

EAST OF ENGLAND 14-19 FRAMEWORK

INTRODUCTION

This Framework consolidates information about the 14-19 agenda into a coherent resource of particular importance to LSC colleagues, highlights some of the key issues and priorities, and raises issues where appropriate.

Topics have been organised into four Strands; three of these are based on the DCSF Priorities, and the fourth covers Monitoring and Challenge.

Each Strand is presented in two main forms: as a Narrative text (with hypertext links), and as a quick-reference Matrix consisting primarily of one liners with hypertext links. All material will be available via the LSC Intranet, as individual files for printing, and as an online resource for quick on-screen access.

The Purpose of the Framework

To provide a resource for LSC partnership and regional teams to support the LSC's role in implementing the 14-19 reform agenda in the East of England.

In doing so, the 14-19 framework:

- Sets out the national context for 14-19 reform and key policy documents
- Outlines Government and LSC 14-19 priorities and targets
- Provides information and policy guidance on the activities and programmes to support the 14-19 reform agenda including the development and delivery of Area 14-19 Education Plans and the implementation of the 14-19 entitlement
- Provides information to assist the transition of activity from the LSC to Local Authorities under the Machinery of Government changes
- Provides a resource for collating and disseminating good practice from across the region and beyond.

The rest of this section describes (1) the context of the Reforms , including background material, such as key policies (see free standing table), driving forces behind the reforms, and funding; (2) priorities (national and regional); and (3) the content of the Strands.

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1.0 CONTEXT

1.1 The 14-19 reform agenda

The 14-19 reform programme encompasses a number of big ideas, as the 14-19

*Partnerships: Delivering the Entitlement*¹ makes clear:

- The fundamental aim of the national 14-19 reform programme is to ensure that all young people are prepared for success in life through their education and training by dramatically increasing participation and achievement among young people.
- The current offer for 14-19 learning will be expanded to incorporate a new Diploma route, a Foundation Learning Tier of qualifications, new functional skills embedded throughout the system, strengthened GCSEs and A Levels, a significant expansion of Apprenticeships and wider availability of the International Baccalaureate.
- A revised secondary curriculum will ensure students are well prepared for the 14-19 phase.
- All of these reforms will be underpinned by a new learning entitlement that will come into effect in 2013, which will mean that all young people must be able to access all new qualifications and curricula.
- The target for 2015 is for all young people up to the age of 18 to be participating in learning that will provide a recognised qualification preparing them for life and work.

Changes to the curriculum at Key Stage 3 and beyond are being introduced gradually from September 2008.

Those who find 'key stage', 'years' and 'ages' terminally confusing should refer to the helpful [BBC website](#)² where all is explained.

A major challenge for the 14-19 reforms is the fact that they straddle two very different systems: schools and further education. On almost every conceivable level, these are two distinct worlds – different in their organisation, funding mechanisms, staff terms and conditions, and quality assurance systems. They may be close cousins but they have been reared miles apart. This historical baggage is the biggest threat to the creation and long term survival of a discrete and coherent 14-19 phase.

¹ http://www.dfes.gov.uk/14-19/documents/14-19%20Partnerships_Delivering%20the%20Entitlement.doc

² http://www.bbc.co.uk/schools/parents/work/curriculum_guide/key_stages_levels.shtml

1.2 Summary Guide to Statutes and Key Policies

To improve clarity and speed of access, the key documents are presented in tabular form, together with their web links and a brief summary of content. See separate table.

The earliest document in the table is the 2002 Green Paper *14-19: Extending Opportunities, Raising Standards* (February 2002), which is where the concept of a 14-19 phase was first introduced into public policy. Over the subsequent six years, the policies have, and are still, being developed and refined through successive consultations and legislation.

1.3 National policy drivers

A number of influences lie behind current education policy, but perhaps the principal driving forces are, on the one hand, the perceived need to get a better fit between the education and training system and the nation's pressing economic demands, and, on the other, the poor showing of the UK in international league tables (taken as an indicator of future economic performance).

1.3.1 The Leitch Review³

Following a detailed analysis of the UK's performance in the skills stakes, the Leitch Review concluded that

‘where skills were once a key driver of prosperity and fairness, they are now *the* key driver. Achieving world class skills is *the* key to achieving economic success and social justice in the new global economy.

Consequently, it advised that employers should be given a more powerful role in a ‘demand-led’ system.

1.3.2 International league tables

In the recent proposals to **increase the leaving age to 18⁴**, the position was put as follows:

In the 2005 *14–19 Education and Skills* White Paper we outlined our aspiration for 90% of 17 year olds to be participating in education and training by 2015. It is one of the key aims of the changes we are currently making to the 14–19 phase. Yet achieving 90% will still not put us amongst the leaders of the OECD, even if other countries do not improve. If we are to retain our economic competitiveness and give our businesses the skills they need, we must include all young people up to the age of 18 in some form of education or training.

³ http://www.hm-treasury.gov.uk/media/6/4/leitch_finalreport051206.pdf

⁴ <http://www.dfes.gov.uk/14-19/documents/Raising%20Expectations.pdf>

The latest **three yearly tests**⁵ of reading and maths amongst 15 year olds make gloomy reading. UK has now dropped out of the top ten in both reading and maths. Together with Germany and France, UK now sits amongst those countries with 'average standards': in other words, 'coasting'.

Furthermore the results of the **Progress in International Reading Literacy study**⁶, published in November 2007, showed a decline in reading standards among English children. The study ranked England 19th out of 45 countries and provinces for children's literacy standards - down from 3rd place five years ago.

UNICEF Report Card 7 (2007).....

But education policy is only a part of a wider picture, namely the lives and wellbeing of children and young people in general. On this broader front, and perhaps even more disturbing than any specifically educational indicators, UK comes out worst in an international assessment of child wellbeing. The latest **UNICEF 'report card'**⁷ sets out the results of a 'comprehensive assessment of the lives and wellbeing of children and adolescents in the economically advanced nations.' Despite northern European countries claiming the top four slots overall, UK came at the bottom of the pile (out of 21). Furthermore, UK was stuck in the bottom in four in five of the six measures, except for health safety where it was in 12th place. The six measures are: material wellbeing, health and safety, educational wellbeing, family and peer relationships, behaviours and risks, and subjective wellbeing.

Against this backdrop, according learning and skills a pre-eminence in determining a broad set of social aspirations - as Leitch did - is not without its risks, not least diverting attention away from other priorities. An interesting summary and analysis of the UNICEF report – entitled *Wealth over well-being* – provides food for thought and is available on the '**Prevention Action**' website⁸ (an offshoot of the Dartington Social Research Unit).

In October 2003, the Nuffield Foundation launched a three year independent review of 14-19 education and training. The Foundation has now extended this for a further three years until October 2009. The Nuffield Review is currently working on the production of a series of Issues Papers, focussing on various topics within 14-19 education, including Diplomas, Apprenticeships, collaboration between education providers, Careers Education and Guidance, and Aims and Values.
<http://www.nuffield14-19review.org.uk/>

See also work undertaken by the Teaching and Learning Research Programme:
<http://www.tlrp.org/pub/documents/14-19%20Commentary.pdf>

⁵ http://www.oecd.org/document/22/0,3343,en_2649_34487_39713238_1_1_1_1,00.html

⁶ <http://nces.ed.gov/surveys/pirls/>

⁷ http://www.unicef-irc.org/publications/pdf/rc7_eng.pdf

⁸ <http://www.preventionaction.org/research/wealth-over-well-being-unicef-survey-highlights-challenges>

Newsflash

The Good Childhood Inquiry⁹ - managed by The Children's Society, this will be the UK's first independent national inquiry into childhood (i.e. 0-18 years). The inquiry report will be published in 2008, and should be a valuable addition to a growing body of external perspectives on the position of children in the UK.

1.4 Funding

The Comprehensive Spending Review

The Comprehensive Spending Review (CSR) was introduced by the Labour Government after it came to power in 1997. The CSR is conducted every two or three years by HM Treasury, and sets Public Service Agreements (PSAs) for each Government Department. In a CSR, the extent of a department's funding is reconsidered from scratch, without reference to amounts allocated in earlier years. For those with a strong constitution, the **HM Treasury website**¹⁰ is the starting point for further details.

The 1998 for the first time, the CSR set three-year budgets for all departments, replacing the previous system under which they were set annually. Budgets were separated into resource and capital spending, and removed the previous bias against investment, thus enabling public services to plan for the long term. Departments were given full end-of-year flexibility to carry forward any underspends from one year to the next to help prevent wasteful spending surges at the end of the year.

The 1998 CSR also saw the introduction of the first systematic, transparent, outcome-focused performance management system for public services, in the form of Public Service Agreements (PSAs).

The 2000 and 2002 Spending Reviews introduced Resource Accounting and Budgeting to capture more accurately the full cost of running public services and to sharpen asset management incentives. They also introduced selected value for money targets within PSAs, and the formal monitoring of PSA delivery.

The 2004 Spending Review represented the first systematic attempt to drive operational efficiencies across the public sector through the review led by Sir Peter Gershon, focusing on

⁹ http://www.childrenssociety.org.uk/all_about_us/how_we_do_it/the_good_childhood_inquiry/1818.html

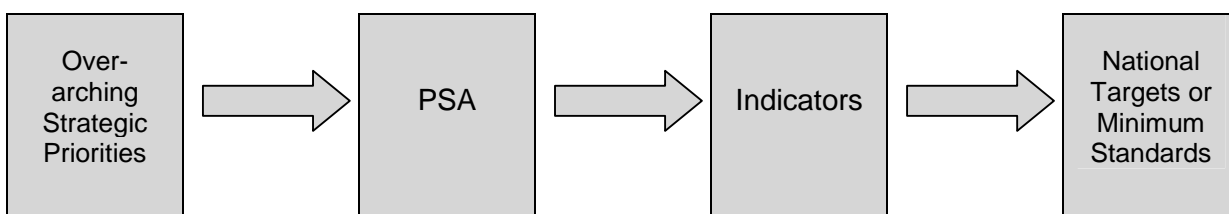
¹⁰ http://www.hm-treasury.gov.uk/spending_review/spend_csr07/spend_csr07_index.cfm

key processes that are common across government, and bringing the performance of all delivery units up to the level of the best.

As part of the 2007 Comprehensive Spending Review (CSR), the Government set out four new over-arching strategic priorities for 2008-09 to 2010-11. Linked to these strategic priorities are thirty Public Service Agreements, as follows:

- Sustainable growth and prosperity (PSAs 1-7)
- Fairness and opportunity for all (PSAs 8-17)
- Stronger communities and a better quality of life (PSAs 18-26)
- A more secure future, fair and environmentally sustainable world (PSAs 27-30)

Attached to each PSA is a set of Indicators, some of which are measured via a National Target or a minimum standard.



Two of the PSAs (PSA 10 and PSA 14) are directly relevant to the 14-19 phase of learning, and each has Indicators and National Targets attached. As might be expected, the LSC and other education and training agencies will also contribute indirectly to other agreements and targets, e.g. GCSE or equivalent achievement at Key Stage 4, and the promotion of better health and well-being (under PSA 18).

Strategic Priority: Fairness and opportunity for all

PSA 10: Raise the educational achievement of all children and young people¹¹

Indicators (asterisked indicators also have specific national targets or minimum standards attached).

1. Attainment at early years foundation stage*
2. Proportion achieving Level 4 in both English and Mathematics at Key Stage 2*

¹¹ http://www.hm-treasury.gov.uk/media/E/E/pbr_csr07_psa10-11.pdf

3. Proportion achieving Level 5 in both English and Mathematics at Key Stage 3*
4. Proportion achieving five A*-C GCSEs (or equivalent) at Key Stage 4 including English and Mathematics*
5. Proportion of young people achieving Level 2 at age 19*
6. Proportion of young people achieving Level 3 at age 19*

The National Targets chosen for each of these Indicators are as follows:

5. Increase the proportion of young people achieving Level 2 at age 19 to 82% by 2011.

6. Increase the proportion of young people achieving Level 3 at age 19 to 54% by 2011.

PSA 14: Increase the number of children and young people on the path to success¹²

Indicators:

1. 16 and 17 year olds not in education, employment or training*
2. Young people participating in positive activities
3. Young people frequently using drugs, alcohol or volatile substances
4. Under-18 conception rate*
5. First-time entrants to the Criminal Justice System aged 10-17

Relevant national target is:

1. Reduce the proportion of young people not in education, employment or training by 2 percentage points by 2010.

Note that PSA 14 is the closely associated with the 5 Outcomes of Every Child Matters (ECM), namely:

- to be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution; and
- achieve economic well-being.

¹² http://www.hm-treasury.gov.uk/media/4/8/pbr_csr07_psa14.pdf

Whilst effective monitoring in central government is important, real differences occur locally. Children's Trusts have the key leadership role and responsibility for improvements in services in order to meet the aims of the PSA. (A Children's Trust is a partnership within the wider Local Strategic Partnership and is led by the Local Authority in partnership with schools and colleges, Primary Care Trusts, the Youth Offending Teams, the Learning and Skills Council and other partners. See Strand 4 Monitoring and Challenge for further detail).

In addition to the above targets, government has already established 'a challenging aspiration to get to:

90% participation in education or training among 17 year olds by 2015

In support of this aspiration, **LSC's Statement of Priorities (November 2007)**¹³ also aims to reach:

participation in education and training among 17-year-olds to a rate of 86% by 2011.

In the same document, LSC states that it will also:

'focus on narrowing the existing quality gap in the achievement of qualifications at Levels 2 and 3.'

The scale of government spending.....

Total public spending is planned to rise¹⁴ from £589 billion in 2007-08 to £678 billion in 2010-11, an average increase of 2.1 per cent per year in real terms. Education spending as a proportion of GDP will rise from 4.7% in 1996-7 to 5.6% by 2010-11.

There will be a major expansion of apprenticeships with over £1billion in Government funding to increase overall places from 250,000 today to more than 400,000 by 2010/11.

Over the next three years total spending on learning and skills will rise to £12.3billion a year in 2010/11 – compared to £6.5billion in 2001/02.

Nearly £6.8 billion is being invested in learning places for young people¹⁵ - an increase in funding of £758m by 2010. This will be on course to have a full 100 per cent participation in education and training when the participation age is raised to 18.

Total revenue schools funding will be £38 billion in 2008-09; £39.8 billion in 2009-10; and £41.9 billion in 2010-11, an average year-on-year increase of 2 per cent in real terms.

Total investment in education (DCSF, DIUS and local authorities) is planned to rise to £75 billion in 2010 from an estimated £63.9 billion in 2007-08.

¹³ <http://readingroom.lsc.gov.uk/lsc/National/nat-statementofpriorities-nov07.pdf>

¹⁴ http://www.hm-treasury.gov.uk/pbr_csr/press/pbr_csr07_press01.cfm

¹⁵ http://www.dfes.gov.uk/pns/DisplayPN.cgi?pn_id=2007_0213

LSC Funding

LSC receives its funding from the government in the form of a Grant Letter from the relevant Secretary of State to the Chairman of the Learning and Skills Council. The letter sets out the priorities and the budget for the Council for the next financial year. The latest **Grant Letter**¹⁶ was published on 16 November 2007 by the Department for Innovation, Universities and Skills (DIUS) but signed by the two relevant Secretaries of State (i.e. DIUS and DCSF)

Following the Grant Letter, LSC published its full '**Statement of Priorities**' for 2008-09¹⁷ which forms the basis for regional commissioning plans.

LSC adopts the following funding principles:

- ensure that funding follows the learner
- fund at a 'fair rate' that recognises the costs incurred by efficiently delivered provision that leads to framework completion
- reflect ministers' priorities in the funding approach
- ensure that these principles are reflected in the funding formula
- pay only for what is delivered.

The move to a **demand-led funding system**¹⁸ in 2008/09 is based on these principles and is a step change for the learning and skills sector. The Statement of Priorities spells out the implications of a demand-led system, including the introduction of 'a common funding methodology to fund all 16- to 19-year-old learners in school sixth forms, colleges and private providers. It will help us to move towards comparable funding for comparable activity – irrespective of provider type'.

Funding Guidance for 2008/09¹⁹ is being published as a series of booklets, in line with the business cycle. The first part was published in December 2007.

Education and training providers who are recipients of LSC funding are required to register with the **UK Register of Learning Providers**.²⁰

¹⁶ <http://www.dius.gov.uk/publications/LSC-Grant-Letter-2008-09.pdf>

¹⁷ <http://readingroom.lsc.gov.uk/lsc/National/nat-statementofpriorities-nov07.pdf>

¹⁸ <http://readingroom.lsc.gov.uk/lsc/National/nat-16-18-adult-learner-and-employer-responsive-funding-models.pdf>

¹⁹ <http://www.lsc.gov.uk/providers/funding-policy/strategic-overview/>

²⁰ www.ukrlp.co.uk/ukrlp/ukrlp.first

14-19 Funding

For young people, it is crucial that the funding system supports the 14–19 agenda locally and gives providers incentives to work together to raise participation and meet the demand from all the young people in the area.

From August 2008, the **LSC's 16–18 model**²¹ will cover all provision in colleges of further education, independent providers and school sixth forms, for any learner starting a programme who is above the compulsory school leaving age but will not have turned 19 on 31 August of the year in which they begin a specific episode of learning. To reiterate, it will cover all learners in that age range:

- in school sixth forms;
- in colleges and other providers following further education programmes;
- taking the new Diplomas age 16–18;
- undertaking a Programme-led Apprenticeship (PLA) where the learner has not been enrolled on a full Apprenticeship framework;
- participating in Entry to Employment (E2E);
- undertaking progression pathways within the Foundation Learning Tier (FLT); and
- undertaking Employed Apprenticeships, for planning and budgeting purposes.

The Common Funding system will be based on Standard Learning Numbers (a common measure of the size of the qualification or learning programme), a national funding rate, a provider factor, and additional learning support. The funding formula at the highest level is quite simple, as LSC guidance points out:

$$\text{Funding} = \text{SLN} \times \text{Rate per SLN} \times \text{Provider Factor} + \text{ALS}$$

The provider factor will be calculated individually for each school, college and provider and will reflect the relative costs of delivery as well as quality. As indicated in the demand-led consultation it will include elements for average programme weighting, disadvantage, area costs and success rates.

Funding for 14-16 year olds is via the schools funding system, known as the Dedicated Schools Grant (DSG). In 2006-07 and 2007-08, earmarked DSG funding has been made

²¹ <http://readingroom.lsc.gov.uk/lsc/National/nat-16-18-adult-learner-and-employer-responsive-funding-models.pdf>

available to increase 'practical learning opportunities' to help prepare them for the introduction of Diplomas from September 2008.

Other funding initiatives to strengthen the 14-19 reforms, e.g. Increased Flexibility and the Key Stage 4 Schools Engagement programme, are covered in more detail under Strand 1.

In 2006, DfES established Funding and Organisational Pilots which conclude in March 2008. Suffolk is one of the pilot sites. The **Interim Report**²² published in 2007 highlighted the following funding issues:

- What will happen in 2008 when many of the current discretionary funds will end? How will some of the key partnership roles currently supported be sustained?
- Local Authorities who have not benefited from funding streams that have kick-started collaborative activity may find it more difficult to build up the required infrastructure.

Kathryn Bryant (Young People's Learning Director) has produced a valuable summary of the key sources of funding for 14-19 Implementation.

1.5 ***Raising Expectations: enabling the system to deliver*** (White Paper March 2008)²³

As part of the Machinery of Government change, the government announced in June 2007 that funding for 16-18 participation would transfer to local authorities. The full proposals have now been published in a government white paper ***Raising Expectations: enabling the system to deliver***²⁴ (March 2008), which is subject to a consultation that ends on 9 June 2008. The changes give local authorities 'clear responsibility for 14-19 provision, in line with their responsibility for commissioning children and young people's services', and anticipates the demise of the LSC in 2010. However, the proposals acknowledge the LSC's role in delivering 'year on year improvements in participation and success rates, with more young people and adults than ever before gaining the skills and qualifications that employers need and value'. Key features of the proposed 14-19 system are:

- Local authorities will be responsible for providing a place in learning for every young person through strategic commissioning. They will form sub-regional groupings that reflect travel-to-learn patterns to commission provision for young people across the wider local area.

²² <http://www.dfes.gov.uk/14-19/documents/14-19%20Funding%20and%20Organisational%20Pilots%20Interim%20Report%20for%20circulation.doc>

²³ <https://newintranet.lsc.gov.uk/ourwork/lscfocused/MachineryofGovernment/Pages/index.aspx>

²⁴ <http://www.dfes.gov.uk/consultations/downloadableDocs/Raising%20Expectations%20pdf.pdf>

- In addition, a national Young People's Learning Agency will be responsible for budgetary control and securing coherence if a local agreement is not reached.
- There will be progressive devolution of power and authority to the sub-regional level as collaborative arrangements become stronger, successful and more formal.
- Local authorities will judge demand for different forms of provision, and the extent to which supply meets demand. They will then decide where to commission more provision, where to expand the existing provision to fill gaps, and where to remove the least effective provision.
- The local authority will produce a commissioning plan for young people's learning. This will form the basis for funding allocations.
- Funding will follow the learner's choice and support collaboration between providers, so that a learner's programme may be followed at two or more institutions. Comparable funding will be provided for comparable provision within a national funding formula.
- Local authorities will be funded according to the institutions in their area, not according to where young people live.
- The government is considering extending this national formula to Key Stage 4 to create a 14-19 funding system. This will be subject to consultation as part of the review of schools funding, to be implemented from 2011.
- Performance management will build on the LSC's Framework for Excellence, currently being piloted in the FE sector, so that it can include school sixth forms and others as part of the pilot process from September 2009.
- Local authorities will be held to account for the outcomes achieved through the new local government performance framework, which includes a number of relevant measures in the **National Indicator Set**²⁵.
- The government will legislate as soon as possible so that the transfer of funding to local authorities can be made in the academic year 2010/11 with the new system fully in place from September 2010. A move to a 14-19 formula, if agreed, will be implemented from the start of the 2011/12 financial year.

2.0 PRIORITIES

2.1 The Department for Children, Schools and Families (DCSF) 14-19 Priorities:

DCSF states that the 14-19 reforms have **three main elements**²⁶ (which have been derived from the 2005 *14-19 Education and Skills Implementation Plan*):

²⁵ <http://www.communities.gov.uk/localgovernment/performanceframeworkpartnerships/nationalindicators/>

²⁶ <http://www.dfes.gov.uk/14-19/>

1. Raising Attainment Now

Getting young people to stay in learning now, getting them on the right courses, keeping them there, getting them to achieve.

2. 14-19 Curriculum and Qualifications

Reforming curriculum and qualifications so that more young people are motivated and engaged and so what they learn is a better preparation for life.

3. 14-19 Local Delivery

Creating the infrastructure (workforce, providers, facilities, local partnerships and arrangements) capable of delivering the curriculum and qualifications entitlement.

2.2 National LSC policy priorities

Annual Statement of Priorities November 2007²⁷

This set out three national priorities:

1. Creating Demand for Skills
2. Transforming FE
3. Better Skills, Better Jobs, Better Lives

2.3 Regional Priorities

The East of England's response to the national priorities is set out in the *Learning and Skills Council East of England Regional Commissioning Plan 2008-09*²⁸.

2.3.1 Budget prioritisation

The spending priorities for young people will be as follows:

2.6.1 Young people – we will focus our funding for young people on increasing participation and attainment, and particularly on:

- engaging more young people currently NEET and those in work without training ('NET')
- increasing the number of apprenticeships, expanding Young Apprenticeships, introducing Pre-Apprenticeships, and developing the 'Programme-led' Apprenticeship programme
- increasing spending within the region on LLDD, offsetting this increase by reducing out of region residential education

²⁷ <http://readingroom.lsc.gov.uk/lsc/National/nat-statementofpriorities-nov07.pdf>

²⁸ http://readingroom.lsc.gov.uk/lsc/EastofEngland/LSC_East_of_England_Regional_Commissioning_Plan_2008-09.pdf

For provision below Level 2 we will focus our spending on National Credit Framework (NCF) and Qualifications and Credit Framework (QCF) accredited provision and within Entry to Employment (E2E) we will reduce the spending on unaccredited provision.

All colleges in the region should have renewed significant parts of their estate by 2012:

2.7 Capital

Since March 2005 the region has obtained approvals for capital projects in excess of £600 million. Individual projects range from £2 million - £100million with LSC support ranging between 10% and 82%. This investment is not confined to colleges. School sixth form capital investment is anticipated to be around £182 million over the next three years. Development arising from the competitions for new provision run in Thurrock and Basildon in Essex, Ipswich in Suffolk and Thetford in Norfolk will see more than £100 million invested in new campuses between 2008 and 2011.

Over the next four years the level of infrastructure development will be maintained to ensure buildings are fit for purpose and investment is directed to appropriate regional and area needs. It is anticipated that at least a further £1,000 million in college estates will be invested in the region between 2008 and 2012.

2.3.2 Measuring success

The full list of Measures of Success is contained in the Regional Commissioning Plan 2008-09 but those with most direct relevance to 14-19 are included here, under relevant priority areas.

Priority 1: Creating Demand for Skills

Among young people.....

Key actions for East of England	East of England Measures of Success
For raising demand among young people, we will	For raising demand among young People
<p>1. increase the total number of 16-18 places available and make sure that:</p> <p>a) all potential learners are aware of the full range of opportunities, and</p> <p>b) the financial support available reaches target groups throughout the region</p>	<p>1.1 total number of places available increases from 144,000 in 2006/07 to 161,000 (12%) in 2008/09</p> <p>1.2 take up of Education Maintenance Allowance (EMA) increases from 49,000 (34%) in November 2007 to at least 60,000 (37%) in November 2008 – getting the lower value EMA (with its new guarantee of high levels of support for Higher Education (HE)) take up significantly increased</p>

	<p>1.3 the September Guarantee is in place in each Local Area for all 16 and 17 year olds with 146,872 offers made</p> <p>1.4 the 14-19 prospectus for each area is appropriately developed to ensure appropriate advice and guidance is available to all 14-19 year olds</p> <p>1.5 take-up of apprenticeships increases by 11% with a 20% growth in BME participants</p>
<p>2. develop a new range of programmes to reduce the numbers of young people who are NEET and Not in Education or Training (NET).</p>	<p>2.1 89% (85% in 2005) of 16 year olds and 82% (75% in 2005) of 17 year olds participate in education or training</p> <p>2.2 the proportion of young people who are NEET is reduced to 5% by December 2009</p> <p>2.3 55% of young people on E2E programmes progress to either employment or at least Level 2 learning in 2008/09</p> <p>2.4 over the next three years the volume of E2E provision that is unaccredited is reduced by 30% pa so that by 2010/11 all E2E is has been replaced by a progression pathway (and is therefore QCF accredited).</p> <p>2.5 the numbers of young people starting an Apprenticeship increases by 12% - from c.7,400 (in 2006/07) to c.8,200 (2008/09)</p>
<p>3. build the capacity of regional provision for LLDD and develop strategies for more effective transition in response to the regional needs analysis</p>	<p>3.1 £1.3 million is invested in increasing the range and staff capability for LLDD</p> <p>3.2 the number of 16-25 year old LLDD accessing learning within the East of England is increased by 30% to 220 learners in 2008/09</p> <p>3.3 there is a normal distribution of LLDD across all types of learning</p>
<p>4. use data and qualitative research projects, engaging with specific community groups, to establish need and disseminate best practice in order to raise demand and success amongst the Black and Minority Ethnic (BME) population and disadvantaged groups</p>	<p>4.1 the Skills Marketing campaign targets BME employers in order to raise their interest in apprenticeships and potential learners with at least 200 new leads followed up</p> <p>4.2 the representation of young people from BME groups in work-based learning increases –in line with a trajectory to 2011/12 where the BME participation in work-based learning is proportioned to local/regional demographics</p> <p>4.3 the gap in success rates relating to the gender and ethnicity is reduced</p>

<p>5. support the 14-19 Partnerships across the region in developing effective 14-19 plans, implementing the 14-19 reforms and introducing the Diplomas</p>	<p>5.1 each of the ten Local Authority areas has an overarching 14-19 strategy in place, delivered through a robust formalised partnership and local consortia, ready for the transition in 2010/11</p> <p>5.2 the Employer Matching Service for Apprenticeships (currently piloted in Cambridgeshire) is effectively implemented across the region (targets to be agreed as part of contracting arrangements)</p> <p>5.3 Diploma Partnerships are effectively supported in the introduction of new Diplomas and in bidding/preparation for next stage of Diploma roll-out</p>
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Among employers.....

<p>For raising demand among employers we will:</p>	<p>For raising demand among employers</p>
<p>2. use the Skills Campaign, the reform of work-related learning and the launch of the Diplomas to engage more employers in support for 14-19 education and the full range of Apprenticeships</p>	<p>2.1 work placements for Diplomas meet the specification</p> <p>2.2 high quality, relevant work experience for all young people is sufficient to meet demand</p> <p>2.3 the numbers of apprenticeships provided by employers is increased from c. 18,500 (2006/07) to c. 21,400 in 2008/09 and in Advanced Apprenticeships from c. 7,800 (2006/07) to c. 9,500 in 2008/09</p>

Priority 2: Transforming FE

<p>Key actions for East of England</p>	<p>East of England Measures of Success</p>
<p>1. Continue to improve success rates and value-added measures across the sector within a trajectory to reach the PSA targets of at least 80% (success rates) and 65% framework completion rates by 2010/11</p>	<p>1.1 robust collaborative arrangements are in place with all local authorities to challenge and support secondary schools over the student outcomes in their sixth forms</p> <p>1.2 the percentage of young people who achieve a Level 2 qualification between the ages of 16 to 19 years increases to 19%</p>

	<p>1.3 the percentage of young people who achieve a Level 3 qualification by the age of 19 years increases to 52%.</p> <p>1.4 the number of young people achieving functional literacy and numeracy (through Key Skills and GCSE) between the ages of 16 and 19 increases by 5%</p> <p>1.5 framework completion on Apprenticeship increases from 58% (2006/07) to 65% for young people and from 61% (2006/07) to 65% for adults by December 2009</p> <p>1.6 framework completion on Advanced Apprenticeships increases from 55% (2006/07) to 60% for young people and from 52% to 57% for adults</p> <p>1.7 5% of overall inspection grades improve from good to outstanding in 2008/09</p>
<p>2. introduce a Regional 'Improving Performance' Strategy, supporting those colleges, sixth forms and training providers that are 'satisfactory but not improving' to reach higher levels of performance</p>	<p>2.1 all providers have an effective Learner Involvement Strategy in place</p> <p>2.2 increased take-up of Improvement Advisor Service in the region for all types of provision</p> <p>2.3 increased student success rates and value-added performance for these providers, sufficient to move their inspection results up by an average of at least one grade per category are obtained</p> <p>2.4 providers with Minimum Levels of Performance (MLP) ratings reduced by 35%</p>
<p>3. work with the regional Centre for Excellence in Teacher Training to develop a fully qualified workforce in the FE system including those working with LLDD</p>	<p>3.1 by 2010 a fully qualified workforce (including all LLDD staff) across the FE system with a milestone of c.85% (yet to be agreed) qualified by December 2009</p>
<p>4. support providers in attaining the new Training Quality Mark and in migrating Centres of Vocational Excellence (CoVE) to the new standard</p>	<p>4.1 all existing CoVEs to achieve Training Quality Mark by August 2009</p> <p>4.2 at least 6 colleges to achieve the full Training Quality Mark by December 2009</p>
<p>5. communicate clear and coherent guidance along with support to help FE and WBL providers ready themselves for the introduction of Framework for Excellence (FfE) in summer 2008</p>	<p>5.1 effective sharing of best practice and modelling is established within the region between pilot and non-pilot providers of the FfE</p> <p>5.2 fee income is increased to at least 80% of expectation in all colleges</p>

	5.3 support for colleges in financial difficulty is promptly delivered and where colleges remain in difficulties options reviews are promptly undertaken and acted upon
6. help colleges to develop a 'blueprint' for future business models to ensure success in a demand-led environment – winning more public and private sector business and increasing their fee income	6.1 the pilot project (with Oaklands and North Herts colleges) evaluated and outcomes disseminated
7. continue to support the development of high quality specialist provision in the two specialist LLDD providers based in the region as well as establishing Centres of Excellence for provision for LLDD in other FE providers	7.1 three LLDD Regional Centres of Expertise established, the first by December 2009 7.2 the numbers of LLDD (who previously would have had to attend out of region residential provision) studying in region reaches 220
8. continue to raise the standards of learner health, safety and welfare	8.1 all existing and new providers have adequate health safety procedures in place 8.2 20% of providers currently 'satisfactory' to move to a rating of 'good' on a 3 year trajectory to get 75% of all providers rated 'good'

The Commissioning Profile displays the critical measures of success over time:

Measure	2006/07	2007/08 estimated	2008/09 projected
16-18 year olds			
Number of young people participating in learning	143,000	150,000	161,000
Percentage of young people reaching Level 2 at age 19	73 % [2006]	75% [2007]	77% [2008]
Percentage of young people reaching Level 3 at age 19	49% [2006]	50% [2007]	52% [2008]
Number of young people completing Apprenticeships and Advanced Apprenticeships	4,100	4,000	4,700

3.0 STRANDS

Key topics have been organised into 4 Strands, three based on the DCSF Priorities, the other being 'Monitoring and Challenge'.

3.1 Strand 1: Raising Attainment Now

1. Increased Flexibility Programme
2. Key Stage 4 practical learning opportunities
3. Key stage 4 Schools Engagement Programme
4. Work-related learning including EBL and employer engagement
5. Progression pathways
6. Apprenticeship On Line
7. Level 4 in sixth forms
8. Progression to Higher Education/Aimhigher
9. Connexions/IAG Standards
10. Integrated Youth Support System
11. Targeted Youth Support
12. Area 14-19 Prospectus
13. Individual Learning Plans
14. National NEET Strategy and Action Plan
15. NEET Toolkit
16. September Guarantee
17. Entry to Employment (E2E)
18. Young Parents and 'Care to Learn' (C2L)
19. Activity and Learning Agreement Pilots
20. ESF support
21. Financial Help/EMA
22. Additional Learning Support (ALS)

3.2 Strand 2: Curriculum and Qualifications

1. Qualifications Reform Programme
2. The Diploma
3. Apprenticeships
4. Foundation Learning Tier
5. Functional skills
6. Personal, learning and thinking skills (PLTS)
7. The revised secondary curriculum
8. Changes to A levels
9. Changes to GCSEs
10. International Baccalaureate (IB)

3.3 Strand 3: Local Delivery

1. Children and Young People's Plan, and Children's Trusts
2. Strategic Planning at the local level
3. 14-19 Education Plans
4. 14-19 Partners: Education and training providers
 - *Community schools*
 - *Foundation and Trust schools*
 - *Voluntary-aided and voluntary-controlled schools*
 - *Federations*
 - *Specialist schools*
 - *City Technology Colleges*
 - *Academies*
 - *Grammar schools*
 - *Further Education Colleges*
 - *Sixth Form Colleges*
 - *Tertiary Colleges*
 - *Work Based Training Providers*
 - *Sixth Form Presumption*
 - *FE Presumption*
 - *Schools Forum*
 - *16-19 Competitions*
5. 14-19 Partners: Community partners
 - *Local authorities*
 - *East of England Development Agency (EEDA)*
 - *Government Office for the East of England (GO-East)*
 - *East of England Skills and Competitiveness Partnership (EESCP)*
 - *East of England Regional Assembly*
6. Processes and resources
 - *16-19 funding and provider dialogue*
 - *14-19 reform budget*
 - *14-16 sources and use of funding*
 - *Building Schools for the Future (BSF)*
 - *Renewing the FE estate*
 - *Transport*
 - *Managing Information Across Partners (MIAP)*
 - *Common Application Process*

3.4 Strand 4: Monitoring and challenge

1. Making sure the 14-19 reforms happen
2. Local Area Agreements
3. 14-19 Progress Checks
4. Learner Voice
5. Improving the FE sector/colleges:
 - *Framework for Excellence*
 - *Minimum levels of performance*
 - *Improving leadership*
6. Improving schools: School Sixth Form support and challenge
7. The New Standard
8. Post-16 progression measures
9. Joint Area Reviews
10. Diploma Gateway process
11. LSC Single Equality Scheme