

successforall

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November 2003

successforall

The First Year

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department for
education and skills
creating opportunity, releasing potential, achieving excellence


Learning+Skills Council

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Learning+Skills Council

Introduction

'The learning and skills sector has never been so important to the Government's agenda as it is today. It is pivotal to our overriding objective to strengthen Britain on the dual and inextricably linked foundations of social justice and economic success. We must give post-16 education and training its proper place as a vital, mainstream part of the education system. The sector should be at the cutting edge of our aspiration to enshrine lifelong learning into the daily lives of our citizens and the culture of our country. Our commitment, embodied in the *Success for All* strategy, is to give you the tools to make this aspiration a reality.'

Charles Clarke, '*Success for All: Reforming Further Education and Training*' November 2002

Our objectives are:

To reform the pattern, workforce and leadership of further education and training provision so that it meets the current and future needs of learners, employers and communities in every local area, as well as regionally and nationally;

To drive up the standards of further education and training and embed better teaching and learning so that there is no unsatisfactory provision and an increasing proportion of provision is excellent, and to ensure the process is irreversible;

To ensure that all publicly funded providers of further education and training deliver a distinctive and effective contribution to one or more of the Government's strategies for 14-19 learning, basic skills, adult skills and higher education.

Success for All proposed a reform and standards agenda for the post-16 learning and skills sector, backed up by significant investment and a commitment to a new relationship between Government, the Learning and Skills Council (LSC) and providers, based on trust.

It is now 12 months since the strategy was launched. This report sets out the significant progress achieved over the past year and the challenges of the next 12 months. We will issue a report on the second year of the strategy in November 2004.

We are already starting to see real improvements in standards right across the sector and more learners achieving their learning goals. College success rates for all qualifications have increased from 59% in 2000/01 to 65% in 2001/02. We are also seeing better achievements for Modern Apprenticeships: completion of frameworks has risen on average by nearly 5 percentage points in the past year.

In the last 12 months the Department for Education and Skills (DfES) has published new strategies for the future of 14-19 learning, higher education, and adult skills. The learning and skills sector has a central role to play in every one of these areas. *Success for All* underpins these strategies, through its commitment to drive up standards, provide better choice and build capacity right across the sector.

Success for All aims to bring about change, and those changes will often be challenging. Yet the strategy can only succeed with the broad acceptance and support of colleges and other providers. The DfES and the LSC aim to provide strategic leadership for the change strategy. That includes building support for the vision and objectives that underlie *Success for All*, as well as for its component elements.

Our vision is of a high quality learning and skills sector with clear national standards and a focus on public service, providing opportunity and choice for individuals, communities and employers. There will be clear incentives for success, the flexibility to innovate, and decision-making and accountability will be devolved to the front-line.

Through this report we acknowledge the considerable work that has taken place to develop and implement the changes required to move towards the vision and objectives. This work builds on the many strengths already evident in the learning and skills sector. It is the product of effective partnerships between the DfES, the LSC, the Inspectorates, key representative bodies and providers. We are particularly grateful for the commitment, energy and enthusiasm of many individuals and organisations from across the sector who have contributed at all levels through consultation events and through a wide range of work groups.

The improvements in performance across the sector that we recognise and celebrate in this report are the achievements of front line staff and their leaders. Enabling them to do a better job for learners, employers and communities is the core of *Success for All*.

'Success for All provided for the first time a national framework for the development of post-16 learning. In doing so it highlighted the central role of further education in the delivery of key Government social and economic objectives. Colleges have welcomed the public recognition of the enormous benefits which the sector offers to individuals, employers and society at large. Colleges also welcomed Government's moves towards improving the opportunities available to learners, an even stronger emphasis on putting the learner first, support in upskilling our teaching force, and for continuing to develop quality. One year on, colleges have risen to those challenges, and much progress has been made towards implementation of the new strategy. It will be imperative that Government and colleges continue to work together to ensure that the needs of our learners are met.'

John Brennan, Chief Executive, Association of Colleges.

'It is so important to involve those people who will be delivering new policies in their design and development and this has been a key feature of Success for All. I am delighted that I have been able to contribute and I look forward to my continuing involvement and that of my colleagues.'

Tim Andrew, Head Teacher, Chesham High School.

Success for All has four themes. These are:

1

Meeting needs, improving choice;

2

Putting teaching, training and learning at the heart of what we do;

3

Developing the leaders, teachers, trainers and support staff of the future; and

4

Developing a framework for quality and success.

1

Meeting needs, improving choice

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The objective is to improve the match between the education and training offered at local, regional and national levels and the needs of individuals and employers, increasing the relevance of provision and strengthening customer choice.

What has been achieved?

- Strategic Area Reviews are now taking place to review the pattern of provision in all 47 local LSC areas. In each area there is a plan setting out the arrangements for the Reviews, a timetable and how stakeholders will be involved. In each region, pioneer areas are identifying early lessons.
- Colleges and other LSC funded providers are now in the process of reviewing their education and training missions. Institutions are considering how they might specialise or concentrate their expertise in particular curriculum areas or client groups. Their conclusions will be linked into Strategic Area Reviews.
- Strategic Area Reviews are being accelerated across London to tackle distinctive pan-London issues. This process, together with the London Challenge Strategy to transform secondary schools, aims to ensure that there are high quality progression routes post-16 for all young people in London.
- To help local areas determine the best configuration of learning for 16-19 year olds, DfES published guidance in September 2003 setting out five key principles to underpin 16-19 learning. These are: high quality; distinct provision for the needs of the 16-19 age group; diversity to ensure curriculum breadth; learner choice; and affordability, value for money and cost effectiveness.
- A number of new school sixth forms, 16-19 centres in general further education colleges, and sixth form colleges have already been established across the country. In many areas partners are working on radical proposals for new 16-19 provision or for collaborative arrangements to improve the choices available for young people.
- Colleges and other providers are leading innovative and collaborative approaches to delivering learning for 14-19 year olds, including in the thirty nine 14-19 pathfinder areas and for 14-16 year olds, in the 280 Increased Flexibility partnerships.
- The Centre of Vocational Excellence (CoVE) programme is providing a clear focus for developing and enhancing vocational provision. 251 CoVEs have been established to date, 214 in colleges and 37 in work-based learning providers. The target of half of all general further education colleges having a CoVE by 2004 has already been achieved.
- Providers of work-based learning for young people can now access funding to support work to deliver basic skills provision for adults.
- A new work-based programme for young people not yet ready or able to enter a Modern Apprenticeship was launched on 1 August 2003. Entry to Employment will enable these young people to progress onto Foundation Modern Apprenticeships, sustained employment or further vocational learning opportunities.
- Since February 2003 the Modern Apprenticeship Task Force has been working to increase the opportunities for young people to benefit from high quality Modern Apprenticeship programmes with a range of employers; and to identify how Modern Apprenticeship programmes should respond to the changing needs of employers and young people.
- From August 2003, learners who start their Modern Apprenticeship before their 25th birthday will be funded for the full length of the entitlement regardless of their age at the finish.

Richmond Adult Community College, in South West London, is a general further education college providing education and training for adults. A specialist business focus has enabled the college to offer innovative opportunities that are responsive to the needs of employers and employees. Employers and employees get access to up-to-date industry standard training courses and can access customised training via a dedicated Business Training Services unit.

The unit is housed in the new Richmond Business School, built and equipped as part of the College's pathfinder Centre of Vocational Excellence in Business and IT in 2002. Richmond Business School is an impressive high specification further education training centre that provides mainstream business courses for individual employees as well as customised training for employers.

'Part of the reason for our success in gaining the confidence of local employers is that we have become fully integrated with the local business community in South West London. Members of staff from across the college and Governors are fully involved in local and regional business organisations. There is now a strong partnership framework which has reduced the barriers to access by both employers and employees.'

Christina Conroy, Principal, Richmond Adult Community College.

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- The numbers of young people opting for work-based training programmes are increasing. By March 2003 more than 234,000 young people in England were undertaking Modern Apprenticeships, 113,000 on Advanced Modern Apprenticeships and a further 121,000 on Foundation Modern Apprenticeships. Recruitment to Entry to Employment this year is exceeding expectations with 49,000 people expected to take part.
- Increased capital investment to support these reforms, 60% in real terms over the three years to 2005-06, is starting to take effect. In the first six months alone of 2003-04 the LSC approved capital grant support of £167 million, supporting a total of £420 million of capital investment in the further education sector. Feedback from the Disability Rights Commission indicates that capital funding support for implementation of the Disability Discrimination Act in the further education sector has been exemplary.
- A Foundation Degree prospectus was launched in October 2003. The prospectus sets out the case for further expansion of Foundation Degrees, reports on the progress made, and sets out the next steps in establishing the new qualification. It envisages a major role for colleges in providing Foundation Degrees, and stronger progression routes from Modern Apprenticeships into higher education.

What will happen next?

- By March 2005, all local LSCs will have undertaken Strategic Area Reviews of their provision and published planned outcomes and implementation action in most areas. By March 2006, there will be demonstrable progress in every area towards an improved configuration of post-16 provision to meet learner, employer and community needs, reflected in improved learner outcomes and customer satisfaction.
- There will be new mechanisms for regions and employers to shape high quality and responsive training and education through stronger regional skills partnerships and through Sector Skills Agreements. In every region, by April 2004, there will be new arrangements for joint planning of skills and other relevant budgets by Regional Development Agencies, local LSCs, and other regional partners. The first Sector Skills Councils will have identified their priorities by June 2004, and be working to have agreements fully developed and ready for implementation by the end of 2004.

- Regional and sector agreements will influence Strategic Area Reviews as they reshape provision for adult learners and employers. We expect this reshaping to lead to more:
 - 'Business Centres' within general further education colleges committed to serving local employers including small and medium enterprises;
 - 'Business Colleges' – general further education colleges specialising in skills and the needs of the local economy as their core mission;
 - specialist units or providers serving sub-regional and regional markets, including 400 CoVEs by March 2006;
 - collaborative models for colleges and training providers to meet the needs of employers;
 - employers and Group Training Associations delivering Modern Apprenticeships;
 - high performing training providers, currently funded by LSC only for training young people, being funded to provide training for adults as well;
 - private and voluntary sector providers who are not currently LSC-funded but who have distinctive strengths to offer, having opportunities for LSC funding; and
 - coherent planning across local areas between LSC, local education authorities and providers for 'first rung' provision to widen participation in learning.
- An additional 10,000 places will be made available in 2004/05 for Foundation Degrees, which further education colleges are well placed to deliver.
- The LSC will introduce by 2005/06 a national, portable and credible currency of achievement to help young people leaving Entry to Employment to progress into level 2 provision in Foundation Modern Apprenticeships or further education.
- Following a programme of area visits and sector reviews the Modern Apprenticeship Task Force will produce its first annual report in April 2004. It will focus on how Modern Apprenticeships can meet the needs of both large and small employers, and ways of engaging them in Modern Apprenticeships.

2

Putting teaching, training and learning at the heart of what we do

The objective is to enable providers to make rapid and significant improvements in the quality and effectiveness of teaching, training and learning, particularly in priority curriculum areas.

What has been achieved?

- DfES Standards Unit was set up in January 2003 to lead work in this area. Headed by Jane Williams, former Principal of City of Wolverhampton College, the Unit is made up of secondees and expert consultants from the learning and skills sector, alongside DfES staff.
- Two national Teaching and Learning conferences involving 600 people, were held in October 2002 and November 2003, to engage practitioners and experts.
- Expert Groups have been set up in all of the first four curriculum areas of construction, Entry to Employment, business studies and science. These include representation from employers, Sector Skills Councils, providers, universities, and national bodies such as the Qualifications and Curriculum Authority, the Office for Standards in Education and the Adult Learning Inspectorate.
- Trials in 30 sites have taken place of the new materials and teacher-training approaches in these curriculum areas. These were successfully completed by July 2003 with very positive feedback received from teachers, trainers and learners in general further education colleges, sixth form colleges, school sixth forms, work-based learning providers and prisons. Following the trials, pilots involving 150 colleges and providers have been launched and a national conference for all pilot teachers/trainers was held in September 2003.

- Recruitment, research, analysis and information gathering visits are underway for the four second phase teaching and learning subject areas of ICT, maths, health and social care and land-based industries.
- Working through the National Learning Network, DfES, LSC and other partners have provided funding which has significantly increased the technical infrastructure for expanding the use of information and learning technology in the further education sector.

What will happen next?

- National roll-out of the materials and approaches for the first four curriculum areas begins in September 2004. The second four curriculum areas will be rolled out in September 2005. By 2006, fifteen new teaching and learning frameworks will have been developed. A three-year longitudinal evaluation of the frameworks is expected to start before the end of 2003.
- We will set up a regional network of teaching and learning practitioners by January 2004 and a major programme of associated professional development for further education teachers and trainers.
- The Standards Unit will hold a conference annually on excellence in post-16 teaching and learning. This will give a range of sector experts the opportunity to help develop the teaching and learning improvement agenda and to shape and influence the Standards Unit's programme of work.
- Planning is underway with partners in the post-16 learning sector for the development of substantial electronic course content and the provision of good practice guidance and learning for teachers on the best ways of delivering e-learning.

'I attended a trial of the construction materials in London, where the trial materials were being compiled. We decided to do the on-site test early, in June. We tried it in our Ofsted inspection with good results. Then we tested them on a sample of 66 students. The feedback was tremendous, wonderful. What did they like? That it was interactive. The safety signs are a fabulous scenario – involving the students. The materials needed very little tweaking. They hit well on the first go.

'All members of staff are also excited about this – people are still talking about it. The staff came in to test the "deck of cards" health and safety materials – five hours later they were still there and we had to send them home!'

Bill Liston, Lecturer/Assessor in Carpentry and Joinery, Shrewsbury College

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3

Developing the leaders, teachers, trainers and support staff of the future

The objective is to ensure that all learners in the learning and skills sector have the quality of teaching they deserve by creating an environment that attracts, motivates, develops and retains the very best leaders, teachers, trainers and support staff.

What has been achieved?

- Colleges now show in their three-year development plans how they will meet the interim target of 90% of full-time and 60% of part-time teachers being qualified by 2006. A target for staff qualifications will be extended to all providers over time.
- A new leadership college for the learning and skills sector, the Centre for Excellence in Leadership, was launched in October 2003. At the same time, a consultation paper was issued which seeks views on the first programmes to be offered by the Centre. The Centre's modules will support efforts to improve the number of women senior managers and those from minority ethnic groups.
- A national freephone helpline for college governors on leadership issues was launched in July 2003, delivered through the Association of Colleges.
- The Further Education National Training Organisation Helpline provides an advice and guidance service to prospective and serving teachers in the learning and skills sector. During the six month period ending September 2003, the helpline received over 6300 calls and issued 2490 information packs.
- The DfES issued, in November 2003, a consultation document setting out proposals for improving the quality of further education initial teacher training, including the specialist qualifications in adult literacy, numeracy and English for Speakers of Other Languages (ESOL).
- Over 7,000 Training Bursaries, Golden Hellos and Repayments of Teacher Loans have been awarded to date to promote initiatives to recruit and retain good quality college teachers. In September 2003, the scope of Golden Hellos and the Repayment of Teacher Loans was extended to include adult literacy, numeracy and ESOL.
- We have supported the work of general further education colleges to develop a strategy for modernising pay arrangements for college staff. Colleges will implement agreed changes in the context of the new two-year pay deal up to 2004/05.
- In October 2003, the Deputy Prime Minister announced that further education teachers would be brought within scope of initiatives to assist key workers in London with housing costs.
- A new award for staff in the learning and skills sector was launched in November 2003. The award aims to recognise and celebrate excellence on the part of those who deliver learning, support learning or manage learning. Geronimo, in partnership with the Association of Colleges, has won the contract to deliver the awards scheme, with the first national ceremony to be held in September 2004.

What will happen next?

- The Standards Unit will start work to develop, with partners, a long term workforce development strategy for the whole learning and skills sector. We will be holding a series of workshops early in 2004 to identify the characteristics of the workforce of the future and to develop thinking on how to achieve it.
- We anticipate that an expression of interest to form an employer-led Lifelong Learning Sector Skills Council (LLL SSC) will be considered for approval by the Sector Skills Development Agency in January 2004, and that the LLL SSC will be established during the summer of that year. Covering the workforces in higher education, further education, work and community-based learning, and libraries. It will provide a strong business perspective and enable lifelong learning employers to lead strategic actions to improve workforce skills and productivity. In partnership with the Department and the devolved administrations the LLL SSC is expected to play a leading role in developing and implementing the workforce development strategy for the lifelong learning sector across the UK. In partnership with other Sector Skills Councils and the Skills for Business Network it is expected to play a leading role in harmonising the standards and qualifications for teachers and trainers delivering lifelong learning in other business sectors across the UK.
- We will continue to develop support for college governors. A national conference will take place in February 2004 to inform the Centre for Excellence in Leadership's development of future programmes and services for governors, following a consultation exercise undertaken jointly with the Association of Colleges in the summer of 2003.
- A survey is underway to establish accurate baseline data on the qualifications of staff across the whole sector, with the results due in February 2004.
- The Institute for Learning is now defining standards of continuing professional development, so that teachers and trainers can demonstrate that they remain up-to-date in terms of their professional competence.
- The DfES has commissioned PriceWaterhouseCoopers to carry out an audit and review of the current funding arrangements to support initial teacher education and to report back by the end of November 2003. This work will feed into the consultation process for improving the quality of further education initial teacher training.
- The Standards Unit, the National Institute for Adult and Continuing Education (NIACE), and the Learning and Skills Development Agency are working to define appropriate qualifications for Adult and Community Learning staff. A report on the way forward will be produced in April 2004.

On the Centre for Excellence in Leadership

'At long last, a place for Principals to go to enable them to get the job, to do a good job and to learn to do the job better. The current offer from the Centre is just what we need.'

Ruth Silver, Principal, Lewisham College

4

Developing a framework for quality and success

The objective is to drive up performance through a new framework for funding, planning and accountability for the sector, based on greater partnership and trust.

What has been achieved?

- We are already starting to see real improvements in standards right across the sector and more learners achieving their learning goals. College success rates for all qualifications have increased from 59% in 2000/01 to 65% in 2001/02. We are also seeing better achievements for Modern Apprenticeships: completion of frameworks has risen on average by nearly 5 percentage points in the past year.
- Inspection results are also improving. The proportion of colleges inspected which were found to be inadequate fell from 14% in 2001/02 to 10% in 2002/03. Areas of learning that are satisfactory or better increased from 89% to 91%. In work-based learning, 58% of areas of learning were satisfactory or better in 2001-02, and this is up to 65% in 2002-03. The number of providers awarded the inspectorates' grade 1 or 2 for every aspect of their provision doubled in 2002-03. The proportion of work-based providers found to be inadequate dropped by 10% between 2001-02 and 2002-03. More learners, in more provision, are experiencing better quality learning.
- 92% of providers now have three-year development plans agreed with the LSC. The development plans include targets for improvements in learner numbers, success rates, teacher qualifications and employer engagement. Where applicable, they set out how providers will achieve floor targets for success rates. Finalised development plans will support three-year funding agreements and should form a key element of providers' own strategic planning.
- All colleges that have agreed a development plan with the LSC have had a 2% real terms increase in their unit of core funding for 2003/04. In addition, targeted funds for pay and staff training have been consolidated into colleges' unit of core funding, increasing it by a further 3.5% (although this is not new money). This consolidation increases the discretion of college managers to deploy resources to meet development priorities.
- The LSC launched a major consultation in October 2003 on plan-led funding, proposing wide-ranging reforms of the funding system for colleges, to improve the effectiveness of planning, reduce unnecessary bureaucracy and barriers to responsiveness to employers, and provide greater financial stability.
- 25 providers have been awarded Learning and Skills Beacon status in recognition of their excellent teaching and learning, supported by strong leadership and management. The criteria, selection, role and benefits of Beacon status have been reviewed following the first year of operation to broaden eligibility.
- Proposals on how excellence in further education colleges will be rewarded from August 2004 through premium funding were published in October 2003. These included a clear link to Beacon status for colleges so recognised.

'It is reassuring to see so much positive and early progress on so many key issues. The inspection grades of work-based learning providers have jumped significantly, substantial progress to devise more appropriate measures of the success achieved by learning on the work-based learners route has been made, and the critical basic skills programme, Skills for Life, has been opened up to work-based learning providers. All are already impacting on the development of vital skills.'

Graham Hoyle, Chief Executive, Association of Learning Providers.

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4

What will happen next?

- In November 2003 the DfES, Inspectorates and the LSC will jointly publish proposals to develop a new suite of success measures, to enable fair judgements on institutional performance across the very broad range of provision in the sector. These will include consistent measures for success, value-added, learner satisfaction, learner destinations and value for money. The DfES, the LSC and the Inspectorates will take forward detailed development work on the new measures including piloting and testing work during 2004/05 before introducing new measures in 2005/06.
- Ofsted and the Adult Learning Inspectorate are reviewing their inspection arrangements – the review will include proposals for lighter touch inspections for good providers. A public consultation will take place in Spring 2004, with changes implemented from September 2005.
- Subject to responses to its consultation on plan-led funding, the LSC will progressively implement from 2004/05 proposals to:
 - i purchase a planned amount of provision reflecting learners' and employers' needs;
 - ii replace the current separate funding audit by a simpler 'regularity audit';
 - iii end retrospective clawback for colleges;
 - iv introduce an element of block funding allocations to give institutions greater flexibility and discretion to meet employer and community needs, enabling greater responsiveness as envisaged in the Skills Strategy;
 - v establish a more transparent relationship between funding and the key aspects of planning: recruitment, retention and achievement of learners;
 - vi make the funding system easier to understand and operate: including the abolition of intermediate census dates and introduction of the use of historic data to calculate some elements of funding; and
 - vii establish clear principles and rationalise existing arrangements in respect of direct and indirect funding of providers and subcontracting, where there is a delivery chain.
- Colleges and other further education providers whose performance is good or satisfactory will benefit from a real terms increase in the unit of funding of 2.5% in 2004/05. Premium funding worth an additional 1% on the unit of funding will be introduced for those colleges and other further education providers who are identified as excellent. Those identified as being in serious concerns will have their unit of funding protected in real terms. Support and intervention by the LSC will help accelerate improvements in these cases.
- First awards against the new criteria for Learning and Skills Beacons will be made in February 2004. The role of Beacons will be developed to include innovation to take forward leading edge practice in the sector, building on their proven excellence. They will contribute to the Standards Unit good practice activity nationally and regionally. Eligibility for Beacon status will be extended to all providers inspected under the Common Inspection Framework and assessed through LSC performance review.
- The DfES, jointly with the LSC, is carrying out an 'end to end review' of the delivery of Modern Apprenticeships. The review will report by the end of the year and the Association of Learning Providers, along with other partners, is involved in the steering of this review. It will look at barriers to effective delivery and at the capacity of the delivery system to implement, over the next few years, changes already in the pipeline.
- We are reviewing how the principles of equality and diversity have been embedded in taking *Success for All* forward and will be developing specific equality and diversity targets for the strategy, including on race equality. Progress will be monitored as part of the *Success for All* evaluation strategy.

On Learning and Skills Beacons

'Ministers and officials have been astonishingly responsive. They have clearly listened to our proposals and are giving Learning and Skills Beacons the opportunity to test out innovative and leading edge development work. This is a first in my experience – and demonstrates that Government is prepared to back ideas proposed by the sector.'

John Guy, Principal, Sixth Form College, Farnborough

On agreement of the three-year development plan

'This represents a real opportunity to continue to build the right kind of working relationship and look forward a few years with a clear sense of some key targets. It is not without its challenges, but the open approach that the local LSC is adopting should ensure that its major providers have a significant role in the process.'

'This heralds a major step change for further education colleges, particularly in the move to

three-year funding. I welcome the genuine attempt to shift to a more trusting approach and the renewed focus on targeting for the success of learners within the realities and complexities of college performance.'

Lynne Sedgmore, Principal, Guildford College

'Our provider meeting with local LSC staff in June was a positive experience, I must say. They have supported the development of a work-based provider network and have confirmed ongoing financial support against agreed targets for 2003-04.'

Peter Little, Chief Executive, Birmingham Rathbone

Reducing bureaucracy – action taken so far

DfES and the LSC are firmly committed to reducing bureaucracy by simplifying administration for all providers. Our main reductions in bureaucracy will come through reform of the sector; through simplifying funding and audit; through better and more coherent use of data; through forging agreements across agencies to share the information we collect; and through building relationships of professional respect between local LSCs and providers.

The Bureaucracy Task Force has now reported on progress in implementing the recommendations in its first report. In February 2004 it will publish a report of its second phase of work, with recommendations for reducing bureaucracy for non-college providers.

We recognise that although progress has been made, there is still a long way to go. Major work underway on simplifying funding and data collection will impact in 2004/05 and beyond. Further work is also needed to address assessment and qualifications issues which most affect teachers, lecturers and trainers.

In line with the Bureaucracy Task Force's recommendations a new Bureaucracy Review Group, headed by Sir Andrew Foster and comprising members from the major provider groups in the sector, was set up in August 2003. It will assess new and existing policies and their implementation, and challenge the DfES, LSC and other bodies to remove unnecessary burdens, adopt better practice and establish efficient accountability arrangements proportionate to risk.

Action taken by November 2003 to simplify administration, and which has impacted on the front line, includes:

- 1 Funding streams merged; less bidding, monitoring and action planning.
- 2 Teaching Pay Initiative and some Standards Fund consolidated into core funding.
- 3 Reduced audit for almost a third of pathfinder colleges.
- 4 LSC will not clawback for underperformance on volumes up to a limit of 3% for further education sector colleges.
- 5 Relationship matrix introduced to highlight specific areas of concern in college/LSC relations.
- 6 Concordats negotiated between inspectorates on aligning of visits and use of data.
- 7 Common core of Individual Learner Record (ILR) data implemented in Autumn 2003.
- 8 LSC provider review reduced from three to two per year.
- 9 LSC review of college financial management and governance now based on risk. Low risk institutions provide less evidence.
- 10 Half of colleges have single work-based learning/ further education funding audit for 2002/03. The rest to move over from 2003/04.
- 11 Web portal introduced to speed up availability to colleges of validation and data reports to a few hours instead of weeks.
- 12 Learner Profile revised for 2003/04 to reduce duplication with the ILR.
- 13 Budget lines simplified for work-based learning to reduce the amount of detail required when negotiating contracts: technical certificates on 2 lines not 14.
- 14 Electronic template for work-based learning providers to submit their profiles to local LSCs, reduced amounts of paper templates.
- 15 Lead arrangements introduced for work-based learning providers who contract with more than one local LSC.
- 16 Training provider statement reduced from 28 fields to 8 and submitted as part of the online process.
- 17 End of age 25 cut-off rule which meant that funding stopped when work-based learning trainees reached their 25th birthday.
- 18 For school sixth forms, single in-year adjustment to reflect changes in pupil numbers introduced for 2003/04, replacing multiple adjustments.
- 19 LSC consulted with heads of schools with sixth forms on further ways of improving LSC funding arrangements for sixth forms.
- 20 Qualifications and Curriculum Authority removed rule which allows students to only re-sit exams twice.

Success for All

– The Future

The DfES and LSC are determined to sustain the momentum behind *Success for All*. In the next 12 months we aim to meet a range of major milestones.

Milestones November 2003 to October 2004	
2003	
November	Proposals for new success measures published for consultation.
November	Consultation document launched on proposals for improving the quality of further education Initial Teacher Training.
2004	
January	Senior Leaders' Qualification launched by Centre for Excellence in Leadership.
January	Standards Unit national network established.
February	Trials start of materials and approaches in next four curriculum areas.
February	First Beacon awards against new criteria.
April	New regional skills planning in place led by Regional Development Agencies.
May	Agreed proposals announced for reform of Initial Teacher Training.
May	Consultation starts on framework for development plans 2005/06 to 2007/08.
June	Spring 2004 Provider Performance Review completed.
June	Lifelong Learning Sector Skills Council established.
August	Agreed proposals for funding by plan introduced in colleges.
September	National roll-out of material and approaches in first four curriculum areas.
September	First national award ceremony for teachers, trainers and support staff.
September	10,000 additional Foundation Degree places available.

We also face a number of overarching challenges for the strategy. We need to accelerate progress in providing effective training, qualifications, career structures and curriculum materials for front-line staff across all provider types, including work-based and adult and community learning. We need to adapt the strategy to support future developments in our 14-19 and adult skills policies, including the agreed recommendations of the Tomlinson Review and the review of Vocational Qualifications. And we need to work with the Bureaucracy Review Group to explore the possibilities for making radical reductions in the costs and burdens of regulating providers.

Above all we need to implement the agenda set out in this document professionally, coherently and with proper consultation and testing. One of the ways in which we will now do this is through Test Beds. Test Beds will enable, in a small number of areas, local LSCs and their providers to fast-track the key *Success for All* and anti-bureaucracy changes and evaluate their impact. Test Beds will start operation in Birmingham and Solihull, Greater Merseyside and Sussex in November 2003.

'We are delighted on Greater Merseyside to be selected as a Test Bed area, it provides us with a real opportunity to quickly drive forward changes to the planning, funding and delivery of post-16 learning in our area. In particular, a key aspect of our Test Bed is an accelerated Strategic Area Review of first step provision for adults, including basic skills. This provision is particularly complex on Merseyside as a result of the considerable amount of investment in this aspect of learning through the European Objective 1 programme and Single Regeneration Budget, creating a wide range of courses involving many delivery organisations and funders. The opportunity to identify at an early stage the medium and long-term implications of the current dependency on initiative funding is a significant advantage to the area, given that the current Objective 1 programme finishes in 2006. This accelerated review will enable an early assessment of how to remodel the funding, planning and delivery approach to such provision, drawing on success from both the mainstream and "community" sector and within the context of the Skills Strategy.'

Paul Holme, Executive Director, Greater Merseyside LSC.

Opportunity for feedback

We would welcome your feedback about *Success for All*. You can contact us by e-mail at: success.forall@dfes.gsi.gov.uk or by letter to: *Success for All* Communications Team, DfES, W3b, Moorfoot, Sheffield, S1 4PQ.

A date for your diary. On 8th December 2003, Alan Johnson will be hosting the fifth in a series of online discussions. The Minister will be online from 12:00 pm and will be answering your questions on *Success for All*. You will be able to log on to www.dfes.gov.uk on the day and post your questions.