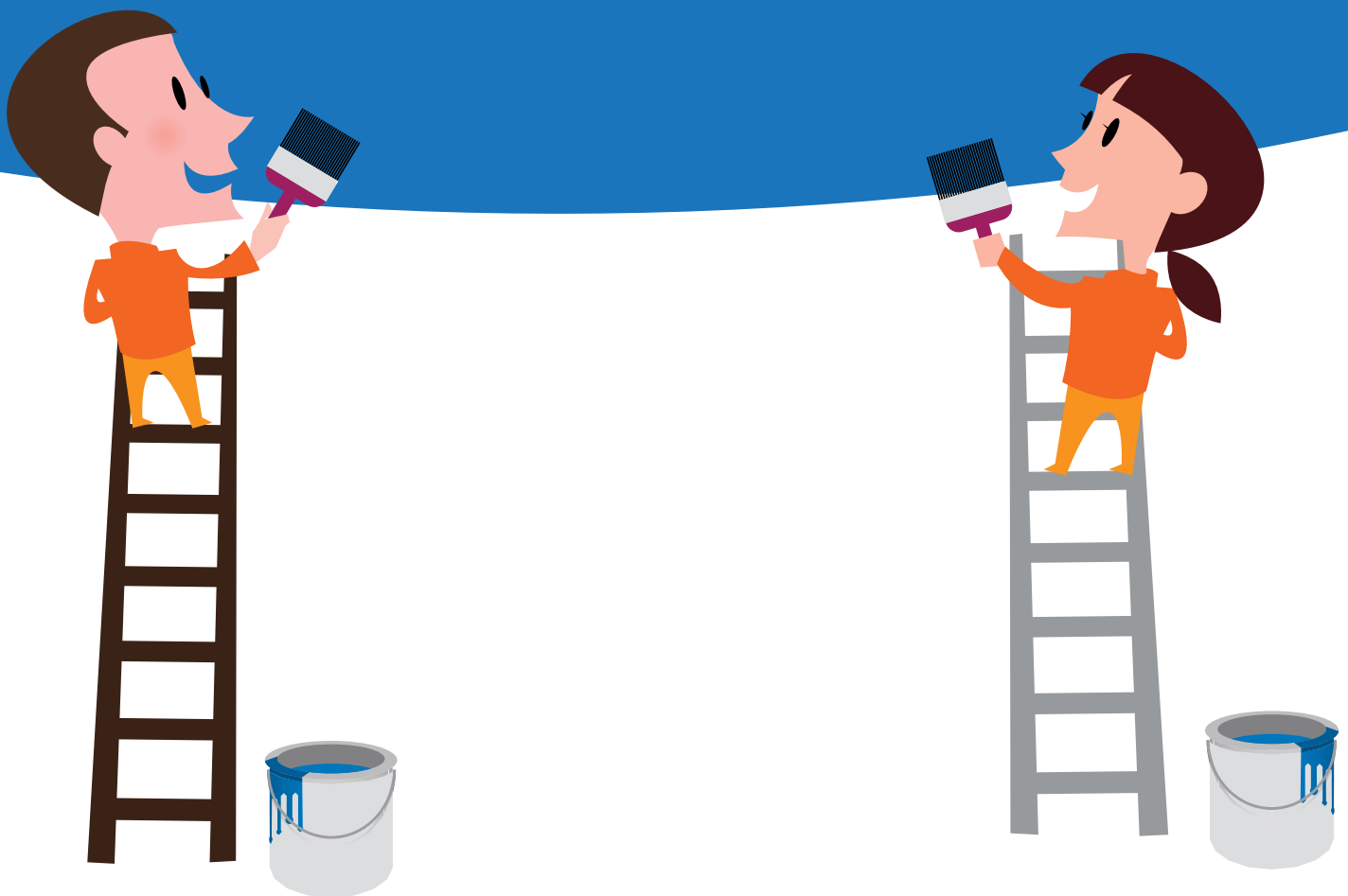


# 14-19 Partnerships and planning





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# Summary

This document sets out high expectations of practice of 14-19 Partnerships, their planning and the support available. It builds on *14-19 Partnerships and Plans* published in February 2008 to set out in more detail the Partnership's strategic role and its ownership of an overarching 14-19 Plan that enables it to monitor and evaluate progress across all 14-19 priorities. In particular it emphasises the importance of strategic planning based on robust analysis and self-evaluation.

This is set in the context of the new and significant 14-19 responsibilities that local authorities will acquire over the next five years, including Connexions, commissioning 16-19 education provision, the Diploma entitlement and Raising the Participation Age. Effective collaboration is critical to their delivery and the 14-19 Partnership is key to ensure there is a coherent, locally-owned strategy that meets local needs, has the buy-in of all partners and that will deliver the 14-19 entitlement for all young people.

# Section 1: Introduction

**The 14-19 reform programme**  
**The new 14-19 responsibilities**  
**of the local authority**  
**Why partnership working**  
**is critical to delivery**

## The 14-19 reform programme

- 1.1 The *Children's Plan* sets out the Government's ambition to make this country the best place in the world in which to grow up. *21st Century Schools: A World-Class Education for Every Child* and *The Children's Plan One Year On* published in December 2008 outlined the Government's aim for all those working with children, young people and families to work in closer partnership to improve the lives of children and young people. The 14-19 reform programme will contribute significantly to the delivery of the Every Child Matters outcomes by raising aspirations, participation and attainment so that every young person gets a good start in life and is equipped with the skills they will need to thrive as citizens in the global economy. The *Leitch Review of Skills*, in particular, identified an urgent need for higher level skills for the UK to remain competitive.
  - 1.2 This 10-year programme aims to transform the services and opportunities available to young people by reforming qualifications, broadening the curriculum offer and ensuring that the right support is in place so that every young person can learn in a way that engages and motivates them and puts them on the path to success.
- This was articulated in *Delivering 14-19 Reform: Next Steps* as our ambition to provide a 14-19 entitlement (see Annex 1) for all young people comprised of:
- A simplified qualifications offer of four overarching learning and progression pathways – Apprenticeships, Diplomas, the Foundation Learning Tier and General Qualifications, underpinned by functional skills in English, maths and ICT and personal, learning and thinking skills – and supplemented by qualifications outside of these pathways that meet a clearly defined need not met elsewhere.
  - A strong support offer to access learning including effective, impartial information advice and guidance (IAG), positive activities and targeted support, a 14-19 Prospectus and Common Application Process (CAP) and the September Guarantee.
- 1.3 The young people who started Year 7 in September 2008 will be the first who will **all** be required to participate in education or training post-16. The commitment to raising the participation age is a key part of the Government's ambition that all young people will reach adulthood equipped with the skills they will need and is underpinned by these Government Public Service Agreements:
    - raise the educational achievement of all children and young people;
    - narrow the gap in educational achievement between children from lower income and disadvantaged backgrounds and their peers;
    - increase the number of young people on the path to success.

## The new 14-19 responsibilities of the local authority

- 1.4 Over the next five years, local authorities will be taking on a number of new, significant and challenging responsibilities. Effective collaboration will be critical to their successful delivery.
- 1.5 **Connexions:** the Education and Skills Act 2008 gives local authorities responsibility for provision of Connexions services. Local authorities will need to ensure that young people receive effective IAG and support to take the right learning and careers options for them and that the Connexions service, whether in-house or commissioned, engages effectively with schools, colleges and other learning providers and is delivered as a valued and effective part of their integrated and targeted youth support services.
- 1.6 **Transfer of 16-19 funding:** from 2010 local authorities will, subject to legislation, have a duty to secure learning places for 16-18 year olds resident in their area and for learners with learning difficulties and/or disabilities up to the age of 25<sup>1</sup>. Local authorities will become the single point of accountability for all 0-19 Children's Services.
- 1.7 **The Diploma entitlement:** by 2013 local authorities will have a statutory duty to secure the Diploma entitlement for every young person in the area, working across boundaries as necessary. 14-16 year olds will be entitled to access the first 14 Diploma lines and those aged 16-18 will be entitled to access all 17 lines.
- 1.8 **Raising the Participation Age (RPA):** the Education and Skills Act 2008 legislates so **all** young people will remain in education or training until the end of the academic year in which they turn 17 by 2013 and until 18 by 2015 or until they achieve a level 3 qualification, whichever is the soonest. Local authorities will have a duty to promote effective participation of all young people in their area and will need to ensure there is the provision and support that caters for all of the possible ways to participate. This will require strong leadership from local authorities so that every young person can access the right curriculum offer for them. Young people will be able to participate in a range of ways, including through full-time education, work-based learning, or part-time training alongside full-time employment.
- 1.9 **Duty to cooperate and Children's Trust legislation:**
  - The 2008 Act requires local authorities to put in place arrangements to promote co-operation between the local authority, its 'relevant partners' and 14-19 providers as part of the Children's Trust. We recommend 14-19 Partnerships, as a sub-set of the Children's Trust, as the model local authorities should use to meet this duty. The Act through regulations also makes it a requirement for a 14-19 representative to be included on the Schools Forum to represent the broader 14-19 work.

<sup>1</sup>This applies to all learners with learning difficulties and/or disabilities having been assessed under s139A of the Learning and Skills Act 2000.

- In addition, the Government is legislating in the Children, Skills and Learning Bill to include schools and colleges as statutory 'relevant partners' within the Children's Trust. This will give them a stronger voice and more influence over local strategic planning arrangements.
- The Government is legislating to require all local areas to have a Children's Trust Board which will have responsibility for preparing, publishing and reviewing the Children and Young People's Plan. The 14-19 Partnership will contribute to its development and implementation.

## Why partnership working is critical to the delivery of the reforms

- 1.10 Local authorities will not be able to deliver their responsibilities on their own. These require area-wide strategies, owned and driven by all key stakeholders and delivery partners, including: the local authority, Learning and Skills Council (until 2010), IAG providers, learning providers, employers, higher education and the third sector. 14-19 Partnerships bring these stakeholders together for that purpose.
- 1.11 The Partnership works within the wider Children's Trust. It is the strategic body that agrees the vision for delivering the 14-19 entitlement and strategies for the full range of 14-19 priorities.
- 1.12 Together the members of the 14-19 Partnership can deliver a wider range of opportunities and high quality options than they could alone and areas need to be exploiting this 'partnership dividend'. Specifically, partnership-working enables:
- the pooling of resources and facilities to deliver a more responsive service and economies of scale over time;
  - a more personalised offer to a larger number of learners;
  - the maximum opportunity for providers to deploy their specialisms.
- 1.13 14-19 Partnerships have made enormous progress since the 2005 *14-19 Implementation Plan*, which set out the expectation for these to be set up. There is now a 14-19 Partnership in every area of the country and the Ofsted thematic survey *Implementation of 14-19 reforms: an evaluation of progress* (September 2008) found that almost all local authorities visited had well-established 14-19 Partnerships that had led to a broader range of provision to meet most young people's needs. The *Better Brighter Futures – 14-19 Reform* report (August 2008) also highlighted the impressive impact 14-19 Partnerships are having on transforming young people's attainment and participation.
- 1.14 14-19 Partnerships are increasingly critical in ensuring there is a coherent, locally-owned strategy that meets local needs, has the buy-in of key partners, and that will deliver the 14-19 entitlement for all young people. This document sets out high expectations of practice of 14-19 Partnerships and their planning and the support available

# Section 2:

## Expectations of 14-19 Partnerships

Strategic leadership role of 14-19 Partnerships

Fit for purpose membership

The local authority 14-19 team

Effective cross-border working

### Strategic leadership role of 14-19 Partnerships

- 2.1 The 14-19 Partnership works within the wider Children's Trust and is the strategic body that:
- agrees the long term vision for delivering the 14-19 entitlement;
  - develops and evaluates area-wide strategies for the full range of 14-19 priorities based on a robust understanding of the needs of learners and the quality of provision and services; and
  - has oversight of local consortia's delivery of a local curriculum offer, including Diplomas, to ensure this fits with the longer term strategy.

- 2.2 14-19 Partnerships need to be well connected with developments in integrated youth support and positive activities even where these are planned through other partnership arrangements. Partnerships may have several consortia operating in local areas or they may also function as the delivery consortium. But it is important to make clear Partnerships' and consortia's distinct strategic and operational roles (see Annex 3).

### Fit for purpose membership

- 2.3 To deliver these functions effectively, it is essential that the Partnership has a fully inclusive membership. Partnerships draw their membership from the local authority, LSC (until 2010), IAG providers, secondary schools, colleges, work-based learning providers, HE institutions (HEIs), employers or intermediary bodies, the voluntary and community sector and others. It is also important that all local providers including Academies, City Learning Centres, faith schools, Pupil Referral Units, special schools and the independent sector engage with their local 14-19 Partnership to inform their work.
- 2.4 The Partnership will need to challenge itself on whether it has the right membership to engender a truly shared local vision of high expectations that all young people can participate, enjoy and achieve, including the hardest to engage. This needs to be based on:
- partners taking real ownership of **all** young people in the area, working together to ensure they are all supported to participate and achieve;
  - a willingness to collaborate to provide best for each of these young people; and
  - engaging the necessary expertise from a range of providers including work-based learning providers and the third sector.



2.5 There needs to be representation from each sector rather than necessarily from every single institution. This is particularly important for those such as FE colleges who may have an interest in more than one Partnership and may agree to be represented by another FE college rather than be a member in each. Other sectors, such as the third sector, work-based or private providers, may find it particularly challenging to commit to full membership and the Partnership will want to consider how most effectively to channel their input, such as through a sub-group reporting to the Partnership. Partnerships may also find employer engagement and representation is best done through intermediary bodies such as the Education Business Partnership, linking to employment and skills boards or a separate sub-group.

2.6 This broad membership is critical in order to exploit the 'partnership dividend' and thereby ensure that:

- there is a broad understanding of young people's needs and expertise of effective provision and services;
- the extensive experience of all providers including the third sector, colleges, work-based learning providers and schools is harnessed in planning for full participation;
- there is appropriate high quality provision and support for all young people; and
- the unique perspective of HEIs and employers is reflected and the opportunities they offer are taken advantage of.

## Elected members

2.7 It is essential to ensure that elected members are fully engaged in the reforms. They have a key role in making links with other local authority activities, such as economic development and involvement of employers. Many Partnerships such as East Riding of Yorkshire, Islington and Norfolk are making effective links with elected members including through sub-groups.

## The local authority 14-19 team

2.8 To be effective, it is critical that the Partnership and its supporting 14-19 team are well connected to the following agendas and commissioning of services across the local authority:

- secondary national strategies;
- integrated youth support services including targeted youth support, IAG and positive activities;
- regeneration and economic development;
- transport strategy; and
- capital strategy.

2.9. Partnerships and local authorities will have different ways of doing this. An example of how this is being done in Worcestershire is shown on page 10.

## Worcestershire

Worcestershire is developing systems and structures to ensure 14-19 developments are embedded into secondary planning across the county by:

- Six Working Groups, each chaired by a member of the 14-19 Strategic Partnership Board to ensure county consistency, to focus on:
  - entitlement;
  - workforce;
  - IAG;
  - vulnerable learners;
  - employer engagement; and
  - transfer of 16-19 funding.

Membership ensures those areas that need to be engaged are represented and embed 14-19 requirements into their strategic plans e.g. Finance, HR, Planning etc.

- Holding regular meetings of all personnel engaged in secondary support and challenge including School Improvement Partners, consultants and advisers to consider individual agendas and address implications, e.g. how are messages in functional skills training consistent with Diploma training.
- Developing a shared vision of teaching and learning which underpins all development activity in schools.
- Using Building Schools for the Future (BSF) development to debate and create the vision of the learning entitlement for all Worcestershire learners.
- Working with the LSC to address support and challenge post-16.
- Involving cross local authority personnel in shadowing LSC staff and creating a cross department Machinery of Government Change (MoG) group to identify changes needed in current structures and to anticipate additional resource requirements.

## Impact:

This has resulted in a review of the role of officers working in secondary support and challenge with a view to them working on clusters of institutions to look more at collaborative delivery. Joining up the agendas in this way provides more coherence for providers and adds capacity across the board to deliver these agendas.

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## Funding

- 2.10 There is a significant amount of resource locally for local authorities to allocate according to priorities. The area-based grant provides over £4 billion funding to local authorities to support the delivery of local, regional and national priorities in their areas. This includes the 14-19 flexible funding pot, which represents £14.5 million in each of the three financial years 2008-11.
- 2.11 In addition, following the announcement of the Gateway 2 results we allocated £30,000 per Diploma line being delivered in 2009 for the first time to every consortium, a total investment of nearly £27 million. A flexible approach with local discretion means that it has been spent in a variety of ways, from pooled support at a local authority level, down to devolved funding to individual institutions. We are now considering the support package for those delivering from September 2010 and will announce this package alongside Gateway 3 results in April.
- 2.12 The *Better Brighter Futures* report on the work of the Beacons and others highlights that local authorities must expect to mainstream 14-19 reforms in the medium term and that Partnerships are devising their own ways of constructing sustainable budgets. Examples of innovative local practice on the sources of funding for 14-19 teams include:

- Dedicated School Grant (DSG) slice – e.g. this funds a 3-day contract for an associate head teacher to the 14-19 team in Sunderland; in Hertfordshire this part funds aspects of collaboration and practical learning including consortium coordinators' posts;
- direct funding from providers or partners pooling funding;
- secondment of staff e.g. school head; and
- revenue raising activities such as conferences and events.

2.13 The links made by the 14-19 team with other agendas across the local authority can also be conducive to securing greater pooling of funding.

### **Wolverhampton**

The School Improvement Partnership Board, initially made up of local authority officers and school heads, agreed a proportion of the Standards Fund for partnership working at primary and secondary. This led to a head teacher being seconded initially to look at post-16 collaboration. This has been continued with a secondment to lead on 14-19 partnership working.

Current core funding includes £200,000 from the Partnership Board and £100,000 from the Council. However total activity is higher than that. The balance was raised as a result of stakeholders agreeing to direct funding to the 14-19 team to meet agreed priorities by linking agendas: for example Aim Higher as supporting guidance, access and progression, as well as education business funding.

### **Impact:**

The funding represents the culture of stakeholder engagement achieved resulting in the whole Partnership driving 14-19 delivery and the Head of 14-19 Development is directly accountable to the secondary heads who fund him.

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### **Sheffield**

The 14-19 team in Sheffield manages a diverse range of funding streams which it coordinates into a single pot to support the 14-19 reform agenda.

These include:

- core budget from Sheffield Children and Young People Directorate;
- Dedicated Schools Grant for practical learning, 75% held centrally;
- young apprenticeship funding;
- school engagement funding;
- European transitional funding;
- Diploma revenue and capital;
- income generated from conferences, consultancy or publications;
- 14-19 flexible funding pot, now part of the area-based grant;
- Prospectus funding;
- income from schools.

This central pot funds:

- the local authority 14-19 team including Diploma support and quality assurance (including Lead Assessor and Domain Assessors);
- specific employer engagement targeted at sectors;
- 2,800 places of off-site provision (schools pay £18 per student per day), the local authority commissions provision, issues service level agreements to all schools and pays the providers;
- the Prospectus and on-line Common Application system for post-16;
- the revenue for vocational/applied centres run by the local authority;
- Diploma revenue is divided between the local authority (10%), schools (40%) and enhancements or offsite learning (50%).

Impact:

Having a single budget has resulted in Sheffield putting in place a single curriculum framework including common timetabling and a single funding regime. This has made it very easy for schools to buy into the off-site offer that is quality assured by the 14-19 team and simple for providers who have a single conversation with the 14-19 team, which purchases the off-site places needed on behalf of all schools. Commissioning provision on this scale has also achieved economies of scale and is making it easier to plan for future requirements.

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## Effective cross-border working

- 2.14 Cross-border working will be increasingly essential in order to fully implement the 14-19 entitlement. Partnerships' decisions on what cross-border working is necessary will need to be based on:
- a robust understanding of the needs of their young people, including travel to learn patterns and where and why learners access services in other areas;
  - consideration of how to address gaps in provision and other services in the short, medium and long term;
  - how that fits with the needs of young people and availability of provision in neighbouring areas, what providers might be best placed to deliver this, as well as consideration of new needs in terms of facilities.
- 2.15 Local authorities will need to assure themselves that the quality and standards of the services young people are accessing elsewhere are of good quality. This may involve local authorities and Partnerships agreeing joint quality assurance protocols. We are conscious that large providers serving several areas may be faced with several protocols, which is why there should be consistency between quality assurance protocols and the Framework for Excellence requirements.

# Section 3:

## Effective 14-19 planning for successful delivery

**Strategic planning based on  
analysis and self-evaluation**

**Local participation and attainment**

**Planning against the four  
curriculum pathways**

**Strategies integral to delivery**

### Strategic planning

- 3.1 We would expect Partnerships to be the owner of an overarching 14-19 Plan that brings together planning across the range of priorities that are delivered for young people in an area and informs and responds to the Children and Young People's Plan's 14-19 priorities.
- 3.2 There is no statutory obligation to produce a separate 14-19 Plan. However we would strongly recommend this as an effective way of enabling Partnerships to monitor and evaluate progress across all 14-19 priorities, even if this overarching plan in fact signposts to other more detailed plans. In these cases it is particularly important to ensure that developments are part of an integrated programme to avoid fragmented delivery and to enable effective monitoring.
- 3.3 Planning will vary from area to area, but the 14-19 Plan needs to show how the plans for each of these strategies are integrated within the Children and Young People's Plan. Some areas may want to go as far as integrating all of these plans, including for instance for positive activities, including youth service activity and targeted youth support.
- 3.4 In order to drive delivery effectively, the 14-19 Plan needs to set out:
- the high level strategy and priorities for delivering the 14-19 entitlement including improving participation and attainment and preparing for the raising of the participation age;
  - the operational elements to deliver that strategy;
  - targets and milestones for achieving national priorities including PSA targets, full participation by 2013/15, the Diploma entitlement;
  - analysis of the local context and current performance to support these targets and trajectories;
  - the roles of partners in delivering these (including financial roles and relationships); and
  - mechanisms for monitoring and evaluating the effectiveness of delivery.
- 3.5 Longer term strategic priorities will need to be refreshed every 3 to 5 years. There should also be an annual review of priorities and planning in order to evaluate whether the delivery is on track to achieve the short, medium and long term aspects of the Plan.

3.6 This 14-19 strategy and planning should inform the commissioning of 14-19 services. Learning provision is an important dimension of this, particularly with the transfer of 16-19 responsibilities, but also IAG, employer engagement, youth support services, capital and transport. Further details on how the plan can inform commissioning appear in the following sections.

### Analysis and self-evaluation

3.7 Drawing on a robust analysis of the area's context and the performance, characteristics, needs and views of its young people, Partnerships will have established priorities for improvement for the short, medium and longer term. These will be regularly monitored, evaluated and reviewed. Partnerships are using the tools available – the 14-19 Progress Checks, the LSC *From here to Entitlement* toolkit and the LGA/I&DeA *14-19 Strategic Health Check*, and they are action planning for local priorities. The toolkits are accessible at <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=49&pid=390&ctype=None&ptype=Contents>

### Local participation and attainment

3.8 Building on stretching targets and trajectories for 14-19 delivery to which all partners are signed up, Partnerships will monitor progress closely and identify early any areas where insufficient progress is being made and/or delivery is challenging. This should support the delivery of relevant Local Area Agreement targets.

3.9 The most advanced areas produce detailed segmentations of their young people using data from the Client Caseload Information System (CCIS). This gives them a thorough understanding of their characteristics and enables them to tailor interventions to meet their needs.

Pre-16 attainment of young people is also a significant factor for planning that will help to inform the level, provider type and amount of provision that will be needed to match demand.

3.10 It is good practice for Partnerships to have agreed annual targets for post-16 participation, level 2 and 3 attainment and narrowing the gap, reducing the proportion of young people not in education, employment or training (NEET) and implementation of the September Guarantee up to 2013. In planning their participation trajectories, local areas will want to examine:

- the size of the cohort and how this will evolve in the run-up to 2013/15;
- current levels of participation, broken down by learning route and provider type; and
- expected growth in each learning route or provider type between now and 2013/15.

3.11 In planning for full participation, Partnerships will increasingly need to support:

- development of innovative re-engagement provision for vulnerable young people; and
- ensuring young people in jobs without training are able to access education and training opportunities.

3.12 Local areas will also want to make full use of the September Guarantee as a tool to build towards full participation. The Guarantee aims to provide an offer of a suitable place in learning to all 16 and 17 year olds. Local authorities have the lead responsibility for ensuring that the Guarantee is met, but delivery relies on the full range of partners, including schools, colleges, work-based learning providers, Connexions services and the LSC.

3.13 The following section on planning long term curriculum requirements provides a useful guide on modelling how the balance of young people between learning routes will evolve over time.

## Planning for the 14-19 curriculum entitlement

3.14 The 14-19 curriculum entitlement provides the overarching framework for Partnerships to plan their provision to meet the needs of their young people, against the four routes of Apprenticeships, Diplomas, Foundation Learning Tier and General Qualifications (see Annex 1). The Foundation Learning Tier as an underpinning route to the rest requires particular consideration to ensure that wherever relevant, Entry and Level 1 learners are following Progression Pathways, using accredited units and qualifications from the Qualifications and Credit Framework.

3.15 Partnerships will want to identify the gaps between current local provision and the 14-19 curriculum entitlement. This will enable Partnerships to develop strategies to fill those gaps, ensuring provision meets local needs, is delivered coherently and flexibly and promotes progression. In addition Partnerships will be in a good position to ensure that the specific aims and objectives of particular qualifications are properly understood and implemented by all practitioners, such as the applied, work-related ethos of the Diploma.

3.16 In order to move confidently towards 2013 delivery, the most advanced Partnerships are drawing on their local population projections, local understanding of the characteristics of their learners and national expectations (e.g. the Diploma entitlement; the target of 1 in 5 young people on Apprenticeships by 2020) to model how their 14-19 cohorts may distribute across each of the pathways by 2013.

Partnerships may want to model different scenarios and revise their modelling as more up-to-date information becomes available.

3.17 The LSC has been instrumental in this modelling work (see case study below) and one of the key roles of the Young People's Learning Agency (YPLA) will be to provide the data and modelling tools to support this process using nationally consistent data and looking at travel to learn patterns and cross-border issues.

3.18 Modelling curriculum requirements up to 2013 will enable Partnerships to:

- consider the balance needed between the routes up to 2013 and the mix of types and levels of provision;
- make informed decisions about the pace of delivery required in the run-up to 2013;
- work through the impact over time of the projected size of the cohort and likely learner numbers for new qualifications, (such as Diplomas) – on learner numbers for the existing offer; and
- think through how best this should be provided across the area, including in relation to availability of the workforce and facilities.

3.19 This modelling will also form the basis of the Partnership's longer term strategy, which will provide the framework for informing the commissioning of provision and other 14-19 services across the area year on year.

3.20 The outcomes of this modelling may conflict with the aspirations of some providers. Providers should be encouraged to build on their specialisms but may need to adapt in order to develop an effective pattern of collaborative provision which meets the needs of all young people.

### City of York

North Yorkshire LSC and York Partnership worked together to develop a curriculum modelling tool in response to the need to plan for the raising of the participation age, the introduction of Diplomas and to accommodate new provision which came on line through sixth-form presumptions.

The modelling identified that the cohort would be smaller in 2013 than it is now, which made clear that introducing new qualifications would mean a reduced need for existing provision, such as general qualifications, particularly A Levels.

The model was developed to present the scale of change between existing provision and that required for the 14-19 entitlement and the raising of the participation age. The aim was to develop a shared vision for the entitlement across the Partnership. The model exemplified simply the issues to be addressed and problems to be resolved and partners were invited to collectively develop a solution. The work was informed by demographic data, current patterns of learner demand, travel to learn, employment and economic data and providers' own projections.

This helped establish a pattern of provision and a rough calculation of learner numbers by provision type, and provided a live model for determining the pattern of provision needed, which allows different factors to be adjusted in order to see the impact that this would have. Partners in York used this to consider in greater detail what a fixed proportion of learners for Diplomas in 2013 would translate into for numbers by line and level. This highlighted the decisions required to make a course viable, including how these relate to the facilities available and how best to achieve economies of scale.

### Impact:

As a result of ongoing promotion and support from the Regional Adviser through the regional 14-19 network, this has now been explored by every local authority in the Yorkshire and Humber region, as a tool to help providers visualise the implications of their decisions, and of changes in cohort size and distribution across qualifications. In so doing, it provides a powerful lever for challenging and influencing key partners on the need for collective decisions, in order to create a sustainable mix of provision across the area.

The City of York Partnership will update this annually over the spring/summer, as part of their 14-19 planning process.

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## Strategies integral to delivery

### Employer engagement

- 3.21 Employers contribute in a range of ways to 14-19 education and training. Many Partnerships have a local employer engagement strategy to help ensure there is appropriate, sufficient and sustainable employer engagement to deliver the 14-19 reform programme.
- 3.22 In order to assess demand effectively, 14-19 Partnerships will want to:
  - identify where they would need employer involvement at both an operational and a strategic level;
  - have a broad understanding of current employer engagement including strengths and weaknesses of employer engagement across institutions in the area;



- examine likely future demand, including for policy developments such as Apprenticeships, Diplomas, the Foundation Learning Tier and to meet the requirements of 100% participation;
  - consider the needs of the wider economy, locally, regionally and beyond, including predicted skill shortages for particular sectors.
- 3.23 In order to assess supply effectively, Partnerships need to take stock of the current employer involvement in education and training. A comprehensive analysis would also include an understanding of:
- the number of institutions any single employer is linked with;
  - concentration or lack of employer engagement in different localities;
  - the points at which employers naturally come together (e.g. Chambers of Commerce, Institute of Directors or Federation of Small Businesses).
- 3.24 Partnerships will want to consider whether supply is likely to change over time. If it is likely to fall short of demand, the Partnership will need to set out a clear plan for engaging the right quantity and mix of employers to meet the need. Partnerships will also want to monitor the quality of their employer engagement.
- 3.25 It is essential that local authorities, other employers in the 14-19 Partnership and all public sector employers in the area play a leading role and make a visible contribution in this area. The public sector will often represent some of the largest employers in an area and can offer a wide range of opportunities in different occupational areas.
- 3.26 Education Business Partnership Organisations are a key element to deliver the local strategy, the funding for which (£25 million per year nationally) is being passed to local authorities by the LSC ahead of the 2009/10 financial year for joint commissioning of services.
- 3.27 Guidance has been issued by the LSC for supporting 14-19 Partnerships in this area. The December 2008 *Building Stronger Partnerships* guidance for schools and employers is available from <http://publications.dcsf.gov.uk>
- ### Information, Advice and Guidance (IAG)
- 3.28 High quality, impartial IAG is critical to:
- young people making informed choices by helping them appreciate the demands and opportunities of different courses and how these choices will impact on future learning and careers options;
  - help raise aspirations and give young people the confidence and direction to stay on in learning and achieve their potential, thereby increasing participation in learning and forming a key element of the strategy to reduce NEETs and narrow the attainment gap;
  - establish young people's needs and future intentions, enabling providers and local authorities to plan and commission the right provision and to deliver the September Guarantee.
- 3.29 IAG will continue to be a key factor in determining whether or not a consortium is able to pass through the Diploma Gateway to deliver new lines of learning.

3.30 Together, the members of 14-19 Partnerships are well placed to map the learning intentions of young people in the area, assess the need for additional support and align services to meet these needs. Securing effective IAG is beneficial to all:

- learning providers benefit where young people choose the right course, are motivated and achieve better results;
- employers benefit where young people are aware of career options in their sector and given advice on the qualifications and skills required;
- by engaging with younger students, HE providers will help raise aspirations and increase participation amongst young people from under-represented groups.

3.31 The most advanced Partnerships are already:

- playing a central role in setting out a clear vision for IAG services in their area and overseeing the delivery of that vision;
- assessing the effectiveness of the current IAG offer and what IAG services will be needed by each cohort, drawing on a range of sources including the post-16 progression measure and local consortia's identification of priorities as part of the Diploma Gateway process;
- sharing effective practice between consortia within the area and beyond drawing on the expertise of the Regional Adviser and others;
- reviewing what they know about the 2013 cohort currently in Year 7 in light of RPA to begin to establish the likely future needs for IAG;
- working to actively engage providers to ensure that 14-19 Prospectuses are fully up to date and are introduced to young people at the right time to inform their choices as part of a Careers Education Programme;

- providing informal support and challenge to its members and informing the wider commissioning of IAG and Connexions services.

3.32 Most Connexions services will already have put in place an agreement with schools and colleges to clarify how they will work together to secure high quality IAG. Schools and colleges themselves have considerable experience and expertise in assisting young people to make effective choices. Understanding and building on the strengths of existing arrangements and addressing weaknesses will be critical to securing high quality IAG on 14-19 options.

3.33 Later in the year, the Department will:

- publish an Action Plan with Becta and the LSC of our expectations of areas in developing their 14-19 Prospectus and CAP and the support available to enable delivery;
- consult on and publish: the principles of careers education; statutory guidance and directions on the delivery of Connexions services; statutory guidance on the requirement for schools to offer impartial IAG including on the local authority's role in taking action where institutions are not meeting expected standards; and provide further guidance on embedding the Quality Standards; and
- publish an IAG strategy on what young people and their families should expect from IAG providers, what this means for local partners and decision makers and how the Department will work with local authorities, learning providers and other partners to meet these expectations.

## Joining up the learning and support offer

3.34 *Next Steps* emphasised the key role of local authorities in bringing together 14-19 delivery and the wider set of responsibilities for securing outcomes for young people aged 0-19, including ensuring provision of integrated youth support services (IYSS) (positive activities, targeted youth support and IAG). The importance of high quality IAG is outlined above. Positive activities can be a protective factor against risky behaviours and build confidence to re-engage in education. Effective delivery of targeted youth support underpins the achievement of Local Area Agreement targets and the specific indicators related to vulnerable young people.

3.35 Partnerships working with the Children's Trust have the potential to play an important leadership role in making strategic planning complementary for the learning and support offers and in developing a local entitlement to activities, support and learning which is progressive and supports young people to engage. This could involve:

- Ensuring the impact of the two agendas on each other's outcomes is understood – for instance 14-19 planning should make the links to the delivery of PSA 14 indicators and the delivery of *Aiming High*<sup>2</sup> (PSA 14: increase the number of children and young people on the path to success).
- A clear focus on marginalised groups, making sure providers for the most vulnerable are represented in discussions and sharing good practice around this.
- Learning providers and other relevant partners such as IYSS should ensure their workforces have sufficient knowledge of each others' agendas to allow a holistic approach to the needs of young people – allowing for example the development of mechanisms for early identification of young people who could benefit from activities to support their engagement in learning.

- Featuring positive activities in the 14-19 Prospectus.
- Publicising a coherent learning and support offer for young people.
- Planning to inform effective, joined-up commissioning of services in order to provide a coherent learning and support offer for young people.

### Gloucestershire

From April 2008, the local authority commissioned delivery of the Connexions Service and strategic management of its Integrated Youth Support Service from a service provider. Services within the Integrated Service include Connexions, the Youth Service, Leaving Care Service, Youth Offending Service, Young People's Substance Misuse Service and Housing Service. The service provider has a seat on the 14-19 Strategic Partnership and chairs the IAG Strategy Group.

#### Impact:

Bringing together the strategic management of all of these services and ensuring they cohere has led to better sharing of information and data between services about NEET and potentially NEET clients and more effective use of staffing resources to meet their needs. The integration of services is still in its infancy but it has already led to greater participation by some vulnerable groups. The area is hoping for a more visible impact in year two although this needs to be set in the context of the current economic climate.

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## Workforce development

3.36 Partnerships are ideally positioned to put in place an area-wide strategy for the 14-19 workforce within the local authority and Children's Trust wider workforce strategy and ensure the collaboration of partners to deliver attainment and participation outcomes through:

- the right number of teachers, lecturers, school and college leaders, youth workers, Connexions advisors, support staff and other specialist professionals;
- in the right place;
- with the right skills and ongoing development.

3.37 Effective strategic thinking and planning on equipping the workforce with the right skills will require:

- an understanding of young people's curriculum requirements and support needs;
- a sound understanding of the flow of professionals in and out of the local area;
- links with local initial teacher training providers;
- links with employers to facilitate opportunities for practitioners to develop and maintain occupational currency;
- aligning continuing professional development to ensure greater consistency in the quality of learning and advice across different settings (e.g. in the context of Diploma and functional skills delivery);
- ensuring the workforce is able to signpost young people to the right services if they need help.

3.38 Many Partnerships will also wish to carry out Partnership-wide skills audits and training events. In many areas, consortia are carrying this out for Diploma delivery.

## Access to the 14-19 entitlement and transport

3.39 Partnerships play a key role in ensuring there are coherent strategies and planning to support young people's access to learning now and in the future. The Partnership and local authority transport teams need to work together, with consortia, to plan for the transport requirements associated with delivery of the 14-19 entitlement.

3.40 The most advanced Partnerships are already seeking to deliver the following key aims in planning transport to support the 14-19 entitlement:

- young people have genuine choice of pathway and course;
- transportation of students is kept to a minimum; and
- where transport is necessary, the most suitable and sustainable solution is identified and used.

3.41 Transport planning for delivery of the 14-19 entitlement will usually follow a structured process:

- Step 1: model how the 14-19 cohort may distribute across each of the curriculum pathways by 2013 (as previously set out) and in the years building up to 2013 including how the different pathways will be delivered across different learning providers.
- Step 2: assess to what extent the current transport infrastructure can meet future demand and identify the gaps between existing transport provision and future demand.

- Step 3: identify to what extent alternative non-transport solutions (i.e. e-learning, peripatetic teaching, mobile provision, satellite campuses, skills centres or adapting consortia configurations to area needs) can be used to bridge any gaps between existing transport provision and future demand, to ensure access to the different pathways without transporting students.
- Step 4: develop a plan for how young people will be enabled to access the 14-19 entitlement, including transport and non-transport solutions, adjusting on an annual basis as demand for the different pathways and delivery patterns become more firmly established.

### East Riding of Yorkshire

East Riding 14-19 Partnership has developed initial plans for delivery of the 17 Diploma lines, including through cross-border partnerships. The Partnership has made an initial assessment of the transport requirements associated with Diploma delivery and is integrating these into their integrated transport plan. This is based on a mapping of the transport infrastructure across the area which is also enabling East Riding to identify the potential to gain efficiencies by drawing on transport services already in place, to support Diploma delivery – for example, social care transport and other council-commissioned transport provision.

Some schools within the local authority are up to one hour away from the applied learning centre for Diploma delivery. East Riding is developing a number of outreach centres to reduce travel distances for some specialist provision, in order to ensure that young people from these schools are able to access Diplomas. These centres will also be used for non-education purposes, which will generate the revenue required to run them.

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3.42 Partnerships will want to identify solutions that promote economies of scale such as combining learner groups or aligning timetabling and ensure transport is sustainable, given that Diploma numbers and delivery patterns are likely to change annually in the years leading up to the entitlement in 2013. Drawing on the expertise of 14-19 Partnerships and local authorities across the country, the Department is developing a toolkit to support areas in planning for access to the entitlement and transport. Further information is available at <http://www.dcsf.gov.uk/14-19>

## Facilities

### Facilities planning

- 3.43 The 14-19 Partnership is in a good position to help ensure that capital investment in schools and colleges provides the best possible facilities for young people's learning, working with the local authority and across borders as necessary.
- 3.44 The most advanced Partnerships are informing all spend and capital bids and ensure these fit with the 14-19 strategy, using a sound understanding of the following:
- the current provision: quantity and quality;
  - the capacity against anticipated learner numbers;
  - travel to learn patterns; and
  - facilities planning in neighbouring areas.
- 3.45 This information will be essential in establishing the business case for a new facility or refurbishment as well as influencing such plans in neighbouring areas where appropriate. This will help the local authority and the LSC decide how best to invest their capital budgets.

Partnerships will also need to ensure their 14-19 planning is co-ordinated with local youth strategies for improving places for young people to go, to take advantage of the DCSF investment of over £200 million over 2008-11 to deliver world class youth facilities through myplace. Further details are available at <http://www.everychildmatters.gov.uk/youthmatters/aiminghigh/myplace>

### Capital funding and guidance

3.46 There are significant amounts of capital in the system ready for investment. Over the period 2008-11, the Department is allocating a total of £21.9 billion in capital investment to cover the entire schools estate, much of which is devolved to local authorities. This includes more than £9 billion being invested via the BSF programme. For those local authorities not involved in BSF waves 1-6, the Department has provided an additional £8 million to be used on either 14-19 or Special Educational Needs. Alongside this investment, the Department for Innovation, Universities & Skills is making £2.3 billion available over the same time period, to modernise the FE estate and expand 16-19 provision.

3.47 The Department has also made available £1 million to each of the twenty most rural local authorities over 2008-11. This is in recognition of the particular challenges they face in delivering the 14-19 reforms. The funding will support the development of for instance e-learning, skills centres and mobile provision.

3.48 The Department has produced 14-19 Design Guidance to illustrate the facilities that can be used to deliver Diplomas. This can be found at <http://www.dcsf.gov.uk/14-19/DiplomaCaseStudies/index.html>.

The Department has also announced £55 million to fund exemplar projects that create world-class facilities for each of the Diploma lines from which others can learn and seek to replicate. More information can be found at [www.dcsf.gov.uk/14-19/capital](http://www.dcsf.gov.uk/14-19/capital).

### Setting strategic priorities for learning provision

3.49 It is critical for all 14-19 Partnership members to be fully involved in the planning of provision and support for 14-19 learners in the local area. Participating in the 14-19 planning process will enable members of the 14-19 Partnership to shape the strategic priorities of the local authority both in the wider context of its Every Child Matters role and as strategic leader of 14-19 reform.

### 14-16 provision

3.50 The Schools Forum is the consultative body for the distribution of the Dedicated Schools Grant and other aspects of funding. The Education and Skills Act 2008 (through regulations) makes it a requirement for a 14-19 representative to be included on the Schools Forum. This representative could for instance be an FE college.

3.51 This gives the Partnership the opportunity to influence the Schools Forum in its discussions on how to distribute the DSG to support the 14-16 part of the 14-19 programme, by making a strong case based on its analysis of young people's needs and in the context of its strategy for meeting those needs.

3.52 Partnerships will also want to influence schools' and governors' spending decisions including of the mainstreamed funding for applied learning.

## 16-19 provision

3.53 This section focuses on how the role of the Partnership will fit in the overall commissioning cycle following the forthcoming transfer of 16-19 funding to local authorities. Commissioning is the overall process by which services are planned and delivered around the needs of children and young people. The local authority and the Partnership will have distinct but complementary roles in the commissioning cycle:

- the Partnership's strategic plan will be based on a robust analysis of the needs of the young people in the area;
- the local authority will hold responsibility for ensuring provision is designed, secured, monitored, supported and challenged around the needs of learners;
- Partnerships will also inform the design of services and their monitoring, as well as provide informal support and challenge to its members.

3.54 The Partnership's 14-19 planning of provision needs to be based on an analysis of the current offer and how it needs to change to meet the needs of young people in the following year and beyond. This should be based on:

- historic trends of what young people choose to do and of their travel to learn patterns;
- the views of young people on what they want and need;
- the performance of providers;
- the future size and demographic makeup of cohorts;

- how the provision fits with changes in local labour market trends;
- the provision mix that will be needed to deliver full participation including the four curriculum pathways.

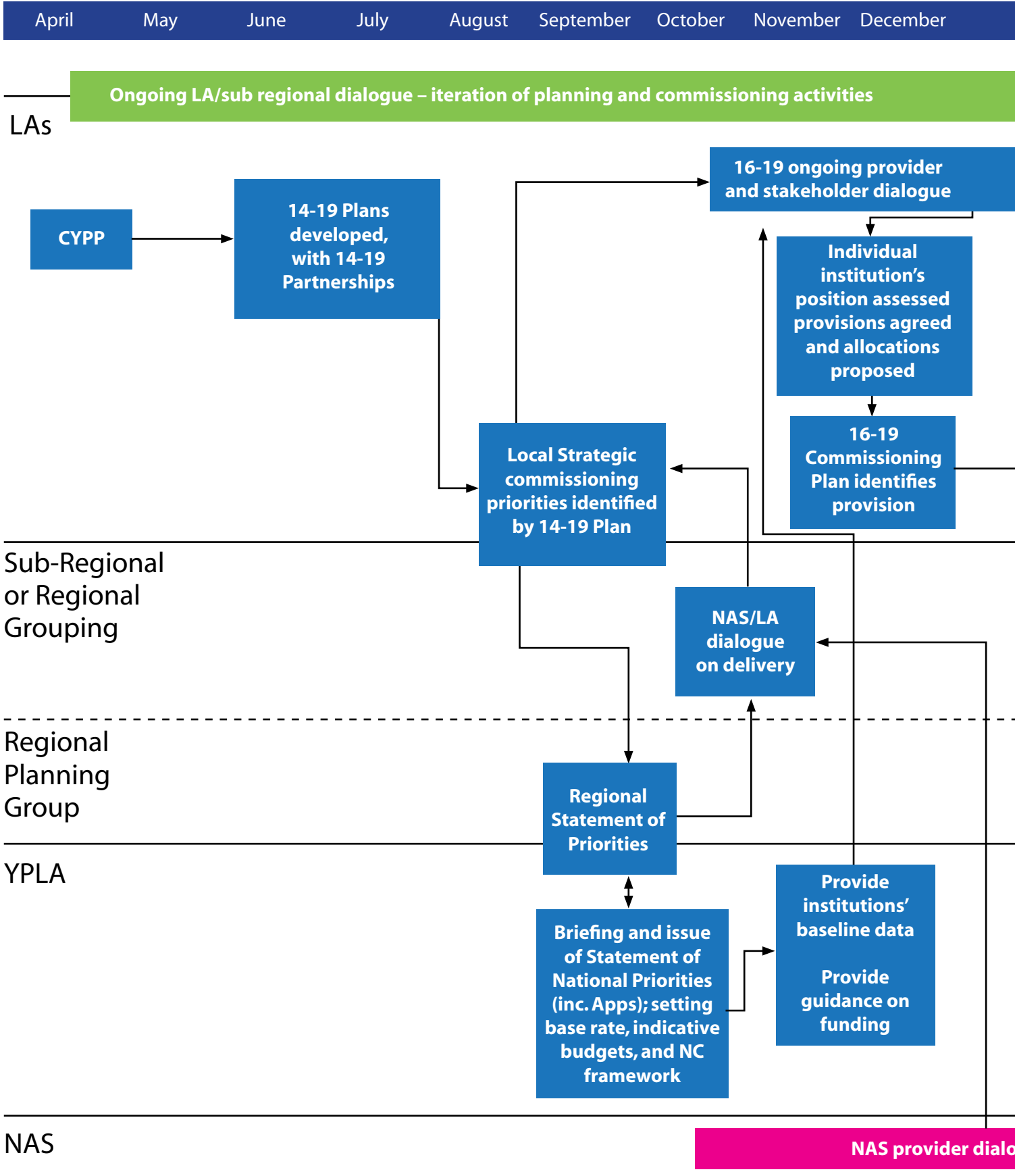
3.55 The LSC currently provides data and strategic analysis to support 14-19 strategic planning, which in future the Young People's Learning Agency will provide. Local authorities and Partnerships will use this data to complement the intelligence from Connexions Services and other sources on young people's choices, in order to plan effectively. In future they will be able to use more real time information on the choices young people make by drawing on the 14-19 Prospectus, Common Application Process and information from the Apprenticeship Vacancy Matching Service.

3.56 This planning will enable the Partnership to identify its strategic priorities for provision over the next year and that will make the necessary progress towards the longer term plan to 2013/15. These will inform the local authority's strategic commissioning priorities, usually articulated through a local area statement of need, in order to be taken into the next stage of the commissioning process.

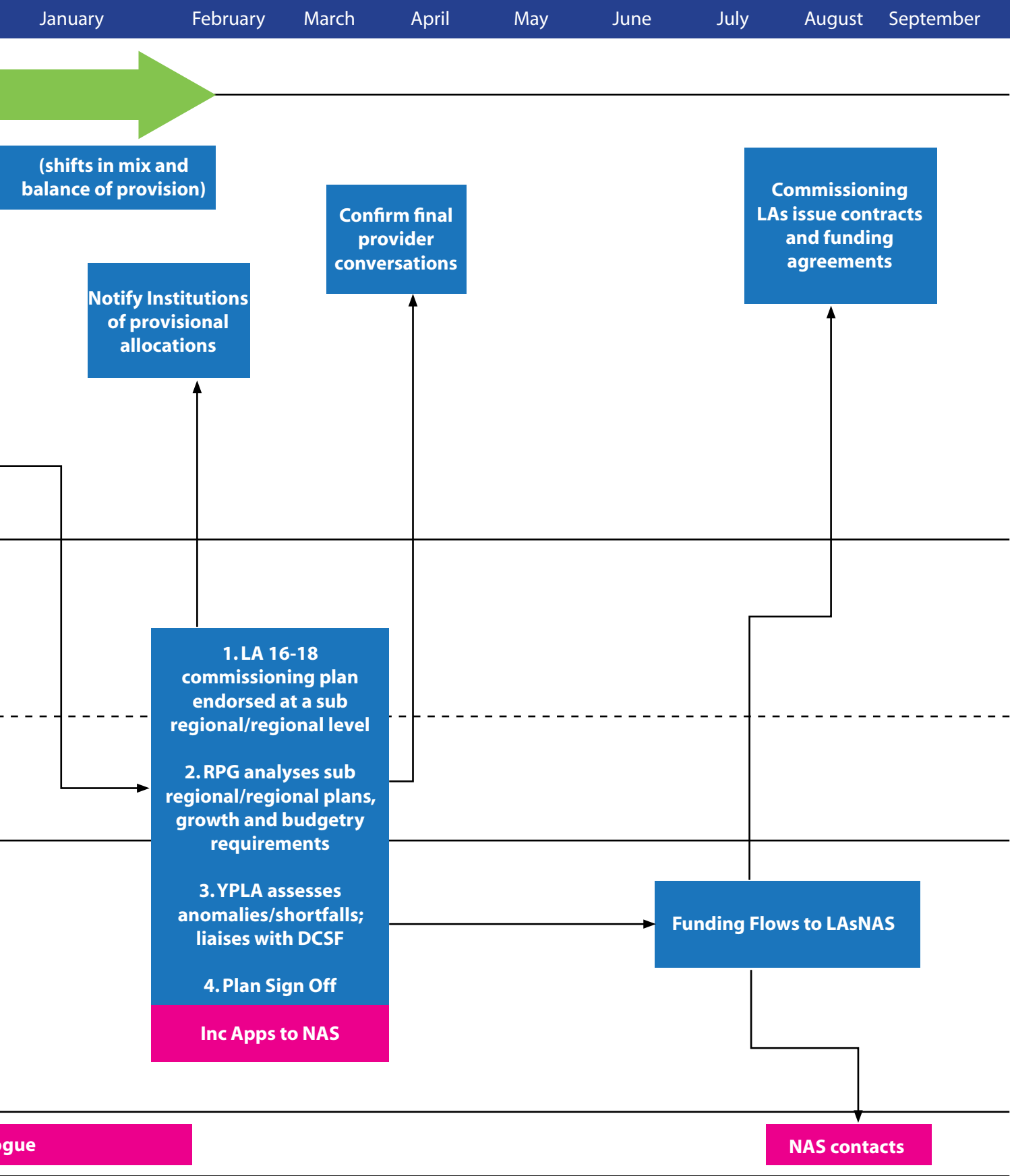
### When this takes effect

3.57 Pending the passage of legislation, we expect the responsibilities for 16-19 commissioning to transfer to local authorities from April 2010. This will be the start of the commissioning cycle for provision for the academic year 2011/12, starting with the 14-19 Plan being revised over spring/summer 2010. 14-19 Plans will need to be reviewed annually before the start of the academic year (see Figure 1).

**Figure 1: the 16-19 commissioning process**







- 3.58 Local authorities will be responsible for a 16-19 commissioning plan. The purpose of this plan will be to set out:
- where places for resident learners will be secured, both within the local authority and for those learners travelling outside of the authority; and
  - what places will be secured in the institutions for which the local authority is the lead commissioner.

3.59 The Department will shortly be publishing further guidance on the commissioning process which will be available at <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=51&pid=420&ctype=None&ptype=Contents>

### **The transition phase**

3.60 We will work with the LSC and Local Government Association (LGA) over the next two commissioning cycles to build the capacity and expertise within local authorities and 14-19 Partnerships to carry out these functions coherently as part of the overall commissioning process.

3.61 Most Partnerships will be preparing their 2009 14-19 plans to inform the transition year (where local authorities play a meaningful role in the commissioning cycle, with the support of the LSC). This will provide a useful basis for identifying strengths and weaknesses in 14-19 planning supporting commissioning, for Partnerships to address in time for 2010.

# Section 4:

## Support for partnerships

Support in the regions

Beacons and learning visits

Core Cities

Future guidance on flow of data

Support for commissioning

### Support in the regions

4.1 The LSC, Government Offices (GOs) and 14-19 Regional Advisers (RAs) will continue to work collaboratively to support the development of effective 14-19 Partnerships. This includes communicating national messages to local 14-19 leads, building capacity, facilitating networking and good practice sharing by bringing local 14-19 leads together and playing a support and challenge role on planning and implementation. In addition, the LSC, GOs and RAs provide complementary support to local areas: see Figure 2.

4.2 In 2008/09 we distributed £2 million to thirty areas experiencing significant challenges in delivering the 14-19 reform programme. This funding is being used by some to strengthen the capacity of the Partnership and by others to tackle specific issues such as improving participation rates, level 2 and 3 attainment at 19 or improving performance in maths and English and strengthening functional skills provision.

### Beacons and learning visits

4.3 The three Beacon Authorities on 14-19 Reform – Cumbria, Sheffield and Wolverhampton – offer opportunities for sharing good practice through conferences, seminars, open days, road shows, publications, print and web-based materials. They also offer peer support activities and mentoring. The *Better Brighter Futures* report is accessible at [http://www.nfer.ac.uk/emie/detail.asp?id\\_content=18&id\\_category=6&id\\_Ref=4051&detail=report](http://www.nfer.ac.uk/emie/detail.asp?id_content=18&id_category=6&id_Ref=4051&detail=report). The DCSF sponsored learning visits programme will continue in 2009.

### Core Cities

4.4 In *Next Steps* the Department committed to hold an event with the eight Core Cities, to explore in greater depth the implications of the 14-19 reforms for major urban areas. The event will bring together Directors of Children's Services, Lead Members for Children's Services and GOs for the Core Cities. The purpose of the event is to raise the profile of and secure commitment for 14-19 reform at the highest levels in the core cities; and develop a support strategy between the eight cities on how best to respond to *Next Steps* by considering their own priorities, planning and organisational structures.

**Figure 2: Complementary support from the GOs, RAs and LSC**

The GOs	The RAs	The LSC
<ul style="list-style-type: none"> <li>• negotiate LAA indicators and targets</li> <li>• support local areas to reduce the proportion of young people NEET, particularly through the NEET Hotspots</li> <li>• Provide rapid updates on delivery of the September Guarantee and challenging local authorities to ensure it is delivered</li> <li>• manage and promote the Diploma Gateway process through convening regional panels, assessing local applications</li> <li>• moderate local areas' self-assessments for Progress Checks and support areas to make improvements identified</li> <li>• broker support for local authorities who are weak in some areas of delivery under the current DCSF local delivery project and sharing good practice from that</li> <li>• support and monitor the development of sub-regional groupings (SRGs).</li> </ul>	<ul style="list-style-type: none"> <li>• provide specific support for 14-19 planning up to the 2013 entitlement, including advice on:               <ul style="list-style-type: none"> <li>• articulating a 14-19 strategy, supported by a plan</li> <li>• embedding it in a sound analysis of the current situation and where the area needs to get to</li> <li>• clarifying roles and responsibilities for each partner in delivery</li> <li>• disseminating good practice in 14-19 planning to inform commissioning</li> </ul> </li> <li>• also have a role in raising the profile of 14-19 reform within local authorities, by communicating key messages to DCSs through different routes.</li> </ul>	<ul style="list-style-type: none"> <li>• brokers and builds relationships between Partnership members and helps ensure good representation from each sector</li> <li>• helps ensure 14-19 Partnerships have good representation from the post-16 sector</li> <li>• active members in Partnerships including as chairs and leading sub-groups</li> <li>• helps ensure LAs, 14-19 Partnerships and Directors of Children's Services understand their responsibilities in relation to 16-18 commissioning</li> <li>• provides strategic analysis and data for 14-19 planning</li> <li>• transfers knowledge and expertise on 14-19 planning informing LA 16-19 commissioning</li> </ul>

## Future guidance and developments on data

- 4.5 Difficulties with data flows at consortium and provider level can be a significant barrier. By March 2009, Becta is due to provide guidance for consortia on operational issues such as partners' information flows, processes and systems. It will also complete an initial scoping exercise looking at how data might be aggregated at consortia and local level.
- 4.6 In the next financial year, Becta is planning to develop a code of practice for management of Information across learning providers to help ensure consistency and effectiveness in the management and use of data. More information on Becta work is available at <http://www.becta.org.uk>
- 4.7 The Department is also working with local authorities to ensure that the data provided by the YPLA will be what is needed.

## Support for commissioning

- 4.8 The following support for commissioning is available to help local authorities with their commissioning responsibilities.
- 4.9 The Raising Expectations Action Programme (React) was launched by the LGA and the Association of Directors of Children's Services (ADCS) in November and will provide sector support working with national groups (ADCS, LGA, Association of Colleges, 157 Group, Sixth Form Colleges Forum, Association of Learning Providers and Third Sector National Learning Alliance) and communicating across the sectors. The programme will support sub-regional groupings and a continuing programme of development and guidance to local authorities.

More information is available at <http://www.lga.gov.uk>. Each region will receive a minimum of £40,000 in 2008/09 to help build the capacity of SRGs. Fuller guidance on the transfer of responsibilities for commissioning 16-19 provision is available on the DCSF website.

- 4.10 The Commissioning Support Programme will run until April 2011 to support Children's Trusts in the commissioning of all services for children, young people and their families. In response to need, it will also offer specific support in areas such as 14-19 commissioning skills, provide support on working in partnership with the FE sector, and information, guidance and case studies on 14-19 commissioning. It will also support the commissioning of young people's support services. Further information is available at <http://www.commissioningsupport.org.uk>

# Annex 1: The 14-19 entitlement

## An entitlement to the right learning opportunities and support for all young people aged 14-19

### All young people will study as part of the new secondary curriculum:

- Key Stage 4 core curriculum: English, maths, science
- Key Stage 4 foundation subjects: ICT, PE, Citizenship
  - Work-related learning and enterprise
  - Religious education
  - Sex, drug, alcohol and tobacco education and careers education
- And if they wish to, a course within any or all of the areas of the arts; design and technology; the humanities; modern foreign languages

### Learning for young people will lead to qualifications from one of four routes:

- Apprenticeships – with an entitlement to a place by 2013 for all 16 year olds suitably qualified
- Diplomas – with an entitlement by 2013 for all 14-16 year olds to the first 14 Diplomas and for 16-18 year olds to all 17 Diplomas
- Foundation Learning Tier – with an entitlement by 2010 to study one of the progression pathways
- General Qualifications, e.g. GCSEs and A levels

**Young people will be able to study qualifications that do not fall under these four routes where there is a clear rationale to maintain them in learners' interests and some young people will study informal unaccredited provision to re-engage them.**

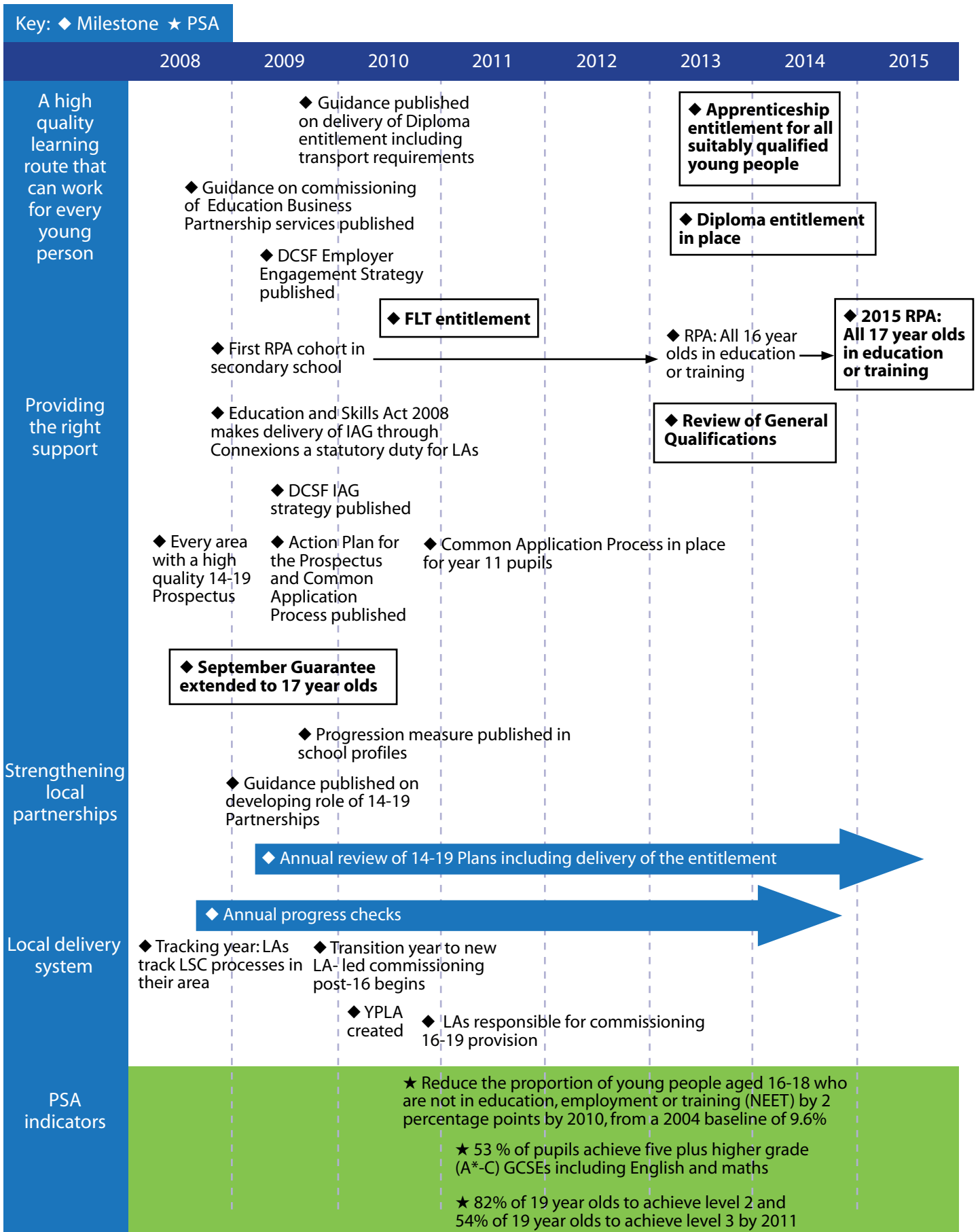
### Throughout the curriculum and qualifications routes there will be:

- Functional skills in English, maths and ICT and personal, learning and thinking skills

### There will be the right support and opportunities, including:

- Excellent Information, Advice and Guidance (IAG) and support to make the right choices at 14 and 16
- A 14-19 Prospectus in every area setting out the courses and support available
- A Common Application Process linked to the 14-19 Prospectus that makes it easier to apply for education and training
- The September Guarantee to ensure all 16 and 17 year olds have an offer of a suitable place in learning and targeted supported to those who need it most
- Access to positive activities.

# Annex 2: Highlevel timeline



# Annex 3: 14-19 roles and responsibilities

Local authority: statutory body with legal duties	14-19 Partnership: sets strategy for delivering the 14-19 duties	Consortium: operational body for collaborative delivery
<ul style="list-style-type: none"> <li>• accountable for LAA targets</li> <li>• statutory accountability and responsibilities to:               <ul style="list-style-type: none"> <li>– secure provision and services 0-16</li> <li>– secure work-related learning at Key Stage 4</li> <li>– support and challenge schools</li> <li>– develop the workforce where the local authority is the employer</li> <li>– provide free home to school transport for eligible children of compulsory school age</li> <li>– publish and give effect to an annual transport policy for young people aged 16-19</li> <li>– duty to promote sustainable transport</li> <li>– secure access to sufficient positive leisure-time activities</li> <li>– provide services to encourage, enable and assist participation in education and training</li> <li>– secure suitable education and training provision for 16-19 year olds and LLDDs 19-25 with s139 assessments (from 2010)</li> <li>– provide the Diploma entitlement (from 2013)</li> <li>– secure effective participation of every young person in education or training up to the age of 17 (from 2013) and up to 18 (from 2015)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• agrees the long-term vision for providing for all 14-19 year olds across an area</li> <li>• develops strategies and plans for the full range of 14-19 reform priorities – short, medium and long-term – based on a sound understanding of the needs of learners and the quality of provision and services. This includes ensuring coherent strategies and planning for:               <ul style="list-style-type: none"> <li>– achieving LAA targets</li> <li>– meeting entitlements (incl. Diplomas, Apprenticeships, RPA) and a broad curriculum</li> <li>– employer engagement and work-related learning</li> <li>– IAG</li> <li>– support join-up with the wider youth agenda</li> <li>– workforce development</li> <li>– learners' access to the entitlements (including through e-learning, peripatetic teachers, mobile provision, skills centres or transport where necessary)</li> <li>– facilities</li> </ul> </li> <li>• supports and advises the local authority and LSC in their commissioning roles</li> <li>• provides strategic oversight to consortia in their delivery and roll out of Diplomas, to ensure this fits with the longer term strategy</li> </ul>	<ul style="list-style-type: none"> <li>• operational, collaborative delivery of Diploma lines and the broader curriculum, as well as the requisite:               <ul style="list-style-type: none"> <li>– employer engagement and work-related learning</li> <li>– IAG</li> <li>– marketing</li> <li>– preparing and deploying the workforce</li> <li>– logistical planning to support young people's access to learning</li> </ul> </li> </ul>





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