on the community and strengthen the work of its charitable arm, the Lazer Foundation.	5.2) LSEC social value for 25/26: £22m (Group social value £39m)	
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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 July 2026

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
Chair of Governors

Date 8 July 2026

Date



Dr Sam Parret
Principal/Chief Executive and Accounting
Officer

8 July 2026

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 \(explore-education-statistics.service.gov.uk\)](#).

Census 2021 – Highest Level of qualification, variation (2023): [Highest level of qualification - Office for National Statistics \(ons.gov.uk\)](#).

<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-destination-measures/2020-21> - Further Education and skills, gov.uk (2023).

Population and household estimates for England and Wales: Census 2021 (2022) - [Population and household estimates, England and Wales - Office for National Statistics \(ons.gov.uk\)](#)

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