

# EAST MIDLANDS REGIONAL QUALITY STRATEGY 2007/2010

On behalf of the East Midlands Regional Quality Improvement Partnership



## Contents

1.	Introduction	3
2.	Background	3
3.	Purpose	5
4.	Vision	5
5.	Mission	5
6.	Aim and Objectives	5
7.	Scope	6
8.	Regional Performance	6
9.	2007/10 Improvement Measures & Targets	9
10.	How we will deliver	12
11.	Self Assessment	13
12.	Support and Intervention	14
13.	Developing Partner Capacity	15
	Appendix I - Partners	16
	Appendix 2 - Regional Quality Improvement Partnership (RQIP) – Members	18
	Appendix 3 - Regional Quality Improvement Strategy Sub Group - members	19

## 1. Introduction

- 1.1 This is an update of the first Regional Quality Strategy produced by the Regional Quality Improvement Partnership which was set up in March 2006 with members across the post 16 learning and skills sector including the LSC, Government Office for the East Midlands (GOEM), Ofsted, Adult Learning Inspectorate (ALI), Quality Improvement Agency (QIA) and the Sector Skills Council Lifelong Learning UK (LLUK) and 50% representatives from colleges and independent providers.
- 1.2 *The partnership will act as the regional conduit for quality improvement activity in the learning and skills sector. This will involve making links with other regional groups focusing on 14-19 learning post 16 teacher training, workforce development issues and the impact of the Leitch Report and any developments following the changes in the Machinery of Government. This approach should give strong signals to the sector about the collaboration approach of partners to improve quality.*
- 1.3 *The partnership will be driven by national and regional skills priorities, including the Leitch Report and informed by the sectors our assessment of need including workforce development needs. The intention is to accelerate success by building on what already works well, including peer review and by maximising the new developments available through the extended QIA programme and services the East Midlands Centre of Excellence in Teacher Training (EMCETT) and the LLUK Workforce Development Plan.*

The main policies and drivers are:

- Raising our Game – Our Annual Statement of Priorities 2007/08
  - The Leitch Report
  - Pursuing Excellence: The National Improvement Strategy – QIA
  - Managing Underperformance -LSC
  - The emerging dimensions of Framework for Excellence,
  - The LSC's Single Equality Scheme
  - The regional Equality and Diversity Plan
  - The LSC Regional Commissioning Plan
- 1.4 The regional quality strategy complements and supports the Framework for Excellence and the National Improvement Strategy prepared with partners by the QIA. It sets out the aims and priorities of the region and builds upon the self regulation reforms outlined in agenda for change. It anticipates the challenges ahead to enhance excellence and remove any aspect of poor provision.
- 1.5 The strategy provides the coherence, clarity and transparency necessary to enhance the reputation of the learning and skills sector.

## 2. Background

- 2.1 The availability of responsive post-16 education and training with the highest standards of teaching and learning is a driving force for learner choice and business excellence in the workplace.
- 2.2 The strategy covers a wide range of colleges and independent providers in the East Midlands who service the broad range of learner and employer needs:

- Circa 130 Work Based Learning (WBL) Providers
- 29 institutions receiving FE funding (4 6th form colleges, Higher Education Institutions and external institutions)
- 6 Specialist Colleges
- 11 Personal and Community Development Learning (PCDL) Providers
- 49 Train to Gain providers
- 15 OLASS providers (via 3 separate provider contracts)

and an extensive network of voluntary and community services and European Social Fund (ESF) deliverers.

2.3 Only 3 FE colleges and 1 WBL Provider have Beacon status which is awarded by Ministers as recognition of excellence and innovation within the learning and skills sector; the smallest proportion of any LSC region. Conversely, following inspection, the region has a relatively small number of inadequate providers, indicating that a high proportion of our provision is satisfactory or good.

#### 2.4 COVEs

*There are an East of England regional network of sector specific Centre of Vocational Excellence (COVEs) which was completed in January 2006. They are focused on delivering vocational skills that meet particular sector and industry needs through the development and delivery of specialist training across a range of sectors. There are 33 approved centres in the East Midlands.*

- *1 COVE for Business/Administration (Supervisory Management) with South Leicestershire College*
- *3 COVEs for Construction with Moulton College, New College Nottingham, and Stephenson College*
- *12 COVEs for Engineering*
- *5 COVEs for Hospitality*
- *3 COVEs (interim) for Retail with Chesterfield College, New College, Nottingham and Northampton College*
- *2 COVEs on visual/performance with Chesterfield and Leicester College*
- *1 COVEs on ICT with Derby College*

#### 2.5 East Midlands Centre for Excellence in Teacher Training – EMCETT

*Eleven partnerships have been awarded CETT status in the country and were operational from September 2007. EMCETT purpose is to:*

- *Equip our teachers with the skills and knowledge to provide good, imaginative, up to date and relevant teaching that meets the needs of the sector.*
- *Encourage and work with employers to develop a culture and environment of support for ITT and CPD*
- *Build a sustainable infrastructure of mutual support for trainees, trainers, mentors and employers seeking additional alternative sources of funding*
- *Provide high quality interactions to support quality improvements and capacity building in both ITT and CPD*
- *Build towards a coherent and co-ordinated framework of provision that widens access and facilitates achievements and progression.*

### 3. Purpose

3.1 The purpose of the strategy is

- To have a provider network delivering training, education and learning to the highest quality and standards in the East Midlands.
- To improve the quality of the learning experience for the learner in the East Midlands.
  - To set out targets of improvement and to identify key mechanism by which it can be achieved.
  - To ensure excellence in the approach to improving quality and standards and in determining the ways in which members of the Regional Quality Improvement Partnership in the East Midlands can support this.

### 4. Vision

4.1 Our vision is that by 2015, young people and adults in East Midlands will have knowledge and productive skills matching the best in the world. As an interim, the East Midlands will be the most improved region in terms of quality of provision in the country by 2009/10.

In 2015, the best quality in provision will be awarded grade 1 following inspection for Leadership & Management, Effectiveness of Provision and Achievements and Standards. The weakest provision will be grade 3.

### 5. Mission

5.1 To improve the quality and success of training, education and learning in the East Midlands.

5.2 To have one of the most successful, effective and efficient provider networks in the country delivering training, learning and education of the highest quality and standard, successfully meeting the needs of learners and employers within the East Midlands.

### 6. Aim

6.1 To raise the quality of provision to excellent and improve learner success at all levels.

#### Objectives / Key Priorities

- To promote and support the sharing of best practice through peer review and development and the framework for Excellence pilots
- To support colleges and independent providers to develop their capacity for self improvement and self assessment
- To increase the proportion of provision that is good or excellent,
- *To sharpen the focus on responsiveness to the needs of employers including the achievement and the New Employer Standard*
- *To reduce satisfactory but not improving provision and ? inadequate provision by 2008*
- *To extend the quality and choice of provision for learners with learning difficulties and disabilities*

Within the objectives we will:

- Promote equality, diversity and inclusive learning
- Contribute to local and regional learning and skills priorities

## 7. Scope

7.1 This strategy covers all organisations in receipt of funds from the LSC

## 8. Regional Performance

The Regional Quality Improvement Partnership has selected four areas of the East Midlands performance in FE and WBL to provide a regional overview of success rates and assist in setting out the key targets for 2007/08.

### 8.1 Success rates:

#### 8.1.1 FE

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

- The East Midlands 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%
- 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.

### Conclusion:

Although overall success rates are on a par with national levels as a region, success levels of 16-18 learners, specifically on long qualifications, are below national rates and require focus.

### **8.1.2 FE Level 2, Level 3, LLDD and BME**

- 2005/06 Full level 2 success rates have increased for both 16-18 (from 58% to 66%) and adults (from 54% to 66%) but remain at 1% and 2% respectively, below national levels. All age success rates are 66%, 2% below national level
- 2005/06 Full level 3 success rates at 16-18 have increased from 57% to 65% (level with national rates) and for adults from 54% to 60% (whilst remaining 2% below national levels). All age success rates are 1% below national, at 62%
- In 2005/06 LLDD 16-18 success rates rose by a faster rate than the national trend (5.8% to 74.3%, to equal with the national level). 19+ success rates increased only marginally (by 0.2% to 77.6%, 0.7% above national level)
- 2005/06 regional success rates for BME learners for 16-18 increased by 3% to 75.6% (1.9% above national levels). For 19+ success rates decreased by 1.8% to 1.2% below national levels

#### **Conclusion:**

- Success rates have increased for both Level 2 and Level 3 learners this is matched with national trends
- LLDD and BME performance is largely in line with national levels.

### **8.1.3 Work Based Learning (full framework completions and E2E positive destinations)**

- The 2005/06 full framework regional completions in WBL increased from 40% to 55% which was 4% above the national average. 2006/07 framework success rates are 59% at Period 12 (level with national rates). Level 2 rates stand at 60% (equal to national) and Level 3 at 57% (-2%).
- 2005/06 East Midlands E2E positive destination level increased 3% to 42%, which was 3% below the national level.
- The YTD (period 12) 2006/07 Regional level is 44%, which remains at 3% below the national YTD level of 47%.

#### **Conclusion:**

Success rates against the overall measure are improving rapidly both regionally and nationally. At Level 3 the region will catch up with the national level if it accelerates faster than the rest of the country, as occurred in 2006/07.

### **8.1.4 Subject Sector Areas**

- Of the priority sectors set out in the Regional Skills Partnership – the FE success rates in construction have risen significantly (by 12%) from 55% in 2004/05 to 67% in 2005/06 (to 1% below national levels). This significantly reverses a previous downward trend.
- In 2005/06 Engineering & Manufacturing Technologies had success rates of 81% (a rise of 1%) Health, Public Services and Care had 85% (a drop of 1%) both well above the regional and national averages of 75%.

## 8.2 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') that:

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

The vast majority of provision is good or satisfactory, with pockets of outstanding or unsatisfactory grades in some areas of learning.

### **Further Education**

By September 2007 10 FE providers have inspection grades using the new Common Inspection Framework (CiF) (from Sept 2005). The results are very positive, with 1 college graded as outstanding for overall effectiveness, 6 graded as good and 3 as satisfactory.

There are no Subject Sector Areas graded as inadequate, in fact, of 27 subject grades awarded, 1 is outstanding, 16 are grade 2 and 10 are grade 3. This highlights a recent move from satisfactory towards good in the East Midlands FE sector.

3 FE Colleges, all in Leicester, have been graded as outstanding with regard to 'capacity to improve'.

### **PCDL/ACL**

By September 2007, PCDL providers have continued to improve from an initial position whereby 66% of leadership and management grades were inadequate to the current position of all being at least satisfactory.

In summary, 8 of the remaining 11 ACL providers have been inspected using the new CiF and the figures below are based on the 'Overall Effectiveness' grade:

- There are no PCDL providers graded as inadequate
- 25% hold good leadership and management grades
- Subject Sector Areas are currently graded 3% (1/35) as inadequate and 40% (14/35) as good or better.

### **Independent Specialist Colleges**

6 providers are currently contracted. Only 2 have received an inspection under the new CiF.

- One ISC has inadequate leadership and management and is undergoing support and scrutiny

- One has improved from inadequate to satisfactory on re-inspection
- Of the other four ISC providers, 3 are good and 1 satisfactory

**Conclusion:**

ISC provision is therefore, one where attention is required in order to maintain good provision and to improve satisfactory and inadequate providers towards good, to reflect the progress in other sectors.

**Work Based Learning**

Under the new CIF (From April 2005) 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

**8.3 Overall Conclusions**

- By 2005/06 and into 2007, a picture of improvement is 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
- As the self-assessment process starts to reflect the CIF and the Framework for Excellence, and with lighter touch inspections, self-assessment grades take on more significance
- Projected achievement of improved Inspection grade results may be impeded by the policy of delaying or not inspecting those providers seen as highest performers

**9. 2007/10 Improvement Measures & Targets**

An analysis of success rate trends and inspection reports set against the wider policy initiatives of: The Framework for Excellence, The National Improvement Strategy and the New Standard for Employer Responsiveness, has led to the following focused improvement measures:

## 9.1 Provision

TARGET	PERFORMANCE
<p><b>i) Improve Grade 1 and 2 provision by 10% within the CIF with no grade 4 provision.</b></p> <p><b>10% of grades to be grade 1 and 50% of the grades to be grade 2 in overall effectiveness by 2009/10.</b></p>	<p>Under the new CiF (from April 2005 and September 2005 for WBL and FE respectively).</p> <p>By September 2007, the position based on grading of 'Overall Effectiveness' regarding all providers holding current Inspection (or re-Inspection, where relevant) grades are as follows (out of 60):</p> <p>Grade 1: 2 (3%)            Grade 2: 29 (48%)            Grade 3; 26 (44%)            Grade 4: 3 (5%)</p>
<p><b>ii) No provision to be at or below national floor targets or the minimum performance levels by 2008/09.</b></p>	<p>In the first round of MLPs, 9 FE Notices to Improve were issued to providers with provision below the 50% target (only one to an FE College)</p> <p>25 WBL providers were below the MLP floor target (40%) in at least one subject sector area (SSA) as follows: Derbyshire (3), Nottinghamshire (5), Lincolnshire &amp; Rutland (6), Leicestershire (6), Northamptonshire (5)</p> <p>Modelling has been conducted in order to predict the impact of future MLP rises using Period 12 2006/07 success data (a separate paper holds the detail)</p> <p>The more demanding Overall Measure of Success has the effect that WBL providers will have significantly more SSA's put out to OCT in 2006/07 than previously</p> <p>For Level 2 Apprenticeships at the 40% MLP level, the number doubles from 15 to 31. For Level 3 Apprenticeships the number almost trebles from 13 to 35</p>
<p><b>iii) No provision should be underperforming and not improving by 2009/10</b></p>	<p>Currently, this position applies to one ISC and one WBL provider.</p>
<p><b>iv) All providers awarded grade 4 to achieve a grade 3 as a minimum at re-inspection:</b></p>	<p>Since the launch of the strategy, 5 providers (3 ACL and 1 each from ISC and WBL providers) who were holding a grade 4 improved to a grade 3 on re-inspection.</p> <p>5 providers currently hold grade 4's for overall effectiveness (3 WBL and one ISC and one ESF). These have yet to be re-inspected.</p>

<p>v) <b>Increase the number of Beacon status (or equivalent) FE colleges from 3 to 6 and for WBL providers from 1 to 6 by 2009/10. By 2007/08 there should be 5 FE Colleges and 4 WBL providers with Beacon Status.</b></p>	<p>No progress has been made against this goal. On the other hand, we expect one college to obtain beacon status in the next round of submissions</p>
<p>vi) <b>Improve FE learner success rates in construction to at least the regional average by 2008/09. This translates to an annual increase of 7%.</b></p>	<p>2005/06 statistics show an annual increase of 12% (ahead of target) to a level of 67% (1% below national construction FE success rates).</p>
<p>vii)</p> <p>a) <b>Increase overall FE success rates by 2% per annum to 82% by 2009/10.</b></p> <p>b) <b>Within this success rate 16-18 learners should achieve at least 78%.</b></p> <p>c) <b>Long success rates to rise to above national levels by 2008/09.</b></p>	<p>Overall success: 2005/06 = 76% (up 2% per annum to level with national rates). 16-18 success: 2005/06= 73% (2% below national levels).</p> <p>Long 16-18 success rates in 2005/06 were 72% (74% national). Overall Longs were 67% (70% national) and adult longs 64% (65% national).</p>
<p>viii) <b>Increase Apprenticeship framework achievements for each individual provider by 5% and so contribute to a regional overall achievement of at least 59% by 2007/08.</b></p>	<p>Overall measure for all apprenticeships at Period 12 2006/07 is 59%. This meets the target set for 2007/08 one year early and is equal to the national level for 2006/07.</p>
<p>ix) <b>Increase positive progressions for the region from E2E to at least match the national average, predicted to be 50% by 2007/08. Each individual provider is to improve progression by a minimum of 5% per annum.</b></p>	<p>2005/06 = 42% (3% below) Period 12 2006/07 = 44% (3% below national)</p>
<p>x) <b>All FE and WBL providers to be working towards the new standard of employer responsiveness (or equivalent) by 2009/10.</b></p>	<p>Pilots have been run and the first round of awarding the new standard has begun with a number of East Midlands providers seeking the standard.</p>

<p><b><i>xi) 14-19 partnership to self assess their standard and Improve green from X to Y or % of green and amber</i></b></p>	<p><b>Francis to update</b></p>
<p><b><i>xii) Train to Gain - no provision below the minimum hereby performance – currently set at 65%.</i></b></p> <p><b><i>Proportion of leads from brokers followed up to increase by 50%</i></b></p>	<p><b>To still change</b></p>
<p><b><i>xiii) Voluntary sector</i></b></p> <ul style="list-style-type: none"> <li><b><i>• to improve the quality of data available</i></b></li> <li><b><i>• Increase progression in F.E. from the voluntary sector</i></b></li> </ul>	

## 10. How we will deliver

**10.1** In 2003, the LSC introduced a new framework for quality and success, which focused on ensuring that individual providers are able to meet the demands of learners, employers and local communities for learning and skills, through the provision of high quality learning and training programmes that maximise learners' success.

**10.2** To achieve our aims the Partnership will support:

- The strategic investment in provision that is satisfactory or better and that contributes to local and regional targets and priorities.
- The withdrawal of funding for identified poor provision.
- The sharing of best practice between members and the development of a culture of continual quality improvement.
- The promotion of on-going development relating to peer reviews supporting self assessment.
- The assessment of risk to the quality of the provision and LSC funding.
- The setting of targets for improvement, informed by national quality.
- The determination of benchmarks and review progress through the annual business cycle.
- The use of performance data, findings of inspection, Annual Review and Ofsted Annual monitoring processes to assess the degree to which a provider's self-assessment provides an accurate reflection of its performance, in quality and the mix and balance of provision in relation to needs and priorities.

- Where providers are able to demonstrate, through self-assessment, effective management of the risks to outstanding or good quality, a less intensive approach to the Annual Planning Review.
- Where provision is weak or presents a high risk to the quality of learning the LSC will work jointly with the QIA and the provider to identify appropriate support and intervention (where improvement is achievable and the cost of support is justified).
- The identification of roles and clarification of contribution made by various agencies and organisations to the national improvement strategy.
- Providers to achieve recognised quality assurance measures – especially for employer responsiveness.
- The Framework for Excellence pilot providers, whilst including non pilot providers in information sharing
- The 14-19 Diplomas and growing collaboration between schools and FE providers
- The Newly Qualified Teacher proposals and related issues

## **11. Self Assessment**

**11.1** Self assessment will be central to supporting providers in meeting quality standards and in delivering continuous improvement. The self assessment report will shape the planning review dialogue between the provider and the local LSC. To provide an accurate picture of the effectiveness of the provider in meeting needs and priorities, and maximising outcomes for learners and employers, the self assessment report must be related to the provider's unique mission and comment on:

- The mix and balance of provision in relation to needs and priorities
- The quality of provision in terms of outcomes for learners and employers, with reference to appropriate benchmarks and the use of e-learning in terms of innovation.
- The implementation of strategies and objectives set out in the development plan
- The achievement of performance measures and progress against indicators and milestones
- The approach to inclusiveness and diversity
- The effectiveness of risk management

**11.2** Where providers carry out rigorous self assessment and use the findings to support continuous improvement, the Partnership can have greater confidence that agreed improvement indicators will be delivered and will manage the associated risks accordingly. Where self assessment does not prove to be rigorous or reliable, the Partnership will take appropriate action to manage the risks to the delivery of the plan.

**11.3** The East Midlands region has taken a national lead in developing the role of peer review in the validation of self assessment and as a quality improvement process. The Partnership supports and encourages peer review within the provider self assessment framework.

**11.4** In support of the Framework for Excellence the self assessment will provide guidance and links between the Key Performance Areas contained in the Framework for Excellence and questions contained in the Common Inspection

Framework. Continuous improvement by the provider will therefore be supported by either Ofsted Inspection judgement or the Annual monitoring visits.

**11.5** *The Framework for Excellence was launched on 20<sup>th</sup> June 2007. The extended vision for the framework is to:*

- *Support alignment of standards and reduce bureaucracy*
- *Establish a single set of standard performance indicators for responsiveness, effectiveness and efficiency*
- *Inform employers and learner choice*

*East Midlands has been closely involved with testing and trialling since inception. A 100 providers have been selected to pilot the Framework, before an national roll out in 2008/09. The following from the East Midlands were included:*

- *Chesterfield College*
- *Boston College*
- *North Nottinghamshire College*
- *Loughborough College*
- *Castle College*
- *Bilborough College*
- *Wyggeston & Queen Elizabeth I College*
- *STL Training*
- *Derbyshire County Council*
- *Portland College*

## **12. Support and Intervention**

**12.1** Support will vary for each individual provider depending on their needs and where appropriate, be co-ordinated to provide maximum effect from the range of providers. A principal focus of support will be in sharing aspects of best practice from both within and outside the sector.

**12.2** *QIA commissions national programmes and services delivered regionally. In addition to its current portfolio of work QIA will undertake the following new activities in 2007-08.*

### ***Building on existing programmes:***

- *Expanding our Skills for Life activity*
- *Expanding our support for the 14-19 reforms*
- *Developing a personalised approach to teaching and learning*
- *Extending the scope of the Improvement Adviser Service to include support for colleges and providers at all stages on their improvement journey*
- *Undertaking further research to identify effective models of peer review and development*
- *Taking forward, through our existing programmes, quality improvement activity in relation to Leitch*
- *Continuing to rationalise, streamline and review our programmes where appropriate*

### ***Taking over programmes from partners:***

- *Running the Key Skills and Vocational Learning support programmes*
- *Taking on the e-learning workforce development programme*
- *Reviewing and further developing the Quality Champions programme which identify and accredit the leaders in quality improvement in the system.*

### ***New Programmes:***

- *Supporting the new Centres for Excellence in Teacher Training (CETTs)*
- *Launching the successor programme to Support for Success to include support for:*

### ***Framework for Excellence***

- *Trialling a new High Quality Managers mentoring programme to match high performance managers working in the system in one to one mentoring relationships with managers who need or want to improve aspects of their own or their organisation's performance*
- *Launching the QIA journal aimed at sharing effective practice*
- *Launching a research supplement aimed at sharing outcomes of recent research on quality improvement by and about the sector, including research commissioned by QIA*

**12.3** *A wide range of activities and projects will be identified using the support mechanisms available through QIA to develop providers, encourage cross-provider and cross-area activities, including the promotion and development of Peer Review activities for all providers.*

**12.4** Providers who could achieve Beacon status by 2010 will be identified by the Partnership and strategies for improvement along with further support opportunities will be discussed with them, which could lead to excellence.

## **13. Developing Partner Capacity**

**13.1** We recognise that we need to continue to build and develop our structures and capacity for improvement and in particular to clearly articulate:

- The structure of quality improvement, assessment and assurance in the region.
- The role and responsibilities of all partners
- The level of support available

## APPENDIX I

### Partners

**DIUS** Sponsorship of the further education service as a whole, its post-19 funding, and sponsorship and funding of Apprenticeships and work-based training providers, will sit with the new Department for Innovation, Universities and Skills (DIUS)

**DCSF** The newly formed Department for Children, Schools and Families will, for the first time, bring together all key aspects of policy affecting children and young people and deliver a step change in providing the excellent education and the integrated support to all children and their families and communities to which the Government is committed.

**The LSC** has a single goal: to improve the skills of England's young people and adults to make sure we have a workforce that is world class standard. It is responsible for planning and funding high quality vocational education and training for everyone.

The LSC is responsible for assuring the quality of provision and the effectiveness of providers in meeting skills needs and priorities. It is best placed to monitor the effectiveness of organisational management because of its established links and regular contact with colleges and providers.

**Inspectorates** will decide on the scope and scale of the inspection based on their analysis of provider performance. Inspection will be risk-proportionate, identifying provision that needs improvement and also making judgements about the effectiveness of providers' self assessments. The Inspectorates will report on the effectiveness of improvement strategies set out in the provider development plans and are responsible for assessing the quality of provision.

**The Quality Improvement Agency (QIA)** is responsible for supporting and enabling self improvement through leading the development of a national improvement strategy for the sector, working with the LSC, Inspectorates and other core partners. Having identified the strategic quality improvement priorities, it will commission improvement services and materials to enable the sector to improve and develop its capacity. It will quality assure these services, giving providers confidence in what they purchase from the marketplace. It will advise and support providers and broker improvement activity and capacity to meet national priorities – e.g. Skills and 14–19 proposals.

**Government Office for the East Midlands (GOEM)** will bring a strong 14-19, adult and workforce development dimension to the Partnership.

**Lifelong Learning UK (LLUK)** is the independent employer led Sector Skills Council (SSC) for further education; higher education; community learning and development; work based learning; and libraries, archives and information services. It is licensed by the UK government to set standards for occupational competence in the delivery and support of learning and provide the strategic perspective for workforce planning and development for the sector across the four countries of the UK.

**NIACE** is the national, independent organisation for adult learning in England and Wales. As a registered charity, NIACE both represents and advances the interests of all adult learners and potential learners – especially those who have benefited least from education and training.

**EMFEC** works with colleges and other training providers in adult, community and work based learning throughout the East Midlands. We support their work through training events, consultancy, professional updating and conference and meeting facilities.

**JISC-RSC** The mission of the Joint Information Systems Committee (JISC) is to provide world-class leadership in the innovative use of ICT to support education and research.

**ENABLE** is the Nottingham and Nottinghamshire Voluntary and Community Sector Learning and Skills Consortium. It was established to enable voluntary organisations and community groups to effectively engage in the development and delivery of the local learning and skills agenda.

**Providers and colleges** have primary responsibility for their own self-improvement; are individually and collectively responsible for improving their own quality.

## APPENDIX 2

### Regional Quality Improvement Partnership (RQIP) – Members

	2006/07	2007/08
<b>Learning and Skills Council (LSC) for the East Midlands represented by:</b>	Verity Bullough	Paul Williamson Verity Bullough
<b>Quality Improvement Agency (QIA) represented by:</b>	Steve Sawbridge /Jennie Burnett	Francis Lawlor William Lewis Richard Allanach
<b>OFSTED represented by:</b>	Christine Langton	John Evans/Ian Smith
<b>Adult Learning Inspectorate (ALI) represented by:</b>	Garth Clucas	na
<b>Further Education Colleges represented by:</b>	Jennie Gardiner (emfec) John Allen (Lincoln College) Martin Slattery (Bilborough College)	Jennie Gardiner (emfec) John Allen (Lincoln College) Chris Bradford (Bilborough College)
<b>Independent Specialist Colleges represented by:</b>	Mike Syms (Portland College)	Mark Dale (Portland College)
<b>Work Based Learning providers represented by:</b>	Chris Payne (NTN for EMSA) Adrian Holmes (Sheffield Trainers Ltd) Carole Carson (Carter & Carter)	Janet Charlton  Adrian Holmes  Peter Stacey (Carter & Carter)
<b>Government Office for the East Midlands (GOEM) represented by:</b>	Steve Geary	Haf Merriefield
<b>Schools represented by:</b>	Theresa Roach (Dronfield School)	
<b>Life Long Learning (UK) (LLUK) represented by:</b>	Aidan Jackson	Aidan Jackson
<b>Voluntary &amp; Community Sector represented by:</b>	Don Hayes (ENABLE)	Don Hayes
<b>LEA Adult Learning Providers represented by:</b>	Lesley Harry (Derbyshire County Council)	Lesley Harry

## **APPENDIX 3**

### **Regional Quality Improvement Partnership Sub-group for producing the Strategy – Members**

#### **Learning and Skills Council**

Francis Lawlor  
Lorna Freakley

#### **Quality Improvement Agency**

William Lewis

#### **Life Long Learning (UK)**

Aidan Jackson

#### **Joint Information Systems Committee (JISC) (Regional Support Centre (East Midlands))**

Chris Hill

#### **EMFEC**

Alan Shaw

#### **WBL**

Peter Stacey

#### **JISC**

Chris Hill

#### **NIACE (Adult Learning)**

David Ewens

#### **14-19 issues**

Sammy Jones

#### **Skills for Life**

Lisa Walsh

#### **Ufi**

Annette Pearson