

Derbyshire 14-19 Pre-commissioning Statement.

October 2008



Contents

Page

Section 1 – Strategic Context

- National Policy Context 2
- Derbyshire Analysis 3
- Partnership Arrangements 6
 - o Role of Learning Communities 8
 - o Area Liaison Groups 8
 - o SWOT Analysis 8
- Arrangements for 14-19 Discretionary Funds 9
- Capital Investment 11
- MOG Transition 12

Section 2 – Review of Delivery Arrangements 14-19

- Learner Entitlement & Curriculum Pathways 14
- Key Vulnerable Groups 16
- Attainment & Success 17
- Monitoring & Evaluation 20
- Cross Cutting Themes 21
 - o IAG
 - o Transport
 - o CPD
 - o Quality

Section 3 – Conclusions 24

Appendix 1 – Local Area Statement of Need 25

Section 1 – Strategic Context

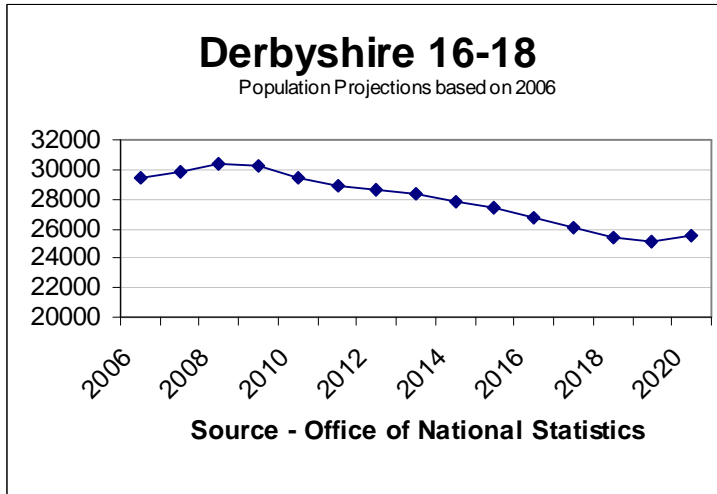
National Policy Context

1. The 14 to 19 *Education and Skills* White Paper published three years ago, began the process of transforming services for young people. The subsequent 14-19 Implementation Plan set out how the Government intended the new 14-19 phase of education & training would be delivered. This was followed up in 2008 by *'Delivering 14-19 Reform: Next Steps'* which acknowledged the progress that has already been made across 14-19 and setting out the work required to meet challenges that remain.
2. During this process, in March 2007, the Secretaries of State of the Department for Innovation, Universities and Skills (DIUS) and the Department for Children, Schools and Families (DCSF), announced the Machinery of Government (MoG) changes in their publications *'Enabling the System to Deliver'*. The starting point for these reforms is the ambition to raise the participation age and deliver better outcomes for all young people, an ambition which has been at the heart of the Every Child Matters agenda.
3. The reforms provide an opportunity to bring together in one place responsibility for the outcomes and achievement of all young people aged 0 – 19. The reforms build on the existing role and expertise of local authorities as commissioners of a whole range of services which will help support pre 19 education and training.
4. From 2010 subject to legislation, local authorities will have a statutory duty to provide learning places for pre-19 year olds. Directors of Children's Services have an explicit statutory responsibility for 14-19 education within Children's Trust arrangements. Each children's services authority is charged with having a Children and Young People's Strategic Plan (CYPP) which must have a strong 14-19 education component, or be supported by a complementary 14-19 education plan.
5. This Derbyshire 14-19 Pre-commissioning Statement therefore, complements and builds on the content of the CYPP and links to its supporting strategies and action plans which have been agreed and approved by the 14-19 Partnership. The statement draws on the information contained in the following documents.
 - Derbyshire Children and Young People's Plan 2006-2009 – (2007 refresh)
 - Derbyshire 14-19 Joint Statement by DCC and DLSC
 - Smart Schools – the Future of Secondary Education in Derbyshire
 - Derbyshire 14-19 Implementation Action Plan 2007-09
 - Derbyshire 14-19 Progress Check – updated October 2008
 - NEET Prevention Plan for Derbyshire 2007-2010
6. Data analysis has been extracted from:
 - Derbyshire LSC 16-19 Data Pack
 - East Midlands LSC Strategic Analysis 14-19
 - Derbyshire LA School Roll Jan 2007

Derbyshire Analysis

14-19 Demand for Skills

7. Similar to regional and national trends, Derbyshire has an ageing population. Whilst the working age population is predicted to increase, it is projected that the overall 14-19 population in Derbyshire will experience an 8% decline to 2014 after hitting a peak in 2008/09. A similar picture can be seen across the 16-18 cohort, after reaching a peak of a little over 30,000 in 2008, the 16-18 population will follow a downward trend to a forecasted low below 26,000 by 2019.



Note: Derbyshire excludes the City

8. Based on analysis of the January 2008 school roll data for Derbyshire, it is clear that overall¹ school rolls are experiencing a similar decline with pupil projections reducing by an average 9.44% between 2008 and 2013 equating to an average 4,739 learners across the county.
9. When forecasting the 2008 school census² from 2008 to 2012, the indications are that High Peak and Chesterfield will appear to experience the largest decline in learner numbers moving into post 16 options of around 13% (equating to a potential reduction of around 277 learners per community over the next 5 years). The smallest decline appears to be across Erewash and Bolsover communities at 4.32% and 5.48% respectively (averaging 53 learners each). A shorter term view between 2008 and 2009 shows a likely reduction of around 3.5% (325) learners across the county with the potential to move into post 16 education and training. Again, the largest perceived reductions appear to be across the Chesterfield, High Peak learning communities but also an immediate decline is likely across the Erewash learning community, particularly around Ilkeston.

Travel to Learn

10. The City of Derby is surrounded by the County Council's area and there is considerable movement of Derbyshire learners to the City and vice versa. Around 5%

¹ Please Note : Pupil Projections are used as a guide only. The Pupil Projection Model is based on birth data obtained by the Health Authority and school PLASC data. Being trend based projections, assumptions for future levels of pupils attending schools within Derbyshire are based on observed levels over the previous 3 years. They show what the school population will be if recent trends continue

² As at January 2008

(337) of Derby learners attend provision in the County, with 923 travelling in the other direction from Amber Valley, Erewash and South Derbyshire.

11. There is also significant movement of young people to colleges outside of the County and region. This is particularly strong in High Peak, where 43% (866) of learners learn in Tameside or Stockport and in South Derbyshire where 38% (788) from the County and 3% (202) from the City learn at Buxton College. The County Council already has strong links with Staffordshire including a cross border 14-19 Diploma Consortium. In High Peak the development of new vocational provision in Glossop and Buxton will reduce some of the movement to Stockport and Tameside. There is also significant movement across the boundary with Nottinghamshire. 28.9% (378) of students from Bolsover, 32.1% (905) from Erewash and 3.9% (263) from Derby study in Nottinghamshire, with 521 from all Nottinghamshire districts travelling into Derbyshire/Derby. Up to 15% of learners in Amber Valley, Erewash and South Derbyshire learn in Derby and there is a similar movement from Derby to Derbyshire, especially to Erewash.

16-18 Participation

12. Based on the DCSF 2006 data, participation in education of 16 and 17 year olds in Derbyshire is just above regional but below national averages. 78% were in some form of post 16 education and training in 2006 compared to 80% in England, although the trend across the county has been fairly static over the last 3 years. There are significant differences between participation at 16 and participation at 17 with participation falling by 8% between the ages of 16 and 17 in 2006, although this is similar to the national trend. Whilst the trend in participation amongst 17 year olds in Derbyshire appears to have remained static and just below national averages, indications show that for 2007 participation amongst 17 year olds went up from 74.3% to 77.3%.
13. Following the publication of the Leitch review of skills in 2006, the government made a commitment in 2007 to the raising of the participation age which is subject to Parliamentary approval of the current Education and Skills Bill. Once enacted the participation age will rise to 17 by 2013 and to 18 by 2015 to give every young person the opportunity to remain in education or training.
14. The impact of this legislation in conjunction with a declining 16-18 population will mean that the county will have to carefully manage the mix and balance of academic and vocational provision available to ensure it meets the needs of all 16 and 17 year olds, in particular focussing on the demand for a skilled workforce as set out in the Leitch report.

2008/09 Funded Places

15. In total 6,359 places were funded in School Sixth Forms equating to an increase of 252 places on 2007/08 (+4%). Early indications would suggest that actual places are 6,254, just under 2% of those funded (-105).
16. Due to the introduction of the demand led formula, the measurement has changed making similar comparisons across WBL and e2e difficult. What we can note is that in total 4,472 apprenticeship³ volumes have been funded in 08/09 along with 1,926 e2e places. At the time of writing this paper it is too early to confirm actual take-up of places.

³ Includes all LSC funded WBL providers as delivery is county wide inc. City

17. FE places⁴ commissioned in 2007/08 for 16-18 Learner Responsive (LR) equated to 10,756 with an actual uptake of 11,096⁵ (+3%) by the end of the 2007/08 academic year. In 2008/09 a total of 10,516 16-18 LR places were commissioned across FE providers, resulting in an overall reduction of just over 5%. Early indications would suggest that the predicted end of year outturn would be 10,380 although this is still subject to change during the 08/09 academic year as 16-18 learners continue to be enrolled.

September Guarantee

18. In order to meet the Guarantee across Derby & Derbyshire, DLSC managers, Connexions Derbyshire managers and relevant LA managers have been planning at City, County and local district level by analysing the needs of the young people and ensuring that appropriate provision is made available.

19. Key partners in the process have been sixth form schools, work based learning providers and FE colleges who have informed Connexions of data on student progressions and starts – in order to validate that a suitable offer of learning has been made.

20. The delivery of this Guarantee was met fully in 2007 and 2008 within Derby & Derbyshire. Work will continue to ensure the Guarantee in 2009/10 is met.

NEET

21. As at May 2008, the county NEET excluding City stood at 7.9% equating to some 1,434 young people and representing only a 0.1% on the previous year. This compared with the regional and national NEET of 6.3% and 7% respectively. In some areas of the county, this figure was much higher, particularly across Glossop, Bolsover, Long Eaton, South Derbyshire, Ilkeston, and Alfreton.

22. The key challenges in achieving the November NEET target will be to support 18 year olds into appropriate learning and employment activities. The September Guarantee has focussed partnership activity on 16 and 17 year olds and Connexions are making concerted efforts to target activity on this cohort particularly the 'unknowns'. In addition targeted activity on those groups most at risk e.g. learners with learning difficulties and / or disabilities, teenage parents, carers, homeless etc will be undertaken to ensure the NEET target is met.

Economic Profile

23. In terms of Derbyshire's⁶ economic profile employment is proportionate with regional averages. The largest number of employers can be found in retail, production and property/business services. The greatest proportion of employees can be found in production, property/business services and health & education. Overall, Derbyshire has a slightly higher proportion of workers employed as administrative and secretarial as well as skilled trades occupations compared to the region as a whole. However,

⁴ Includes all Derbyshire Colleges inc City and County and City External Institutions as delivery is across Derbyshire

⁵ Data taken from end of year claim 07/08

⁶ In this instance, Derbyshire includes the City

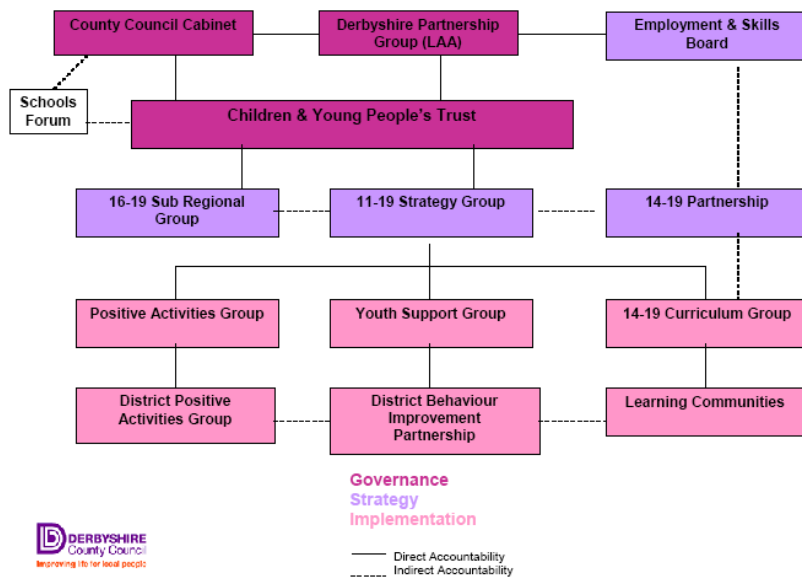
there are fewer people employed as professionals and in elementary occupations than in the region.

24. Whilst the rate of vacancies, hard to fill vacancies and skills shortage vacancies have all increased over the last two years, the vacancy rate is lower than those in the region as a whole, whereas skills shortage and hard to fill vacancies which are higher.
25. The overall demand for skills for the future is highest in health & social work, retail distribution, business services and education. It will be important to ensure that there is sufficient training supply across these sectors to meet demand. In addition, occupational employment forecasts show that in Derbyshire, there is forecast growth in higher order occupations leading to the importance of level 3. Replacement demand is significant across all the sectors in Derbyshire, and is a major issue for sectors where there is negative expansion demand e.g. construction, engineering and hotel and catering. These sectors are also experiencing recruitment difficulties so attracting new entrants will be essential to maintain even a reduced level of employment in these sectors. It is also important to note that at the time of writing this plan, although we are not in an official recession, it appears that the next 12 months may see an increase in unemployment through an economic downturn and therefore the above must be considered in the context of the possibility of falling vacancies across all sectors.

Partnership Arrangements

Vision and Aims

26. In 2004, Derbyshire County Council and Derbyshire Learning and Skills Council signed a joint statement of excellence in 14-19 education and learning. This statement highlighted a joint vision and principles for collaborative action to develop meaningful curriculum delivery, access and choice for all. This was further supported by 'Smart Schools' which set out the vision for secondary education development within the county and includes a wide range of topics, including the 'aspirational curriculum', curriculum entitlement, BSF, 14-19 provision including SEN and attendance & behaviour.
27. A 14-19 Partnership was established to direct the developments of the 14-19 reform programme. Its members consist of representatives from the LA, LSC, Connexions, EBP, WBL, FE and learning community chairs. The partnership sits within the structure of the Children & Young People's Trust as seen overleaf.



28. The County 14-19 Partnership is committed to the following key principles that underpin the joint vision which are to:

- raise participation and attainment through high-quality education and training options
- ensure that, by 2010, young people and adults in Derbyshire will have knowledge and productive skills matching the best in the country
- put the needs of the learner first
- raise aspirations and motivate young people to remain in learning
- ensure access for all learners to good quality and impartial advice and guidance, which enables them to make appropriate and informed choices

We value:-

- equality and diversity, believing that every young person has the right to achieve their potential
- social cohesion and inclusiveness
- a co-operative climate, emphasising collaboration, mutual rights and responsibilities
- the contributions of learners, parents, governors, employers and community partners

29. These principles are delivered through a range of synergistic strategies & policies (identified on page 2) which have been developed in partnership between the key responsible organisation and in consultation with key stakeholders.

30. Strategic planning by the Local Authority, Connexions and the Learning and Skills Council has resulted in consensus on 14-19 educational priorities, which are reflected

in the Children & Young People's Plan under the outcomes of 'Enjoy and Achieve' and 'Achieve Economic Well-Being' (page 48-74) of the Every Child Matters agenda.

Role of Learning Communities

31. The 14-19 Partnership directs and promotes 14-19 reform & development via the seven learning communities across the county. The concept of learning communities is a key feature in the future of secondary education in the county. The Smart Schools document provides the educational vision and sets out how learning communities will provide a framework in Derbyshire for the removal of barriers to learning; ensure improvements in attendance and achievement of the 5 outcomes of the CYPP. These communities comprise the educational institutions & providers that deliver pre and post 16 learning in and around typical travel to learn areas of Derbyshire.
32. Each learning community is led by a strategic group and has curriculum and IAG sub groups. Representatives from the LSC, LA, Connexions and providers sit on the strategic management groups. The key objectives of the learning communities can be found in a comprehensive terms of reference.

Role of Area Liaison Groups

33. With a geographical remit of 2-3 Districts and/or learning communities, the role of Area Liaison Groups is to ensure that the supply of learning 16-19 is in place with particular reference to the September Guarantee and NEET targets.
34. Membership consists of the District 11-19 Young People's Service Managers, the Area's 14-19 Manager and the LSC Partnership Manager. This ensures that links between NEET prevention and work with the 16-18 NEET group are achieved.

SWOT Analysis

35. In drawing up this plan, the following strengths, weaknesses, opportunities and threats have been identified and will help to inform future planning across 14-19 in Derbyshire.

Strengths

- A formal 14-19 Partnership has been established giving a strong strategic leadership from the LA, LSC and Connexions
- 14-19 staff in place across LA/LSC working with learning communities to drive 14-19 reform
- A Quality Improvement Framework being implemented by learning communities as a means of ensuring quality of provision
- Collaborative working to tackle NEET- NEET Reduction Strategy in place.
- 7 established learning communities
- A strategy for transport has been developed
- Sub-regional MOG group set up across the County and City

Weaknesses

- A lack of a common application process and ILP across the county
- Employer engagement to support 14-19 developments requires strengthening
- Harmonisation of timetabling across all 7 communities is inconsistent
- Inconsistent involvement of schools in the take up of work related learning

- Inconsistent involvement of wbl providers across learning communities
- WBL participation not improving at a sufficient rate
- GCSE/ 'A' Level results vary considerably across the county
- Lack of target setting within learning community action plans to increase participation and reduce NEET.

Opportunities

- Developing a cohesive approach to the 16-19 Capital and BSF developments
- Further strengthening of partnership across the four curriculum pathways
- An improving & consistent IAG offer for all learners
- Strategy for improving participation in plan-led apprenticeships
- Demand-led funding for apprenticeships

Threats

- Declining demographics leading to increasing competition amongst providers
- Reduced discretionary funding from the LSC
- Machinery of Government (MOG) changes
- Economic downturn leading to a potential lack of employers taking up apprenticeships
- Apprenticeships/NAVMS not sufficiently linked and integrated

Arrangements for 14-19 Discretionary Funding

36. The LA and the LSC will continue to build collaborative provision through pooled budgets which will be delegated at learning community level where possible. Each learning community has a nominated budget holding school. The Derbyshire 14-19 Partnership approved the LSC/LA discretionary resource allocations in July 2008. The intention is that these will be monitored and evaluated via the 14-19 Partnership.

14-19 Fighting Fund

37. On agreement of the 14-19 Partnership, the LSC's 14-19 Fighting Fund is allocated via the learning communities to support the delivery of new provision, in particular that which helps to develop the FLT, young people's participation in apprenticeships and NEET reduction. Each learning community receives an allocation and is expected to use the funding to deliver against their 14-19 plan, ensuring a focus on disadvantaged areas and vulnerable groups, thereby maximising the number of young people achieving level 2 by age 19.

Flexible Fund

38. The flexible fund has previously been used to develop the collaborative curriculum offer across learning communities together with key county wide programmes. These have included

- the appointment of three 14-19 Managers (shared costs with LSC),
- the development and implementation of the Quality Improvement Framework,
- continued development of the area prospectus
- offering a range of CPD events and associated conferences.

39. Priorities 2009/10

- Funding of 14-19 Managers
- Continued development & maintenance of the area prospectus
- Maintaining county wide developments outlined above.

Practical Activities Funding

40. From 2009/10 the LA's Practical Activities fund will be allocated to learning communities. The funding is intended for any practical and work related courses which lead to accredited qualifications and should be targeted at those 14-16 year olds who are likely to benefit most from additional provision in terms of attainment in KS4 and progression to post 16 learning.

41. Priorities 2009/10

- Extend the curriculum offer in line with Derbyshire's 'aspirational' curriculum
- Increase participation in KS4 Apprenticeships
- Within allocated budgets ensure an adequate spread across the county, targeting areas where participation in the delivery of work related learning is low
- Work to ensure genuine access for all young people to access KS4 Apprenticeships

Diploma Funding

42. In the 2008/09 academic year, Derbyshire will benefit from £565,000 of Diploma funding. This funding comes from two sources, the Diploma specific grant funding which rewards successful lines of learning bids from the Gateway 2 process and Diploma student numbers funding which will support the Ripley and Heanor Consortia in delivering the IT diploma which started in September 2008.

43. The Diploma Grant funding totals £450,000 of which £360,000 will be devolved to learning community budget holder schools. The student numbers funding totals £115,000 and has been devolved to the budget holding school in the Ripley and Heanor learning community. 20% of the Diploma Grant funding £90,000 has been held centrally to fund lines of learning lead practitioners who will work with Consortia to construct applications to the Gateway 3 process and work with Gateway 2 consortia to prepare for delivery in September 2009. This will also part fund 3 area based Diploma Co-ordinators.

44. Priorities 2009/10

- Planning for delivery of Gateway 2 Diplomas in September 2009
- Sustaining the Diploma county infrastructure to support successful Gateway 3 Diploma bids
- Ensuring that Derbyshire maintains its excellent progress towards providing County-wide entitlement to access for all Diploma lines by 2013.

European Social Fund (ESF)

45. Across the East Midlands, 6% of young people aged 16-19 were classified as NEET during 06/07. The majority of these young people had no qualifications while a small proportion were qualified to level 2. Broadly the young people in this group were similar to the rest of the cohort in terms of ethnicity but there was a larger proportion of white males living in areas of multiple deprivation. Those with behavioural problems were present in the group in higher proportions than the

rest of the cohort. The NEET group also contains a higher proportion of young people identified as underachieving at Key Stage 4.

46. In Derbyshire, ESF funds have been used to develop opportunities for both pre-16 in terms of targeting 14-16 year olds at risk of becoming NEET and post 16 in terms of supporting the movement of unemployed young people into employment and training. In particular, we have increased the investment in basic skills in order to reach level 2 and beyond as well as providing support at key transition points.
47. Priorities for 2009/10:
 - ensure that any discrete learning needs of each of the above groups are considered in future commissioning, in order to ensure that identified barriers to learning and achievement are addressed
 - continue to analyse the impact of ESF on NEET reduction and target areas of significant need.

Capital Investment

LSC 16-19 Capital

48. It is Derbyshire's intention that all current and future capital investments for 16 - 19 facilities must support the wider priorities of the Partnership. Proposals will only be supported where the applicants can demonstrate the linkages to the priorities and where they have the full support of the relevant learning community.
49. Currently the following LSC capital projects are in the process of being developed / submitted for consideration and are likely to commence during 2009/10 within the county:
 - Developments arising out of the potential merger of SEDC and University of Derby
 - Re development of Chesterfield College main campus
 - Addition of vocational workshops to 3 schools in Buxton, Glossop & Bakewell for construction and engineering related provision.
 - Expansion to Friesland School Sixth Form
 - Workshop facilities at Long Eaton school
50. Potential future developments that are at the feasibility / early discussion stage.
 - Vocational centre based in Swadlincote

Building Schools for the Future

51. Capital funding for development of schools has been seen by Derbyshire County Council as a high priority over recent years and significant investment has already been made in many schools across Derbyshire. The BSF programme for Derbyshire has an overall value of around £170m including provision for ICT. The first Derbyshire schools to be included in wave 3 of the programme are in the North East of the county. It is expected that construction of 3 schools will start by Easter 2009, with a further 3 schools coming on board later.
52. The Government has also agreed that the LA can bring forward six further schools from wave 5. Planning has already begun and will follow on from the

wave 3 schools. These additional schools include 3 secondary and 2 special schools in the Alfreton learning community.

53. It is anticipated that the remaining Derbyshire secondary and special schools will come into the BSF programme in phases over the next 12 years. This remaining part of the programme is currently under revision following the DCSF's consultation paper in April 2008 on the management of waves 7 to 15. The proposals in this consultation reflected the learning from the early waves and aimed to ensure delivery of the programme through flexible management
54. Curriculum development, quality of provision and capacity issues will be the main drivers for change.
55. Priorities for 2009/10
 - develop a co-ordinated Capital Strategy for the County which recognises and supports the development of individual learning communities.
 - further maximise the benefits between the Authority's BSF and the LSC 16-19 capital investment programme.

MOG Transition

56. Derby and Derbyshire Local Authorities have submitted a proposal to GOEM to establish a Post 16 Sub Regional Partnership in order to manage the transition of responsibilities for LSC funding and planning to local authorities by 2010 and thereafter to commission 16-19 learning from colleges and providers in Derbyshire and Derby.
57. The sub regional partnership is a natural development of existing arrangements between the City and County which includes:-
 - A joint local authority controlled Connexions Company
 - Involvement of both authorities in the Education Business Partnership, which covers the City and County.
 - Linked developments of the 14-19 curriculum, including the development of a joint area prospectus and work toward a common application process
 - Joint 14-19 curriculum conferences
 - Involvement of the City and County in the DDEP and employment and skills boards.
58. Both the County and City Councils' Cabinets have agreed to establish a 16-19 sub regional partnership. The activities of the partnership will be guided by and reported to the Children and Young People's Trust in each authority and to each Cabinet as appropriate.
59. Whilst the proposed focus of the 16-19 sub regional partnership is firmly on the LSC transition and commissioning, links will be maintained with the existing 14-19 structures in each authority.
60. During 2008/09, each Local Authority will continue to work with the LSC to gain a better understanding of commissioning 16-18 provision.

61. Priorities for 2009/10

- Work toward the Local Authority taking on a lead role supported by the LSC in commissioning provision for 2010/11.

Section 2 – Review of Delivery Arrangements for 14-19

Learner Entitlement & Curriculum Pathways

62. At the heart of the Government's 14-19 reform programme is an entitlement for all young people to access the education and training that is best suited to meeting their needs. Every young person should have the opportunity to engage in learning that will enable them to enjoy, achieve and progress to higher education or skilled employment.

63. In order to achieve this, the Government has developed a strategy for 14-19 qualifications which identifies access to four curriculum pathways. Young people will be able to choose from these routes with flexibility to move across as needs and aspirations develop.

64. The LA's 'Smart Schools' document sets out an aspirational curriculum that learning communities will offer every student access to a curriculum that meets their personal learning needs, interests, abilities and ambitions. It further stated that learning communities will not develop in isolation from each other and that collaboration and partnership is necessary in order to provide sufficient breadth and width of curriculum and to make personalised learning a reality.

65. Priorities for 2009/10

- ensure each learning community has a curriculum plan which provides genuine access to and across the four curriculum pathways.
- review curriculum in accordance with 14-19 reforms and changing demographics to re-assess the mix and balance of provision available and capital resources required for delivery.
- deliver the September Guarantee to ensure all 16 and 17 year olds have an identified programme of learning post 16 that meets their needs.

General Qualifications

66. The general curriculum will provide one route way in the new QCA learning pathways to allow learners to continue to study GCSE's and A Levels. There is a wide general curriculum offer available for 16-19 learners across the county which is fully embedded within the school and FE sector.

67. Priorities for 2009/10

- collaboration to deliver minority subjects and small class sizes.

Diplomas

68. By 2013, all young people aged 14-16 will be entitled to access 14 lines of learning, 16-18 year olds will be entitled to access all 17.

69. The development of diplomas forms a key element of the Derbyshire Partnership's vision for the transformation of secondary and post 16 education in the county. The Diploma makes a key contribution to raising participation, achievement,

personalisation and reducing NEET. There will be a tiered implementation strategy which commits to ensuring that all 17 Diploma lines of learning are offered across the county by 2013. In 2008, Derbyshire saw its first teaching of the ICT Diploma. By 2009, there will be a total of seven lines of learning being taught across six learning communities. Partners and consortia are working together to embed Diploma developments and ensure young people have access to a range of vocational and applied learning experiences.

70. Priorities for 2009/10

- carry out annual review of Diploma roll-out which will assist in the identification of future Diploma needs and resources, linked to a capital strategy.
- consideration to be given to the development of a common curriculum framework which leads to compatible timetables that maximise the opportunities available for all young people.

Apprenticeships

71. By 2020 the LSC aims to achieve the ambition in Lord Leitch's report of an additional 250,000 apprentices in learning. That means one in five young people will be undertaking an apprenticeship. By 2013 all 16 year olds suitably qualified will be entitled to an apprenticeship place.

72. Across Derbyshire, there are 29 locally contracted apprenticeship providers although there are many more who operate across the county. The overall provision of apprenticeships has increased by only 2% between 2006/07 and 2007/08, from an occupancy of 2523 to 2576. This represents only a 2% increase compared to the regional average of 6%. When comparing total starts between the two periods, again Derbyshire falls below the regional average at only 7% compared to 12%. However, regional analysis shows that across the region, only 38% of starts in apprenticeships were in the 16-18 age group, compared to Derbyshire where this rose to just below 54%.

73. Programme-led Apprenticeships provide a non-employed route into the Apprenticeship programme but seeks to secure an employed position as soon as possible. To date, the number of programme-led Apprenticeships in Derbyshire has been minimal.

74. Young Apprenticeships (YA's) are an integral part of the 14-19 agenda and will contribute to the overall Apprenticeship target. Young Apprenticeships will be inviting proposals for cohort 6 in November 2008. Currently there are 162 young people accessing Cohort 5 YA's across the county in five sector areas. As the number of places funded in cohort 6 will reduce to 140, the expectation will be that each learning community will match fund additional places ensuring a sustained growth in YA's.

75. Priorities for 2009/10

- maximise progression from KS4/YA's into post 16 Apprenticeships;
- ensure all young people have genuine access to KS4 Apprenticeships
- further develop capacity for plan-led Apprenticeships, particularly across the FE sector.

- link developments with labour market information to maximise progression.
- work with the LSC and the Apprenticeship matching service, to develop clear progression routes for young people.
- Develop 3 new YA's across the county linking to priority sectors.

Foundation Learning Tier

76. It is a national requirement for areas to pilot parts of the FLT from September 2008, with implementation of a full set of Progression Pathways by 2010.
77. Already across Derbyshire, a wide range of programmes at entry level and level 1 already exist, both pre and post 16. Many such programmes are specifically aimed at re-integration approaches, both pre and post 16. Currently 6 providers across Derbyshire are piloting progression pathways which will replace all pre level 2 provision, including E2E, First Steps, and Foundation Learning in Further Education. An FLT strategy group has been formed consisting of key partner organisations and stakeholders to both audit existing provision and to provide a strategic framework for future developments to the pre level 2 offer in Derbyshire.
78. The Key Stage 4 Engagement Programme has been planned to meet the needs of young people at risk of disengagement by providing a strong work-focused route designed specifically to motivate. Pilots have acted as test-beds for developing good practice that can become an essential part of the KS4 curriculum offer. The long term aim is that the KS4 Engagement Programme as a distinct programme and brand will cease, but the effective forms of learning provision for disengaged will become part of the mainstream offer through the Foundation learning Tier. In 2008/09 21,500 places are being funded nationally. Derbyshire were allocated xx places. In 2009/10 the overall national level of funding will be the same but partnerships will be expected to achieve around a 25% increase in placements.
79. Priorities for 2009/10:
- audit existing FLT provision
 - further development and embedding of the KS4 School Engagement Programme pilot within all learning communities to increase the number of places available
 - ensure that coherent FLT progression pathways are developed with particular reference to re-engagement activities, and/or learning aimed at key vulnerable groups, to reduce the likelihood of current repetition
 - review existing/any future ESF activity to ensure progression to mainstream learning.

Key Vulnerable Groups

80. In addition to related national strategies such as reducing teenage conceptions or addressing youth offending, there is a requirement to have developed a Targeted Youth Support Service by Dec 2008, as part of an overall integrated Youth Support Service
81. The strategy in Derbyshire is to link Youth Support and Positive Activities, with curriculum developments, for key vulnerable groups. The Children and Young People's Plan identifies these as:-

- Looked after children
- Young mothers
- Young offenders
- Learning difficulty and disabled (LDD)
- BME

82. Other groups of young people will also require particular attention when considering their learning needs, such as young runaways or elected home educated.

83. Priorities for 2009/10:

- develop specialist capacity within Derbyshire providers to be able to meet the needs of LLDD more locally, reducing the need for learners to move 'out of county'
- ensure that any discrete learning needs of each of the above groups are considered in future commissioning, in order to ensure that identified barriers to learning and achievement are addressed
- learning communities to take on more ownership of key vulnerable groups within their local areas
- link developments in learning with PAYP and Youth Support Services.

Attainment & Success

Level 2 and level 3 Attainment

	% Achieving Level 2 by 19				% Achieving Level 3 by 19			
	2004	2005	2006	2007	2004	2005	2006	2007
National	66.4%	69.3%	71.4%	73.9%	42.0%	45.4%	46.6%	48.0%
East Midlands Region	63.2%	66.8%	68.7%	71.2%	38.8%	42.8%	44.2%	44.5%
Derbyshire	62.2%	65.0%	66.1%	68.7%	33.5%	37.0%	36.9%	38.5%
Derby LA	57.3%	59.1%	61.6%	63.9%	31.9%	36.5%	38.6%	37.4%
Derbyshire LA	65.7%	68.8%	69.4%	72.3%	39.2%	43.9%	43.3%	45.3%

Source: YP matched administrative dataset 2006/07

84. The proportion of young people achieving level 2 by age 19 has continued to rise across the county from 65.7% in 2004 to 72.3% in 2007. The annual improvement between 2006 and 2007 is 2.9% compared to the regional and national average of 2.5%.

85. Achievement at level 3 at 19 also shows an improving picture from 39.2% in 2004 to 45.3% however, whilst slightly above the regional average it falls below the national average of 48%.

Key Stage 4

Partnership Area	% of 15 year old students achieving 5+ A*-C (and equivalent) including English and maths GCSEs				% of 15 year old students achieving 5+ A*-C (and equivalent)			
	2004	2005	2006	2007	2004	2005	2006	2007
Derbyshire	42.00%	43.40%	45.40%	46.90%	53.60%	55.20%	57.10%	58.40%
East Midlands		40.7%	42.8%	44.2%		52.5%	55.2%	57.7%
England Average	0.426	44.3%	45.3%	46.0%	53.7%	56.3%	58.5%	60.9%

Source: DCSF

86. There is an improving picture for GCSE results within Derbyshire with the number of students achieving 5+ A-C rising year on year from 53.6% in 2004 to 58.4% in 2007. However, results across schools vary considerably ranging from 30% to 85% (excluding independents).
87. Achievement of 5+ A-C including English and Maths has risen by 4.9% between 2004 and 2007 to 46.9%, higher than both the regional and national averages. Achievement of boys is far below that of girls at 42.4% compared to 51.5%. However, the gender gap in Derbyshire is generally smaller than that seen nationally and is responding well to the Raising Boys Achievement programme Derbyshire has had in place for a couple of years.
88. In summary, provisional 2008 results are showing a faster rate of improvement overall than 2007 with some significant transformations and individual school successes including maintained high standards for some high performing schools. However, at this time it is prudent to note that these judgements are based on invalidated results and there still remains the potential for further improvement by closing the gap between the two key benchmarks.
89. The Education Improvement Service is continuing to provide differentiated and targeted response to all schools in order to sustain and indeed accelerate the trend of improvement across all secondary schools across Derbyshire.

'A' Level Point Score – Post 16

	General and Applied A/AS or Equivalent Achievement			
	Average point score per student		Average point score per examination entry	
	2006	2007	2006	2007
LA Average	714.2	740.1	201.6	202.7
LSC Average	697.2	718.2	202.1	202.4
England Average	721.5	731.2	206.2	207.5

90. In 2007/08, Schools Sixth Forms accounted for around 34% of the County's 16-18 participation. The average point score per student in 2007 across Derbyshire schools sixth form provision was 740.1. This compared to the national average of 731.2 and represented an increase on 2006 performance of +25.9 points. As

with KS4, results vary considerably across schools, ranging from 524 points to 1000 points per student.

91. Early provisional results show that in 2008 the number of students taking 'A' Levels and Level 3 qualifications has increased by more than 350 on 2007. In addition the average points score for each student is 788, an increase of nearly 50 points compared to 2007, which equates to an average increase of one and a half grades per student.

FE Success

FE Overall Success	2005/06		2006/07		Change 2005/06 to 2006/07
	Starts	Success Rates	Starts	Success Rates	
By Local Authority - by People who live in this area					
City of Derby	7200	73.5%	7352	76.8%	3.4%
Derbyshire	20669	74.6%	19605	76.3%	1.6%
East Midlands	123639	73.6%	116647	76.2%	2.6%

92. In 2007/08, FE accounted for a further 47% of the County's 16-18 participation. Overall success for 16-19 county residents attending FE was 76.8% an increase of 3.4% on 2005/06.

FE Success	Level 2				Change 2005/06 to 2006/07	Level 3				Change 2005/06 to 2006/07
	2005		2006			2005		2006		
	(excl Transfer s)	Success Rates	(excl Transfer s)	Success Rates		(excl Transfer s)	Success Rates	(excl Transfer s)	Success Rates	
By Local Authority - by People who live in this area										
City of Derby	567	64.9%	684	69.6%	4.7%	464	59.3%	451	71.4%	12.1%
Derbyshire	2055	63.4%	2284	72.4%	9.0%	1491	66.9%	1777	67.9%	1.0%
East Midlands	11678	66%	12623	70.5%	4.6%	7409	65.2%	8392	68.9%	3.6%

93. Between 2005/06 and 2006/07 success rates at level 2 for county residents increased by 9% to 72.4%, higher than the regional average. At level 3, success rates increased by only 1% over the same period to 67.9% and fell below the regional average. The achievement gap across Derbyshire colleges was much higher across level 3 at 12% compared to a 7% gap across college success at level 2.

WBL Success

WBL Success	2006		2007		Change 2005/06 to 2006/07
	Leavers	Success Rates	Leavers	Success Rates	
By Local Authority - by People who live in this area					
City of Derby	758	73.6%	655	68.5%	-5.1%
Derbyshire	1624	65.5%	1588	66.4%	0.9%
East Midlands	8477	65.6%	8628	65.6%	0.0%

94. The overall success rates of Derbyshire 16-18 residents across WBL Apprenticeships rose by 0.9% on 2006/07 to 66.4% taking it over the regional average by 0.8%.

WBL Success By Local Authority - by People who live in this area	Level 2				Change 2005/06 to 2006/07	Level 3				Change 2005/06 to 2006/07
	2005		2006			2005		2006		
	Leavers	Success Rates	Leavers	Success Rates		Leavers	Success Rates	Leavers	Success Rates	
City of Derby	595	72.1%	475	68.4%	-3.7%	163	79.1%	180	68.9%	-10.3%
Derbyshire	1314	66.3%	1265	65.9%	-0.4%	310	61.9%	323	68.1%	6.2%
East Midlands	6422	65.4%	6047	63.3%	-2.1%	2055	66.3%	2581	71.2%	4.8%

95. At level 2, success rates were slightly lower at 65.9% although still higher than the regional average at 63.3%. Level 3 success increased by 6.2% on 2006/07 to 68.1%, although lower than the regional average of 71.2%.

96. Priorities for 2009/10

- level 3 @ 19
- closing the achievement gap across schools both at GCSE and 'A' Level.

Monitoring and Evaluation

97. Monitoring and evaluation of the implementation of the 14-19 reform is undertaken through the 14-19 'Progress Check' on a regular basis and supported by the 'Here to Entitlement' form to assist the LA in determining its priorities for development. The results of this will be fed up to the Children and Young People Board. The latest analysis was completed in October 2008 and it was agreed and moderated by GOEM that Derbyshire receive an overall green/amber rating.

98. In 2007/08 each learning community carried out an assessment using the progress check criteria. These assessments formed the basis for individual learning community action plans which are updated and reviewed on an ongoing basis and provided supporting evidence to update October 08 progress check.

99. Each plan has the following 5 key aims

- Carry out a self assessment review of the LC using the DCSF 14-19 Progress Check Grid
- Set targets to increase participation, retention and progression (Progress Checks 1-3)
- Produce a 5 year strategic plan for the learning community
- 5 year curriculum plan will increase participation in KS4 and 16+ work related learning for 2007-2012 and increase capacity to accommodate growth
- Produce a learning community plan for the introduction of Diplomas

100. Through this process each learning community has been able to identify its own needs and priorities within an overarching county framework provided by the 14/19 partnership. The amalgamated plans therefore form the basis of the county's overall robust 'bottom up' led plan.

Cross Cutting Themes

IAG

101. National IAG quality standards published April 2008. (Impartial) IAG seen as critical in:-
- reducing NEET/widening participation/raising achievement
 - expanding Apprenticeships
 - embedding Diplomas.
102. In addition there are clear links with:-
- area prospectus
 - common application process
 - individual learning plan.
103. An IAG (Learning) Strategy Group has been formed, reporting to the 14-19 Partnership via the 14-19 Curriculum Group, to address the above issues and provide a strategic framework for learning community IAG developments.
104. Priorities for 2009/10:
- ensure that national IAG support for learning communities is effectively co-ordinated across the county
 - review the link between IAG and CEG, and work towards all learning providers achieving Career Mark
 - develop and trial arrangements for ILP and common application process
 - support all Diploma Gateway Part A statements (IAG) for all consortia bids.

Transport

105. A transport strategy has been developed by the LA. This plan was written by the Derbyshire Post 16 Transport Partnership, which consists of representatives of the LEA, colleges, Connexions and other interested parties. The plan includes a description of the activities of the partnership until August 2008, particularly regarding further research and development, with the aim of making transport support for learners similar in all parts of the county.
106. Derbyshire County Council is also funding a full-time transport co-ordinator post for 2008/09 to work with Learning Communities to understand transport issues and requirements arising out of collaborative provision.

CPD

107. A wide ranging CPD programme operates across Derbyshire with provision offered at county, learning community and individual school level. Good liaison is undertaken with key delivery agencies including the National Strategies, GOEM, NCSL, and DCSF. Derbyshire is presently developing its own CPD framework for 14-19 developments that will underpin the national programme and support local developments.

Quality

Inspections

108. The process for assessing a provider is not driven or delivered by the LA or the LSC. This function is performed by Ofsted. The LA/LSC does not and cannot interfere in the inspection process and the decisions regarding grading taken by the Lead Inspector and their team. It is the responsibility of the LSC working in partnership with the LA, through its commissioning arrangements, to assure itself that it is funding provision, which as a minimum, is of at least a satisfactory standard and improving.
109. Underperformance identified through inspection for FE and WBL is defined as a provider receiving an Ofsted judgement of 'inadequate' for:
- overall 'Effectiveness of Provision';
 - one or more of the following key questions: 'Achievement and Standards', 'Leadership and Management' (while deemed to be satisfactory or better overall);
 - one or more sector subject areas (while deemed satisfactory or better overall).
110. Where an FE College is graded as overall inadequate, the LSC will issue a Notice to Improve. Where an independent provider is graded as inadequate, the LSC reserves the right to cease funding the provider although in many cases it will be provided with the opportunity to improve. Where sixth form schools are identified as inadequate, they will work with the LA and SIP's to ensure robust actions are put in place to address under-performance/areas of weakness.
111. Across the FE colleges and WBL providers in Derbyshire, 98% of subject sector areas (SSA's) inspected have been graded at least satisfactory or above. 55% have been graded as good or above with small pockets of outstanding and unsatisfactory provision. Just under 63% of institutions inspected have been graded as good or above in Leadership and Management and around 69% in capacity to improve. In 2007/08 two colleges were awarded with a notice to improve for aspects of their provision.
112. Across the schools with sixth forms in Derbyshire, 21 schools have been inspected under the new framework since 2006. No sixth form provision has been found to be less than satisfactory although 2 schools have been given a notice to improve in earlier key stages and one 11-16 school is presently requiring special measures. Of the others, six schools have been judged to be satisfactory, ten schools good and three schools were graded outstanding. This places Derbyshire above the national norms at this stage in the inspection cycle.

Minimum Levels of Performance (MLP)

113. The LSC remains committed to raising quality by only funding provision that meets performance benchmarks. In 2007/08 MLP's were introduced to identify and remove funding from poor quality providers. The national minimum level of performance for WBL in 08/09 is 50% full framework completion which is applied to each provider by framework and by Advanced Apprenticeship or Apprenticeship level. However, in Derbyshire the current average completion is around 65%.

114. In some instances a WBL provider or college will be poor against both inspection and minimum levels criteria. However, there may be times when there is not a correlation. This will occur because the scope of inspection is much wider than that focussing on success rates, so it is entirely possible that there may be provider with reasonable inspection outcomes (though highly unlikely to exceed satisfactory), but poor success rates identified using MLP, and vice versa.
115. In 2007/08 4 WBL providers fell below MLP, 3 WBL providers lost their provision in associated framework sectors. These included plumbing, tourism and leisure and hospitality & catering. This provision was subsequently put out to open and competitive tendering which has resulted in one new WBL provider coming in to the area.

Challenge & Support

116. As schools do not currently fall under the remit of MLP, the LSC was given an official mandate to discuss the performance of school sixth forms with local authorities in December 2006. It resulted from a request by Jim Knight (the Minister of State for Schools and Learners) and Bill Rammell (the Minister of State for Lifelong Learning, Further and Higher Education), that the LSC, in partnership with local authorities and their school improvement partners (SIPs), discuss the performance of school sixth forms.
117. This was delivered, during 2007/08, through the School Sixth Form Challenge and Support programme. In Derbyshire, the LSC had dialogue with the LA on school performance and quality improvement which was subsequently taken forward via the work of the School Improvement Advisors. In total 3 schools were identified under challenge and support.
118. No growth in provision will be allocated to schools, WBL or colleges where poor performance is identified.

Quality Improvement Framework (QIF)

119. The QIF was launched in May 2007 and formed an important part of Derbyshire's 11-19 vision and implementation plan. It was developed by a range of colleagues from schools, colleges, training providers, Connexions, the LSC and the Local Authority taking account of and informed by Derbyshire's school improvement strategy, the common inspection framework and other improvement processes already in place. The QIF was a response to the increasing levels of vocational and off-site learning across learning communities and to the issues raised by all stakeholders anxious to ensure that off-site and vocational/work-based learning provision was subject to the same rigour and high standards that are applied to all programmes of study.
120. At the heart of the Quality Improvement Framework (QIF) is the belief that the base school/centre retains the responsibility for assuring their parents and students of the quality of all curriculum provision regardless of the venue. The QIF is designed to operate across each learning community in order to:
- be used in a proactive, constructive and collaborative fashion;
 - clarify roles, responsibilities and expectations of all partners;
 - identify consistent approaches to quality improvement;

- agree the means by which quality assurance data can be shared between partners;
 - ensure the consistent quality of teaching and learning, assessment, student support and guidance.
121. During 2007/08 and 2008/09, the implementation of QIF across learning communities was supported by the LA's 14-19 flexible fund and is an activity highlighted in each learning community action plan. The embedding of QIF will continue to be monitored and evaluated throughout 2009/10.
122. The first annual report is being presented to the various learning community strategic groups this term.

Section 3 - Conclusions

123. Throughout this document we have highlighted a number of priorities for taking forward in 2009/10 and these can be summarised on the local area statement of need as identified at appendix 1.
124. Key Priorities for Derbyshire are:
- raise attainment at level 3;
 - increase participation across 17 year olds;
 - continue to prioritise employer, school and student engagement in 16-18 apprenticeships in line with Leitch growth plans;
 - undertake a curriculum review and statistical analysis against the 4 curriculum pathways to ensure suitable post 16 opportunities are available to meet future requirements of the local area;
 - identify where we are and where we need to be, recognising the necessary capital resources required;
 - continue to drive down NEET with particular reference to key vulnerable groups and hot spot areas;
 - further development of the area prospectus to include an UILP and common application process;

Strategic Issue	LASN Headings
Resident Participation	<p>Key Conclusion: eg</p> <ul style="list-style-type: none"> ▪ 14-19 cohort has been increasing, but is due to peak in 2009/10 with an 8% fall predicted by 2014. ▪ 78% of 16 and 17 year olds were in education and training in 2006 post 16 compared to 80% in England. ▪ Participation fell off by 8% between the ages of 16 and 17 in 2006. ▪ The trend in participation amongst 17 year olds has remained static at 74% for three years. It is also below England averages. However, indications show that for 2007 participation amongst 17 year olds went up from 74.3% to 77.3% ▪ Measured at May 2008 the trend in NEET is a slow downward one. However figures are above regional and national levels. ▪ Unemployment amongst the 16-19 year old population rose steadily between 2004 and 2007 (14.4%). This is above than both the region and England (10.8%). ▪ Where there are pockets of ethnicity, ethnic learners are more likely to be excluded on a fixed term and permanent basis. ▪ NEET is higher amongst vulnerable groups, more notably for: <ul style="list-style-type: none"> ○ Learners with Learning Difficulties and Disabilities; ○ Young Parents to Be ○ Young Offenders ○ Looked After Children <p>Priorities:</p> <ul style="list-style-type: none"> • Re-organise and rationalise provision in line with cohort change whilst maintaining quality • Continue to improve participation at 17 • Reduce unemployment amongst 16-18 year olds • Ensure that future commissioning addresses the discrete needs of key vulnerable groups • Develop school behaviour clusters in conjunction with learning communities to reduce the number of exclusions pre 16
Resident Learner Support	<p>Key Conclusion:</p> <ul style="list-style-type: none"> • 2007/08 EMA take up increased by +4.7% over 2006/07 in Derbyshire LA, which is in line with the regional trend of 4.6%. • Late EMA payments to students in 08/09 is resulting in learner support funds being used to “gap fund” learners. <p>Priorities:</p> <ul style="list-style-type: none"> • Ensure FE e2e provision is accessing FE Learner Support Funding (LSF) in 08/09 and that e2e participation is modelled within 2009/10 LSF allocation processes.

Provider Participation	<p>Key Conclusion – Derbyshire LSC local area team data and trends:</p> <ul style="list-style-type: none"> • LSC data indicates 2007/08 16 – 18 participation in FE colleges has increased by 5.2% over 2006/07, which is above the regional trend of +2.3% and is 3% above the planned 07/08 outturn at 11,096 learners in total. • 2007/08 full level 2 participation has increased by 2.9% (at 2,760 against 2,681) over 2006/07 (regional trend -0.6%) whilst full level 3 participation has increased by 22.5% (at 4,198 against 3,426) against a regional trend of +6.5%. • Work Based Learning apprenticeship 16 – 18 start volumes have increased by 6.6% over 2006/07, which is below the regional trend of a 12.3% increase. • Entry 2 employment starts have increased by 9.3% over 2006/07, which is above the regional trend of +2.1%. <p>Priorities:</p> <ul style="list-style-type: none"> • Continue to prioritise employer, school and student engagement in 16-18 apprenticeships. • Increase e2e progression rates into FE and particularly into WBL. • Undertake a curriculum analysis across the four new learning pathways
Resident Achievement	<p>Key Conclusion:</p> <ul style="list-style-type: none"> ▪ Achievement at level 2 and 3 by 19 is above regional averages but below national. ▪ Achievement of level 2 at 16, is in line with national averages although results vary considerably across institutions ▪ The results for boys are, as in the rest of the country, lower than those of girls both at KS4 and post 16. <p>Priorities:</p> <ul style="list-style-type: none"> • Improve the achievement of boys at 16 • Improve achievement of both level 2 and 3 at 19 to at least national averages • Close the gap between schools achievements for level 2 at 16
Provider Quality	<p>Key Conclusion:</p> <ul style="list-style-type: none"> ▪ The quality of provision in FE colleges is rising in Derbyshire but more slowly than in the rest of the region. ▪ FE success rates are slightly higher overall in Derbyshire (76.3%) than those in the region (76.2%). ▪ FE Level 2 success rates rose by 9% between 2005/06 and 2006/07 to 72.3%. This is above regional averages ▪ FE Level 3 success rates to 45.3% in 2006/07. This is below regional averages. ▪ 2 FE colleges have notices to improve for aspects of provision ▪ 1 FE college was graded as inadequate in its last Ofsted inspection <p>Priorities:</p> <ul style="list-style-type: none"> • Improve FE success rates at level 3 to at least regional and national averages. • Facilitate the merger process between SEDC and the University of Derby.

<p>Other Issues</p>	<p>Key Conclusion:</p> <ul style="list-style-type: none"> • It will be important to ensure that there is sufficient training supply in health and social work, retail distribution, business services and education sectors, Caring occupations, Sales, administration and Teaching/research to meet forecast demand and that young people are made aware of these opportunities. • Future commissioning of training places in sectors such as transport equipment, motor distribution and postal/telecommunication will need to match falling demand and young people will need to be made aware of the changing demand patterns. <p>Priorities:</p> <ul style="list-style-type: none"> • Ensure IAG alerts young people to training which matches job opportunities in the local area early enough to influence choice. • Ensure suitable training opportunities are available to meet the future requirements of the local area • Ensure employer engagement continues locally to assure sufficient apprenticeship places in line with Leitch growth plans.
----------------------------	--

<p>Commissioning Priorities 2009/10</p> <ul style="list-style-type: none"> • Ensure suitable training opportunities are available to meet the future requirements of the local area including addressing the discrete needs of key vulnerable groups • Continue to improve participation at 17 and reduce unemployment amongst 16-18 year olds • Ensure FE e2e provision is accessing FE Learner Support Funding (LSF) in 08/09 and that e2e participation is modelled within 2009/10 DLSF allocation processes. • Continue to prioritise employer, school and student engagement in 16-18 apprenticeships. • Increase e2e progression rates into FE and particularly into WBL. • Improve achievement of both level 2 and 3 at 19 to at least national averages
--