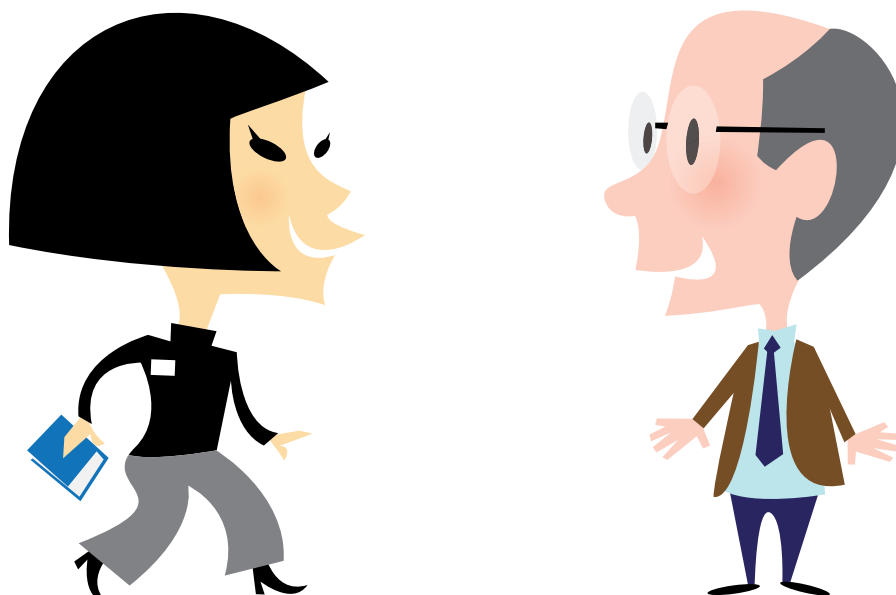


Guidance for Commissioning and Funding Education Business Partnership Services in 2010-11



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Letter to the Directors of Children's Services

Date: 11th December 2009

Dear Colleague

Funding and Commissioning Education Business Partnership Services for 2010-11

I am writing to draw your attention to the attached guidance on the funding and commissioning of education business partnership services in 2010-11.

The Learning and Skills Council (LSC) used to issue this guidance as they distributed the £25 million funding for education business partnership services. This responsibility is now in the process of being transferred to the Young People's Learning Agency (YPLA). As this is a transitional point in the transfer of functions from the LSC to the YPLA, the DCSF has taken responsibility for issuing guidance on funding and commissioning education business partnership services. For 2011-12, this will be the responsibility of the YPLA.

The guidance explains the transfer process and the roles and responsibilities of those involved. It also sets out the standard of Education Business Partnership services that the Government expects local authorities to commission with their share of the £25 million funding. It is important for local authorities to go to open and competitive tendering, where appropriate, when commissioning education business partnership services, particularly where local stakeholders are dissatisfied with the current services.

Crucially, the guidance also provides information on the new Award for Education Business Excellence which is to become a compulsory brokerage standard for education business partnership services from 2011. All Education Business Partnership Organisations (EBPOs) should be working towards this new brokerage standard; and from April 2011, every Education Business Partnership Organisation should have achieved this Award in order to receive public funding. The YPLA will have powers to withhold funding from a local authority that does not submit an education business funding plan which meets the conditions of funding.

Education Business Partnership Organisations are a key part of local support services underpinning the effective delivery of statutory work-related learning and of enterprise education in schools. EBPOs also form part of local authorities' infrastructure for wider employer engagement strategies supporting delivery of

the 14-19 reforms. It is important for local authorities to work with their 14-19 Partnerships, Diploma consortia and EBPOs to create effective strategies for employer engagement to support the provision of Diplomas. EBPOs can also contribute to engaging employers in planning for Raising the Participation Age, Foundation Learning and in planning for Apprenticeships, working with the National Apprenticeship Service. EBPOs' wider contact with local Connexions services, employers' associations and Jobcentre Plus can also help in involving employers in supporting Information, Advice and Guidance, and planning for the transition from school to work.

I hope that you find the guidance helpful and that it supports building a strong foundation for delivering high quality education business partnership services and an effective employer engagement strategy in your area.

Yours sincerely



David Taylor

Deputy Director

Employer Partnership Division

Young People: Qualifications Strategy and Reform Group



Introduction

1. This guidance is intended to support local authorities in their responsibility for **commissioning and funding education business partnership services** in 2010-11 to meet the needs of learners in their areas.
2. It is relevant for Directors of Children's Services in local authorities, their delegated officers dealing with education business partnership services and current Education Business Partnership Organisations (EBPOs) and 14-19 Partnerships.
3. This guidance has been agreed by the Young People's Learning Agency (YPLA), the Institute for Education Business Excellence (IEBE) and React.

Background and context

4. In taking forward the recommendations of the 2008 report of the National Council for Educational Excellence, the DCSF is determined that every school and college in England has an effective relationship with employers across the National Framework of three priority areas for partnership: leadership and governance, enterprise and employability, and supporting the curriculum.¹
5. Employer engagement in education can make a real difference to young people by helping them to see the relevance of what they are learning, building motivation and giving them higher and broader aspirations.² A key part of employer engagement in education is the provision of work-related learning (WRL) which is 'any planned activity designed to use the context of work to develop knowledge, skills and understanding useful in work'.
6. Education business partnership services are needed to help schools and colleges engage and work with employers to support delivery of WRL. It is important that 14-19 Partnerships, which sit within the wider Children's Trust co-operation arrangements, play a key role in helping plan and deliver employer engagement activities. Local authorities should work closely with other Children's Trust partners to engage with a range of employers providing apprenticeships and training, and to advise on the implications for future employment and similar matters at both strategic and operational levels.³

1. For more information about action to take forward the NCEE recommendations and the National Framework as taken forward by the Education and Employers Taskforce, visit www.dcsf.gov.uk/ncee and www.the-guides.org

2. It is important to note the potential role to be played by local authorities themselves as employers, and the opportunities they can provide to young people.

3. From January 2010, the Apprenticeships, Skills, Children and Learning Act 2009 extends the range of statutory Children's Trust partners to include schools.

7. WRL is a statutory part of the curriculum at Key Stage 4 and a required component of the new Diplomas for 14-19s, which include a minimum of 10 days' work experience. It is increasingly seen as a valuable part of the curriculum for a range of post-16 learners as well as students in Key Stage 4, and supports increasing progression and, in future years, Raising the Participation Age. Elements of WRL, particularly enterprise education and employer visits, talks and projects, are part of high quality Information, Advice and Guidance services for young people and, other than work experience, are also an important part of the curriculum at Key Stage 3 and Key Stage 2.
8. WRL can take place in a wide variety of forms and in a number of settings and different contexts and, where possible, should be increasingly focused on growth areas of the economy such as 'low carbon' green industries as they will form the focus of our future.⁴ It is also important to develop more opportunities for WRL in the public and third sectors. Whilst the most visible example of WRL is work experience, WRL can support learning across the secondary and post-16 curriculum, and can support specific aspects of the PSHE curriculum such as CV-writing, preparing a personal statement and interview skills.
9. WRL should, where possible, be made accessible online to make it easier for employers (particularly SMEs) to become involved. Local authorities, schools, colleges and EBPOs should actively support a diverse and flexible range of WRL options for young people in addition to traditional block work experience placements. This is particularly important for Diplomas. WRL opportunities can include multiple, shorter duration work experience placements and work tasters with different employers, projects linked to a relevant part of the school curriculum based on real issues faced by employers, workplace visits, talks by employers explaining the world of work, business mentoring programmes, competitions and enterprise education activities.
10. WRL can play an important part in encouraging those from disadvantaged backgrounds to raise their aspirations and to consider professions that they may not previously have thought of. At a strategic level, the local authority should work with other Children's Trust partners to ensure that excluded groups, including looked after children, children with disabilities and young people in contact with the youth justice system, have access to WRL and other appropriate education, training and employment opportunities. WRL can also help to challenge professional gender stereotypes by giving young people an insight into a range of career choices⁵. For more information on WRL, please see the DCSF guidance: **<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00417-2009&>**

4. The take up of Science, Technology, Engineering and Mathematics (STEM) subjects at school is therefore encouraged as many of the skilled workers in this sector are set to retire in the next five to ten years. Further information on the importance of STEM subjects can be found in the DCSF 'Building Stronger Partnerships' guidance available on the website.

5. In response to the 'Women and Work: Shaping a Fairer Future' commission, the DCSF is working with the Institute for Education Business Excellence (IEBE) to establish a 'buddying' system for girls from non-traditional backgrounds to pair up when undertaking work experience. There is also a plan to allow increased access for girls on Young Apprenticeships and doing Diplomas to female mentors who have been successful in their working lives.

Arrangements for Transfer of Funding to 14-19 Partnerships

11. The 'Building on the Best' final report of the review of WRL, published in 2007, identified a number of developments that would improve the capacity and capability of the system of education business partnerships.
12. One of the report's recommendations, agreed by Ministers, was to move funding, and with it responsibility for planning and commissioning services for the provision of education business partnerships to support WRL in the 14-19 curriculum, from the Learning and Skills Council (LSC) to 14-19 Partnerships. The report recognised that the system of engaging employers had been, for the most part, successfully undertaken by the network of EBPOs.
13. In 2009-10, £25m was distributed by the LSC to local authorities to help support education business partnership activities. This was commonly supplemented by other funding streams locally where EBPOs have a wider role (e.g. funding for Diploma delivery, enterprise education activities, support for other Key Stage 4 programmes such as Young Apprenticeships and the Key Stage 4 Engagement Programme and special initiatives funded by the RDA) so that a wide range of WRL and employer engagement activities were supported to meet the needs of learners, schools, colleges and employers.
14. Ministers have agreed that when the new Young People's Learning Agency (YPLA) is in place it will distribute funding to local authorities for education business partnership services, undertaking the role which the LSC previously played. The role of the YPLA is set out in the Apprenticeships, Skills, Children and Learning (ASCL) Act 2009. The Act also gives local authorities the duty to promote work experience to 16-19 year olds, adding to the existing statutory entitlement to WRL as a part of Key Stage 4.
15. Local authorities lead the processes for planning and commissioning education business partnership services, advised by their 14-19 Partnership, to meet the needs of the 14-19 cohort for work-related learning. This activity requires DCSF funding to be aligned with other funding streams to meet those needs. The funding continues to be ring-fenced to support education business partnership activities.
16. Local authorities, working as necessary within informal sub regional groupings, should develop an employer engagement strategy clearly linked to wider 14-19 plans and the priorities for children and young people as set out by the Children's Trust Board in the Children and Young People's Plan. Local authorities, with their partners on the Children's Trust Board, will wish to decide how wide their employer engagement strategies should be drawn, for example whether they should also encompass the needs of Key Stage 3 or Primary Education. When drawing up employer engagement strategies, it may be useful to refer to the Handbook on Employer Engagement for 14-19 consortia which can be found on the teachernet website: **www.teachernet.gov.uk/publications**

17. As a key part of their employer engagement strategy, local authorities will need to provide an education business funding plan setting out the nature and volume of the education business services they intend to commission, the source(s) of funds to be applied, and the commissioning process to be adopted. **The YPLA has powers to withhold funding from a local authority that does not submit an education business funding plan which meets the conditions of funding, and will be able to claw back funding if the plan is not delivered.** It will require a local authority to re-submit its proposal for grant funding to ensure it meets the criteria, to oversee sub-regional structures (where applicable) and to commission provision directly where provision does not meet the required criteria.
18. We suggest that successful relationships with employers can as a minimum:
 - Deliver the policy expectation that all young people should participate in work experience during Key Stage 4.
 - Deliver a sufficient volume of work experience placements to support the Key Stage 4 curriculum, particularly Diplomas for pre- and post-16 students, and (optional) work experience placements for other post-16 learners.
 - Offer a good supply of teacher development placements as part of a programme of Continuing Professional Development, and to support Diploma training and delivery.
 - Enable employers to play an active part in a wide range of work-related learning, including talks from employers, industry days, workplace visits, projects linked to the curriculum and elements of these that support effective IAG.
 - Encourage more employers to engage more often, and more effectively, in WRL activities.
 - Ensure that employer engagement in education is a productive, enjoyable and safe experience for all parties and that all safeguarding requirements are met and are appropriate.
19. We have specified a minimum dataset at Annex 2 so that we can account for what the £25m funding has bought. Where local authorities, with their partners, have decided to set a broad scope for their employer engagement strategy, for example to cover Key Stage 3 or Primary Education, they may wish to adopt additional measures and data requirements locally.
20. The £25m funding for education business partnership services will continue to be allocated on the basis of the number of 14-19 year olds in the cohort.
21. For the financial year 2010-11, the funding route will be via the YPLA to the local authority. Local authorities will be accountable for their allocation of the £25m DCSF funding. The local authority will lead the commissioning and planning for that period in consultation with its strategic partners including the 14-19 Partnership.

22. Particular attention will need to be given to ensuring that activity planned for the Summer Term 2010 is delivered. This is because many contracts with EBPOs extend only to March 2010, but a significant proportion of most EBPO activity usually takes place in the period April-July.
23. Local authorities, with 14-19 Partnerships and others, will determine what additional funding should be applied to meet the needs of learners both within and beyond the 14- 16 cohort. (See Annex 1 for indicative financial allocations by local authority for 2010-11.)
24. In order to ensure the effective delivery of employer engagement to meet the needs of learners, the following high-level aims should be a key component of employer engagement strategies:
 - The development, and then delivery, of a coherent set of education business partnership activities aimed at meeting the needs of learners, including the 14-19 Reform programme (including Diplomas).
 - Bringing coherence to the education business partnership activities within local authority areas and sub-regions, through engagement with the local Children's Trust Board.
 - Ensuring that there is an adequate supply of employers to support work-related learning and Diplomas.

Education Business Partnership Organisations

25. Education business partnership services should be carried out by the EBPO or EBPOs best placed to meet the needs of learners, schools, colleges and employers in the area. In many cases this will be existing intermediary organisations, whether a part of the local authority or an external organisation. Local authorities, with their 14-19 partners, may decide they want more than one provider to meet their needs.
26. Using the available funding, EBPOs should provide the following:
 - Work placements (for teachers as well as young people) and recruiting employers for these activities
 - Support for the delivery of Diplomas and other school and college qualifications
 - Services for schools, e.g. Risk Assessments and advice on CRB checks
 - Placements for Young Apprentices
 - Enterprise events

Where possible, EBPOs can also provide:

- Presentations to individual classes or whole year groups
- Mock interviews

27. The Government wants high quality EBPOs. **All EBPOs should therefore be able to evidence to the local authority that they have achieved, or are working towards securing, the new brokerage standard, the Award for Education Business Excellence (AEBE).** The Institute for Education Business Excellence (IEBE), who are under contract to DCSF, administer this Award.
28. Local authorities, with their partners, will need to judge what action to take to replace or supplement services that cannot demonstrate that they are working towards the AEBE. Local authorities are encouraged to go to open competitive tender for brokerage services where local stakeholders are dissatisfied with the current services; where open and competitive tendering arrangements already exist; or they wish to secure good practice and value for money against an agreed specification. However, no funding should be given to any organisation, including sections of local authorities, which does not hold, or is not working towards, the AEBE.
29. A short annual report to DCSF will be required from the local authority on behalf of the 14-19 Partnership in the autumn of each year, describing the volume and nature of education business partnership activity in the preceding academic year. The data for this report will be collected by YPLA and will include the names of all EBPOs involved in delivering these services, which will be cross-referenced against the list of EBPOs registered for the AEBE. (See Annex 2 for data sets required from EBPOs as the basis for reports.)
30. These data will be shared between DCSF, YPLA, IEBE and React. Local authorities will also be expected to respond to DCSF requests for data or surveys.
31. In 2010-11, local authorities should only commission work from EBPOs holding, or working towards, the Award. **From April 2011, no EBPO that does not hold the AEBE will be eligible for this funding.** Local authorities should stress the importance of obtaining this Award to EBPOs that they fund. In this way, local authorities will be working to meet the recommendation by the National Council for Educational Excellence for 'brilliant brokerage' to support the links between education and business.

Roles, responsibilities and processes

32. There are a number of significant partners who will be involved in the transition process. These include:
 - Local authorities
 - 14-19 Partnerships
 - Provider partners – schools, colleges and training providers
 - Intermediary organisations (EBPOs)
 - Young People's Learning Agency
33. Where relevant, their respective responsibilities are summarised next.

Local authorities and 14-19 Partnerships

34. There will be a considerable role for the 14-19 Partnership to play in order to ensure both the integration of the employer engagement strategy in the wider 14-19 planning process (including Diploma delivery), and also in ensuring that the strategy fully meets the needs of the 14-19 Partnership. Additionally, the 14-19 Partnership will need to help the local authority in ensuring that funding sources are aligned, to ensure that sufficient resources are committed to deliver the plan.
35. Specifically, 14-19 Partnerships should help local authorities to:
 - i) **Prepare an employer engagement strategy** based on an analysis of need for work-related learning and other aspects of employer engagement. It may be useful to refer to the DCSF Employer Engagement Self-Assessment Toolkit, <http://www.dcsf.gov.uk/1419/index.cfm?go=site.home&sid=57&pid=496&lid=679&ctype=Text&ptype=Single>, which helps to identify gaps in current employer engagement strategies to ensure that all aspects are covered. An effective strategy will include meeting the demand for work experience placements, teacher placements, talks by employers, industry days etc. We do not prescribe the form or size of this strategy: there are a number of possible approaches available together with consultancy support for Diploma consortia. Additional support may also be available from Education Business Partnership Organisations. Consultancy support for Diploma Consortia is available through IEBE.
 - ii) **Marshal funding.** Funding will need to be identified and agreement reached on its allocation, to deliver the employer engagement strategy. In addition to their allocation from within the £25m available via the YPLA, local authorities and their partners may be able to access funding from, for example, the Dedicated Schools Grant, Young Apprenticeships, Diplomas, FE College core funding, Enterprise Education, Specialist Schools, Academies, ESF and RDA funding depending on what their proposed programme will feature. Schools and colleges typically pay part of the cost for EBPOs arranging work placements, and it is expected that this will continue. Existing successful sub regional groupings commonly offer economies of scale and help ensure service continuity, for example where counties work with cities, or with unitary authorities, or both. It will be important to retain such sub regional groupings where the arrangements are successful.

iii) Commission Services. Having led the planning process, there are further responsibilities for local authorities that fit alongside their wider planning role and statutory responsibilities. Local authorities, with their 14-19 partners, will need to:

- decide whether any existing education business partnership services that are provided at local or sub regional level should continue;
- liaise with the Schools Forum, to help ensure that decisions with wider funding implications gain appropriate clearance and endorsement;
- embed the employer engagement plan into the wider 14-19 Education Plan and feed it into the Children and Young People's Plan through their engagement with partners on the Children's Trust Board;
- commission centrally delivered elements of the employer engagement strategy from EBPOs that hold the AEBE;
- ensure that there are appropriate and robust systems in place for the collection, analysis and transmission of data referring to WRL and employer engagement;
- where changes are planned, ensure a smooth transition from current structures and arrangements, specifically ensuring that there is no disruption to provision of WRL and education business partnership services in the Summer Term 2010; and
- adopt good practice in relation to the commissioning of education business partnership services, e.g. (where appropriate) through open and competitive tendering⁶, ensuring that where responsibility for the delivery of a service transfers from one organisation to another, both organisations consider the implications of relevant legislation such as the Transfer of Undertakings (Protection of Employment) Regulations.

6. Note: open and competitive tendering may not be required if, for example, contracts are small or there is little likelihood of a viable alternative supplier submitting a tender. Local authorities should have regard to guidance on public procurement issued by the Office of Government Commerce (OGC). A guide to procurement law has also recently been published by Anthony Collins Solicitors LLP. <http://www.navca.org.uk/NR/rdonlyres/FFE1ABE0-5C54-4F26-A4B4-8F30AA4801F6/0/GuidetoProcurementLaw.pdf> which may be of use to local authorities when commissioning education business partnership services.

Young People's Learning Agency

36. The YPLA has a major role in overseeing the responsibilities of local authorities. The YPLA will:

- ensure that funding is contracted to the relevant body (local authority) in line with the indicative allocation(s) from DCSF;
- agree proposals for education business funding plans;
- monitor grant applications and funding returns; and
- collect data required by DCSF.

Conclusion

37. The funding made available to local authorities for education business partnership services should be used to enlist the services of the most suitable EBPOs. The National Council for Education Excellence recommended that the Government and local authorities should ensure that there is universal access to high quality education business brokerage in every area. This funding is one of the strongest levers we have over the quality of brokerage, and it is vital that we use it to maximise the quality of Education Business Partnership Organisations who provide the brokerage.



Annex 1

Education Business Partnership Services Local Authority Indicative Allocations for 2010-11

Population aged 14 to 19 (Age at 31 August 2010)		
At January 2011 (Projection) By Local Authority Area in England		
Local Authority	Number of 14-19 year olds	Funding in £000s
England	3,866,735	£25,000,000
City of London	254	1,642
Camden	14,000	90,515
Greenwich	15,525	100,375
Hackney	13,052	84,386
Hammersmith and Fulham	8,812	56,973
Islington	10,300	66,593
Kensington and Chelsea	9,586	61,977
Lambeth	14,227	91,983
Lewisham	16,561	107,073
Southwark	15,729	101,694
Tower Hamlets	13,778	89,080
Wandsworth	12,286	79,433
City of Westminster	12,564	81,231
Barking & Dagenham	13,431	86,836
Barnet	23,799	153,870
Bexley	17,856	115,446
Brent	16,907	109,310
Bromley	21,579	139,516
Croydon	26,021	168,236
Ealing	19,197	124,116
Enfield	21,336	137,945
Haringey	13,332	86,196
Harrow	15,947	103,103
Havering	18,217	117,780
Hillingdon	19,770	127,821
Hounslow	14,384	92,998

Local Authority	Number of 14-19 year olds	Funding in £000s
Kingston upon Thames	11,030	71,313
Merton	11,951	77,268
Newham	18,505	119,642
Redbridge	20,287	131,163
Richmond upon Thames	11,234	72,632
Sutton	14,039	90,767
Waltham Forest	15,280	98,791
Birmingham	84,746	547,917
Coventry	25,344	163,859
Dudley	23,375	151,128
Sandwell	22,618	146,234
Solihull	16,520	106,808
Walsall	20,255	130,956
Wolverhampton	17,822	115,226
Knowsley	12,630	81,658
Liverpool	33,213	214,735
St Helens	14,355	92,810
Sefton	21,906	141,631
Wirral	23,910	154,587
Bolton	20,858	134,855
Bury	14,358	92,830
Manchester	35,295	228,196
Oldham	17,971	116,189
Rochdale	16,900	109,265
Salford	16,638	107,571
Stockport	20,954	135,476
Tameside	17,023	110,060
Trafford	15,624	101,015
Wigan	23,431	151,490
Barnsley	17,537	113,383
Doncaster	22,464	145,238
Rotherham	19,991	129,249
Sheffield	42,386	274,042
Bradford	41,610	269,025
Calderdale	15,493	100,168
Kirklees	31,835	205,826

Local Authority	Number of 14-19 year olds	Funding in £000s
Leeds	60,106	388,609
Wakefield	24,763	160,102
Gateshead	14,037	90,754
Newcastle upon Tyne	21,736	140,531
North Tyneside	13,767	89,009
South Tyneside	11,555	74,707
Sunderland	21,303	137,732
Isles of Scilly	157	1,015
Bath and North East Somerset	14,457	93,470
City of Bristol	29,075	187,981
North Somerset	14,490	93,683
South Gloucestershire	19,537	126,314
Hartlepool	7,529	48,678
Middlesbrough	11,285	72,962
Redcar and Cleveland	10,904	70,498
Stockton-on-Tees	15,516	100,317
City of Kingston upon Hull	20,502	132,553
East Riding of Yorkshire	25,338	163,820
North East Lincolnshire	12,974	83,882
North Lincolnshire	12,177	78,729
North Yorkshire	47,645	308,044
York	14,968	96,774
Bedford Borough	12,499	80,813
Central Bedfordshire	19,188	124,057
Luton	14,718	95,157
Buckinghamshire	37,560	242,840
Milton Keynes	17,969	116,176
Derbyshire	58,150	375,963
City of Derby	18,676	120,747
Dorset	31,469	203,459
Poole	9,879	63,871
Bournemouth	11,382	73,589
Durham	39,146	253,094
Darlington	7,367	47,630
East Sussex	37,961	245,433
Brighton and Hove	16,751	108,301

Local Authority	Number of 14-19 year olds	Funding in £000s
Hampshire	97,961	633,357
Portsmouth	14,972	96,800
Southampton	18,413	119,047
Leicestershire	50,618	327,265
Leicester City	23,182	149,880
Rutland	4,257	27,523
Staffordshire	62,148	401,811
Stoke on Trent	17,615	113,888
Wiltshire	36,195	234,015
Swindon	14,056	90,877
Bracknell Forest	8,831	57,095
Windsor and Maidenhead	11,397	73,686
West Berkshire	12,191	78,819
Reading	10,140	65,559
Slough	8,659	55,983
Wokingham	12,973	83,875
Cambridgeshire	46,401	300,001
Peterborough	12,730	82,304
Cheshire East	26,766	173,057
Cheshire West and Chester	25,269	163,378
Halton	9,366	60,554
Warrington	14,760	95,429
Devon	56,856	367,596
Plymouth	19,662	127,122
Torbay	9,781	63,238
Essex	1,04,133	673,261
Southend	11,613	75,082
Thurrock	11,735	75,871
Herefordshire	13,157	85,065
Worcestershire	40,932	264,641
Kent	111,688	722,107
Medway Towns	20,754	134,182
Lancashire	93,379	603,732
Blackburn with Darwen	13,031	84,250
Blackpool	11,158	72,140
Nottinghamshire	58,370	377,385

Local Authority	Number of 14-19 year olds	Funding in £000s
Nottingham City	24,843	160,620
Shropshire	22,840	147,669
Telford & the Wrekin	13,421	86,772
Cornwall	38,892	251,452
Cumbria	37,353	241,502
Gloucestershire	45,480	294,046
Hertfordshire	81,762	528,624
Isle of Wight	10,299	66,587
Lincolnshire	53,919	348,608
Norfolk	59,796	386,605
Northamptonshire	52,731	340,927
Northumberland	21,822	141,088
Oxfordshire	50,876	328,933
Somerset	42,312	273,564
Suffolk	52,490	339,369
Surrey	81,720	528,352
Warwickshire	38,863	251,264
West Sussex	57,808	373,752



Annex 2

Education Business Partnership Organisations: Minimum Data Requirement

Education Business Partnership Organisations should supply the following data to the YPLA, via local authorities, in relation to the services they deliver in return for public funding:

- Number of employers in the planning area who have been engaged.
- Size of each business (small, medium, large).
- Sector represented.
- Number of work experience placements.
- Number of teacher development placements (as part of CPD).
- Number and nature of other work-related learning activities, e.g. talks from employers, industry days etc.
- Statement of need for future, stating their priority areas and what they need, e.g. more Diploma opportunities.

Such data will be shared among all the organisations agreeing this guidance: DCSF, YPLA, IEBE and React. Local authorities should clearly state, when sharing this information, the name of the EBPO commissioned and whether or not it holds, or is working towards, the AEBE. Local authorities may also need to respond to other data requests.

Quality

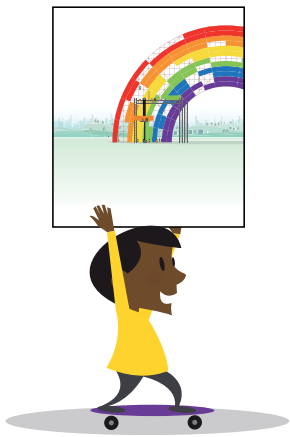
Level of learner and employer satisfaction with EBPO services – these should use robust and systematic methods to inform planning and improve the quality of provision.

Local authorities may find it helpful to require, locally, a narrative from the EBPO(s) they use to explain performance results and trends, and enable a judgement to be made about the effectiveness, or otherwise, of what is being delivered.

Local authorities, with other partners, may also choose to decide to collect additional data with which to judge the effectiveness of the services funded in relation to delivery of their plans. These data will not be required centrally.

It might also be useful, where possible, to match EBPO data with learner data in relation to, for example, what subjects were being studied, including the new Diplomas, so that an assessment can be made about whether work-related learning is relevant to that line of learning. Again, these data will not be required centrally.

A commitment from
The Children's Plan



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