

STRAND 3: LOCAL DELIVERY

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

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1.0 Children and Young People's Plan (CYPP)¹

Enveloping the work of all local authorities regarding 14-19 learning is the Children and Young People's Plan and the notion of a Children's Trust.

Section 17 of the Children Act 2004 confers powers on the Secretary of State to make regulations to require a children's services authority in England to prepare and publish a plan setting out the authority's strategy for discharging its functions in relation to children and young people. The purpose was to help English local authorities and their partners operate more effectively and with less bureaucracy in delivering the outcomes for children and young people as set out in section 10(2) of the Children Act 2004 and in the Green Paper 'Every Child Matters'. The outcomes are that every child will be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. All local authorities were required to have a Children and Young People's Plan by April 2006.

The CYPP is the strategic overarching plan for all local services for children and young people and the focus of joint planning for local authorities and their partners. It acts as a vehicle for them to work together to agree clear targets and priorities for all their services for children and young people, identify actions and activities needed to achieve them, and ensure delivery. The CYPP also has to integrate with the over-arching Local Area Agreement.

Links to all the websites for the CYPPs in the East of England are included in Resource Matrix 3.

Children's Trusts

The Children Act 2004 provides a legislative basis for the development of Children's Trusts. Government guidance sets out the essential features of a Children's Trust as follows:

- *A child-centred, outcome-led vision:* informed by the views of children, young people, parents and carers
- *Integrated front-line delivery:* including multi-agency teams, co-located staff in children's centres and extended schools, lead professionals
- *Integrated processes:* such as the Common Assessment Framework and information sharing

¹ <http://www.everychildmatters.gov.uk/strategy/planningandcommissioning/cypp/>

- *Integrated strategy, joint planning and commissioning*: joint assessment of local needs and identification of all available resources, leading to integrated planning and a move towards preventative services; Children & Young Person's Plan
- *Inter-agency governance*: strong Children's Trust Board and Executive Group. The governing board overseeing and agreeing the joint planning and commissioning arrangements, and ensuring a child-centred focus throughout.

The Children Act 2004 lists the agencies who should be involved in children's trust arrangements:

- Health
- Learning and Skills Council
- Connexions
- District and Borough Councils
- Youth Justice Board

Many Children's Trust partnerships also involve many additional organisations, including:

- voluntary organisations
- the police
- probation services
- schools
- Sure Start

Evaluation research² undertaken by the University of East Anglia for the DCSF and published in 2007 exposes the challenges involved in achieving an integrated approach:

At the level of service delivery there remain many practical, philosophical and resource related barriers to effective integration. Innovative ways of working are evolving, especially in prevention and early intervention. These new ways of working involve staff operating either in multi-agency teams or as individuals with generic skills. New workers are emerging that technically work at lower levels of need, but who function in similar ways to lead professionals.

Respondents in the research told the researchers repeatedly that the over-arching vision set out in Every Child Matters was a constant source of reference for local thinking and planning. At the core of Every Child Matters was a vision of integrated provision for children, intended to secure improvement in five outcomes. Children should:

² <http://www.dfes.gov.uk/research/data/uploadfiles/RR839.pdf>

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

It was also recognised that, although there are complexities in measurement and mapping of the 5 outcomes, ‘the power and influence of Every Child Matters lay in its insistence that the five outcomes were the concern of all those working with children, and that they were important for all children, not simply the vulnerable’.

Children’s Trusts are based on a rather sprawling concept, as the following extract from *The Children’s Plan: building brighter futures (2007)*³ seems to confirm:

The Children’s Trust is a broad coalition of all those interested locally in the wellbeing of children. NHS services, particularly local Primary Care Trusts, are members of this coalition, as are the police. We expect all key local authority services, at district as well as at top tier level in two tier authorities, including those such as housing, transport, planning and leisure whose focus is not exclusively on children, and local authority and other agencies concerned with economic prosperity, skills and regeneration, to play their part.

No bad thing, of course, but translating that into practical form that local people and other partners can understand will test the imaginations and capacities of local authorities and Directors of Children’s Services in particular. It’s early days.

2.0 Strategic planning at the local level

Partnerships need partners, but merely bringing different people and organisations together does not guarantee compatibility, especially in complex partnerships like those charged with implementing the 14-19 reforms. Getting different agencies to get together in partnerships has been described from time to time as like trying to herd cats - just when you think you have them all going in the same direction one will spin off and need catching. By the time you return, the rest have gone off in different directions!

Effective partnership is an exercise in empathy. Understanding how your partners see the world is a crucial step in knowing what it will take to close a deal. This is why a broad basis of knowledge is important, beyond the issues directly and immediately affecting the LSC. There are also very pragmatic reasons for pursuing partnerships: under the reforms, all 14-

³ <http://www.dfes.gov.uk/publications/childrensplan/>

19 learners are entitled to study for one of the new Diplomas, but it is clear that no one provider will be able to offer the complete package – hence the need for partnership⁴.

The 14-19 Implementation Plan⁵ published in 2005, required Local Authorities, with the local Learning and Skills Councils, to lead the ‘creation and strengthening’ of local 14-19 partnerships and to do so by Autumn 2006.

Local Authorities and the LSC will be under a duty to co-operate with one another as they discharge their duties, so that there is coherence in the provision across the full 14-19 age range. This duty will underpin the creation and strengthening in all areas of 14-19 partnerships, which already exist in many areas. Partnerships, convened by the Local Authority and the LSC, will need to include schools, colleges, training providers and employers, but each area will need to decide the detailed composition of the partnership itself.

The government’s decision in 2007 to transfer 16-19 funding from the LSC to local authorities by 2010 (part of the ‘machinery of government’ changes) has strengthened further the role of local authorities.

Forming a 14-19 Partnership is not straightforward, and the DCSF advises that the arrangements should reflect local circumstances. Partnerships need to be small enough to be manageable, but large enough to offer the full learner entitlement. In metropolitan areas, workable partnerships will need to cross local authority boundaries. And then there is the DCSF advice that 14-19 partnerships should build on and accommodate other pre-existing partnerships, such as school federations and Increased Flexibility Partnerships.

As might be expected, the pattern of partnerships across the East of England region is complex and in many cases currently undergoing review. Key issues appear to be the balance between the strategic and operational levels, the composition of these groups and, perhaps most importantly of all, the quality of leadership.

The DCSF Gateway Guidance 2⁶ neatly summarises the nature of a 14-19 Partnership, describing it as a

‘group of bodies and institutions that are tasked with planning, commissioning and managing the delivery of 14-19 provision. A Partnership will normally involve the Local Authority (LA), the Learning and Skills Council (LSC), employers, higher education institutions and other agencies and organisations. The Partnership should provide oversight, support and challenge to any consortia delivering 14-19 education in its area.’

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

⁵ <http://www.dfes.gov.uk/publications/14-19implementationplan/docs/14-19%20Implementation.pdf>

⁶ <http://www.dfes.gov.uk/14-19/documents/DiplomaGatewayGuidance.pdf.pdf>

14-19 pathfinders were set up to test local collaborative delivery of 14 to 19 education and training in a range of settings over the three years 2002/03 to 2004/05. The programme has built on the increasingly distinctive specialisms of local schools, colleges and training providers. Pathfinders have been the principal means of identifying and spreading good practice and are informing the national development of 14 to 19 education and training. Pathfinders are also helping assess the scale and costs of new patterns of 14 to 19 provision. Evaluation of the 14-19 Pathfinders suggests that the characteristics of successful partnerships are as follows:

- A shared sense of ownership
- Strategic leadership and vision
- Clear objectives and organisation
- Recognition of individual strengths
- Access to professional advice

A central task for local planning groups will be to consolidate prior developments, such as increased flexibility programmes, and young apprenticeships, and reduce the plethora of partnerships that has grown on the back of discrete government initiatives.

3.0 14-19 Education Plans

Historically, the extent and effectiveness of strategic planning has been very variable across the country. The local 14-19 Education Plan is an integral element of the statutory Children and Young People's Plan (CYPP) and will shape the commissioning of education provision and services for all 14-19 year olds⁷ in the local area⁸. As such, it has the potential to be a step change in integrated planning at the local level (and a welcome move towards a common terminology!)

LSC and the Association of Directors of Children's Services published **guidance in 2007** which advises that the Plan should be produced by the local Strategic 14-19 Partnership, under the aegis of the Children's Trust. The local 14-19 Education Plan will shape the strategic commissioning by the local authority and the Learning and Skills Council (LSC) through the local Children's Trust for 14-16 and 16-19 provision respectively. The Plan must include a strategic analysis of the curriculum offer and will highlight where new provision is needed to deliver the reforms, areas of over-supply, and gaps in provision, so that commissioning bodies can respond to the Plan effectively, and ensure that sufficient and

⁷ 14-25 for learners who have learning difficulties and/or disabilities or who are care leavers.

⁸ Area usually refers to a single local authority with a Children's Trust but may be a formal subregional partnership of several local authorities and Children's Trusts.

appropriate high quality provision is in place to meet the educational entitlement for every 14 to 19 year old in the area. The 14-19 Education Plan must include:

- Strategic analysis of the curriculum offer
- Highlight the new provision required, including the introduction of Diplomas, Apprenticeship pathways and the Foundation Learning Tier
- Recognition of the **raising of the compulsory participation age**⁹, and full 2013 entitlement
- Identify areas of over-supply and gaps in provision
- Analysis of the existing state of collaborative planning and delivery
- Set out local policies for co-ordinated and collaborative curriculum planning; provision of IAG; reductions in NEET; targeted and integrated youth support; delivery of the entitlement to young people with SEN and **LLDD**¹⁰; engagement of young people in the care of the local authority; quality assurance and improvement; access and transport; employer engagement and education-employer pathways; integrated capital and infrastructure development.
- Arrangements for access to specialist provision not available in the local area, and access to provision across local authority boundaries.

The role of the LSC is set out in the November 2007 document ***The 16–18, Adult Learner and Employer- responsive Funding Models***¹¹:

14–19 reform and planning principles

- The LSC has a clear statutory duty to co-operate with and support the director of children's services in each local authority area in implementing the 14–19 reforms.
- This will include drawing up and implementing a 14–19 plan for each area, with the support of a 14–19 strategic partnership that involves all key stakeholders.
- This model will support the plan by ensuring that allocations are made to fund provision in line with the 14–19 plan and the regional commissioning plan.
- Provision that does not support the locally agreed plan and local 14–19 objectives will not receive any allocation for growth, and in future, should the provision conflict with local plans and objectives, then funding may be withdrawn.

⁹

http://www.iagworkforce.co.uk/files/IAGXXX0001/HOME%20Page/DfES_Raising_Expectations_Green_Paper.pdf

¹⁰ http://readingroom.lsc.gov.uk/lsc/National/learning_for_living_and_work_complete_2.pdf

¹¹ <http://readingroom.lsc.gov.uk/lsc/National/nat-16-18-adult-learner-and-employer-responsive-funding-models.pdf>

We propose, therefore, to establish a joint strategic forum in each of the nine regions of England for the purposes described above – taking forward discussions on how best to implement the regional elements, and discussing the best framework and pattern for local/supra-local arrangements. The forum would consist of all of the DCSs in a region, the regional director of the LSC, Government Office Director of Children and Learners, LSC Area Directors and the LSC Learning, Planning & Performance Director.

The ADCS-LSC Joint Working Statement can be found [here](#)¹².

4.0 The 14-19 Partners: Education and Training Providers

In an attempt to refresh the schools sector, Government has introduced a bewildering array of options for [secondary schools](#)¹³. The purpose is to raise standards by (a) giving good schools more autonomy and a more specialist focus, and (b) encouraging them to help their weaker brethren through various partnership arrangements. It harnesses this array under the heading of 'schools diversity'.

The Standards website explains that the Government is actively promoting diversity in education through the [schools diversity programme](#)¹⁴. However, the main types of school, and of school collaboration, which have a bearing on 14-19 are set out below.

[Mainstream state schools](#)¹⁵

All receive local authority funding, follow the national curriculum, and are Ofsted inspected.

- Community schools – run by the local authority (employs staff, owns buildings and land, decides admission criteria)
- Foundation and Trust schools

Many Foundation Schools were formerly grant maintained schools. The school's governing body employs the staff and has primary responsibility for admissions. Land and buildings are owned by the governing body or a charitable foundation.

¹² <http://www.adcs.org.uk/Downloads/ADCS-LSC%20implementation%2013%2011%2007.pdf>

¹³ <http://www.teachernet.gov.uk/educationoverview/uksystem/structure/schooltypes/>

¹⁴ http://www.standards.dfes.gov.uk/schooldiversity/what_is_school_diversity/?version=1

¹⁵ http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/ChoosingASchool/DG_4016312

A new type of foundation school involves setting up a trust. One of the main differences of trust schools is that the trust appoints the school's governors. Part of the Government's strategy on diversity is to encourage more 'Trust' schools. A Trust school is not legally defined but is the term used for a foundation school with a foundation or trust. Trust schools are self governing schools run by charitable foundations that may have a majority on the governing body. Trust schools often form long term relationships with external partners such as businesses and universities which, it is hoped, will bring new experiences and skills to teaching and school management.

- Voluntary-aided schools – these are usually religious or faith schools (governing body employs staff, sets admission criteria, and contributes to building and maintenance costs; lands and buildings owned by governing body or charitable foundation)
- Voluntary-controlled schools – these can also be called a religious or faith schools (the local authority is more 'in control' than with voluntary-aided schools, e.g. it provides the funding and employs the staff, generally determines the admission system; but the land and buildings are owned by a charity, often a religious organisation).

Federations

A federation is a group of two or more schools who have a formal agreement to share governance arrangements for the purpose of working together to raise standards. There are a range of possible models of federation which can be adopted to meet the specific needs and characters of the schools involved.

Specialist Schools

Specialist schools are an important part of the Government's plans to raise standards in secondary education. The target of 2000 specialist schools has already been met 18 months early in February 2005. According to a statement by Lord Adonis made at the end of January 2008, 88% (2886 schools) of all maintained secondary schools are now specialist and 26 local authorities are 100% specialist.

Specialist schools focus on those subjects relating to their chosen specialism but must also meet the National Curriculum requirements and deliver a broad and balanced education to all pupils.

Any maintained secondary school in England can apply for specialist status in one of ten specialisms: arts, business & enterprise, engineering, humanities, languages, mathematics

& computing, music, science, sports and technology. Schools can also combine any two specialisms. Special schools can apply for an SEN specialism in one of the four areas of the SEN code of practice.

The Specialist Schools Programme (SSP) helps schools, in partnership with private sector sponsors and supported by additional Government funding, to establish distinctive identities through their chosen specialisms and achieve their targets to raise standards.

The **Five Year Strategy**¹⁶ encourages and supports schools to consider taking on both foundation status and specialist school status. Foundation status is the key lever for increased autonomy. High performing specialist schools will have the opportunity to take on a second specialism (some did so in 2004), training school status and participate in Leading Edge Partnership activity.

City technology colleges (CTCs)

CTCs are independent all-ability, non fee-paying schools for pupils aged 11-18. Their purpose is to offer pupils of all abilities in urban areas across England the opportunity to study successfully a curriculum geared, with the help of private sector sponsors, towards the world of work.

They are funded directly by the government and offer a wide range of vocational qualifications alongside A-levels or equivalents. They teach the national curriculum and focus on science, mathematics and technology.

As independent schools, CTCs are not subject to the same controls as schools in the maintained sector. They must, however, be run in accordance with their funding agreements and schemes of governance. In addition, all CTCs are inspected by the Office for Standards in Education (OfSTED) in the same way as maintained schools.

Many of them operate different management structures to those found in maintained schools, have different pay structures for their teachers, and use teacher appraisal systems and performance pay. The use of information technology (IT) in the delivery of learning is well developed and many are exploring the use of distance learning and the linking of students from home to the College computer systems.

¹⁶ <http://www.dfes.gov.uk/publications/5yearstrategy/docs/DfES5Yearstrategy.pdf>

The Department funds CTCs through a funding agreement with the Secretary of State. One fifth of the initial capital cost was paid by private sector sponsors who continue to contribute 20 per cent towards all capital projects. The Department for Education and Skills (DfES) funds CTCs' running costs on the basis of a direct comparison with budgeted spending for secondary schools in the local authorities from which the CTCs collectively take their pupils.

Academies

Academies are publicly funded independent schools, targeted at areas of social deprivation and low educational standards. Academies need to find a sponsor. Initially these were from the business, faith or voluntary sectors, and all sponsors had to stump up £2 million pounds for the privilege. Last year, however, the secretary of state waived this requirement for universities, colleges or schools who wished to sponsor academies. This shift may encourage more good providers to work as part of groups of schools rather than seeking ever greater independence. As at the end of February 2008, there were 83 academies in operation in 49 authorities. The **government is aiming to reach 243 by 2010**¹⁷.

Academies have been scrutinised by Ofsted, the parliamentary accounts committee, PricewaterhouseCoopers, and the TUC. Although more expensive than other schools, and less accountable to parents, they have more freedom to innovate and are often housed in **spectacular modern buildings**¹⁸.

Academies remain controversial. Are they the best way to improve schooling in educationally deprived areas, or an unacceptable move towards privatisation? Does it help to add yet another category of school to an already pretty crowded system?

Government wants to see more academies sponsored by universities, as part of its attempt to forge stronger structural links between schools, colleges and universities. By the end of February 2008, 22 universities had come forward.

In November 2007, Ed Ball, DCSF Secretary of State, ordered an internal review of academies. To quote from The **Financial Times of 1 February 2008**¹⁹:

¹⁷ http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0036

¹⁸ For example, see <http://www.architecture.com/Awards/RIBAAwards/Winners2007/SouthEast/TheMarloweAcademy/TheMarloweAcademyRamsgate.aspx>)

¹⁹ <http://www.ft.com/cms/s/0/a2eab6e0-d068-11dc-9309-0000779fd2ac.html>

A controversial secret review of academy schools has given the programme a clean bill of health, scotching speculation that its findings would be used to chart a new direction for education reform. Lord Adonis, schools minister, told the FT the internal report showed the schools were "meeting [government] objectives", reinforcing his "determination to expand the academies programme".

Grammar schools²⁰

There are 166 state-maintained grammar schools which select pupils based on high academic ability. Children must usually pass a test (often called the 11-plus) in their last year of primary school to gain a place.

The Government does not support academic selection via the 11-plus exam and does not wish to see it extended. However, where grammar schools currently exist, the Government supports the local decision making about whether selection should remain – either through the petition and ballot system, or via the publication of statutory proposals by the school's governing body.

Ballots are only held where there is local demand. So far, only one ballot has taken place - Ripon Grammar School in North Yorkshire - where parents voted 2:1 in favour of keeping the selective system.

Further Education Sector

FE is defined in the Education Act 1996, section 2(3), as:

- (a) full-time and part-time education suitable to the requirements of persons who are over compulsory school age (including vocational, social, physical and recreational training), and
- (b) organised leisure-time occupation provided in connection with the provision of such education, except that it does not include secondary education or higher education.

The FE sector comprises five different types of college:

- *General further education colleges (GFECs)*
General FE colleges deliver general (academic) and specialist (vocational or occupational) courses at levels 1, 2 and 3, plus basic adult skills provision.
- *Sixth form colleges*
These deliver mainly general (academic) courses at level 3.

²⁰ http://www.dfes.gov.uk/gsb ballots/g_guide.shtml

- *Agricultural and horticultural colleges*
These deliver specialist vocational courses in the field of agriculture and horticulture.
- *Art, design and performing arts colleges*
These deliver specialist vocational courses in dance and drama.
- *Other specialist colleges*

Under the Further and Higher Education Act 1992, FE colleges became legally independent incorporated bodies (with charity status), free of local authority control. The principal is also the chief executive, with overall responsibility for executive management and day-to-day running of the college. Each college also has a clerk, responsible for ensuring the business of the corporation is conducted correctly. The college's governing body must include representatives from business, industry or professions relevant to the college's work, staff, students, the local authority, the community, and parents, where appropriate. Each college has an 'Instrument and Articles of Government' which, among other things, determines the educational character of the institution and has to be approved by ministers.

Historically, general FE colleges have struggled to establish a clear identity, despite their substantial and pivotal role in the local community.

The **Foster Review of 2005**²¹ tried to repair the fault lines:

I propose that FE should reposition itself with an economic mission built on inclusive values. Steps should be taken to invest in FE's strategic role as organisations that identify local need and not simply as delivery units for other people's plans and priorities. I propose giving colleges more control over qualifications, redefining the Learning and Skills Council (LSC) as a supportive administrative body, using the concept of public value to define the outcomes of colleges' work, and investing more in the FE workforce.

Many GFES have also tussled with the university sector over just what higher education they should be able to offer. Widely differing sets of partnerships between FE and HE have emerged over the years with mixed fortunes, due in some degree to government ambivalence towards this topic. HEFCE is taking a close interest at the moment in response to ambitions emerging from the Leitch Review of Skills and the FE Reform White Paper: Raising Skills, Improving Life Chances (2006). In 2007, the HEFCE Board agreed to

²¹ <http://www.dfes.gov.uk/skillsstrategy/uploads/documents/Foster%20Review%20PDF.pdf>

implement the results of a consultation to require FECs to adopt a more strategic approach to its **HE provision**²².

At the 2006 AoC Annual conference, the Secretary of State for Education and Skills challenged the further education sector to take collective responsibility for its own future destiny and reputation and thus forge a new relationship with Government.

Government is currently considering ways in which the FE sector can become more self regulating – the so called **'single voice' initiative**.²³ Formerly inaugurated on 18 December 2007, **The Single Voice**²⁴ has been set up as a company limited by guarantee and not having a share capital, established according to the terms of a Memorandum of Association. It will establish an overarching code of conduct for providers, to which each provider will be required to adhere.

Sixth Form Colleges

The first comprehensive intake sixth form colleges in England were established at the end of the 1960s. Until 1992, these colleges were controlled and funded by local education authorities (LEAs), but the Further and Higher Education Act, 1992 transferred all institutions within the sector to the Further Education Funding Council (FEFC), a national agency with strategic responsibility for the operation of general further education (FE) colleges. Later the FEFC's functions were taken over by the Learning and Skills Council (LSC).

Sixth form colleges take responsibility for their own employment, pensions and pay arrangements with the support and advice of the Sixth Form College Forum (SFCF). The Forum is made up of representative principals from SFCs across the UK.

Although firmly part of the FE sector, sixth form colleges have carved themselves a very distinctive identity in the education market as high quality providers of primarily 16-19 learning. Government seems to agree. As Jim Knight (Minister of State for Schools and Learners at the Department for Children Schools and Families) put it: *Government policy is to foster more sixth-form colleges; they do an outstanding job and are generally popular with students and parents.* (**Hansard 26 July 2007**)²⁵

²² http://www.hefce.ac.uk/pubs/circlets/2007/cl27_07/

²³

<http://www.feselfregulation.org.uk/pdfs/Realising%20Self%20Regulation%20in%20the%20Further%20Education%20Sector%20-%20Phase%202.pdf>

²⁴ <http://www.feselfregulation.org.uk/index.html>

²⁵ <http://www.publications.parliament.uk/pa/cm200607/cmhansrd/cm070726/text/70726w0042.htm>

Tertiary Colleges

Tertiary colleges combine the functions of both a general FE college and a sixth form college. Once set to become the darlings of the educational world, tertiary colleges may now seem rather outmoded. However.....

Guardian - Tuesday October 16, 2007²⁶:

Tertiary colleges, which include some of the most successful further education institutions, are forming an alliance because of fears that they will lose out under the two new education departments.

Tertiary colleges supply all the post-16 education in their areas. Their local education authorities took the decision to close sixth forms and concentrate resources in the colleges. They are arguably the purest form of post-compulsory comprehensive education. A quarter of the 25 were designated as beacon colleges by the now-defunct Department for Education and Skills. And a third have been rated outstanding by Ofsted.

So what is the definition of a tertiary college? The title was originally given to educational establishments aimed primarily at the 16-19 age group, which combined the functions of a further education college and a sixth form college, offering further education through a full range of courses, both vocational and academic. The essence of a tertiary structure is that schools within a given area do not operate sixth forms but that instead young people progress to a single local institution that provides both their 16-19 education and adult learning for the wider community.

The difficulties inherent in managing conflicting and shifting policies at a local level are neatly summed up in a piece by Peter Kingston in the **Guardian of 13 November 2007²⁷**.

Work Based Learning Providers

Work based training providers are organisations that offer learning either in a training facility or in an employer's work place. Training programmes provide recognised qualifications such as NVQs, Apprenticeships and specific industry awards. Some providers will be locally-based, others are national organisations. In both cases, training takes place locally. Some colleges are work-based learning providers in their own right and have established their own private companies. Funding bodies contract with these college companies to

²⁶ <http://education.guardian.co.uk/egweekly/story/0,,2191532,00.html>

²⁷ <http://education.guardian.co.uk/further/story/0,,2209843,00.html>

deliver training programmes, as well as with local authorities, and with independent learning providers. Independent providers often use colleges to provide underpinning knowledge for their work-based trainees. This can be especially true for those on publicly funded Apprenticeship programmes. Some independent providers employ several hundreds of staff, with training centres outlets across the UK. The majority, however, are small to medium enterprises, often catering for small niche markets and employing a small number of staff.

The [Work Based Learning web pages on the LSC National site](#)²⁸ provide links to all relevant issues about WBL funding for young people.

Apprenticeships are of growing importance. [LSC East of England](#)²⁹ has emphasised their role:

Apprenticeships are high quality, work-based training programmes for young people who want to develop their prospects and career. There are over 200 different types of Apprenticeship available today, in more than 80 sectors. Young people can opt for careers in business admin, media studies, engineering, event management, hospitality and manufacturing to name but a few.

..... and has created a [Directory of Apprenticeships for young people](#).³⁰

LSC East of England also provides a guide for employers on work based training providers, to ensure they can offer appropriate learning.

In the WBL context, provision refers to programmes comprising Apprenticeships and Advanced Apprenticeships, NVQ learning (previously other training) and E2E.

The Schools Forum

The purpose of Schools Forums is to advise local authorities on the operation of the local Schools Budget, and its distribution among schools and other bodies. They consist of people elected by local head teachers and school governors to represent them, and if the local authority so chooses, additional non-schools members to represent other relevant interests. The regulations governing the constitution and operation of the forum have been amended from time to time following consultation with local authorities and other interested parties.

²⁸ <http://www.lsc.gov.uk/providers/funding-policy/Workbasedlearning/>

²⁹ <http://www.lsc.gov.uk/regions/EastofEngland/whatwedo/WBLEoE.htm>

³⁰ <http://readingroom.lsc.gov.uk/lsc/EastofEngland/Matrix - Provider version.pdf>

The **policy changes**³¹ on which the Department consulted in March 2007 were to increase the maximum number of non-schools members on the Forum, to make it easier for appropriate non-schools interests to be represented; to prescribe that where non-schools members were appointed they must include members representing the local 14-19 partnership and local private, voluntary and independent providers of early years education – this was because of the increasing importance of these sectors; and to allow head teachers to select other senior members of staff to represent them on the Forum, in the interests of widening membership.

Sixth Form Presumption³²

The 'sixth form presumption' is one of the measures introduced in the DfES's Five Year Strategy to increase national capacity post-16. Under this arrangement, there will be a presumption of success for proposals to open sixth forms from:

- a specialist school that meets the published criteria for high-performing specialist school status and is awarded a vocational specialism
- a school, whether specialist or not, that meets the high-performing specialist school criteria and does **not** require additional capital resources
- schools in a federation in which one of the schools meets the high-performing specialist school criteria but where any of the federated schools already has the capital resources to support the proposal.

All schools wishing to open new sixth forms will be required to publish statutory proposals. Statutory proposals are decided by the Local Authority, although schools will have some rights of appeal to the schools adjudicator.

FE Presumption³³

The FE White Paper *Further Education: Raising skills, improving life chances* announced a commitment to ensuring that the most effective colleges are able to expand provision to deliver Diplomas on the same basis as the most effective schools. Therefore, a presumption corresponding to the sixth form presumption has been introduced. It means that high-

³¹ <http://www.teachernet.gov.uk/doc/12485/Schools%20Forums%20Regulations%20letter%20to%20DCSs.pdf>

³² http://readingroom.lsc.gov.uk/lsc/National/16-19_capital_fund_guidance.pdf

³³ http://readingroom.lsc.gov.uk/lsc/National/16-19_capital_fund_guidance.pdf

performing FE colleges and sixth form colleges will be able to expand their provision for 16–19 year olds in order to deliver Diplomas.

Expansion plans from FE institutions that meet the criteria will be fast tracked if the project is for fewer than 500 places and has a total cost of less than £10 million. All applications will be subject to the LSC’s usual affordability rules. The FE presumption process will prioritise bids for 16–19 capital funding from existing successful FE colleges (incorporated colleges of all types) wishing to expand to deliver Diplomas across 14–19 provision. The LSC will prioritise these proposals alongside proposals under the sixth form presumption arrangements, and over and above 16–19 competition winners.

As with the sixth form presumption, the threshold for designation as high performing will be deliberately high. To qualify for the FE presumption, FE colleges must have received a grade 1 (Outstanding) at Ofsted inspection for overall effectiveness since September 2005, and provide a supporting statement and evidence that they have consulted the LA and the LSC on their plans.

Where a college opts to expand under the FE presumption, collaborative working arrangements with local partners, such as schools, work-based learning providers and other FE colleges will be central to delivery of the 14–19 reform programme.

16-19 Competitions³⁴

Competitions for new 16–19 provision are run and decided at local level, where substantial new provision is needed. Competitions will:

- be an open and transparent means of commissioning new provision to meet identified need in an area
- help open up the market to a wider range of providers, including new providers, to increase choice and diversity of learning setting
- help ensure that new 16–19 provision enhances learner access to the curriculum breadth to support the 14–19 agenda.

Competitions for new 16–19 provision will be held where there is:

- a basic need for 200 or more new 16–19 places over a two-year period, to improve quality and/or to improve the balance of provision in an area; and

³⁴ http://readingroom.lsc.gov.uk/lsc/National/16-19_capital_fund_guidance.pdf

- no proposal to meet that need under the sixth form or FE presumption arrangements (see sections 3 and 4 of this document) or from an academy proposal that has a Memorandum of Understanding in place.

The competition specification could be met by:

- setting up a sixth form and/or college consortium arrangement
- other 16–19 collaborative arrangements – for example, private training providers or independent schools working in partnership with existing local 16–19 providers
- expanding an existing 11–18 or 16–19 school, 11–18 academy, 16–19 academy, sixth form college or distinct 16–19 centre within a general FE college
- adding a sixth form to an existing 11–16 school or 11–16 academy
- establishing a new 16–19 school, sixth form college, distinct 16–19 centre within a general FE college, or 16–19 academy
- other innovative proposals from new types of providers.

Proposals for the reorganisation of provision should address ministers' five key principles underpinning the organisation of 16–19 provision:

- quality
- distinct 16–19 provision
- diversity to ensure curriculum breadth
- learner choice
- affordability, value for money and cost effectiveness.

5.0 The 14-19 Partners: Community Partners

Local authorities

..... *'busy saving children's lives and filling potholes'*

Local authorities face daunting challenges as they prepare for the transfer of funding from LSC in 2010. To quote from the Children's Plan³⁵:

Local authorities are uniquely placed to champion the needs of local communities, to take a strategic view across a range of services and to prioritise spending where it will have the biggest impact. They alone have the mandate and broad local knowledge to shape supply and demand, and to drive change through Children's Trust partnership arrangements. This requires strong local leadership from councillors, making tough choices and ensuring that the needs of the user are always paramount. Services, including schools, must be commissioned in a way that is tailored to the

³⁵ http://www.dfes.gov.uk/publications/childrensplan/downloads/The_Childrens_Plan.pdf

community that is being served. And local authorities must be creative in their place-shaping: finding new ways to engage hard-to-reach groups, stimulating informed demand and diverse supply, unlocking the potential of the community and ensuring that local businesses and third sector organisations are part of a rich pattern of local provision. We shall revise guidance in 2008 to reflect this demanding role and we will work with local authorities to help them meet the challenge of local leadership and provide the support they need.

5.64

In order to take a more strategic view of provision and to promote better integration of 14–19 services, 14–19 partnerships have been set up in every local authority area, some led by the local authority and others by the Learning and Skills Council. The partnerships vary in terms of geographical size and membership, but all play an essential role in supporting the work of the local Children's Trust.

5.65

At the same time as the Department for Children, Schools and Families (DCSF) was created, it was announced that the funding for the education of 16–19 year-olds would be transferred from the Learning and Skills Council to local authorities, signalling a fundamental change in the 16–19 education system.

5.66

Effective planning to meet the needs of young people can only happen locally. The transfer of funding to local authorities means that leadership of the system, accountability for outcomes, discharge of duties and the management of funding to deliver will all happen at a local level. This reflects the vital role we have set out for local authorities in leading improvement for all aspects of children's and young people's lives.

There are 10 local authorities in the East of England:

Bedfordshire County Council
Luton Borough Council

Cambridgeshire County Council
Peterborough City Council

Essex County Council
Southend Borough Council
Thurrock Council

Hertfordshire County Council

Suffolk County Council

Norfolk County Council

The East of England Development Agency (EEDA)

EEDA's role as the regional development agency for the East of England is to lead sustainable economic development in the region.

To ensure that the priorities for improving regional economic performance are shared, EEDA works with a range of partners and stakeholders to produce a regional economic strategy (often referred to as the RES). The RES for 2008-2031 is currently out for **consultation**³⁶.

³⁶ http://www.eeda.org.uk/1441_3019.asp

Investing in Communities is one of the four areas of activity, focussing on enabling economic inclusion, and solutions that address the problems and barriers which prevent people from achieving their full potential and contributing to the region's development and growth.

Investing in Communities (IIC)³⁷

IIC programmes often have a strong focus on learning as a prerequisite to increasing productivity. For example, the Suffolk Business Plan for 2007-2011 identified an overarching long term strategic priority for delivery of the IIC programme through 2007 to 2011 which related to achieving: “fundamental improvements in the skills base of disadvantaged young people in Suffolk”.

Government Office for the East of England (GO-East)

Each of the nine English Regions hosts a Government Office (GO) which, together, form a national network³⁸. GOs represent 11 Whitehall Departments, and are ‘the primary means by which a wide range of Government policies are delivered in the English regions’ (‘Whitehall in the Regions’). The aim of the network is to bring government policy closer to the grassroots, to encourage two-way communications, and to help integrate sometimes disparate policy strands.

GO-East is the Government Office for the East of England³⁹. Fact Files⁴⁰ for each region have recently been re-launched. Since June 2007, each region has had a ‘regional minister’. Barbara Follett, MP for Stevenage, is the Minister for the East of England⁴¹.

With their partners in each region, Government Offices support the Skills Strategy to ensure that employers have the right skills to support the success of their businesses and individuals have the skills they need to be both employable and personally fulfilled. Government Offices also bring together the relevant delivery agents and local employers, to support them in improving education attainment rates, as well as behaviour and attendance performance.

³⁷ <http://www.eeda.org.uk/investingincommunities.asp>

³⁸ <http://www.gos.gov.uk/national/>

³⁹ <http://www.gos.gov.uk/goeast/>

⁴⁰ <http://www.gos.gov.uk/goeast/facteast/?view=Standard>

⁴¹ <http://www.barbara-follett.org.uk/>

Developing networks is an essential element of this often wide and diverse role, together with our efforts to forge strong relationships with a range of DCSF's strategic advisers. These advisers include the Regional Change Adviser, who leads on development of the 'Every Child Matters: Change For Children' programme.

GOs work with local authorities and local Learning and Skills Councils to implement reforms, including the delivery of the new Diplomas. This will involve running progress checks which will measure the progress of local authorities in preparing for the new Diplomas and national entitlement. In addition, GO Directors of Children and Learners will chair Regional Panels that will assess consortiums wishing to deliver the new 14-19 diplomas.

East of England Skills and Competitiveness Partnership (EESCP)

EESCP pulls together a range of key players to promote and support the development of skills across the region. Three boards are at the heart of the structure, one of which is the 14-19 Young People's Board. Organisations represented include: LSC, schools, the further and higher education sectors, Connexions, Prince's Trust, Youth Justice Board and Sector Skills Development Agency.

The principal **EESCP work programme**⁴² affecting 14-19 is:

Improving 16-19 progression

What's our challenge?

Progression from Level 2 qualifications at age 16 to Level 3 qualifications at age 19 is well below that of other regions, leading to low participation rates in further and higher education.

What do we want to achieve?

Improve access to impartial advice and guidance

Clear improvements in results for disadvantaged groups

Stronger partnerships between businesses and training providers

Increase further and higher education participation and learning, relevant to priority sectors.

Who's involved?

This programme will be led by the LSC, supported by local authorities, Connexions and other Partnership members.

Local 14-19 strategic partnerships bring together partners whose interests and priorities may differ to some extent.

⁴² http://www.eescp.org.uk/Info_page_two_pic_2_det.asp?art_id=4896&sec_id=2284

The East of England Regional Assembly

The Assembly contributes to EEDA's work through its scrutiny of EEDA, its contribution to the development of the Regional Economic Strategy and through regional partnership working forums such as the East of England Skills and Competitiveness Partnership (EESCP).

The Employment & Skills Panel 'considers matters of employment and skills policy on behalf of the Assembly. The Panel consists of 23 members; 15 appointed through the political parties, 7 community stakeholders and 1 East of England Development Agency board representative'. The Panel provides 'a forum for discussion of Employment and Skills issues in the East of England'. It also undertakes 'the detail of the Assembly's scrutiny role in respect of the East of England Development Agency's strategic leadership on employment and skills in the region' through an EERA/EEDA Liaison Panel.

In July 2007, government announced that Regional Assemblies are to be abolished and, from 2010, their roles transferred to the Regional Development Agencies (RDAs).

6.0 Processes and Resources

16-19 funding and provider dialogue

Strong planning dialogue between local offices and providers, based on the LSC's statement of priorities, will meet its duty to provide 16–19 year olds with 'proper' provision. Failure to deliver good quality, priority provision will lead to the flexible element of providers' current years' funding allocation being offered in the following year to those delivering high quality, priority provision.

The creation of a fully funded Standard Learner Number will provide a funding approach that could, in principle, be applied across the sector, enabling collaboration between providers, offering a wider choice for learners.

14-19 reform budget

The LSC's position is to work with Local Authorities and Schools Forums to facilitate pooling of funds within a strengthened 14-19 Partnership arrangement. This will allow formerly discrete and separately controlled funds to be used for the benefit of learners in a more

integrated and efficient manner, to create a 'suite of curriculum choices available to KS4 students' including:

- practical learning opportunities
- KS4 schools engagement programme
- Young Apprenticeships
- ESF-funded KS4 activities
- the new Diplomas
- the emerging Foundation Learning Tier

Further details on these programmes can be found elsewhere in the Framework.

LSC has also allocated budgets to local authorities to help meet the administrative and logistical costs of local collaborative working to deliver the 14-19 reforms, build capacity, as well as activities support the development of common timetables and the implementation of the area prospectus. The use of this flexible funding should be aligned with other sources of 14-19 funding.

14-16 sources and use of funding⁴³

The KS4 Diploma Formula Grant:

Funding for 14-16 year olds taking diplomas will be distributed through a specific formula grant.

- Funding for 14-16 year olds taking Diplomas will be distributed to local authorities through a specific formula grant. The grant will take account of the number of Diploma lines being offered, take-up, the higher cost of provision in high wage areas and the additional costs in sparsely populated areas.
- How that funding is used locally needs to be decided locally, and should build on existing successful partnership models. Effective partnership delivery of current applied learning indicates that it is best to keep some funding at a partnership level so that schools can draw on a central pool of funding, rather than meeting all Diploma costs from their delegated budget.
- Charging for Diplomas should be based on a framework set out in the LSC funding methodology.

43

[http://www.dfes.gov.uk/consultations/downloadableDocs/Summary%20of%20decisions%20announced%20on%2025%20June%202007%20\(revised%20270607\).doc](http://www.dfes.gov.uk/consultations/downloadableDocs/Summary%20of%20decisions%20announced%20on%2025%20June%202007%20(revised%20270607).doc)

- The expectation that schools will realise efficiency savings as Diploma provision rolls out.

Building Schools for the Future⁴⁴

Building Schools for the Future (BSF) represents a new approach to capital investment. It is bringing together significant investment in buildings and in ICT (Information and Communications Technology) over the coming years to support the Government's educational reform agenda.

The Government is committed to devolve significant funds — about £3 billion in 2005-06 — to local authorities (LAs) and schools to spend on maintaining and improving their school buildings. But it also wants to promote a step-change in the quality of provision. That is the focus of Building Schools for the Future (BSF).

BSF aims to ensure that secondary pupils learn in 21st-century facilities. Investment will be rolled out to every part of England over 15 waves, subject to future public spending decisions.

- By 2011, every LA in England will have received funding to renew at least the school in greatest need — many will have major rebuilding and remodeling projects (at least three schools) underway through BSF and the remainder will have received resources through the Academies programme or Targeted Capital Fund.
- By 2016, major rebuilding and remodeling projects (at least three schools) will have started in every LA.

Through this investment, BSF aims to drive reform — such as Academies, new options at 14-19, provision for special needs and extended schools. Innovation in delivery, through the creation of a national delivery partner for schools and LAs, Partnerships for Schools will bring greater value for money, as well as effective implementation.

Partnerships for Schools (PFS)⁴⁵ was established in 2004 by the DCSF (previously DfES) and Partnerships UK to deliver Building Schools for the Future (BSF), the capital investment programme that will help transform every single secondary school in England. In March 2006, PFS also took on responsibility for delivering the Academies programme, which will see 400 Academies built across the country. The key role for PFS is to ensure that investment in secondary schools is based on robust educational strategies and that BSF

⁴⁴ <http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/bsf/>

⁴⁵ <http://www.p4s.org.uk/>

schools and Academies are well designed, are built on time at a reasonable cost to the taxpayer, and are properly maintained over their lifetime.

PfS helps to build strong Public Private Partnerships (PPPs), enabling the public sector to benefit from the best skills and expertise available in the private sector and reaping greater efficiencies and economies of scale.

Renewing the FE Estate⁴⁶

LSC is committed to significant investment in capital to renew the FE estate: building colleges for the future, while supporting wider physical and community regeneration. To deliver this, the LSC will pursue the following goals.

- We will invest over £2.3 billion in **FE capital** between 2008–09 and 2010–11 to ensure that colleges have world-class buildings, learners have great places in which to learn and communities have a public resource.
- We will investigate how capital investment could be extended **beyond colleges** to other places of learning so that learners and employers have a genuine choice of excellent facilities.
- We will embed and extend the use of **learning technologies** across the whole sector.

Learning and Skills Council (LSC), in association with the Royal Institute of British Architects (RIBA), runs an annual design award for the best FE sector building. Draw inspiration from *RIBA/LSC Further Education Awards 2006*⁴⁷ in which one of the nominees was South East Essex College:

In the case of some of our shortlisted colleges – notably the wonderful South East Essex College and Newcastle College’s unique, state-of-the-art Performance Academy – the success of the college has been the catalyst for the regeneration of a whole urban area.

Transport

Transport has an obvious role facilitating or hampering the ability of young people to access their entitlement. The **Directgov website**⁴⁸ sets out the assistance available for individual

⁴⁶ <http://www.dius.gov.uk/publications/LSCLayout.pdf>

⁴⁷ http://readingroom.lsc.gov.uk/lsc/National/81635-LSC_Great_buildings.pdf

⁴⁸ http://www.direct.gov.uk/en/EducationAndLearning/14To19/MoneyToLearn/ExtraHelp/DG_066984

learners. The DCSF has explained its position on **general 14-19 transport issues**⁴⁹, and also provided an in-depth analysis of the challenges in rural areas, including various case studies.

From **'Delivering 14-19 Reforms in Rural Areas'**⁵⁰

Rural issues

Norfolk North consortium involves 13 providers who cover a sizeable area of North Norfolk. Three of the schools in the consortium are classified as Rural Sparse by our criteria and four others as Rural. Their application to run the Construction and the Built Environment line was successful in the first Gateway. To facilitate delivery, they will purchase portable resources for use across the partnership. This means the Diploma can be delivered without having to transport students. The consortium will use staff in a peripatetic way, establish video conferencing facilities at all sites, and allow students access to the Virtual Learning Environment (VLE) extending their interaction beyond core teaching time.

York Consulting is currently undertaking a DCSF-commissioned project - **"Understanding 14-19 Transport Arrangements and Impacts on Curriculum choice for Young People"**⁵¹ – which was due to be completed by the 31 March 2008.

Managing Information Across Partners (MIAP)⁵²

The education and training sector is extremely diverse and relies heavily on the collection and collation of data. Different organisations collect data at different times and in different ways, and this wide duplication of effort is time consuming and costly. It places administrative burdens upon schools, colleges, training providers and universities which are expected to provide a variety of information to satisfy numerous requests.

The need to provide better services to learners and organisations involved in education and training and to reduce bureaucracy across the sector by improving data management were identified in the Post-16 Reforms of 2001. In 2002, 17 organisations attended the inaugural MIAP meeting and initiated a programme of work to map the data and management issues across the post-16 sector and to identify options for improvement.

The principal services provided by MIAP are:

⁴⁹ <http://www.dfes.gov.uk/14-19/documents/entitlement%20-%20transport%202007.doc>

⁵⁰ <http://www.dfes.gov.uk/14-19/documents/Delivering%2014-19%20reforms%20in%20rural%20areas%202.doc>

⁵¹ <http://www.yorkconsulting.co.uk/Learning%20and%20Skills>

⁵² <http://www.miap.gov.uk/>

Learner Registration Service (LRS)

The Learner Registration Service (LRS) is an internet based service capable of providing a Unique Learner Number (ULN) for every person in education and training in the UK. This will allow people to build a lifelong record of their learning participation and achievements, which they can access and share if they choose. Launched in September 2007, wider roll out of the service will commence early in 2008.

Learner Record

The learner record is an aggregation of records about an individual's learning that has already been collected by UK education bodies. The initial focus for the learner record is on qualifications and participation (i.e. attendance at learning). Learners can view their learner record, and agree who else can see their record, or elements of it.

UK Register of Learning Providers (UKRLP)

The UK Register of Learning Providers (UKRLP) is accessible via the internet at www.ukrlp.co.uk, where individuals and organisations can access information about learning providers. Since UKRLP was launched in August 2005, it has grown to include over 17,000 providers.

Common Data Definitions (CDD)

The common data definitions were introduced during 2006 and are being adopted by organisations collecting information from learning providers. The aim is that these definitions will facilitate an improved flow of information between agencies, leading to more effective data sharing and better decision making.

MIAP Data Sharing

MIAP will share data through the implementation of the MIAP Data Sharing Framework to encourage data sharing in a consistent and approved manner promoting good information practice in accordance with ICO guidelines on Data Protection. MIAP have developed a summary of its approach to Data Sharing and Data Protection.

Delivery of the MIAP was handed over by the Department of Education and Skills to the Learning and Skills Council in December 2005. The new Department for Innovation, Universities and Skills retains the strategic lead for the programme of work.

Common Application Process

The 14 –19 Education and Skills Implementation Plan sets out the requirement for a common prospectus of opportunities accessible by all learners both at post 16 and for key

stage 4. National policy and new electronic systems have put this within reach of all areas. The Common Application Process will be facilitated by the introduction of the Unique Learner Record.

Para. 25 of the **National NEET Strategy**⁵³ states that:

By 2010 the prospectus will be linked to a Common Application Process and Individual Learning Plan to support access to a diverse range of opportunities.

Further guidance is awaited on how this commitment will be implemented.

AP4L⁵⁴ is a LSC-funded tool, with LSC-owned tools, enabling a number of online solutions. It offers a suite of integrated tools to support, e.g. a common application system, work experience, apprenticeships, area prospectuses, and learning plans. The Online Common Application enables learners to apply for courses and opportunities online. It manages the application process and organises communication with providers, employers and applicants. The application form was developed in consultation with schools, colleges, training providers and employers to enable a coherent and complete set of information to be collected from every applicant and ensure young people only have to provide this information once. It also generates reliable, up-to-date data on learners which is transferred with the student to their new destination.

⁵³ <http://www.dfes.gov.uk/14-19/documents/NEET%20%20Strategy.pdf>

⁵⁴ <http://www.ap4l.org/>