

# successforall

## In this issue:

- *Success for All* – The First Year 1
- Interview with Mark Haysom 2
- Measuring Success 4
- Unique Learner Number consultation 5
- The OPR review of *Success for All* in Colleges 5
- Reforming Initial Teacher Training 6
- Consultation on Plan-led Funding 7
- STAR Awards 7
- New arrangements for CoVEs 7
- Colleges of the Future 8

### *Success for All* has four key themes:

- Theme 1** Meeting needs and improving choice
- Theme 2** Putting teaching, training and learning at the heart of what we do
- Theme 3** Developing the leaders, teachers, lecturers, trainers and support staff of the future
- Theme 4** Developing a framework for quality and success

The *Success for All* newsletter is produced by the Department for Education and Skills and the Learning and Skills Council to keep you up to date with the change programme designed to transform the quality and responsiveness of the learning and skills sector. [Send us your feedback on the newsletter or views on \*Success for All\* to successforallnewsletter@lsc.gov.uk](mailto:successforallnewsletter@lsc.gov.uk)

## *Success for All* The First Year

On 11 November, Alan Johnson MP marked the first anniversary of the *Success for All* strategy by launching a joint DfES/LSC progress report '*Success for All – The First Year*', at the Association of Colleges annual conference.

The report provides an assessment of the considerable work already undertaken and acknowledges the contribution and commitment of all partners to these changes.

You will find a copy of the report enclosed with this newsletter, and additional copies can be ordered by calling 0114 259 3313.



### Focus on...

A monthly feature on *Success for All*'s key players and good practice. This month: **Interview with Mark Haysom, Chief Executive, LSC**

## Focus on...

# Mark Haysom's vision for the future

The new Chief Executive of the Learning and Skills Council (LSC), Mark Haysom gives his early impressions of the organisation, the sector it serves and his vision for the future.

**Q** What are your early impressions of the learning and skills sector and the challenges it faces?

The message that the sector has a huge task in implementing *Success for All* and the Skills Strategy comes across loud and clear. It is a major challenge to which everyone I have talked to is absolutely committed.

Apart from this it seems to me this new world I have joined is almost sagging at the knees because it is so weighed down with complexity, with policies and initiatives. I feel my job at this early stage should be about a new pragmatism to help cut through this.

**Q** What have you been doing during your first two months in post?

I have been getting to know my own staff around the country and have been able to visit a number of colleges and other training organisations and have further visits planned. I have been listening and learning. I have met with Government Ministers and

have been delighted to hear their forthright support for the sector.

I have attended the Association of Colleges conference and sat around the table on a number of occasions with organisations the LSC must work closely with. I have chaired the first meeting of the Skills Alliance Delivery Group with all of those organisations present and we have committed to a new level of clarity and partnership.

Going forward, there are further visits planned to general further education and tertiary colleges as well as to sixth form and specialist colleges.

**Q** What do you think of *Success for All*?

I am very impressed with the progress that has been made since *Success for All* was launched, just over a year ago. This is a major programme of reform that has permeated everything the LSC does. The objectives of *Success for All* – to provide an education and training sector, which meets the needs of employers, learners and their communities and is of the highest quality – are key to the development of an inclusive society, which can compete with the best in the world. There is still an enormous amount to do and it will take a long time to become fully embedded. I think the vision of a reformed and re-vitalised sector that is presented by *Success for All* is a very exciting one. I think it is central to the vision I've outlined

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

below – effective partnerships, simply implemented to make a real difference to the community by delivering world class teaching in world class buildings.



What is your vision for the LSC in the future?

I want the LSC to be a very different kind of public sector organisation, one that is open, listening, responsive, fast moving and professional. It must drive out bureaucracy and waste, promote clarity and recognise that the world is local. It must be famous for the partnerships it fosters and forges.

Everyone recognises how difficult the task was in creating the LSC. Merging the TECs and the FEFC and then rationalising and harmonising the organisation was an immense achievement. However, there is a frustration that it has not moved on sufficiently from there.

I inherited a structure that had all 47 local LSCs reporting directly to me – as well as the national directors based in Coventry. You cannot bring about change; you cannot create consistency of values, culture and approach with 55 people reporting to you.

We need a structure that enables us to drive performance and to raise our game across the whole as quickly as possible. That is why I recently announced that we would be creating nine new regional director posts.

Each regional director will have between three and five executive directors reporting to him or her. This new structure will allow us to create a very different national office in Coventry, one with a much lighter touch and with an emphasis on added value and expertise, rather than on controlling the 47 local LSCs. I believe the world is local. Decisions of importance should be taken by the people closest to the frontline.

It's clear that our partners share some of the same frustrations of LSC staff. They feel the organisation has become too tied up by process, that it's sometimes slow moving, uneven and inconsistent and that priorities are not always clear. I want us to be famous for driving out waste and bureaucracy. And from this I want us to be famous for making sure that every penny possible is spent on helping the people we are meant to be helping rather than on administration.

I want us to be transparent in all of our dealings. I would rather have openness and transparency and manage the consequences than to have lack of clarity and fudge.

The LSC must be an organisation that listens and then responds to the people it's here to serve. I want it to be fast moving, fun and highly professional in everything it does.

I am passionate about making a difference and I want the whole of the LSC to be geared towards this. Ultimately, I want the LSC to be famous for its contribution to building a society which is socially just and economically successful.

# Stop press

On Wednesday 10th December the Chancellor of the Exchequer announced in his Pre Budget Report that the Government would extend and expand the Employer Training Pilots (ETPs).

Launched in September 2002, the pilots test new ways of improving access to training for people in the workforce. The aim is to help low-skilled people in work gain basic skills or their first level 2 qualification. Employers that offer staff paid time off to train will receive compensation for wage costs. Training is free and delivered in the way that best meets the employer's business needs. The employer chooses which training provider or college to use from a quality-assured list.

ETPs currently operate in 12 local LSC areas: Greater Manchester, Derbyshire, Essex, Tyne and Wear, Wiltshire and Swindon, Birmingham and Solihull, Shropshire, Leicestershire, Kent, East London, Berkshire and South Yorkshire.

Early independent evaluation of the first year of the pilots suggests that the initiative is reaching SMEs where training has not been a high priority in the past. Employers particularly value the free and flexibly-provided training and almost 90% are very or fairly satisfied with the programme.

The pilots will now be extended for a third year through to August 2005, and will also be expanded into a further six local LSC areas yet to be identified. This will enable the LSC to explore further the impact of the pilots on the demand for training.

# Measuring Success

A consultation document setting out proposals on new, consistent ways of measuring success across the learning and skills sector was launched last month by a partnership involving the Department for Education and Skills, the Learning and Skills Council, the Office for Standards in Education and the Adult Learning Inspectorate. The document is available on the *Success for All* website at [www.successforall.gov.uk](http://www.successforall.gov.uk). Responses are requested by 20 February 2004.

A variety of different performance indicators and measures are currently in use. The consultation sets out to create a level playing field where judgements about the performance of different types of providers can be made on a comparable basis.

Proposals include the development of common definitions of learner starts and transfers and achievements across various types of provider. This will allow comparisons between different providers to be made on a transparent and consistent basis.

New measures are proposed in areas where they will allow better judgements about the performance of learners to be made.

Ways forward on measuring distance travelled for adults are also proposed, along with a standardised approach to measuring achievement in non-accredited learning.

A broad set of measures to assess the performance of providers is outlined in the document. These will be used across the sector for inspection, monitoring and performance reporting purposes from 2005/6. They will be tested to ensure that they are fit for purpose and do not impose unnecessary burdens.

## Unique Learner Number consultation

At the beginning of December, the DfES launched a consultation exercise to get a wider range of views on the potential costs, benefits and issues associated with the introduction and management of a unique learner number.

We would welcome your views on how this might benefit your organisation, what the costs might be and any issues you would want to see addressed prior to implementation. The consultation, along with a recently completed feasibility study report, can be accessed on the DfES website at: [www.dfes.gov.uk/consultations2/33/](http://www.dfes.gov.uk/consultations2/33/)  
The consultation closes on 5 March 2004.

This is part of a much wider programme of work to improve the collection and sharing of management information across partners. For more information, contact [john.olivera@dfes.gsi.gov.uk](mailto:john.olivera@dfes.gsi.gov.uk)

# The Office of Public Services Reform review of *Success for All* in Colleges

**The Office of Public Services Reform (OPSR) is part of the Cabinet Office, which advises the Prime Minister and Government Departments on public sector reform. As they have a wider understanding of work to improve customer focus the *Success for All* team asked them to carry out a project on the extent to which the proposed delivery mechanisms will deliver the *Success for All* vision.**

As well as desk research the review team carried out in-depth interviews at 12 colleges and their local LSCs.

The review found that colleges strongly support the vision of *Success for All*, although some people were less confident about the way it is being implemented. The new emphasis on mutual trust and openness was particularly welcomed. The report's key message was that the strategy and reforms needed the active support of all stakeholders (Government, the LSC, colleges and other providers) if they are to be implemented successfully. The report also included strong messages about the importance of colleges recognising that they have an interdependent relationship with the LSC and with other local providers in delivering a community-focused public service.

Key conclusions and recommendations include:

- The need to communicate better the long-term, strategic and integrated nature of *Success for All*

- The importance of securing more active commitment and enthusiasm from colleges for the *Success for All* reforms
- DfES and the LSC must work with colleges, including Governors, and the AOC to develop and promote colleges as community focused public services with a key role in local strategic partnerships
- Although the first round of development plans had been difficult, significant progress had been made in introducing a sound, strategic process
- An agreement that the different themes of *Success for All* must be linked to one another
- The LSC's system of college accountability and standards is still more judgemental than developmental. It needs modifying to reflect the principles of good management and leadership
- Colleges need to be more open with the LSC
- Colleges do not yet recognise any significant improvements in bureaucracy and further action is needed to address the burdens faced by those on the front line

The full report will be available shortly at [www.successforall.gov.uk](http://www.successforall.gov.uk) Copies will be sent to all colleges.

The DfES and LSC are committed to acting on these recommendations and will be developing an action plan to take them forward.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

# Reforming Initial Teacher Training

***Success for All* aims to enable six million people to reach their potential. This depends upon the quality of teaching, which in turn depends upon the quality of teacher training.**

In November, Ofsted published their first national survey of training for further education teachers. Although the findings include many examples of good practice, the inspectors also identified structural weaknesses. On the same day, the DfES launched a consultation on the future of initial teacher education. The review focuses on the training of college teachers as the first step in an incremental approach to the reform of teacher training in the learning and skills sector.

The DfES cannot implement these reforms alone. Partners will be invited to join the DfES in an agenda for action to meet the challenge of the *Success for All* initiative, address the findings of Ofsted and transform initial teacher education for the learning and skills sector.

The consultation document outlines a vision for the initial teacher education system of the future. All teachers should receive high quality, appropriate training. It is proposed that there is

an entitlement that all trainee teachers should receive. This includes workplace development, an Individual Learning Plan and observation of their teaching and mentoring support.

Proposals for implementation include a review of current standards, a new system of quality assurance including inspection, appropriate funding, and regional support.

Copies of the consultation document are available at: [www.dfes.gov.uk/consultations2/30/](http://www.dfes.gov.uk/consultations2/30/) or by contacting the Staff Qualifications and Development team by e-mail [sqd.team@dfes.gsi.gov.uk](mailto:sqd.team@dfes.gsi.gov.uk) or by telephone on 0114 259 3433 (Karen McCormick)

Wide debate is encouraged on these issues. Replies to the consultation are due by 29 February 2004. There will be three consultation events before this date:

- Tuesday 13 January 2004: London, Radisson SAS Portman Square
- Tuesday 20 January: Birmingham, Hilton Birmingham Metropole
- Thursday 22 January: Bolton, Reebok Stadium

These events are free of charge and all are welcome. Please contact the conference organisers on 0115 943 5589 if you wish to attend an event.

# Consultation on plan-led funding

A consultation is now underway on the LSC proposals for plan-led funding, the most significant development in funding for further education in a decade.

The proposals include establishing a more transparent relationship between funding and key aspects of planning; an end to the retrospective recovery of funds,

or claw back; replacement of the separate funding audit with a simpler 'regularity' audit and measures to make the funding system easier to understand and operate.

The closing date for responses is 23 December 2003. [www.lsc.gov.uk/National/Documents/Series/Circulars/](http://www.lsc.gov.uk/National/Documents/Series/Circulars/)

## STAR Awards

**Success for All** promised to introduce a scheme of awards for teachers, trainers, managers and support staff in the learning and skills sector. This further commits us to working with partners to develop awards, which recognise and celebrate excellence in different parts of the sector. We also want to build on the experience of existing schemes, such as the Adult Tutor Award and encourage nominations from both colleagues and learners.

**The aims are to:**

- Celebrate achievement
- Raise the profile and morale of staff working in the sector
- Raise local and national awareness of the impact of the sector's work
- Identify good practice
- Raise standards

The Secretary of State, Charles Clarke, speaking at the Teaching and Learning Conference, on 4 November 2003, said: 'This sector has not in the past been truly recognised for its achievements. There are many unsung heroes – working as teachers, trainers, support staff or managers in the learning and skills sector. Every day they make a difference to the quality of learning that six million learners receive. The STAR awards will recognise and celebrate their achievements.'

Anyone will be able to nominate a colleague, or individuals can nominate a teacher, trainer or support staff member. Nomination forms will be available in hard copy and from the website which is currently under construction. The website will go live mid January 2004 at the following address: [www.dfes.gov.uk/starawards](http://www.dfes.gov.uk/starawards). For further information please contact [joanna.rosenblatt@geronimopr.com](mailto:joanna.rosenblatt@geronimopr.com) or telephone 020 8238 8553.

## New arrangements for CoVEs

**The arrangements for selecting Centres of Vocational Excellence (CoVEs) have been updated.**

Local LSCs, working closely with Regional Development Agencies and Sector Skills Councils, will continue the demand led approach which characterised Rounds 2, 3 and 4 and will approach and commission providers to establish new centres.

This will help ensure that providers are best placed to meet skills needs, whether they be local, national, regional or sectoral, join the programme and that the strongest possible network is established throughout the country.

Funding has also been weighted in favour of education and training providers working in partnership to establish new centres. This reflects the greater resources needed to set up a collaborative centre compared to a single provider facility.

Details of the new arrangements can be found in a circular on the Centres of Vocational Excellence website at [www.cove.lsc.gov.uk](http://www.cove.lsc.gov.uk)

The CoVEs programme is now well ahead of schedule. Out of the target of 400 CoVEs by the end of March 2006, around 250 centres have already been established and a further 150 will be created during the next 18 months. More than 50 work-based learning providers are involved either as a CoVE in their own right or as partners in a collaborative centre.

Good practice is being shared throughout the network under the management of the Learning and Skills Development Agency (LSDA). National development groups representing various sectors are meeting three times a year and three regional meetings between CoVE representatives will take place during 2004.

## Colleges of the Future

A £10,000 competition to design the college of the future has been jointly announced by the LSC and Royal Institute of British Architects (RIBA).

The competition challenges architects and architectural students to create a new style of education environment for the 21st Century and emphasises the LSC's commitment to the delivery of world class teaching in world class surroundings.

Launching the competition, LSC Chief Executive Mark Haysom said: 'We are dedicated to delivering world class teaching. This must be matched by world class buildings. Today, we are challenging architects and architectural students to work with us to create exciting and innovative learning environments.'

The competition is open to both registered architects and to students of architecture. Competitors will be given four scenarios of which they must select two. Further information about the competition can be found at [www.ribacompetitions.com](http://www.ribacompetitions.com)

### Success for All contacts:

**Theme 1** Dean Williams 024 7682 3342

**Theme 2** David Taylor 0114 259 4689

**Theme 3** Heidi Adcock 0114 259 4988

**Theme 4** Steve Sawbridge 024 7682 3243

[www.successforall.gov.uk](http://www.successforall.gov.uk)

### Calendar

The *Success for All* calendar is updated in each issue of the newsletter. The calendar as at the beginning of December is:

2003	Developments	Communications/consultation
December		Consultation on plan-led funding closes on 23 December
January	Launch of new senior leaders development programme	Standards Unit supplement in TES Focus on Policy Seminar – Inspecting Leadership and Management Reforming Initial Teacher Training consultation events
February	First Learning and Skills Beacon Awards under new criteria Standards Unit regional network in place Trials of phase 2 materials begin	Consultation on Measuring Success closes on 20 February Consultation on Reforming Initial Teacher Training closes on 29 February Discussion document on fees issued
March	Next round of CoVEs announced Framework for new success measures published Teaching and Learning phase 3 curriculum areas announced	Focus on Policy Seminar – Mainstreaming Equality and Diversity