

East Midlands LSC Regional 14 – 19 Strategic Analysis

2008/2010

East Midlands LSC Regional 14 – 19 Strategy 2008/2010

	Contents	Paragraphs
1.	Introduction	1.1 – 1.2
2	National Policy/National Targets <ul style="list-style-type: none"> • 14-19 Reform • Recent Legislation & Policy • National Level PSA Targets 	2.1 – 2.6 2.7 – 2.8 2.9 – 2.10
3.	Regional Context / Regional Targets	
	• Participation & Attainment	3.1 – 3.3
	• Area Issue & Variation	3.4
	• Participation In Education & Training at 17	3.5
	• Total Participation	3.6
	• LSC Funded Provision and Trends Via FE, School Sixth Forms and WBL	3.7 – 3.10
	• Achievement at Level 2	3.11 – 3.18
	• Level 2 Progression 16 – 19 and Level 3	3.19 – 3.29
	• Young People Not in Education or Training NEET	3.30 – 3.41
	• Planned Growth in the Number of Apprentices	3.42 – 3.44
	• Regional Challenges and Strategies	3.45
	• Quality, Inspections and Success Rates	3.46 – 3.47
	• FE 16 – 18 Full Level 2/3 Achievement	3.48 – 3.50
	• Full Level 2/3, LLDD and BME in 2005/06	3.51
	• Work Based Learning Full Framework Completions and E2E Positive Destinations 2005/06	3.52 – 3.54
	• Strength – WBL Apprenticeship Performance in 2007/08 to the end of April 08	3.55 3.58
	• Further Education	3.59
	• Work Based Learning	3.61 – 3.62
	• Regional High Level Targets	3.63
4.	Regional Strategic Objectives and Priority Actions	
	• Regional Participation, Minimising NEET and ENT	4.1
	• The September Guarantee	4.2 – 4.5
	• Area Wide Prospectus	4.6 – 4.8
	• A Common application Process, Clearing house and data sharing	4.9 – 4.14
	• Raising Attainment in Level 2/3	4.15 – 4.19
	• The Learner Offer – Delivering the Entitlement	4.20 – 4.22
	• National Statement of Priorities: Some Key Actions	4.23 – 4.26
	• Actions from the Regional Commissioning Plan	4.27
5.	Implementation	5.1 – 5.3
	• Local Area Partnerships and Plans	5.4 – 5.9
	• Progress Check Process	5.10 – 5.14

1. Introduction

- 1.1 The 14-19 reforms will provide opportunities for young people to choose from a much wider range of curricula and qualifications to keep them motivated and engaged in learning until they attain the knowledge, skills and capabilities they need to succeed in life, education and employment. The East Midlands 14-19 Strategy sets the context for a new impetus in planning 14-19 education and identifies the key actions required to take forward the reform agenda until the transfer of funding to local authorities in 2010.
- 1.2 The regional strategic analysis should underpin the development of local area plans and as such should provide a useful context and proposals, for local areas, local authorities, 14-19 partnerships and providers to adopt, to facilitate the shift in responsibility for 14-19 learning through the machinery of government changes. It is predicated on the belief that every young person in the East Midlands has the potential to achieve and will be supported to maximise their potential through educational opportunities increasingly tailored to their needs and interests. Our strategy focuses on developing broad and comprehensive educational experiences that meet the needs and interests of all young people in the East Midlands. Through it the LSC aims to ensure that more young people achieve, progress and succeed year on year.

2 National Policy Context and Targets

2.1 14 – 19 Reform

The 14-19 Implementation plan sets out the agenda for a radical reform of 14-19 education and within this there are four main elements:

- Raising the participation age
 - Raising achievement
 - Designing new curriculum and qualifications; and
 - Curriculum delivery
- 2.2 The paper Raising Expectations: Staying in Education and Training post-16 sets out the policy and legislation to ensure that all young people continue to participate in education or training until they are at least eighteen. Participation will include:
- Full-time education, such as in school or in college
 - Work-based learning, such as an apprenticeship
 - Part-time education or training, for those who are employed, self-employed or volunteering more than 20 hours a week

- 2.3 The entitlement will provide every young person with the best chance to achieve and succeed and enable us to meet the national target of 90% participation among 17 year olds by 2015.
- 2.4 To do this the LSC will support 14-19 partnerships in extending the range of learning opportunities available, providing a choice of routes to suit different learning preferences and hence motivate all young people to participate, achieve success and progress into higher education and / or skilled employment.
- 2.5 The new diplomas for 14-19 year olds will particularly engage those learners, who prefer to learn in more practical settings while the new apprenticeship entitlement will provide greater access to occupational learning. Added to this, an increasing focus on stage rather than age will enable many more young people to access learning that is at the right level for them, thereby increasing participation and success.
- 2.6 We have a collective responsibility for the future of every young person and must work with and support local authorities, schools, colleges and employers in the development and roll out of the full diploma entitlement by 2013, in the development and roll out of the Foundation Learning Tier by 2010 and in significantly increasing the number of young people taking apprenticeships.

2.7 Recent Legislation and Policy

The Education and Skills Bill sets out new rights and a responsibility for young people to remain in education or training until they reach the age of 18. The white paper 'Raising Expectations: enabling the system to deliver', commits to providing a wider choice of options and more coherent pathways leading to higher education and employment for young people. The range of opportunities for young people can be found in the DCSF consultation document: 'Promoting achievement, valuing success: a strategy for qualifications' which explains how the curriculum reforms will be implemented. The key strands of the curriculum and qualifications strategy include a new Foundation Learning Tier for those working below level 2; revised GCSEs, revised A levels including a reduction in the number of units from six to four, an A* grade and an extended project; 17 new diplomas, and an apprenticeship place for every young person who wants one. New functional skills are embedded within all qualification routes. The strategy provides the timescales for the transfer of responsibility and funding for 16-18 participation to Local Authorities, who will take the lead in ensuring that young people participate, maintain accurate information about what young people are doing and have transport systems that support participation across a range of providers. As it is a central tenet of the Bill that young people may learn by attending more than one institution, providers of post-16 education and training will be under a duty to tell the Connexions service if young people drop out, so that they can be contacted as soon as possible and offered support to re-engage. The LSC is working closely with LAs, partnerships and providers to ensure that there is sufficient capacity to meet demand for diplomas, apprenticeships and foundation learning tier qualifications.

- 2.8 Learners who start secondary school in 2008 will be the first to remain in education or training until they are 18.

2.9 National level PSA targets

The DCSF is responsible for five of the Government's Public Service Agreements (PSAs) listed below. The LSC will indirectly support all of these but directly contribute to and lead on 3, 4 and 5.

1. Improve the health and wellbeing of children and young people
2. Improve children and young people's safety
3. Raise the educational achievement of all children and young people
4. Narrow the gap in educational achievement between children from lower income and disadvantaged backgrounds and their peers
5. Increase the number of young people on the path to success.

2.10 The Comprehensive Spending Review (CSR) 2007, has two national targets relating to the 14-19 agenda:

- Increase the proportion of young people achieving Level 2 at age 19 to 82 per cent by 2011; (on the way to a longer term aspiration that 85% of 19 year olds will reach level 2 by 2013) and
- Increase the proportion of young people achieving Level 3 at age 19 to 54 per cent by 2011.

3 Regional Context / Regional Targets

3.1 Participation and Attainment

Against this national context, we will aim to:

- Raise participation and attainment in the East Midlands Region,(EMR) narrowing the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers.
- Achieve a target of 90% of all young people participating in learning at 17 by 2013 and at 18 by 2015.

3.2 We know how many learners reach 16 without having attained full Level 2, but in order to commission effectively the LSC needs to ensure that sufficient and appropriate provision is available in every locality, so that all learners can choose the course that is right for them. In order to achieve this we will:

- Apply a detailed analysis and understanding of attainment levels abilities and aptitudes of this group, across the region at key stages in a timely way.
- Use this information to secure and fund the right volumes and types of provision that will enable this group of learners to succeed and progress.

3.3 Although we have increased the numbers of young people who reach Level 2 and 3 in the East Midlands, the LSC recognises that it is vital to the health and prosperity of young people, the economy and our communities, that together with our partners we significantly increase the rate of this improvement. We believe that many more young people are capable of achieving these levels by age 19 and plan to ensure more young people make the transition, post-16, onto courses leading to levels 2 and 3. To do this we will support partnerships in their work to develop the full range

of opportunities for young people from 14 including the implementation across the region of:

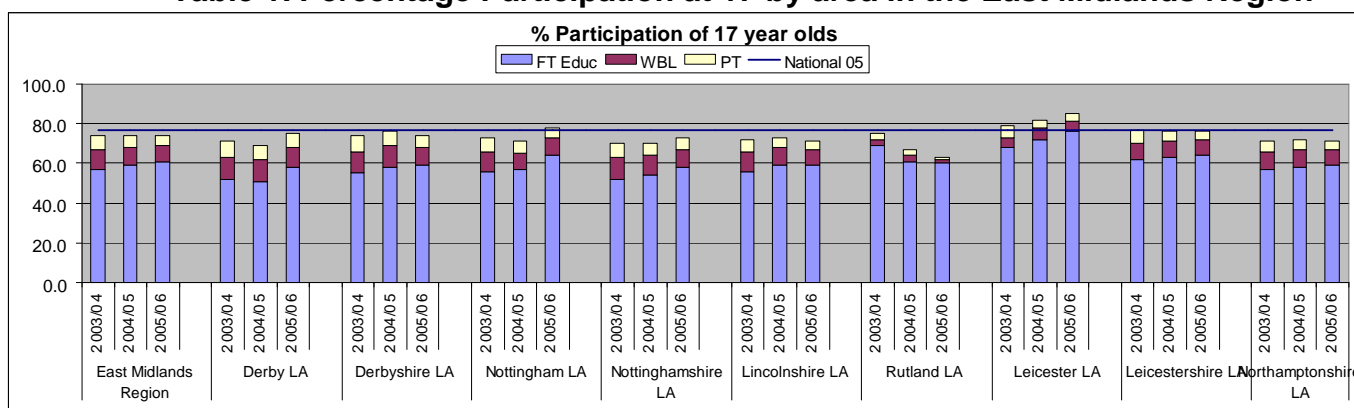
- 17 new Diplomas
- The Foundation Learning Tier and qualifications within the scope of the FLT
- Key Stage 4 Engagement, Young Apprenticeships, E2E
- Apprenticeships
- Revised A Levels

3.4 Area issues and variations

Many of the data tables in this section come from the National Progress Checks: a mechanism introduced by DfES in 2006 to help Partnerships assess their own progress in implementing the reforms. The LSC will continue to work with local authorities, providers and 14-19 partnerships to ensure that we bring each area up to the level of the best by sharing and implementing best practice across the region, by using Minimum Levels of Performance to address underperformance and via well informed procurement and commissioning.

Table 1 shows the relative performance by area of 17 year old learners participating in boroughs across the East Midlands.

Table 1: Percentage Participation at 17 by area in the East Midlands Region



3.5 Participation in Education and Training at 17

In 2006, 74 percent of 17 year olds in the East Midlands were participating in education and training, a fall of 9% from the participation rate at 16. Although the lowest achieving are most likely to drop out at 16 they show signs of disaffection much earlier. More current information, though available at national level, is not yet available at regional or area breakdown level.

3.6 Total Participation

At 17 in the EM is improving more slowly than the national rate, although within this there are some interesting variations. Leicestershire is 3% above the national average (NA), boosted by the high percentage of learners in full time education at 7% above NA. Derbyshire is at the NA due to a larger than average percentage of

learners in WBL. We need to build on these successes by sharing good practice across the region. Derbyshire has more E2E learners than Leicestershire and Lincolnshire put together. Because on average only 50% of E2E learners achieve a positive destination, and progression to a full level 2 does not currently count towards this, we will ensure that E2E programme funding is more closely aligned to the acquisition of a first full level 1. We will do this by funding unitised pathways in preparation for the implementation of the Foundation Learning Tier and Qualification Credit Framework and reducing the emphasis on an outcome after 22 weeks attendance.

3.7 LSC Funded Provision and trends via Further Education, School Sixth Forms and Work Based Learning

Table 2: The Percentage of 16-18 Year Olds Participating in LSC Funded Education and Training

Actual Learners		Stream				
Academic Year	LLSC Name	FE	S6F	WBL	E2E (starts)	ESF (non FE/WBL)
2005/06	Derbyshire	10,284	6,871	2,867	1,610	819
	Nottinghamshire	15,464	8,254	2,874	909	1,847
	Lincolnshire and Rutland	6,456	6,366	1,554	467	1,139
	Leicestershire	12,390	6,330	1,972	807	700
	Northamptonshire	7,357	7,922	1,893	677	312
	East Midlands Total	51,951	35,743	11,160	4,470	4,817
2006/07	Derbyshire	10,395	7,226	2,547	1,389	674
	Nottinghamshire	15,356	7,678	2,663	990	1,428
	Lincolnshire and Rutland	7,138	6,573	1,424	619	1,268
	Leicestershire	12,335	8,390	1,924	684	735
	Northamptonshire	8,227	6,436	1,651	731	403
	East Midlands Total	53,451	36,303	10,209	4,413	4,508
2007/08	Derbyshire	9,713	7,513	2,606	1,067	562
	Nottinghamshire	14,110	8,128	2,829	709	896
	Lincolnshire and Rutland	7,650	6,744	1,518	461	200
	Leicestershire	11,889	8,586	2,299	640	570
	Northamptonshire	7,571	6,694	1,643	544	272
	East Midlands Total	50,933	37,665	10,895	3,421	2,500
Source: 2007/08 Scorecard - YPParticipationLive08 - June 2008						
FE numbers selected on All 16-18 Learners, FE inyear funded and not FE inyear funded, excluding unknown						
School 6th Form numbers for 2005/06 and 2006/07 are from September census						

3.8 Eighty four percent of the region's 16-18 population was in learning at aged 16, in 2006/07 but this had reduced to 74% by the time this cohort had reached 17. There was an overall drop of 0.5% for East Midlands in the percentage of young people participating at 17, between 2004/05 and 2005/06 although there was a 0.7% improvement in sixth form numbers as a percentage of the total number of learners. Leicestershire and Nottinghamshire saw a reduction in this cohort of 1% and 0.3 %

respectively in 2006, continuing a trend started in 2005. Derbyshire and Northamptonshire and Lincolnshire and Rutland all saw increases in this population.

3.9 All areas had fewer 17 year old WBL learners in 2006 than in 2005, an average drop of 0.6% points across the region. At 1.1%, Derbyshire showed the largest fall in WBL numbers as a percentage of their total LSC learners, followed by Lincolnshire and Rutland and Leicestershire at 0.8% and 0.7% respectively. Derbyshire has relatively high numbers of learners both in WBL (13% of total learners) and E2E (7.5% of total learners) that were relatively evenly spread across the city and county. There are several factors impacting on the reduction in WBL numbers and although this may, in part, be viewed in light of significant increases in E2E starts, (in all areas apart from Lincolnshire and Rutland) and in school sixth form recruitment, the change in focus also reflects a change in emphasis in the PAS target measure, from number of starts to the number of completions. This increased focus on outcomes has caused providers to be more risk averse in recruiting to apprenticeships, more careful in recruitment and more likely to advise some young people onto the more flexible and personalised E2E programme. At the same time it has caused some area LSCs to become more risk averse and as a consequence the number of WBL providers has been reduced as a mechanism for improve quality.

Table 3: The Percentage of 17 Year Olds Participating in Education and Work Based Learning Based On Where They Live

	% Participation at 17											
	2003/04				2004/05				2005/06			
	Full time Education	WBL	Part time	Total % participation	Full time Education	WBL	Part time	Total % participation	Full time Education	WBL	Part time	Total % participation
National	60.0	9.0	6.0	75.0	63.0	8.0	5.0	76.0	65.0	8.0	5.0	77.0
East Midlands Region	57.0	10.0	7.0	73.0	59.0	9.0	6.0	74.0	61.0	8.0	5.0	74.0
Derbyshire	54.0	11.0	8.0	73.0	56.0	11.0	7.0	74.0	59.0	9.0	6.0	74.0
Derby LA	52.0	11.0	8.0	70.0	51.0	11.0	7.0	70.0	58.0	10.0	7.0	74.0
Derbyshire LA	55.0	11.0	8.0	75.0	58.0	11.0	7.0	75.0	59.0	9.0	6.0	74.0
Nottinghamshire	53.0	11.0	7.0	71.0	55.0	10.0	6.0	71.0	60.0	9.0	6.0	74.0
Nottingham LA	56.0	10.0	7.0	72.0	57.0	8.0	6.0	71.0	64.0	9.0	5.0	78.0
Nottinghamshire LA	52.0	11.0	7.0	70.0	54.0	10.0	6.0	71.0	58.0	9.0	6.0	73.0
Lincolnshire & Rutland	57.0	9.0	6.0	72.0	59.0	9.0	5.0	73.0				
Lincolnshire LA	56.0	10.0	6.0	72.0	59.0	9.0	5.0	73.0	59.0	8.0	4.0	72.0
Rutland LA	69.0	3.0	3.0	74.0	61.0	3.0	3.0	67.0	60.0	2.0	1.0	64.0
Leicestershire	65.0	7.0	6.0	78.0	66.0	7.0	5.0	77.0				
Leicester LA	68.0	5.0	6.0	79.0	72.0	6.0	4.0	82.0	76.0	5.0	4.0	85.0
Leicestershire LA	62.0	8.0	7.0	78.0	63.0	8.0	5.0	77.0	64.0	8.0	4.0	76.0
Northamptonshire												
Northamptonshire LA	57.0	9.0	5.0	72.0	58.0	9.0	5.0	73.0	59.0	8.0	4.0	71.0

Source: DfES Participation_LSC_rounded_final tables June 2008

Participation rates at LSC or LEA level are only available up to 2006

Leicestershire and Lincolnshire & Rutland LSC percentages could not be given for 2007/08 as the DCSF report included Rutland in Leicestershire and not with Lincolnshire.

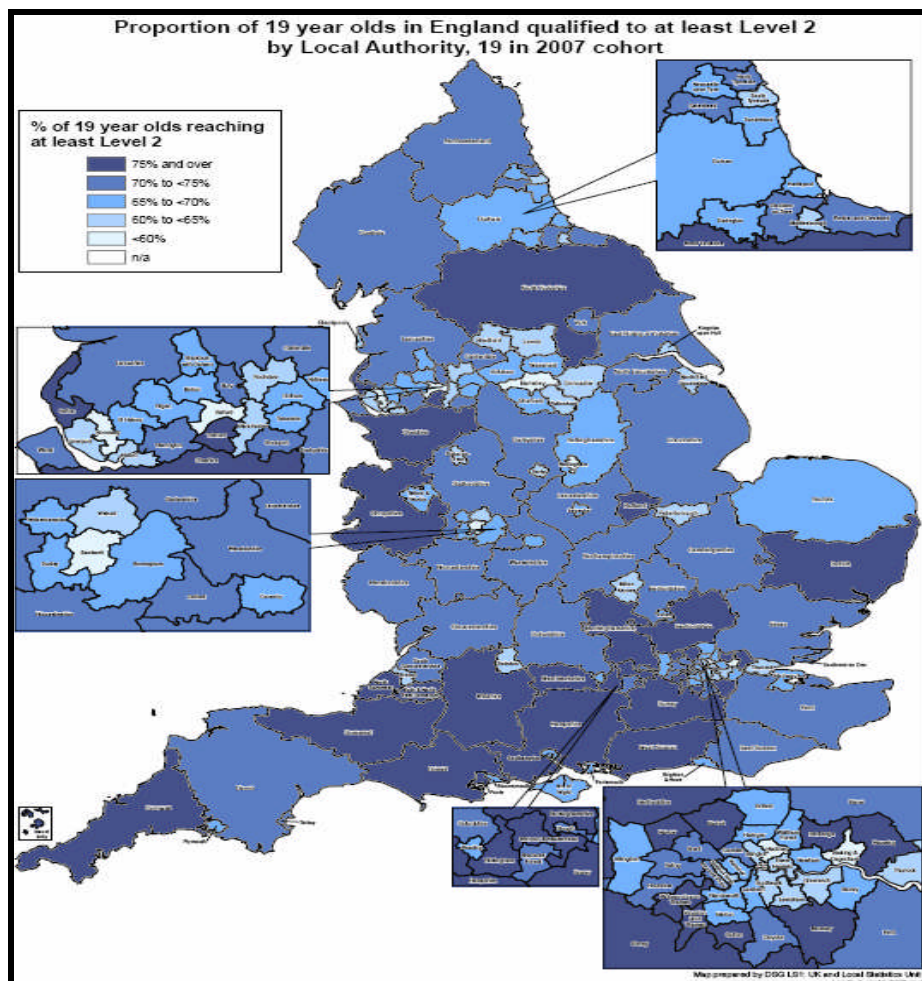
3.10 Regional data analysis tells us that the largest percentage loss in participation at 17 was in school sixth forms (22%), whilst in work based learning participation had increased by 40% at age 17. Overall this does not compare favourably with national figures, where 86% were in learning at 16 and 76% in learning at 17. The retention of young people nationally in school sixth forms is marginally better (21% loss) than in the region, although sixth form colleges in the region experience less loss than those nationally at 17 (14% compared to 16%). The increase in those participating in work based learning in the region at 17 is higher than the national increase of 32%. This analysis of drop out by type of provider may be an indication of gaps in the quality of IAG, in the management of learning, appropriate recruitment or in commissioning. There may be an incentive for some providers, to retain learners into year 11 without necessarily being able to provide an appropriate or sufficiently broad offer.

- We will support partnerships in the development of alternative provision and encourage good destination analysis of their learners.

Achievement at Level 2

3.11 In 2006/07 the EMR had the lowest proportion of its population aged 16 to 19 qualified to at least level 2. Within the category of those dropping out of mainstream education before 16 are young carers, LLDD, young mums to be, the homeless and those in young offender institutions. Around 27% of those in NEET have high GCSE attainment while 15% of 18 year olds are young people on gap years¹. However young people are more likely to drop out of education or training at 16 if they:

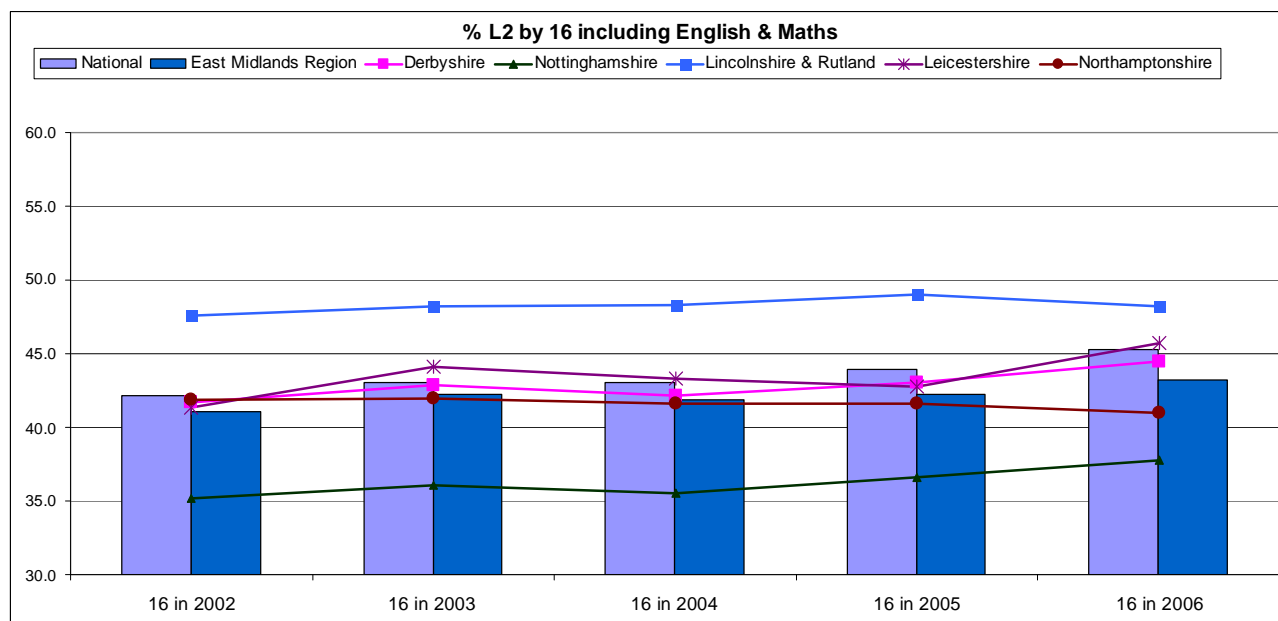
- have low attainment at GCSE
- are from lower socio economic groups
- were persistent truants in year 11 or
- are teenage mothers
- are in care,
- in young offender institutions, or
- have a learning difficulty or disability



¹ HMSO, 14-19 Education and Skills, 2005

- 3.12 To fulfil our ambition of 100% participation we will commit our 14-19 Fighting Funds to the needs of these 'hard to reach' youngsters, working with partners to bring together support from a range of networks and agencies to motivate and re-engage them into learning. Because we recognise that improving achievement at Level 2 is about closing the inequality gap, between the vulnerable and non-vulnerable and that this is not simply an educational gap:
- We will support a multi agency approach to tackling this issue.
- 3.13 Because we know which districts in the East Midlands have furthest to travel we will work with partnerships in each local area, to ensure that young people, at any stage, can access courses at the ability level that is right for them. We will marshal and disseminate flexible funding across the region on a needs basis to fund flexible access to entry level units linked into the Qualification and Credit Framework (QCF) as well as courses that will fall within the Foundation Learning Tier before this is fully implemented in 2010.
- From 2008 we will fund the progress of these learners towards the achievement of full level two qualifications.
- 3.14 We need earlier identification of those most likely to fall out of education and training between 14 and 16 in order to provide the right amount of vocational or work related options at the onset of key stage 4. An analysis of young people not in education or training coupled with the number completing school without the 4 D grades required to access a level 2, will identify the scale of need for alternative provision currently outside the main priority targets. Early identification of those showing signs of disengagement at KS3 will enable accurate targeting of vocational programmes at 14.
- The LSC will work with and support local authorities to ensure that there is sufficient provision for this group of young people, and that resources are directed towards delivering the 14-19 reforms including the offer of tailored, flexible provision linked to a unitised credit system which recognises that some young people will take longer to achieve.
- 3.15 For those with more difficult, disjointed or chaotic lives, being able to access a personalised curriculum, encompassing social, emotional as well as formal skills elements in non traditional learning environments can begin to address the differentiated issues preventing their inclusion in society and excluding them from learning. We have already begun to fund this type of provision through the Key Stage 4 Engagement programme and we will continue to do so until the Foundation Learning Tier is fully implemented.

Table 4: The Proportion of Learners Achieving 5 + A*-C Grades in GCSE including English and Maths



3.15 There was an increase in the proportion of 16 year olds achieving five or more A*-C GCSEs including English and Maths in the East Midlands between 2002 and 2006 from 41% to 43% although the region remains 2% below national average, 1% lower than the comparison in 2002. EMRs best position was in 2003 when the distance from national average was 0.8%. Nonetheless, persistent and long term deprivation remains concentrated in the three cities Leicester, Nottingham and Derby.

- The LSC will work with partners to develop a multi agency approach to tackle this underachievement, funding pre level 1 progression routes between 14-19 to address the poor attainment that in turn impacts on continued poverty and worklessness.

Table 5: The Increase in the Percentage of 5+A*-C or Equivalent Grades (including English and Maths)²

7. Increase in the Percentage of 5+ A*-C or equivalent grades (including English and Maths)							
		16 in 2002	16 in 2003	16 in 2004	16 in 2005	16 in 2006	% improve
		By 16	By 16	By 16	By 16	By 16	16 2006 over
		By 16	By 16	By 16	By 16	By 16	16 2005
	National	42.1	43.0	43.0	43.9	45.3	1.4
EM	East Midlands	41.1	42.2	41.9	42.2	43.2	1.0
EM010	Derbyshire	41.7	42.9	42.1	43.0	44.5	1.5
EM020	Nottinghamsh	35.2	36.1	35.5	36.6	37.8	1.2
EM030	Lincolnshire &	47.6	48.2	48.3	49.0	48.2	-0.8
EM040	Leicestershire	41.3	44.1	43.3	42.8	45.7	2.9
EM050	Northampton	41.9	42.0	41.6	41.6	41.0	-0.6

Source: YP matched administrative dataset 2005/06

²Note: These are the latest figures currently available to us from the YP matched administrative data set from DCSF.

3.17 In the achievement of 5 A*-Cs including English and maths, Lincolnshire and Rutland exceeded national averages throughout the period, outperforming national averages by almost 3% in 2006. Their 2006 achievement of 48.2% represents a fall of 0.8% since 2005. Except for a small dip in 2004 Nottinghamshire steadily increased its 5 GCSE score from 35.2% in 2002, to 37.8% in 2006. However, Nottingham has been below national averages since 2002 and despite recent improvements ended 7.5% below in 2006.

3.18 Northamptonshire, although performing close to the national average, has been falling in performance since 2003. Derbyshire has improved by 2.8% points since 2002, increasing each year apart from 2004 ending just 0.8% below the national average. Leicestershire showed a similar pattern, improving by 4.4% between 2002 and 2006, but falling in both 2004 and 2005.

Table 6: The Proportion of Y11 Learners Who Progress Through the Qualifications Framework by the Age of 19

7. The proportion of Y11 Learners who progress through the qualifications framework by the age of 19

Age 19 in	2004/05				2005/06				2006/07			
	L2 at 16	L2 by 19	L2 increase	L3 by 19	L2 at 16	L2 by 19	L2 increase	L3 by 19	L2 at 16	L2 by 19	L2 increase	L3 by 19
National	50.3	69.3	19.0	45.6	52.2	71.4	19.2	46.8	53.0	73.9	20.9	48.0
East Midlands	50.0	67.0	17.0	43.0	51.6	68.8	17.2	44.1	51.7	71.2	19.5	44.5
Derbyshire	50.8	65.1	14.3	37.2	52.1	66.0	13.9	36.9	52.2	68.7	16.5	38.5
Derby LA	44.5	59.1	14.6	36.9	47.6	61.5	13.8	38.7	48.2	63.9	15.7	37.4
Derbyshire LA	52.8	68.8	16.0	44.1	53.5	69.4	15.9	43.5	53.5	72.3	18.8	45.3
Nottinghamsh	44.2	62.6	18.4	41.5	45.1	64.9	19.8	44.1	46.0	69.7	23.7	45.4
Nottingham L	40.0	53.5	13.6	33.9	41.9	55.3	13.4	34.5	43.7	57.2	13.5	33.9
Nottinghamst	45.5	62.6	17.1	37.9	46.2	64.4	18.2	39.7	46.7	66.7	20.0	39.4
Lincolnshire &	55.2	69.8	14.6	43.9	58.6	72.6	14.0	45.9	58.3	73.6	15.3	46.0
Lincolnshire	53.7	68.5	14.9	44.2	57.1	71.0	13.8	45.8	56.9	73.0	16.1	47.1
Rutland LA	70.4	81.8	11.4	58.9	73.0	82.0	9.0	62.4	70.2	80.2	10.0	63.5
Leicestershire	50.6	71.1	20.5	49.0	52.7	72.6	19.9	49.9	52.3	73.2	20.9	48.1
Leicester LA	42.8	63.0	20.2	44.4	44.7	65.2	20.5	45.3	44.8	66.6	21.8	42.3
Leicestershire	54.4	72.3	17.9	48.6	56.3	73.0	16.7	49.1	56.0	73.8	17.8	48.5
Northampton	51.5	67.8	16.3	44.6	52.4	69.5	17.1	44.3	52.1	71.9	19.8	44.8

Source: YP matched administrative dataset 2006/07.

Still awaiting formal guidelines on this indicator.

3.19 Level 2 Progression 16-19 and Level 3 by 19: 2004/05 to 2006/07

For some time the regional trends in attainment of level 2 qualifications at age 16 and at 19 and level 3 qualifications age 19 have been below national averages and we are falling further behind. We have one of the lowest value-added proportions between 16 and 19 for level 2 achievement in the country.

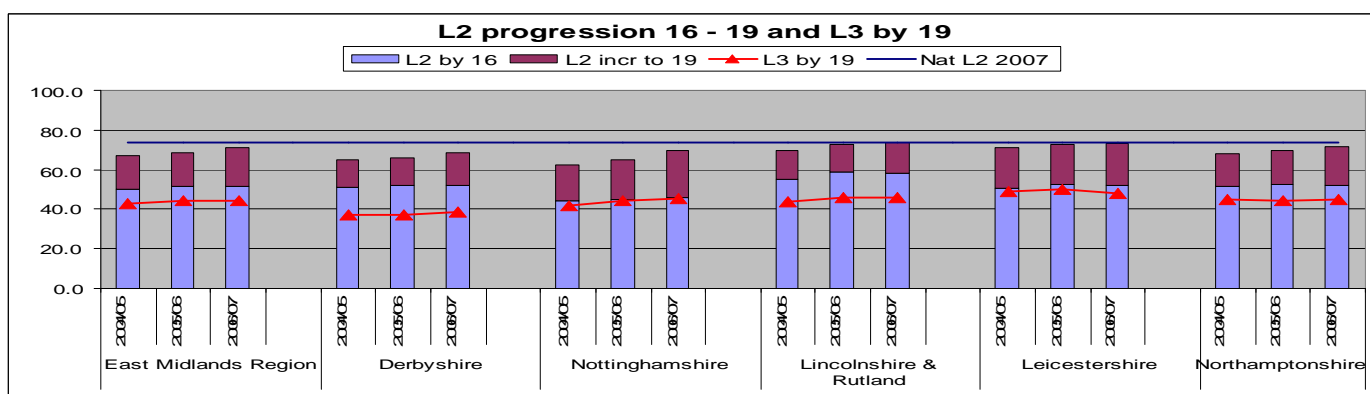
3.20 In 2006/07 we have improved the percentage of young people achieving a level 2 qualification by 2% at age 19 from 2005/06 but are now 3% behind the national averages (74% nationally to 71% regionally). This is due to our regional average of level 2 attainment at age 16 remaining at 52% against the national average of 53% and the national trend of improvement by age 19 matching our own regional trend.

3.21 The shire local authorities have exceeded the national averages for level 2 at 16 across the period with the exception of Nottinghamshire where, although there has been a year on year improvement, nonetheless the distance from the national average has increased.

- 3.22 Leicestershire had the best level 2 increase in 2004/05 and 2005/06, out-performing the national rate but in 2006/07 ended at the NA. Nottinghamshire's improvement began 0.6 % points under the national rate but ended remarkably 2.8 above it at 23.7%.
- 3.23 The pattern in level 3 achievement by 19 shows the shire authorities out-performing the cities, with Rutland and Leicestershire consistently outperforming the national average. Of the areas, only Leicestershire outperformed the national average in 2006/07 by just 0.1% while Lincolnshire and Rutland ended 2% below, Nottinghamshire 2.6% below, Northamptonshire 4% below and Derbyshire 9.5% below the national rate. The impressive post 16 catch up rates in Nottinghamshire highlight the strength of the FE sector in this county.
- 3.24 As a region we have not been able to deliver a level 2 attainment value added proportion between ages 16 and 19 that is above the national trends. We must do so if we are to improve our overall regional position, particularly as the KS4 performance of our local authorities remains so mixed.

The region

Table 7: Level 2 Progression 16-19 and Level 3 by 19



- 3.25 Although Nottingham does significantly less well than other areas at achieving level 2 by 16 the area gets almost all those that do through level 3 by 19 and has a larger uplift than most areas in level 2 by 19. This not only demonstrates the strength of further education provision in the area but also indicates an urgent need for alternative, vocational provision from 14. Nottingham is the only area to warrant a red rating in the progress checks for this indicator. (See table 7). Lincolnshire and Rutland have untapped need at Level 3 as the remarkable 6.4% above national average level 2 attainment at 16 is not followed through with an equal level 3 success by 19, but is in contrast 1% below national average. More needs to be done in this area to improve progression routes and post 16 recruitment, combat issues of rurality and the deficit of some employment sectors with good transport systems and carefully located skills centres. Again, for those who were 16 in 2005/06, Leicestershire performed at level 2: just 0.5% above national average, but nonetheless surpassed NA by 2.1% in level 3 at 19 by over 3% points. So in Leicestershire, only 2.8% of those who achieved level 2 did not go on to gain level 3

in 2005/06 in contrast to Lincolnshire and Rutland where this figure was 12.7% and in Derbyshire where it was 15.2%.

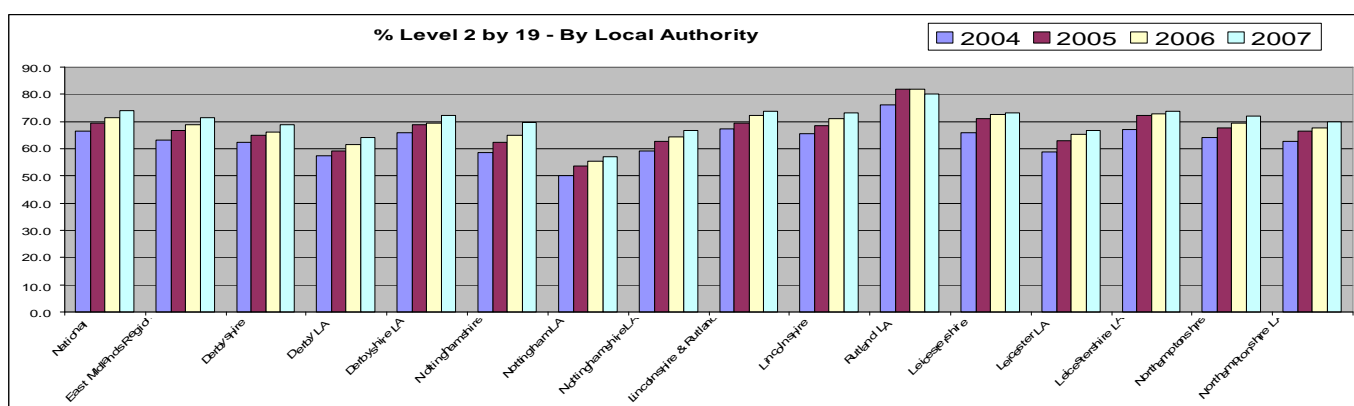
Northamptonshire has less than 1% variation in the acquisition of level 2 by 16 across the period ending 2006/07 just 0.4% less than the 2004/05 data. Similarly in the acquisition of level 3 Northamptonshire showed just 0.2% point variation upwards between 2005 and 2007. Apart from Leicestershire who fell by 0.9% all other areas improved against this measure, Derbyshire by 1.3%, Nottinghamshire by 3.9%, Lincolnshire and Rutland by 2.1%.

Table 8: The Percentage of Young People Achieving Level 2 by 19

	% Achieving Level 2 by 19				% annual improvement	Improvement Status
	2004	2005	2006	2007		
National	66.4	69.3	71.4	73.9	2.5	Green
East Midlands	63.2	66.8	68.7	71.2	2.5	Amber/Green
Derbyshire	62.2	65.0	66.1	68.7	2.6	Amber/Green
Derby LA	57.3	59.1	61.6	63.9	2.4	Amber/Red
Derbyshire LA	65.7	68.8	69.4	72.3	2.9	Amber/Green
Nottinghamsh	58.4	62.4	64.9	69.7	4.8	Green
Nottingham LA	50.2	53.5	55.3	57.2	1.8	Red
Nottinghamsh	59.2	62.5	64.4	66.7	2.2	Amber/Red
Lincolnshire &	67.1	69.4	72.3	73.6	1.4	Amber/Green
Lincolnshire	65.6	68.4	71.0	73.0	2.0	Green
Rutland LA	76.0	81.8	82.0	80.2	-1.8	Amber/Red
Leicestershire	65.8	70.9	72.4	73.2	0.8	Amber/Green
Leicester LA	58.9	63.0	65.2	66.6	1.5	Amber/Red
Leicestershire	67.0	72.3	73.0	73.8	0.9	Amber/Green
Northampton	64.0	67.6	69.4	71.9	2.5	Amber/Green
Northampton	62.7	66.5	67.6	70.0	2.4	Amber/Green

Source: Young Person merged database 2006/07

Table 9: Level 2 Achievement at 19 by Local Authority Area



3.26 Rutland is the best performing LA in the region with 82% achieving Level 2 by 19, and still slightly improving. Nottingham City is the lowest performing LA, but with the best point improvement of 2.2%

3.27 There has been a change in the scoring of this performance indicator in the Progress Checks, combining actual performance against benchmarks, and the progress over the previous year. The best improving areas are Lincolnshire and Rutland with 2.8% improvement over 2005 and Nottinghamshire improving by 2.3%. The new scoring will make it more difficult for those areas furthest away from national benchmarks to achieve green.

- We will work with these areas to accelerate improvement.

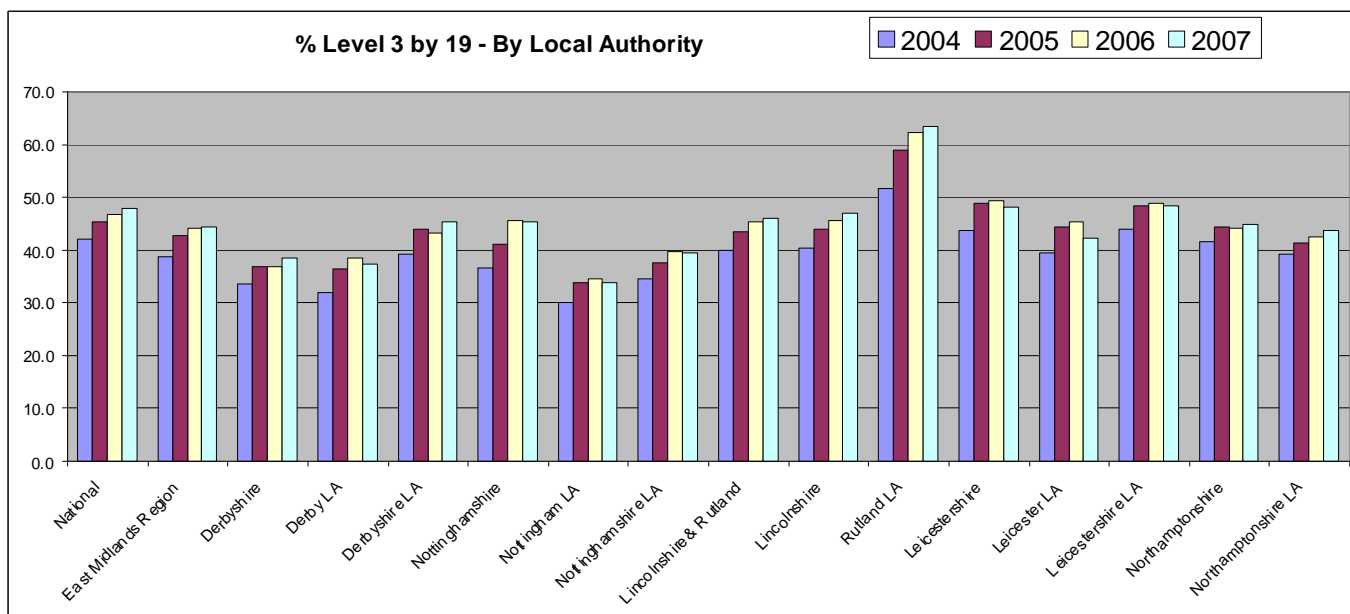
Table 10: Percentage of Young People achieving Level 3 by 19

		% Achieving Level 3 by 19				improvement	Status
		2004	2005	2006	2007		
	National	42.0	45.4	46.6	48.0	1.3	Amber/Green
EM	East Midlands	38.8	42.8	44.2	44.5	0.3	Amber/Red
EM010	Derbyshire	33.5	37.0	36.9	38.5	1.6	Amber/Red
	Derby LA	31.9	36.5	38.6	37.4	-1.2	Red
	Derbyshire LA	39.2	43.9	43.3	45.3	2.1	Green
EM020	Nottinghamsh	36.7	41.1	45.6	45.4	-0.2	Red
	Nottingham LA	30.0	33.7	34.5	33.9	-0.6	Red
	Nottinghamsh	34.6	37.5	39.6	39.4	-0.2	Red
EM030	Lincolnshire &	40.0	43.5	45.4	46.0	0.5	Amber/Red
	Lincolnshire	40.3	43.9	45.5	47.1	1.6	Amber/Green
	Rutland LA	51.7	58.9	62.4	63.5	1.1	Amber/Green
EM040	Leicestershire	43.8	48.9	49.2	48.1	-1.2	Red
	Leicester LA	39.5	44.4	45.3	42.3	-3.0	Red
	Leicestershire	44.0	48.4	49.0	48.5	-0.5	Red
EM050	Northampton	41.6	44.4	44.2	44.8	0.7	Amber/Red
	Northampton	39.3	41.4	42.4	43.6	1.2	Amber/Red

Source: YP matched administrative dataset 2006/07

3.28 Achievement of level 3 by 19 in the East Midlands is below national averages and some districts are struggling to achieve their level 3 targets. Work is required to develop borough wide learner entitlements which ensure that a full range of progression routes are available through pre E2E, KS4 engagement and young apprenticeships to level 3 in each sector area. This will ensure that those young people accessing alternative curricula from key stage 4 are not jeopardised from progressing further. Rather than one year flexible funding this cohort needs to be recognised, scoped and addressed through core funding.

Table 11: The Percentage of Young People Achieving Level 3 by 19 by LA 2004-2007

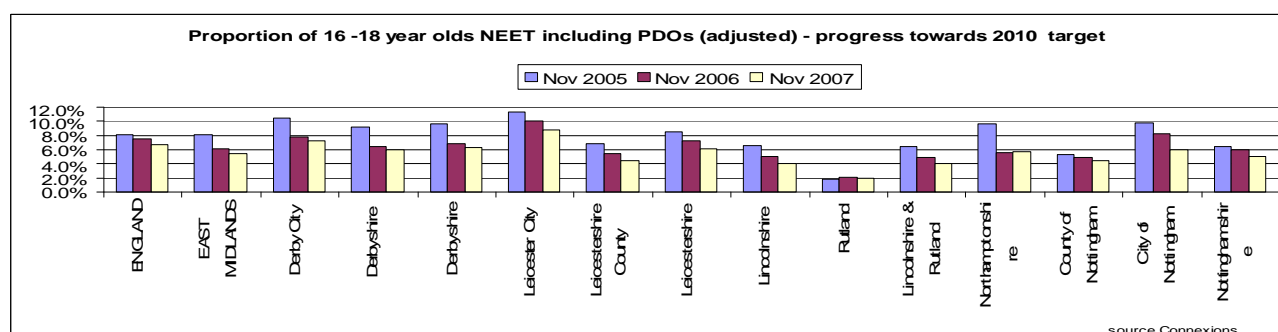


3.29 The national re-interpretation of this progress check indicator scoring for 2008 is along similar lines as for the level 2 at 19. The further an area is from national average the harder it will be to score green in the progress checks. The East Midlands region improved by 1.1% over 2005 compared to a national increase of 1.2%, Derbyshire and Northamptonshire decreased by 0.3% over 2005, plunging them into the red. Nottinghamshire improved by 2.6%, so although still in total 2.7% below National average in 2006, they achieved a green rating. Lincolnshire and Rutland also under the national average by 0.9%, but improved by 2%, so are Amber/Green.

3.30 Young People Not in Education or Training: NEET

The region conducted a major piece of research into the characteristics of NEET learners some eighteen months ago which demonstrated that the overall percentage of learners with learning difficulties and/or disabilities within the NEET population was about 23%, compared to 15% in the 16-18 cohort. Within this group those with emotional and behavioural difficulties was represented twice as frequently as they were in the 16-18 population as a whole.

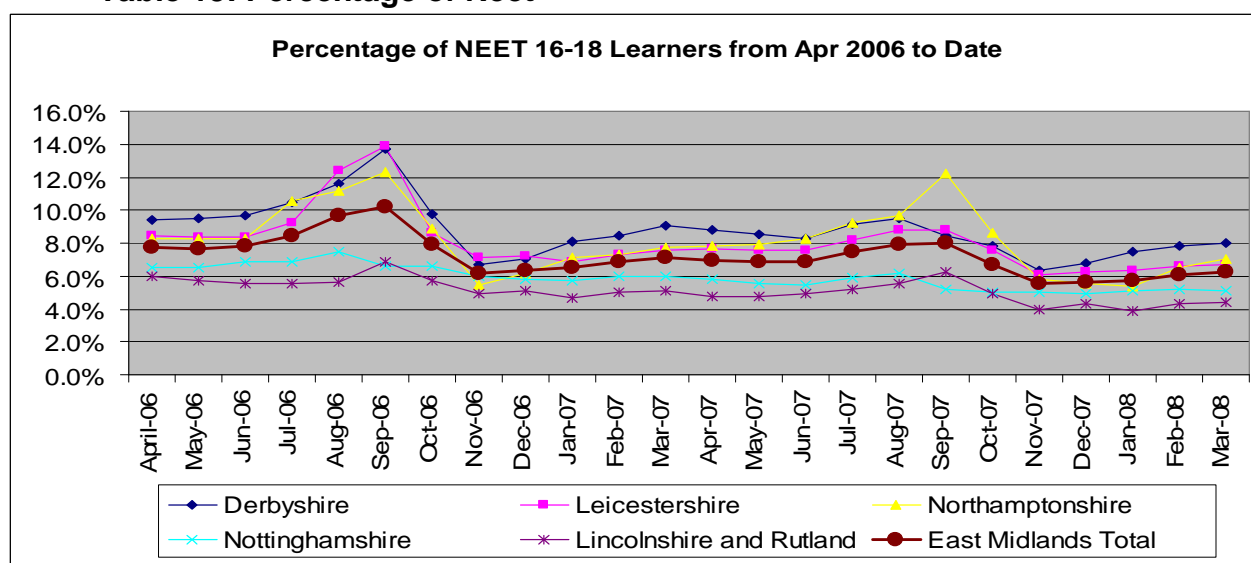
Table 12: The Reduction in Percentage of 16-18 Year Olds Becoming NEET



3.31 The table above shows a comparison of percentages in November 2005-2007, indicating a general decrease in percentage NEET across all areas apart from Northamptonshire. GOEM will use an average of the NEET data between November and February for scoring the progress checks.

3.32 In November 2007 the East Midlands average NEET was 5.5% a 0.7% improvement on the previous year and 1.2% points below national average. Although there are still high levels of NEET in the cities Leicester: 8.8%, Nottingham: 6.0% and Derby: 7.2%, significant decreases were achieved in Nottingham (2.2% and in Leicester 1.2%) on the previous year.

Table 13: Percentage of Neet



3.33 The table above showing monthly fluctuations between April 2006 and March 2008, clearly shows the positive impact that the September Guarantee has had with the EMR rate 2% lower in September 2007 than the previous year and with monthly fluctuations much less evident now. The region as a whole is significantly below its provisional target. The Northampton figure for September 2007 is anomalous because of young people being recorded *en-masse* as 'not known' prior to one to one interviews. This system has now changed.

3.34 Allied to this, in 2006/07 the EMR had the lowest proportion of its population aged 16 to 19 qualified to at least level 2. Within the category of those dropping out of mainstream education before 16 are young carers, LLDD, young mums to be, the homeless as well as those in young offender institutions. For example, of 193 NEET young people in Leicestershire, 40 were heavily pregnant, others were carers or in custodial sentences or had a critical illness. The group also included a high proportion of looked after children.

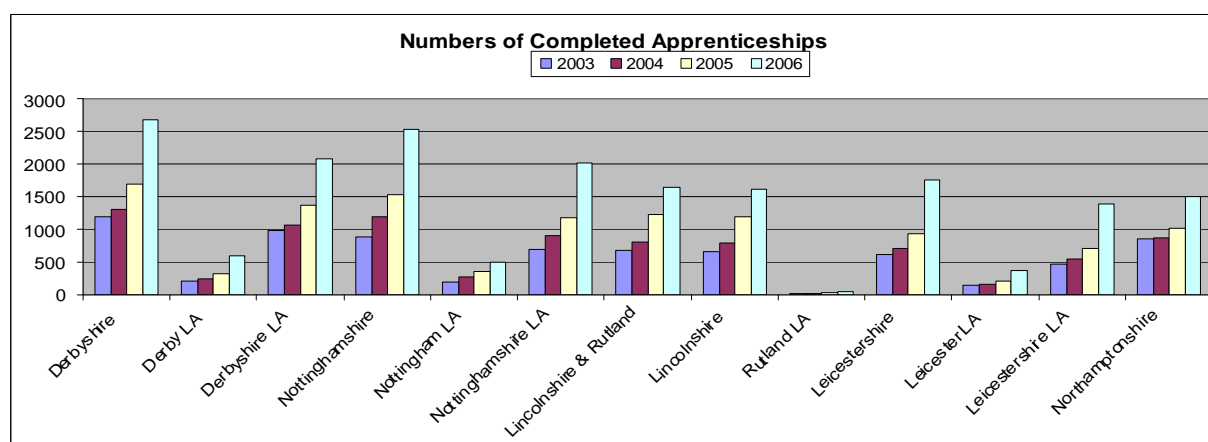
3.35 To achieve a100% participation across the EMR, we recognise that there needs to be a focus, not only on the education gap, but on the wider personal and social needs of these youngsters. A recognition that the NEET group is in need of co-ordinated multi agency support to address broader gaps and that for those with more

difficult, disjointed or chaotic lives, a focus on stage rather than age is key element to achieving success.

- 3.36 That is why, for these young people we want to enable access to learning that embraces a personalised approach, encompassing social and emotional development opportunities, to unblock the differentiated issues preventing their inclusion in society and excluding them from learning, as well as formal skills based elements.
- 3.37 To provide support for these young people in the NEET group there have been a range of actions across sub-regional areas. In Leicestershire, for example, there has been extensive work with key strategic partners in the 14-19 partnerships and in particular schools, to identify potential NEET under-achieving learners early in their school careers, using the outcomes of our research. Specific programmes have been developed for these young people, utilising Key Stage Four Engagement funding and curricula, and ESF funding in concert to target extra resources at this group to develop their key skills and provide tasters of work experience as well as personalised support.
- 3.38 For young people from the age of 14, who find that they are unable to access the statutory level two curriculum, for whatever reason, and before the Qualification and Credit framework QCF and Foundation Learning Tier are fully implemented in 2010, we need to fund a flexible credit based system that recognises and rewards partial achievement, recognising that some will take longer to gain whole qualifications at levels one or two.
- 3.39 We need to fund the whole journey through entry level and level 1 through bite sized elements, in order that youngsters can gain the entry requirements to get on to full level two qualifications.
- 3.40 For those with more difficult, disjointed or chaotic lives, we will:
- Marshal and disseminate flexible funding³ across the region on a needs basis to fund flexible access through entry-level units through to level 1 and level 2 from the age of 14.
 - Fund learning that embraces a personalised approach, encompassing the social and emotional as well as formal skills based elements in non- traditional learning environments to begin to unblock the differentiated issues preventing inclusion in society and excluding them from learning.
 - Ensure that for those young people currently on programmes that do not lead to full level 1, we will use flexible and ESF funding to target achievement at Level 1.
 - Fund a credit based system, enabling accumulation over time, providing transferable credits for bite-sized elements, to provide the flexibility these young people need to negotiate all elements of their life.

³'A co-ordinated use of all available funding: the flexible learning and collaboration line of funding in the statement of priorities (Nov 2007) and that directed to LAs (including the area based grant for collaboration) as well as the Dedicated School Grant (DSG) funding. Local Authorities should take the lead in ensuring that these resources are used effectively to widen opportunity across each area even before diplomas become available': Jon Coles, Letter to DCS.

Table 14: Numbers of 16-19 Learners Completing Apprenticeships



3.41 The scoring of the apprenticeship indicator, in DCSF Progress Checks, is being adjusted this year, from the number of apprenticeships to completions against starts to reflect both participation and success in order to give a better assessment of distance travelled. In the EMR full framework apprenticeship completions increased considerably from 2006/07 to 2008/09, in line with national averages. At the same time, participation declined as employers increasingly risk averse with young people, became more cautious in recruitment. Bucking this trend was the interest in the Young Apprenticeship programme, (14-16) where bids outstripped availability by 60% for the 2008 cohort. The aspiration to reach 400,000 apprentices stated in Lord Leitch’s review presents a significant challenge for the region. The planned growth is as follows:

3.42 Planned Growth in the Number of Apprentices

Participation	2006/07 ⁴	2007/08	2008/09	2009/10	2010/11
16-18	15,645	21,420	21,600	23,400	25,290

Table 15: WBL 16 – 18 Apprenticeship Full Framework Completion Rates.

16 – 18 WBL apprenticeship programme full framework completion rates⁵

Overall New Measures of Success	Advanced Apprenticeships		Apprenticeships	
	2006/07 FRMWK Success Rate	2007/08 FRMWK Success Rate P9	2006/07 FRMWK Success Rate	2007/08 FRMWK Success Rate P9
East Midlands	59%	64%	60%	63%
National	60%	63%	60%	63%

3.43 EMR completion rates on 16-18 full framework apprenticeships continue to improve and track national improvement trends.

3.44 Our FE success rates and WBL full framework completion rates are either at, or slightly above national averages. Our overall performance for the 16 – 18 age group

⁴ Actuals: SSOA merged pivot spreadsheet

⁵ WBL apprenticeship Period 9 MI report data annex for the East Midlands

is below national averages. Data is therefore suggesting that the performance of school sixth forms is the over riding 16 – 18 attainment issue across the region.

3.45 Regional Challenges and Strategies

The key challenges for the East Midlands in meeting national, regional and local priorities relating to young people in 2008/09 are referenced in the Regional Commissioning Plan for 2008-09 and are as follows.

1. Challenge: Participation at age 17 has remained below the national average for three years

Participation at age 17 in the East Midlands has remained below national level for three years although the region's NEET figures continue to be below national average. In November 2006 5.9% of young people were NEET and in October 2007 6.7%. There continues to be high levels of NEET in Leicester, Nottingham and Derby. We will improve participation by:

- Working proactively through 14-19 partnerships on increased profiling and targeting of young people at Key stages 2 and 3, matching them more closely to appropriate provision.
- Encouraging diploma take up and supporting partnerships to go through the Gateway process
- Investing in 4,000 diploma places across the region in 2008/09 one of our cornerstones of ensuring that we meet the September Guarantee.
- Direct ESF funds to provide support for young people who are in employment without education or training (ENT) so that the proportion of young people classified as ENT falls to 12% in 2008/09.
- Investing in the four pathways as laid out in the DCSF strategy for 14-19 qualifications.

2. Challenge: Achievement of Level 2 to Increase by 2% by 2008/09

In 2006 the East Midlands had the lowest proportion of 16-19 year olds qualified to level 2 (53.4% compared to 59.8% for the UK as a whole). We need to increase the proportion of young people qualified to Level 2 by 2% by 2008/09. To do this we will:

- Work closely with key stakeholders to establish where there are learners who feel alienated, have a lack of confidence and poor personal, social and learning skills.
- Have high expectations and confidence in our young people and what they can achieve.
- Support young people in accessing manageable pathways through the qualification and credit framework, involving learners in their own target setting to get ownership.
- Identify underachievement and disengagement much earlier in the learner life cycle and support teachers with the resources to make positive interventions.

Identify best practice in terms of support / mentoring and ensure this is provided to young people in a coordinated and sustainable manner.

- Provide alternative curriculum pathways such as KS4 Engagement, E2E and Young Apprenticeships as well as precursors to the Foundation Learning Tier.
- Focus on stage rather than age recognising that young people learn at different rates.
- Provide increasingly personalised support for learners by integrating additional learner support throughout the learning programme and learner life cycle.
- Work with providers to ensure there is close monitoring and evaluation of the retention and achievement of those with special needs and others identified as belonging to 'vulnerable groups, who consistently and significantly underachieve, to measure the effectiveness of approach and raise awareness of issues.

3. Challenge: The Proportion of Young People Qualified to Level 2 in Nottinghamshire is well below the National Average

The percentage of 16 year olds gaining level 2 in Nottinghamshire was 7% below national average in 2005/06. As a consequence, to prioritise this indicator and to improve at a faster rate we will work very closely with the Local Authority, local communities, parents and carers in areas where cultural attitudes may be hindering learning and skills progress to:

- Include the Level 2 target in the Local Area Agreement to ensure that the profile of this target is raised and the authorities receive additional funding for this through the LA Grant.
- Keep a very tight focus throughout schooling and beyond on functional numeracy and literacy - building on national strategies work and developments in functional skills.
- Evaluate under-achievement and disengagement much earlier in the learner life cycle in order to target the resources to support teachers and agencies to intervene proactively.
- Provide alternative 14-16 curriculum pathways such as KS4 Engagement, E2E and Young Apprenticeships as well as precursors to the Foundation Learning Tier for those working below level 2.
- Target ESF funds to provide support and appropriate provision for the 14-16 age groups in order to achieve this improvement.

4. Challenge: Achievement of Level 3 by 19 is below the National Average

Achievement at level 3 by 19 in the East Midlands is below the national average and so we will advise and steer the activity of 14-19 partnerships to deliver greater than average achievement in order to meet, or exceed, national averages by ensuring that:

- Stakeholders to work together to provide co-ordinated high quality progression routes, building on the strengths of each partner, whilst retaining the unique identities of individual providers.

- All learners in the EMR have access to a learner entitlement offering appropriate scope and coherent progression through pre-entry level qualifications, level 1 and level 2 through to A Levels, Diplomas and Apprenticeships.
- Young people receive high quality advice and guidance and that providers work together to create high quality, seamless admissions systems and services.
- 14-19 partnerships are, through intelligent commissioning, providing a learning entitlement which ensures that there are sufficient places to meet learner needs and interests so that we can deliver greater than average achievement of level 3 by 19 helping us to exceed national averages.
- Partnerships are supported by trialling the national Partnership Self assessment toolkit thereby providing additional focus on the areas with furthest to travel: Derbyshire, Nottinghamshire and Northamptonshire.
- Working with HEFCE and Aim Higher to ensure that there are good progression routes from level 3 through to Foundation Degrees, higher national courses, emerging level 4 apprenticeships, vocational and occupational provision at levels 4 and 5 as well as to full honours degrees.

5. Challenge: Apprenticeship Participation Among, Young People has fallen for three years running.

Apprenticeship participation among young people fell for three years running up to the end of the 2006/07 academic year. During the first 6 periods of 2007/08 this trend was reversed with a 4% increase recorded in apprenticeship participation. We will dramatically increase the number and range of 16-18 apprenticeship places available further by:

- Implementing a national vacancy matching service with the aim of ensuring that 5,689 young people complete apprenticeships by 2008/09.
- Stimulating employer demand from 16 – 18 year olds via our employer/LSC/public sector/provider partnerships.
- Providing pre apprenticeship provision in our FE colleges targeting progression into the Apprenticeship programme.
- Use our performance monitoring and commissioning processes to fund sustained growth year on year in the apprenticeship programmes.

6. Challenge: There is an achievement gap between learners with learning difficulties or disabilities and their peers

We aim to reduce the achievement gap between LLDD learners and their peers by:

- Making use of ESF funds to support learners through a coherent progression framework through pre-entry level units and qualifications and onto level 1 and level 2, prior to the implementation of the Foundation Learning Tier in 2010.
- In preparation for the implementation of the FLT we will work with partner and providers to increasing the progression opportunities for LLDD in e2e and FE college entry/level 1 provision to provide for flexible progression pathways into level 2 learning and the Apprenticeship programme.

3.46 Quality, Inspections and Success Rates

In 2008/09 we will invest more than ever before in learning and skills in the EMR. Our commissioning decisions will be driven by a desire to improve the quality of provision, to eradicate poor provision completely. We want to buy the best quality provision and will fund:

- 362 extra places in further education for 16-18 year olds
- 454 extra places for young people to participate in Apprenticeships
- 37,235 places in school sixth forms for 16-18 year olds

3.47 We will invest in and support colleges and providers that are performing well to ensure that they perform even better. We will make use of robust measures to withdraw poor quality provision and assess performance against minimum level thresholds.

3.48 FE 16 – 18 full L2/L3 Achievement.

Our overall success rates across the region are improving year on year and in 2006/07 we match performance for full level 2 achievement and perform 1% above national averages at level 3.

Table 16: 16 – 18 Full Level 2 and 3 FE College Success Rates by Local Area Team

Area	Year	16-18					
		Full Level 2			Full Level 3		
		Starts	Achieved	% Success	Starts	Achieved	% Success
Derbyshire	2005/06	2,170	1,351	62%	1,603	1,027	64%
	2006/07	2,517	1,757	70%	1,752	1,188	68%
Nottinghamshire	2005/06	3,163	1,973	62%	2,070	1,365	66%
	2006/07	3,099	2,190	71%	2,058	1,417	69%
Lincolnshire & Rutland	2005/06	1,747	1,196	68%	1,051	676	64%
	2006/07	1,820	1,190	70%	1,279	900	70%
Leicestershire	2005/06	2,275	1,621	71%	1,147	740	65%
	2006/07	2,653	1,900	72%	1,355	915	67%
Northamptonshire	2005/06	1,669	1,080	65%	1,160	761	66%
	2006/07	1,770	1,197	68%	1,254	850	68%
East Midlands	2005/06	11,024	7,221	66%	7,031	4,569	65%
	2006/07	11,854	8,327	70%	7,698	5,270	69%
National ⁶	2005	137,276	91,914	67%	92,903	60,582	65%
	2006	147,336	102,155	69%	109,015	74,373	68%

⁶ National figures require updated FO5 data – available w/c 2 Jun 08

Table 17: FE Success Rates

Age	2004/05			2005/06		
	East Mids	National	Difference	East Mids	National	Difference
Overall 16-18	70	72	-2	73	75	-2
Overall 19+	76	75	+1	77	77	0
Overall (all ages)	74	74	0	76	76	0
Long 16-18	67	71	-4	72	74	-2
Long 19+	60	61	-1	64	65	-1
Long (all ages)	63	66	-3	67	70	-3

3.49 In the EMR overall FE success rates for all qualifications in 2005/06 increased by 2% and are equal to the national average, at 76%. However, overall regional success rates for long qualifications are 3% below the national average (67% compared to 70%). 2005/06 overall adult success rates are level with national rates at 77%. Adult long success rates are 1% below national levels at 64% and adult shorts are also 1% below national at 77%.

3.50 The 2005/06 regional overall 16-18 success rates are below the national average by 2%, at 73%. 16-18 long success rates are 2% below national levels, at 72%. Overall, the region has shown a rate of increase in success rates between 2004/05 and 2005/06 equal to that at national level. Although overall success rates are on a par with national levels, success levels of 16-18 learners, specifically on long qualifications, are below national rates and require focus.

3.51 FE Level 2, Level 3, LLDD and BME in 2005/06

Full level 2 success rates have increased for 16-18 from 58% to 66% but remain at 1%, below national levels. Full level 3 success rates at 16-18 have increased from 57% to 65% level with national rates. LLDD 16-18 success rates rose faster than the national trend (5.8% to 74.3%, ending equal with the national level. Regional success rates for BME learners for 16-18 increased by 3% to 75.6%: 1.9% above national levels.

3.52 Work Based Learning (full framework completions and E2E positive destinations: 2005/06)

WBL 16 – 18 Participation.

Participation in apprenticeships by 16-18 year olds had fallen year on year for the three years up to 2006/07. Our overall start volumes did increase at the end of 2006/07 driven by increases of 14% in Advanced Apprenticeships.

5.53 16 – 18 participation in our FE Colleges and School Sixth Forms has increased once more in 2007/08 by 6.7% in FE and by 4% in School Sixth forms. This is a clear demonstration of the demand from young people and parents for post 16 participation in these two sectors which is also supported by a successful EMA policy and thus presents our provider and partnership network with a continuous challenge in driving forward Apprenticeship participation.

5.54 We have taken a number of steps to bring about a radical change in our approach to apprenticeship participation and our performance is closely monitored through monthly meetings, reports and regional/area oversight. For this academic year we were the only region to plan increases in 16-18 Apprenticeships participation in anticipation of the Leitch targets. Our plans over committed the region by 5% against budget.

3.55 Strength – WBL Apprenticeship Performance in 2007/08 to the end of April 08 (period 9).

Comparing P9 in 2006/07 with P9 in 2007/08, we have delivered a 9.4% increase in 16 – 18 starts volumes with Advanced Apprenticeship increasing by 9.8% and Apprenticeship start volumes increasing by 9.3%. This compares well against the national average of a 4%⁷ increase overall in 16 – 18 starts.

Table 18: E2E Trends in Positive Outcomes

2005/06 and 2006/07 Summary	2005/06 % Positive Outcomes	2006/07 % Positive Outcomes	2006/07 % Positive Outcomes into FE	2006/07 % Positive Outcomes into WBL	2007/08 % Positive Outcomes P8	2007/08 % Positive Outcomes into FE P8	2007/08 % Positive Outcomes into WBL P8
Derbys	43.5%	46.3%	18.6%	8.7%	51.0%	28.0%	8.4%
Notts	36.0%	43.8%	17.2%	6.9%	48.8%	23.9%	7.4%
Lincs & Rutland	52.2%	53.3%	14.1%	5.4%	53.9%	25.7%	5.2%
Leics	39.2%	48.7%	14.5%	10.0%	53.8%	17.5%	15.5%
Northants	41.6%	47.4%	15.8%	6.0%	46.0%	16.2%	7.4%
East Midlands	41.7%	47.2%	16.6%	7.6%	50.6%	22.9%	8.9%
National ⁸		51%	16%	9.4%	52%	20.8%	9.4%

3.56 We have directed our local area teams to ensure that e2e providers keep clients on programme for as long as is required to secure positive progression as our success with e2e directly relates to our successes in reducing the proportions of young people identified as NEET and “not known” in all of our local areas.

⁷ Apprenticeships Period 9 MI report: page 4 Exec Summary

⁸ Source: Scorecard data 9 May 2008 from WBL ILR P8

3.57 Ofsted Inspections

The initial findings of a regional analysis of inspection grades indicate (based on grades awarded for 'Overall Effectiveness' or, where not available, 'Leadership and Management') found that the majority of provision is good or satisfactory, with pockets of outstanding or unsatisfactory grades in some areas of learning.

- No FE colleges are inadequate
- 3 WBL providers are inadequate
- No Independent Specialist College is inadequate
- No PCDL providers are inadequate
- 1 ESF provider is inadequate

3.58 The LSC Regional Quality team provides QIA with early notification of providers falling under minimum levels of performance,(MLP) in order that QIA is able to target support and offer to work with them to develop their self assessment procedures. LSC encourages these institutions to undertake peer review with providers who are performing well. The Regional LSC will serve a notice to improve to those providers falling under the MLP. Where improvements are not made in the designated timescale, contracts will be removed and put out to open and competitive tender with LSC local area teams stimulating demand.

3.59 Further Education

Between September 2005/07 10 FE providers had received inspection grades using the new Common Inspection Framework (CiF). The results are very positive, with 1 college graded as outstanding for overall effectiveness, 6 graded as good and 3 as satisfactory. No Subject Sector Areas were graded as inadequate, in fact, of 27 subject grades awarded, 1 is outstanding, and 16 are grade 2 and 10 are grade 3 reflecting a move from satisfactory towards good in the East Midlands FE sector. In addition, 3 FE Colleges, all in Leicester, have been graded as outstanding with regard to 'capacity to improve'.

3.60 Independent Specialist Colleges

Just 6 independent specialist colleges are currently contracted by the EMR LSC and only two of these have received an inspection under the new CiF.

- One has improved from inadequate to satisfactory on re-inspection
- Of the other five ISC providers, 4 are good and 1 satisfactory

3.61 Work Based Learning

Under the new CiF 37 WBL providers have been inspected:

- Out of 58 SSA grades awarded since April 2005, (28/58) 48% are good or better, (25/58) 41% are satisfactory and (5/58) 9% are inadequate (5% less than the previous year).

- 51% (19/37) of WBL provider's overall effectiveness or leadership and management is good, 41% is satisfactory (15/37) and 8% (3/37) is now inadequate. This represents slight improvement, with less inadequate

3.62 From 2005 to 2007 a picture of improvement has been steadily emerging, with a reduction in inadequate grades across the span of provision and an increase in good grades. Overall success rates are on a par with national levels. FE providers have moved from satisfactory towards good but little movement has been made from good to outstanding. WBL remains at or around satisfactory. In the new CIF and Framework for Excellence together with lighter touch inspections, self-assessment grades will take on more significance and require high levels of accuracy, however, the planned improvement of inspection grades may be impeded by the policy of delaying or not inspecting those providers seen as highest performers. To improve this position further we will work with providers to:

- Reduce the amount of satisfactory provision
- Increase the amount of excellent provision
- Develop self assessment and peer review processes
- Focus on the pursuit of Beacon status

3.63 **Regional High Level Targets**

From 2007/8, the planning and performance trajectories for the East Midlands will allocate targets to each local area, related to needs. As part of its regional commissioning plan in 2007/8, the EMR LSC will develop a strategic commissioning position with each provider, ensuring that funding relates to the achievement of targets to contribute to the regional targets. Whilst the target for the East Midlands reflects the national target for participation, we will review extending the region's target to that of raising overall levels of participation between 16 and 19 to 90% by 2013. The regional high level targets are to:

- Raise the level of participation at 17 to 90% by 2013
- Reduce the level of NEET in East Midlands by 2% over the period 2007 to 2010.
- Increase the proportion of 19 year olds achieving a full level 2 by 3% by 2006 and by a further 2% between 2006 and 2008⁹.
- Increase the proportion of young people reaching full level 3 at 19 to at least the national average by 2010. (This is not yet a specific PSA target).
- Raise levels of progression to H.E. to at least the national average by 2010.
- Move 14-19 provision to Local Authorities by 2009-2010

⁹ Nationally the 2005/6 target of 69.8% has been exceeded (72.5%). The new 2008 target is expected to be 74.5%

Table 19: Targets from the regional commissioning plan

achievement areas To improve	Target	Target Improvements							
		National average 2007	EM average	EM Target improvements	Derbyshire	Leicestershire	Lincolnshire and Rutland	Northamptonshire	Nottinghamshire
Participation at 17	86% by 2011	76%	74%	12%	12%	9%	13%	13%	15%
Participation at 17	90% by 2013	14%	74%	16%	16%	13%	17%	17%	19%
Level of NEET	2% between 2007 and 2010	10%	6.3%	2%	2.4%	2.3%	0.3%	1.1%	1.5%
19 year olds achieving a full level 2	82% by 2011	73.9%	71.2%	8.1%	13.3%	8.8%	8.4%	12%	12.3%
Young people :full level 3 at 19	National average by 2010 (2007 Nat average = 48%)	48%	44.5%	3.5%	9.5%	-0.1%	2.0%	3.2%	2.6%
Young people :full level 3 at 19	To reach 54% by 2011 requires an additional % of..	48%	44.5%	6%	6%	6%	6%	6%	6%

4. Regional Strategic Objectives and Priority Actions

4.1 Raising Participation, minimising NEET and ENT

4.2 The September Guarantee

Meeting the September Guarantee is a key aspect of our strategy to reduce the proportion of young people not in education, employment or training (NEET) and for increasing participation and attainment at 19. The September Guarantee is being extended to cover 17 year olds in 2008. The guarantee is an offer, by the end of September, of a suitable place in post-16 learning to all young people who reached the statutory school leaving age in 2007 and 2008. Those young people who enrolled on 1 year or short courses in 2007, or who leave the activity they chose when leaving school, will be offered further opportunities to engage in learning.

4.3 The guarantee must include an agreed start date and it is important to note that a place on a waiting list does not count as an offer. The agreed start date can be after the end of September, but should be no later than the beginning of the January 2009 term.

4.4 The offer must be of one of the following:

- Full or part-time education in school, sixth form college or FE college;

- An apprenticeship or programme led apprenticeship. This **must** include both the training element and a job or work placement;
- Entry to Employment (E2E);
- Employment with training to NVQ level 2.

4.5 The offer must be appropriate for the young person's individual needs: it must be at the right level; geographical location; occupational sector and learning method. We will particularly focus on young people who have additional needs, for example, those who are disengaged from education, missing school or home educated; face significant barriers, such as learning difficulties or disabilities (LLDD) or teenage parenthood or have low aspirations and little support from family. Responsibility for ensuring there is sufficient formal learning provision to meet the guarantee lies with the LSC. Information on young people's intended destinations, together with labour market information, should form the basis for planning and commissioning learning provision. The Guarantee has a number of key elements:

1. Information Advice and Guidance

14-19 Partnerships must ensure that year 11 learners receive good quality, comprehensive and impartial information, advice and guidance (IAG) and good quality, impartial careers education in schools that they need to apply for appropriate post 16 provision. All learners up to the age of 19, or 24 for those with learning difficulties or disabilities must receive services that meet the new quality standards of IAG. Strong effective partnerships are the cornerstone to this service.

2. The Learner Offer

To ensure the guarantee is met young people need to be made an offer of a course suitable to their needs and interests and this cannot be left until September of the year when a young person reaches 16. Implementing the Guarantee effectively requires rigorous operational, planning and commissioning processes in place, for ensuring that every single young person has an offer of at least 2 years further education when they leave compulsory education. This is crucial for raising level 2 and 3 attainment as well as participation rates.

3. Tracking Applications

There must be careful tracking of applications and offers of learning made to young people so that those who have yet to apply for learning or have yet to receive an offer can be identified and given ongoing support.

4. Data Sharing

Collating and sharing the intended destinations data with partners is important in ensuring that provision can be planned and commissioned to meet the needs of young people in the area. Much more onus is being placed on schools to monitor and take ownership of learner destinations so that every single learner is aware of the broad range opportunities, and alternative learning environments available to them and more onus on post 16 provider sectors to ensure prompt liaison with Connexions if learners don't show up on courses, drop out or refuse offers.

The regional LSC will collect and analyse Connexions data on a monthly basis from April to November so we can support partners and target funding to commission the appropriate balance and mix of provision.

5. Ensuring Sufficient and Appropriate Learning Places

The regional ambition to ensure 100% participation among this group of young people, requires close collaboration between Connexions, the local authorities, pre and post 16 providers to ensure that the balance and scale of provision matches demand among young people.

The LSC will work with Connexions and local authorities to ensure that together, we are **proactive** in matching learners to courses; that all learners in Years 11 and 12 receive an offer appropriate that takes into account the level of course required, its location, occupational sector and learning method, much earlier in the learner life cycle; and that the 14-19 prospectuses are sufficiently robust to allow the identification of any gaps in provision.

4.6 Area Wide Prospectus

The implementation of an area wide prospectus and common application form in each local area and that link together, is an important mechanism in improving recruitment and in meeting the September Guarantee. Local Authorities are responsible for keeping the area prospectuses up to date and for monitoring its use. The Connexions services are responsible for recording and reporting on intended, and actual destinations and for maintaining a clearing house system in order that the LSC can commission the right balance and mix of provision.

The LSC will work closely with the Connexions service to ensure that learning opportunities are available

4.7 All areas in the East Midlands now have an area wide prospectus and common application form available to learners to research on line. However, we cannot assume homogenous awareness of this among all young people.

4.8 To be used effectively in preventing disengagement the joint prospectus and common application form need to become an integral part of a robust career education programme in schools. Local area LSCs will support 14-19 partnerships in maintaining the currency of the prospectus and its use it raising the awareness and interest of young people in the opportunities available to them in their local area and beyond.

4.9 A Common Application Process, clearing house and data sharing

To break through the barriers of current levels of drop out we need to embed awareness of post 16 options much earlier in the learner life cycle embedding induction into the CAP process at 11 as this is the age when young people begin tacitly to make lifestyle choices. If careers education in school is not robust and planned early there is likely to be a greater reliance on family and existing social networks.

4.10 The LSC supports the implementation of the CAP to create a 'clearing house' arrangement whereby the specific needs and interests of learners can be matched with available provision.

The region met its September Guarantee in 2007, being one of the few in the country to have nil young people recorded as not receiving a post 16 offer. A variety of approaches were taken to ensure the Guarantee was met. For example, in Nottinghamshire a September 'clearing house' for FE provision was developed with Connexions; Northamptonshire put in place detailed tracking of young people's choices linked to provider updates on late course availability; Leicestershire hosted a recruitment and IAG event (the 'Big Match' held at Leicester FC and reported on local BBC and ITV news bulletins) in which local providers were matched to un-enrolled learners with no young people allowed out of the event until they had a personal 'post 16' action plan; Lincolnshire's Connexions Personal Advisors were in attendance in schools on results day and during sixth form enrolment.

- 4.11 In our analysis of performance in 2007, we recognised that we had 9% of our year 11 leavers recorded as "No offer made - refused or not appropriate at this time" which is 4% above the national average. We have sought local area team assurance that our Connexions Services are focussing upon this as we prepare for the 2008 guarantee.
- 4.12 The above factors have resulted in all of our local area partnership teams being on track in their work with Connexions services and partners to ensure that actions are delivered to secure the September 2008 Guarantee. We are working to deliver a 'summer guarantee' in order to reduce the percentage of students classified as "No offer made - refused or not appropriate at this time". The new tracking system is in use in all areas with all year 11's requiring a post 16 offer and 17 year olds on short/one year courses pre identified. In Lincolnshire, for example, the area office receives learner level data on a monthly basis informing the local area team as to the offers made and if refused, the reasons for refusal and the next steps to enable the learner to access continued learning and employment.
- 4.13 As of May 2008 we have implemented a monthly reporting process across all of our local area teams to report to our Young People's Director on activities taking place and progress on the delivery of offers to individual learners.
- 4.14 All of our area teams have reported that they are confident that the September Guarantee will be met.

4.15 Raising Attainment in Level 2 / L3

The comprehensive spending review provides opportunities to focus our activity on meeting the challenge to get more young people qualified to level 2 and level 3 and to do this we must make sure that all young people are fully engaged in the learning programmes they are following, that they have the choice and opportunity to pursue a route that is right for them.

- 4.16 The 14-19 reforms will expand the current offer creating an entitlement by 2013 of a much broader choice of learning which will mean that all young people must be able to access all new qualifications and curricula.
- 4.17 Until the reforms are fully implemented the LSC will support partnerships in ensuring that the most disadvantaged, most difficult to motivate and currently often not in education or training, (NEET), are supported through existing qualification pathways

and we will build in more coherence below level 2 to support progression to further study.

4.18 The LSC is working with partners to ensure that each local area is ready to meet the national learner entitlement by 2013. Until then we will work with partners to ensure that each local area agrees a current learner entitlement, with trajectories to meet the national entitlement, encompassing an appropriate scale and scope of provision from entry level with progression routes up to level 3.

4.19 At the same time LSC will encourage the inclusion of level 4 progression opportunities through closer links with higher education institutions, creating more local opportunities for young people to study for level 4 elements alongside level 3.

4.20 The Learner Offer – Delivering the Entitlement

Delivering the 14-19 Entitlement

It is a national aim that by 2013 there will be an entitlement for every young person to have a choice of:

- **17 new Diplomas at an appropriate level for them,**
- **A Foundation Learning Tier for those working below level 2**
- **New functional skills embedded within all qualifications**
- **Strengthened GCSE's**
- **Revised 'A' Levels with a new extended project and an A* grade**
- **An Apprenticeship**

4.21 We want every young person in the East Midlands to be able to engage and succeed in a programme that matches their needs and interests, and so we will work closely with Local Authorities, 14-19 partnerships, schools, colleges and training providers to ensure that the full entitlement offer is available in every area across the region by 2013. It is important that the 14-19 partnerships set trajectories in order to achieve this entitlement, starting with clarifying the current learner entitlement for their area and then setting and agreeing robust targets to ensure the delivery of the national entitlement by 2013.

4.22 The Foundation Learning Tier

Some young people need to take qualifications at entry level or level 1 as a springboard to further study and achievement and some may need to take longer to achieve these levels. For some, particularly some people with learning difficulties or disabilities, reaching these levels is a major achievement in itself deserving recognition. The Foundation Learning Tier (FLT) will meet the needs of these young people and ensure they get recognition for their achievements. The FLT will provide three pathways for those working below level 2: the Foundation Pathway will provide progression from entry level to Level 1 Diplomas or GCSEs; the Skilled Work pathway will provide for those who wish to gain access to an Apprenticeship; while the Independent Living Pathway will provide achievement opportunities for 16-25

year olds with learning difficulties and/or disabilities who wish to progress into independent living or supported employment.

Until the FLT is fully implemented in 2010 EMR LSC are committed to establishing and procuring sufficient provision below level 2 with ladders to progression that will enable all young people in the East Midlands Region access to:

- A first full level 2 programme
- A level 2 Apprenticeship
- Independent living and / or supported employment

We will also support provider participation in FLT progression pilots from Sep 2008

4.23 National statement of Priorities: some key actions

As part of the Comprehensive Spending Review the Government has set out four new strategic priorities for the period from 2008/09 to 2010/1. These are:

- Sustainable growth and development
- Fairness and opportunity for all
- Stronger communities and a better quality of life
- A more secure, fair and environmentally sustainable world

4.24 The LSC will directly contribute and lead on the following targets for young people underpinning these priorities.

- To raise the educational achievement of all children and young people.
- To narrow the gap in educational achievement between children from low-income and disadvantaged backgrounds and their peers.
- Increase the number of children and young people on the path to success

4.25 Our delivery targets will be measured by the proportion of young people achieving level 2 at the age of 19. By raising overall achievement we will increase the achievement of the most disadvantaged. The national target levels are:

- To increase the proportion of young people achieving Level 2 at age 19 from 71.4% in 2006 to 82% by 2011; and
- To increase the proportion of young people achieving Level 3 at age 19 from 46.8% in 2006 to 54% by 2011
- To reduce the percentage of 16-18 year olds classified as NEET by 2 percentage points by 2010.

4.26 The LSC has a further aspiration to increase participation in education and training among 17 year olds moving towards the national target of 90% of all young learners to be participating in learning at age 18 by 2015, which is:

- To increase participation among 17 year old learners to 86% by 2011 and to 90% by 2013

4.27 Actions from the Regional Commissioning Plan

The key actions for the East Midlands in meeting those national, regional and local priorities relating to young people in 2008/09 are as follows.

Action 1: To increase achievement of Level 2 to 2% by 2008/09

In 2006 the East Midlands had the lowest proportion of 16-19 year olds qualified to level 2 (53.4% compared to 59.8% for the UK as a whole). We need to increase the proportion of young people qualified to Level 2 by 2% by 2008/09. To achieve this, the LSC will:

- Target the activity of 14-19 partnerships to deliver greater than average achievement at level 2 by the age of 19, helping us to exceed national averages.
- Work with 14-19 partnerships to reach out to the most disadvantaged and to reduce sustained underachievement.

Action 2: To increase the Participation of Young People on Apprenticeships to a total of 5,689 completions in 2008/09

Apprenticeship participation among young people in the East Midlands has fallen for three years running. We need to increase the completions of apprenticeships, ensuring that by 2008/09 5,689 young people have completed the programme. To achieve this, the LSC will:

- Dramatically increase the number and range of 16-18 apprenticeship places available through a regional work based learning strategy and action plan.
- Roll out a national vacancy matching service.
- Commission more work related learning to meet the needs of the local area (for all 14-19 work related learning elements) through 14-19 partnerships.
- Evaluate our current provider network models to ensure that they deliver what is required.
- Model what is required from a provider network in order for it to meet the Leitch Implementation Plan

Action 3: To improve participation at age 17 with a corresponding reduction in the numbers of young people who are classified as NEET.

Participation at the age of 17 in the East Midlands has remained below the national average for three years, although the region's NEET figures continue to be below national average. In November 2006 5.9% of young people were NEET and in October 2007 6.7%. There continues to be high levels of NEET in Leicester, Nottingham and Derby. To improve this, the LSC will:

- Work proactively through 14-19 partnerships on increased profiling and targeting of young people matching them more closely to appropriate provision.
- Invest in 4,000 diploma places across the region in 2008/09, working with local authorities and partners via local area agreements.
- Work with providers to tackle the growing number of young people who are in employment but not in education or training (NEET).

- Direct ESF funds to provide support for young people who are in employment without education or training (NET) so that the proportion of young people classified as NET falls to 12% in 2008/09.

Action 4: To improve the achievement of Level 3 by 19 to national average by 2008/09

Achievement at level 3 by 19 in the East Midlands is below the national average with Derbyshire, Nottinghamshire and Northamptonshire having furthest to travel. To improve this, the LSC will:

- Target the activity of 14-19 partnerships to deliver greater than average achievement in order to meet, or exceed, national averages.
- Develop a clear progression framework through pre-Entry to Employment and the Foundation Learning Tier to Diplomas and Apprenticeships.
- Work in partnership with the Higher Education Funding Council for England (HEFCE) to develop greater coherence in learning at Levels 4 and 5.
- Ensure that there are clear progression routes from level 3 through to Foundation Degrees, higher national courses, emerging level 4 apprenticeships, vocational and occupational provision at levels 4 and 5 as well as to full honours degrees.
- Target the activity of 14-19 partnerships, through intelligent commissioning to deliver greater than average achievement of level 3 by 19, helping us to exceed national averages.

Action 5: To meet the September Guarantee for all 16 and 17 year olds in the East Midlands in 2008/09

Cohort growth among young people in some areas across the East Midlands is already exceeding the national average and the planned growth in Northamptonshire and known growth Lincolnshire and Rutland will increase this still further. In addition the September Guarantee is being extended to include 17 year olds in 2008. To ensure we meet the September Guarantee across all areas the LSC will:

- Ensure that planning for differential growth in the region is in place, with the resources to meet demand.

Action 6: To improve the proportion of young people qualified to level 2 in Nottinghamshire to increase faster than the national average rate.

The percentage of 16 year olds gaining level 2 in Nottinghamshire was 7% below national average in 2005/06. To address this, the LSC will:

- Direct ESF funds to provide support for young people, aged 14-16 in Nottingham, to access courses leading to Level 2 qualifications.
- Work with local authorities to prioritise this indicator and to improve it at a faster rate.

Action 7: To reduce the achievement gap between learners with learning difficulties or disabilities and their peers by 2% during 2008/09

There remains an achievement gap between LLDD learners and their peers in the East Midlands. To reduce this gap the LSC will:

- Focus delivery on specific groups of learners.
- Make use of ESF funds to support these learners through a coherent progression framework through pre-entry level units and qualifications and onto level 1 and level 2.

5. Implementation

5.1 In order to implement the new national entitlement and reform programme the '14-19 Implementation Plan' has charged providers with the creation and strengthening of local 14-19 partnerships. This is to be led by local authorities in conjunction with local Learning and Skills Councils. Schools, colleges, training providers, employers and other stakeholders will have to collaborate focusing on what they do best to deliver the new curriculum, as no institution acting alone will be able to provide the full offer.

5.2 The LSC will work with local partners to build capacity, develop the workforce and links with employers in order to be able to deliver the full national entitlement. The pattern of partnerships across the region will vary, because the aim is for all diploma lines to be available to each young person within reasonable travelling distance and because travel to learn patterns vary with some LAs having more than one partnership.

5.3 In time the costs of 14-19 provision will be met from mainstream funding through Local Authorities. Local areas must decide best how to bring different funding strands together to maximise the impact across the 14-19 phase. Until this time we will support LAs in delivering the entitlement, collaboration, common timetabling, curriculum development engaging employers, addressing local skills gaps and delivering advice and guidance, compiling an area wide prospectus will be steered by the partnerships.

5.4 Local Area Partnerships and Plans

The guidance on 14-19 education reforms states that no institution acting alone will be able to provide the full 14-19 offer to their learners. Schools, colleges, training providers and other stakeholders need to collaborate to deliver the new curriculum, focusing on what they do best. The white paper envisages that 14-19 partnerships, with ability to build on existing, collaborative arrangements between providers, will be central to delivering the ambitions of the reform programme.

5.5 In 2007-08 £14.5m was allocated to Local Authorities for local capacity building to help meet the costs of partnership working, for example the costs of employing a 14-19 co-ordinator or producing an area prospectus.

5.6 The paper *Raising Expectations: enabling the system to deliver* sets out the expectations of a collaborative leadership model:

- Local Authorities will come together in sub regional groupings reflecting travel to learn patterns to commission provision for young people across the wider local area.
- There should be progressive devolution of power and authority to the sub regional level as the collaborative arrangements become stronger, successful and more formal.

5.7 The paper sees local authorities working together to develop and implement plans, to form groups to commission provision, to share commissioning plans across sub regional groupings, to analyse together how learners move across and within their borders and make sure that collective plans accommodate them, aggregate demand for apprenticeships in each plan in order to commission the National Apprenticeship Service (NAS) and decide who is responsible for leading the planning, commissioning, procuring and funding for each provider in the region.

5.8 Power will be progressively devolved to sub-regional collaborative groupings as the strength of the groupings increases, and, to this end a collaborative Partnership Toolkit: From here to Entitlement has been developed by the LSC in conjunction with the DCSF, to be launched later this year, which will enable partnerships to more accurately assess their own strengths and identify areas for improvement.

5.9 The LSC will use the transition period to support local authorities in developing the capacity they require to assume effectively the responsibilities they will acquire in 2010. The LSC will ensure that the transition period builds on the best practice of partnership working between the LSC and LAs on the 14-19 agenda. This 14-19 strategic analysis, which enables comparisons across LA areas, has been produced to support 14-19 partnerships in the preparation of LA 14-19 Plans by September 2008 and contributes to the identification of priorities for commissioning in 2008-09 for the 2009-10 academic year. We will further support the transfer of funding and commissioning responsibility to local authorities and in securing coherence of partnership plans by assisting in:

- Establishing regional transition structures and resources
- Building awareness and understanding of 14-19 issues and programmes
- Establishing effective tracking arrangements
- The identification of trends in demand,
- The establishment of a Regional Strategic Forum
- In carrying out a shared assessment of risks, in developing local transition plans.

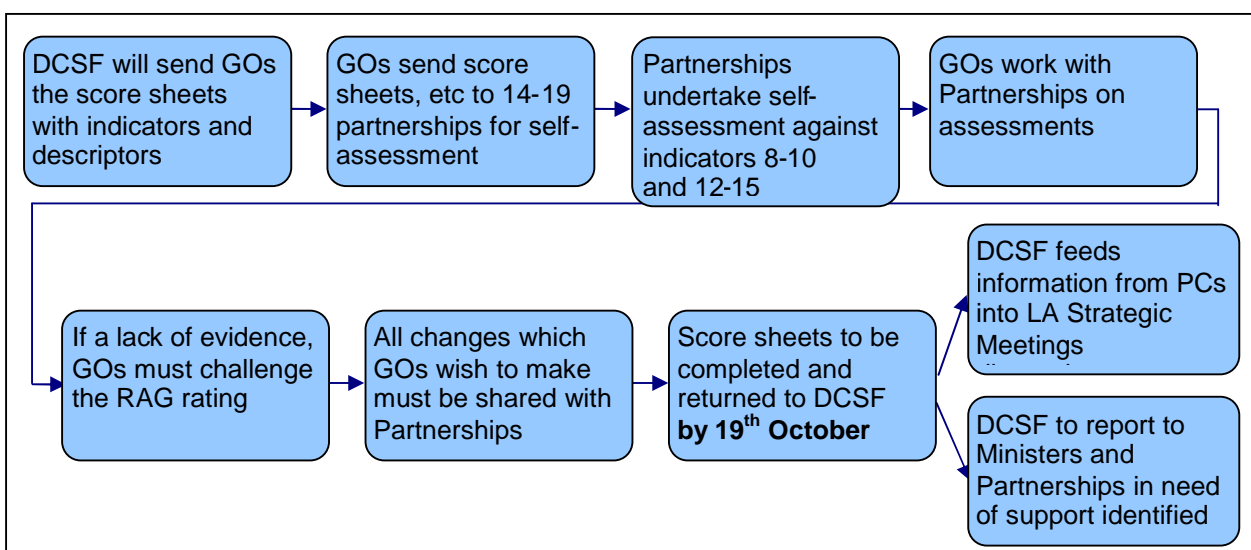
5.10 Progress Check Process

Progress checks were introduced in October 2006. They are a mechanism for assessing what progress is being made across the country in the delivery of the 14-19 reforms, in highlighting which local areas are most in need of support to implement the reforms and to enable local areas to evaluate their own performance, and identify where to target actions and funds to address issues.

- 5.11 From 2008 government office will only undertake Progress Checks once a year in September/ October although LAs and 14-19 Partnerships may wish to use the self assessment tool kit at other points during the year. This will not be part of the new performance management arrangements but will focus on the key performance indicators in participation, attainment, progression, collaboration and provision, (capacity, facilities and range).
- 5.12 Government Offices (GOs) will use the progress checks to inform discussion with LAs about the progress they are making on the 14-19 reform agenda. GOEM will work with local authorities and the LSC to gain an accurate assessment of performance against the 7 qualitative indicators drawing on: Diploma Gateway evidence, APA/JAR reports, Ofsted inspections, overall performance ratings for colleges, the Lusk's on line performance management information and RAG ratings awarded on the assessment of LA's consortia.
- 5.13 The self assessment process in the next round of progress checks is being modified. Quantitative indicators have been recalibrated using the results from Round 2 to form a baseline against which performance will be compared. There has also been an adjustment to the apprenticeship indicator to reflect both number and distance travelled to give a fairer assessment of progress. Those with furthest to travel will have more stretching targets to meet and this is reflected in the new rag ratings below. Qualitative indicators will evolve towards 2013 and the new entitlement. A self assessment toolkit is under development to assist partnership teams in their evaluation against the qualitative indicators. To facilitate partnerships in reaching an objective view against the qualitative indicators, clear criteria are being attached to each rating.
- 5.14 We will use the information from the progress checks to decide where to target funding and support.

5.15 How Progress Checks Work

1. The key steps in the process are set out below:



5.16 Regional 14 - 19 Transitional Process

Local Authorities

The white paper Raising Expectations: enabling the system to deliver provides detail of how the structural changes to support the reforms will work. Funding for 16-18 participation, together with responsibility and accountability for education and training provision will transfer to local authorities in 2010. They will be supported by a new Young People's Learning Agency, RDAs and Government Offices (GOs) who will provide the wider context, as well as 14 – 19 partnerships as the local planning and steering groups.

- 5.17 A new body, called the Young Peoples Learning Agency, will be responsible for budgetary control and for securing coherence in the event that agreement cannot be reached locally. Local Authorities will devise a local commissioning plan, based on intelligence from local 14 – 19 partnerships and other demand mechanisms, and incorporate this into their Children and Young People's Plan. This Plan will provide the basis for commissioning or de – commissioning provision and for allocating funding.

5.18 Sub Regional Groups

1. Local Authorities will come together as a regional planning group, in each of the nine Government Office regions, to agree the overall commissioning plan for the region. This group will be co-chaired by the RDA, be convened by the Young People's Learning Agency, and include representatives from the GO and the Adult Skills Funding Agency.
2. Local Authorities will also cluster together in sub regional groups ensure that commissioning is coherent and aggregated for young people across local areas. These groups will share commissioning plans, analyse how learners move across borders, aggregate demand for apprenticeships in order to commission the national Apprenticeship Service (NAS) and decide who is responsible for leading the planning, commissioning, procuring and funding for each college and provider in the region. More power will be devolved to sub regional groups as their capacity increases.
3. Responsibility for planning and funding provision for learners with learning difficulties and disabilities (LLDD) up to the age of 25 and for young people in custody also rests with LAs.
4. Commissioning will be underpinned by a performance management system with powers to reorganise and intervene, to expand strong and cease to fund weak provision where necessary.

5.19 The Young People's Learning Agency

The Young People's Learning Agency will perform a final moderation of the commissioning plans to ensure they fit within overall budget and that the new entitlement is being delivered. The agency will have an important role in

commissioning GFE Colleges. The agency will also have a role in commissioning GFE Colleges particularly where the Sub Regional are less well established and less formally constituted.

5.20 The National Apprenticeship Service

From 2013 every young person should be entitled to an Apprenticeship place. The National Apprenticeship Service will be directly accountable to the DCSF for the delivery of the apprenticeship entitlement. Local demand will be aggregated within regions and agreed by the National Apprenticeship Service. DCSF will transfer funding to NAS, who will provide the necessary places through contracting with employers and training providers. Contracts will be drawn up by the YPLA on the basis of aggregated demand from local authorities.

Table 20: Timeline for the Transfer of responsibilities and Funding from the LSC to LAs

Action	By Whom	Timescale
A shadow structure in which LAs take on greater responsibility for the commissioning process locally under the current legislative framework.	LA/LSC	September 2008
Staff who work in local partnership teams on 14-19 reform to work closely with relevant LA	LSC/LA	September 2008
LAs to work in pooled teams	LAs	September 2008
Shadow Sub Regional Structures agreed	LSC/LA	January 2009
Sub Regional Structures operational	LSC/LA	March 2009
LSC and ADCS to establish shadow regional planning groups for each Government region to shadow the LSCs planning and commissioning cycle.	LSC and ADCS	January 2008
Separation of the LSC into adult and young people's structures	LSC	February 2008
Establishment of the National Apprenticeship Service	LSC /DIUS	April 2009
Full Shadow system in place	LSC /DIUS/ LAs	September 2009
Full transfer of Responsibilities wit Local Authorities funded directly from DCSF	DCSF/DIUS/LSC/LAs	September 2010