

Guidance for Government Offices and Education Business Link Organisations

New Structure for Delivering Education Business Links

*Establishing consortia; assessment of proposals; and
criteria for awarding development funding.*

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School Business
Initiatives Unit
DfEE**

INTRODUCTION

1. This paper sets out guidance for Government Offices (GOs) on their role in: supporting the formation of new education business link consortia; assessing initial proposals; allocating development funding; and approving Initial Development Plans. This guidance is also for use by Education Business Link organisations(EBLOs) who wish to take part in the new consortium arrangements.
2. This guidance has taken account of the responses to our recent consultation exercise¹, though certain issues, for example funding levels for April 2001 and beyond, are outside the scope of this paper. Further information on funding levels for 2001 and the LSC mechanisms through which EBL activity will be supported will become known during the course of this year.

Vision

3. Our aim is to provide all young people with a wide range of high quality, relevant, structured experiences of work throughout their school careers which will help raise standards of achievement, increase motivation and attendance, develop key skills and attitudes, and prepare young people more effectively for adult and working life. We also want to secure a greater involvement of business to support schools and FE colleges and in order to do this we need to recognise fully the benefits business can gain from their participation, such as staff development opportunities and overcoming negative impressions of certain business and industry sectors young people may have.
4. To achieve this we are developing closer links between schools, FE colleges and businesses by establishing a new structure for delivering EBL activity which offers benefit to both, is clear about priorities, and can target resources more effectively.

THE NEW STRUCTURE

5. From April 2001, each of the local Learning and Skills Councils (LLSCs) will contract with only one body for the range of EBL activity in that area, though a range of bodies will almost always be involved in their delivery. As proposed in the recent consultation and welcomed by the majority of those who responded, the various EBL delivery organisations who work in each area and who have a proven

¹ 'Developing a new structure to provide an effective delivery mechanism for education business links': 25 February 2000. A response summary is available.

track record of delivery will need to agree to work together in what we are terming a consortium.

What is a consortium ?

6. A consortium is a grouping of EBLOs in a particular LLSC area. It will be for local education business link organisations to decide how formally they intend to group together. In some areas they may decide actually to merge; in others to act together more informally. The key aim will be to ensure that all the organisations work together to deliver the area's priorities, and provide a "single face" to schools and businesses and a co-ordinated approach to the delivery of EBL activity within the LLSC boundary. In some areas, a suitable structure may already be in place and working successfully so little restructuring will be required. We are aware that other areas are looking to establish trading organisations or have already nominated a lead body.

Timescales

7. The new consortia need to be developed in good time for the launch of the LSC in April 2001. In order to facilitate this, the following timescales will apply:

Proposals (Framework of Intent) to Government Offices	by 17 July 2000
Assessment of proposals	by end August 2000
Release of development funds	June - September 2000
Initial Development Plans (for 2001) finalised with GOs	by 31 December 2000

Role of Government Offices

8. The Government Office will have a key role in supporting EBLOs in setting up local consortia. This will include :

- assessing the Framework of Intent (a brief summary of who will be part of the consortia and what it will do) to ensure that it meets the core nationally specified criteria expected by central government;
- agreeing that the proposals give sufficient evidence to judge the viability of the consortium and confirming this in writing (DfEE Head Office reserves right to require further assurances);

- facilitating the development of consortia when there are difficulties in establishing a single body;
- deciding on the appropriate level and timing of funding to enable the consortium to take forward work on drawing up the Initial Development Plan (IDP);
- supporting the production of IDPs;
- brokering approved IDPs with the local LSCs; and
- ensuring effective links with other organisations and partnerships, including the local Learning Partnership.

9. The final IDP will be used by the LLSCs to help them determine and deliver local priorities and appropriate funding levels. We would expect GOs to have a key role in the handover arrangements.

Development Funding

10. A total of £5m development funding will be available nationally. This can only be used to support the development and establishment of the new consortia. It cannot be used as an additional source of funding for current activity.

THE CONSORTIUM

Membership and structure

11. Membership of the consortium should comprise core EBLOs within the LSC area. This core should include organisations with proven experience of delivering activities that will achieve the key outcomes listed later.

12. The structure of the consortium will vary from area to area, but we expect that core partners will include EBPs, SATROs, Young Enterprise, Trident, Understanding Industry, other EBL delivery organisations who play a significant local role and non-delivery organisations such as SETPOINTS and BiTC. We do not propose to prescribe a model for the consortia. It will be up to EBLOs to come together in a way that best suits local needs, which dovetails with arrangements that may already be in place and which meets criteria the GOs will use to assess suitability for the local area.

Accountable Body

13. The LLSC will not contract with a range of separate EBLOs. We expect one contract to be agreed in each LLSC area. The consortium may wish to sub-contract as it sees fit, depending on the nature of the agreed financial and management arrangements. The consortium will need to agree amongst the partners who will be the accountable body with whom the contract will be made.

What can the consortium do?

14. In the long term (i.e. from April 2001) each consortium will deliver in its LLSC area the full range of education business link activities. To prepare for that we are asking for the following to be produced between now and the end of December 2000: First, a Framework of Intent setting out who is involved in the consortium and what roles will be played by which organisations. Secondly, an Initial Development Plan, setting out information about the structure of the consortium, how it will work, what activities will be delivered and how they will ensure the quality of those activities, the coverage in terms of schools, FE colleges and businesses within the LLSC boundary including how they will increase the involvement of schools and business. It should also include plans to monitor and evaluate the impact of EBL activity on young people aged 5-19 years, and on schools, colleges and business.

15. Once a Framework of Intent, which meets the criteria set out below, has been agreed with the Government Office funding to support preparation of an IDP will be released.

Criteria for Agreeing to a Framework of Intent

16. The GOs will take a number of factors into consideration when assessing whether a proposed consortium is capable of providing the full range of activity from April 2001 including:

- each EBLO to have a proven track record in delivering education business link activity;
- each organisation to be accountable for its element of delivery to the consortium;
- organisations signed up to work together to maximise use of resources, including the potential for match funding;
- all key organisations are represented;
- a clear management structure - each consortium should have some form

of Leadership Committee/Management Board which includes representation from education business link organisations, education and business;

- the track record of the individual EBLO organisations must, when viewed at a consortium level, demonstrate competence in all the core areas of EBL activity, including particular specialisms such as science, technology, engineering and mathematics.

17. Each consortium will need to demonstrate clearly their relationship with a range of other partner organisations who have an interest in EBL activity. This will be crucial to help consortia draw up targets that take into account local needs and to assist them in achieving outcomes related to local priorities. At the very least we would expect there to be systems in place to ensure close working relationships with organisations in the following areas and which we would expect to see described in the IDP:

Business - we expect businesses to be key partners in setting the tone and content of what the consortium provides. It will also be vital that links are established with the Small Business Service and the Chambers of Commerce and other organisations such as BiTC and CBI who can will help promote EBL activity and encourage more local businesses to support education activity. Sufficient consideration needs to be given to the levels of involvement of both large and small businesses;

Schools and Colleges - because EBL targets and outcomes will be determined by the needs of local schools and colleges, as well as businesses and the local LSC, it is important that all education sectors are covered: primary, secondary, FE, SEN, and that account is taken of equal access to relevant and timely opportunities for all young people, regardless of ethnicity, gender or ability;

LEAs - many have been strong supporters of business involvement in education across a wide range of activities, particularly as they have a statutory responsibility for raising standards in their area. They can help to ensure greater coherence between schools and colleges, and ensure that EBL activities take account of education priorities and can be targeted at areas of greatest need;

Local Learning Partnerships - will be responsible for providing LLSCs with information on youth, adult and community learning needs and employer skill needs, which in turn will help to reinforce targets and

outcomes for EBL activity. In many cases EBPs are already firmly embedded within local Learning Partnerships but where they are not consortia will need to be represented, or at least establish a close working relationship;

Regional organisations - such as Government Offices, Regional Development Agencies and BiTC, to ensure that the wider perspective, particularly skills strategies, is taken into account. There will also be instances where consortia in neighbouring LLSC areas will need to work closely with each other. Consortia will also need to demonstrate how their activities will support the RDA's Skills Action Plan;

Connexions Service - which will operate in some areas from April 2001 and which will provide guidance and support to young people from 13-19 to enable them to continue and succeed in learning. The Connexions Service will take over the careers service role of providing careers information and guidance and supporting careers education programmes in schools and colleges. We would expect to see a complementary role between the Connexions Service and the consortia; and

Careers Service - there will also be a complementary role between the careers service and the consortia. Education business links activities can help inform young peoples career choices. Careers services will continue in areas where the Connexions Service is not yet introduced.

INITIAL DEVELOPMENT PLANS

18. Once development funding has been allocated, each consortium will be asked to submit an Initial Development Plan by the end of the year.

19. In assessing these plans, GOs will look at the following:

- Consortia structure - evidence that appropriate discussion and agreement has taken place
- Local priorities and evidence for identifying priorities
- Accountability and management structures
- Maximising resources - co-ordination of common services/ specialisms
- Publicity arrangements
- Promotion of business benefits - identify, raise level and quality
- Plans to support curriculum and integrate activities
- Outcomes to be delivered
- Targets to be set
- Arrangements for monitoring and evaluation

- Quality assurance including arrangements for improving quality and any local award schemes
- Communication arrangements
- Website development - all consortia to have in place by April 2001
- Detailed business plan - resources already available, plans to fill the gaps and cost of raising the scale of school/business activity year on year and scale of increase expected
- Arrangements for regional issues and programmes
- Coverage of pre- and post-16, FE and SEN
- Strengthening of linkages to other partners and agencies
- Other sources of funding - Standards Fund, SRB, ESF, EU, LEA etc.
- Assessment of current situation in terms of EBL activity and priorities for improvement
- Ensuring that an Equal Opportunities policy is in place

Mapping

20. Consortia will also be expected to undertake a mapping exercise of their local area to establish: the range, levels and funding of current activity that support the outcomes listed in para. 22; the numbers of schools, pupils and teachers taking part in EBL activities; and the numbers of businesses involved in supporting EBL activity. This information will be used in drawing up the IDP so that targets for improvement in participation levels can be set and measured.

21. From April 2001 at the latest, each consortium will be expected to operate a website with links to the DfEE EBL website, which is currently under development, and to other relevant websites. The development funding includes an element for this purpose.

Outcomes

22. We expect the consortium to include information about the type of EBL activities it will provide in the IDP. This should include key activities which should support one or more of the following outcomes:

- Raising standards of achievement;
- Improving pupil motivation and attendance;
- Supporting management and leadership in schools;

- Preparing young people for the world of work including employability;
- Enhancing the delivery of the National Curriculum;
- Delivery of key skills, including wider skills such as creativity and enterprise;

23. There are a wide range of other education business link activities, but the extent to which they are undertaken will depend on local circumstances. DfEE is preparing a framework of appropriate activities at each Key Stage, a summary of ways in which schools can benefit from business involvement, and a summary of ways in which business can benefit from involvement in schools. The type of activities we would expect to find covered in the IDP include:

- support and brokerage for schools to help them further develop and embed whole school strategies for education business links;
- raising standards of achievement - supporting literacy and numeracy - reading volunteers;
- social inclusion - mentoring, role model development, peer tutoring work related learning activities;
- supporting management and leadership in schools - Partners in Leadership; business support for school governors;
- preparing young people for the world of work - giving pupils, from primary to secondary, an insight to the working world and the skills that they will require. This can be done through a range of locally developed activities, such as structured visits, off-site seminars, business speakers in schools, but also through established national programmes such as Key Stage 4 work experience, Young Enterprise, Understanding Industry, and the National Enterprise Campaign (INSIGHT);
- key skill development at primary, Key Stage 3-4 and post-16;
- focused events which enhance economic and industrial understanding such as industry days/weeks;
- signposting for national campaigns such as Maths Year 2000;
- teacher development - revised Teacher Placement activity and Partners in Leadership - focused on continuous professional development;
- enhancement of work experience - better preparation and de-briefing,

health and safety, equal opportunities, PSHE.

- support for the National Curriculum - such as Science, Technology, Engineering and Mathematics (STEM). Activities that bring the curriculum to life and relate it to the real world.

24. There will also be activities not listed above which a consortium believe can contribute to the vision for EBL - especially those of an innovative nature.

25. DTI is currently looking at the possibility of providing additional funding for STEM-related activity; we will provide further details of any developments in the course of this year.

26. **Teacher Placement Scheme and the Work Experience Programme** - the LSC will assume responsibility for distributing the funding for these programmes from April 2001. These programmes have been reviewed and new approaches are to be piloted in 2000-01, so current programme aims and targets, particularly teacher placement, may be revised.

Target setting, monitoring and evaluation

27. The local LSC will be responsible for setting specific targets and will do so in consultation with the education business link consortium. The education business link consortium will need to give regard to priorities in their area - this process will include gathering baseline data such as number of schools, education business link programmes; labour market information; school performance (SAT results).

28. Outcomes should be based on a range of EBL activities including established programmes and should show clearly what difference they have made to pupils' learning.

29. Each consortium will need to demonstrate clearly how activities that they undertake with business and education support the key outcomes as listed in para. 22 above.

30. We will also want consortia to show how the activities impact on young people and schools. They will need to show how they will enable headteachers, teachers and school governors to have a clearer understanding of how business can contribute to the key outcomes. Equally important will be the need for consortia to measure the impact these activities have on business at local level.

31. We will expect the EBL consortium to provide this information for the LLSCs. The information required relating to the scale of activity includes:

- Number of primary, secondary, SEN schools and FE colleges with EBL;
- Number of pupils and teachers who have participated in EBL supported activities.
- Number of businesses on EBL consortium database;
- Number of EBL activities/programmes provided by the consortium broken down by type (e.g. SET, enterprise, numeracy etc.);
- Number of headteachers involved in EBL schemes including Partners in Leadership (PiL);
- Number of business governors;
- Number of schools with strategies and action plans for EBL in place;
- How many schools assess the impact of business involvement.

Quality Assurance of EBL activity

32. To demonstrate the impact and quality of EBL activity, the EBL consortium will be required to produce an annual written report. This should fall under three separate headings in the form of questions to the consortium:

a. **What difference does EBL activity make to pupil/student learning? Give supporting evidence e.g.**

- How do EBL activities help to raise standards of achievement at all Key Stages?
- How do EBL activities contribute to preparing young people for adult and working life such as improving key skills, post-16 staying on rates?
- What impact do reading volunteers from the business community have on literacy levels?
- How do EBL activities affect pupil motivation and attendance?
- What impact do business mentors have on young people?
- In what way do EBL activities influence career choices and aspirations?

- How does EBL activity enhance curriculum delivery?
 - To what extent are EBL activities aimed at counteracting race and gender stereotyping for post-16 expectations?
- b. **What impact do EBL activities have on school management and leadership ?**
- What effect do teacher placements have on curriculum delivery/teacher development?
 - What effect do teacher placements have on school management and leadership?
 - How many teachers say a business placement has had a positive impact on their teaching ?
 - How do business governors support the quality of school management/ enhance education business links more generally ?
- c. **What evidence do you have on the positive benefits to businesses who work with schools/colleges ?**
- e.g. staff development, recruitment, public relations, impact on the curriculum.

FUNDING 2000-2001

Criteria for distribution of development funding

33. The funding will be allocated by GOs, subject to acceptable proposals from the consortium on how they will operate in their LLSC area. It is not anticipated that there will be more than one proposal for each LLSC area. Exceptionally, where this is the case, or where no proposal is received within an LLSC area, the GO's role will be to identify key local players, and then to help negotiate and broker such arrangements.

34. A breakdown of how the money will be allocated in each GO area is detailed in **Annex A**.

35. There are a number of reasons why some consortia could be more difficult or expensive to establish than others: the size of the LSC; the number of organisations involved; current working arrangements; demography; and the geography of the area are some of the factors which may affect the development of consortia and therefore the development costs. We believe that GOs are in the best position to judge local circumstances and vary the amount of funding accordingly. Proposals will therefore need to highlight any particular local factors that may affect the level of funding sought.

36. Examples of uses for the development funding are:

- Salary costs of staff to establish consortium/produce IDP
- Consultants
- Legal costs
- Premises and premises related costs
- Purchase of necessary IT and related costs
- Meetings, conferences
- Website development
- Promotion of new structure to schools and business
- Publicity materials
- Evaluation and quality assurance mechanisms
- Initiatives to support and promote the new structure

37. The development funding will not be made available until the GOs are satisfied that the proposed consortium is sufficiently robust to take forward the work of producing the IDP and restructuring measures. Some EBLOs are further advanced than others and money could be made available from late June onwards. In the majority of cases we would expect funds to come on stream from June - September.

FURTHER QUESTIONS

38. If you have further questions or need more information, contact the Government Office that covers your region in the first instance:

Government Office	Contact	Telephone Number
South East	Andrew Alden	01483 882255
London	Brenda Haddock	020 7224 6300

West Midlands	Gordon Peacock	0121 212 5000
East Midlands	Mike Barrett	0115 971 9971
North East	Mike Gilbey	0191 201 3300
Eastern	Roger Allen	01223 202 000
South West	Roger Fowler	0117 900 1808
Yorkshire & Humberside	Roy Porritt	0113 283 6300
North West	Pam Flynn	0151 224 6300

40. Alternatively, you can also contact Stephen Stanton (020 7925 6324) or Erika Maass (020 7925 6665), Area 2F, Schools Plus Division, DfEE, Sanctuary Buildings, London SW1P 3BT.

ANNEX A

Allocations

Each GO will be allocated £100k per LSC area within its boundaries. The breakdown is shown below.

Government Office	LLSCs within Boundaries	£ allocation
GO London	5	£500,000
GO South East	6	£600,000
GO South West	6	£600,000
GO North East	4	£400,000
GO North West	5	£500,000
GO Yorkshire & Humberside	4	£400,000
GO West Midlands	6	£600,000
GO East Midlands	5	£500,000
GO Eastern	6	£600,000

Allocations are likely to be within the range of £80k - £120k per consortia, and it will be up to GOs to decide how much each consortium should receive. This will allow for some flexibility for GOs to take account of local variations.