

# **Success for All – Reforming Further Education and Training**

## **Final Report**

analysis of responses to the consultation document

**Consultation Unit  
Department for Education and Skills  
Castle View House  
Runcorn  
Cheshire, WA7 2GJ**

**Tel. No. STD 01928 79 4888  
Fax. No. STD 01928 79 4311  
19 November 2002**

# Success For All – Reforming Further Education and Training

## Final Consultation Report

### Introduction

This report is based on 335 responses received to the consultation document before the closing date of 30 September 2002. The organisational breakdown of respondents was as follows:

General FE College	94
Learning and Skills Council (including Consultation events)	49
Local Education Authority	28
Representative Body	25
Adult & Community Learning Provider	14
Sixth Form College	12
Specialist FE College	11
School Sixth Form	11
Voluntary Organisation	7
Work Based Learning Provider	7
Trade Union	4
Employer	4
Learner	1
Others	68

*Note: In the tables and statistical breakdowns by question that follow some respondents may have offered a number of options for questions and so total percentages listed under any one question may exceed 100%. Similarly, some respondents may not have indicated a framework preference, instead offering views which appear in Annex B of this report. Throughout the report percentages are expressed as a measure of those answering each question, not as a measure of all respondents.*

The report starts with an overview, a summary of written responses to the questions posed in the questionnaire, and a summary of responses from key players.

Annex A provides a quick view analysis of responses by respondent 'type'. (Please note that comments expressed by less than 5% of respondents appear in Annex A only. Some respondents failed to answer either yes or no to some of the questions posed, and these have been captured by including a 'not given' response box.)

Annex B lists additional suggestions and further comments made by respondents in answer to each question. This annex is offered as an aide to our sponsors and is not intended as a formal part of the report for publication.

Annex C lists all the respondents to the consultation document.

# OVERVIEW

## Discussion issue 1

The vast majority of respondents welcomed the proposals for meeting needs and improving choice, and thought that a review was overdue. Many said the Success for All document made no link to the 14-19 Green Paper and that the proposals contained within each should not be considered, or taken forward, in isolation of each other. Most said that there should be equality of opportunity in the funding mechanisms so that a level playing field was created across the post 16 sector. Many said greater priority should be given to improving the work based learning sector, and said the discussion paper focussed more on the college sector. Most respondents thought that further education colleges and other providers had been in an era of competition for many years and the barriers created by this culture must be dismantled but this would take time.

Many felt that when considering the strengths of an institution it was of paramount importance to focus on the needs of the learner and the community. Some said the aim of the learning and skills sector should be to engage young people in education and training that met their needs, not to retain them in one institution. Most supported the intention to develop a strategy that concentrated on local and regional skill needs rather than the availability of funding. Some respondents said it was extremely important to take into account any local and regional issues which could affect retention and achievement data, and on the impact on an area if particular provision was withdrawn based solely on this information. The majority of respondents supported the proposal to develop a new planning framework for area reviews. Most felt the framework should be conducted in partnership with other stakeholders and many said the framework should be flexible enough to take account of local circumstances and differences. Some respondents thought that the Connexions service had not been given priority within the paper and that they would play a significant role relating to advice, guidance, and the placing of students on appropriate courses.

## Discussion issue 2

Most respondents fully supported the proposals for achieving excellence in teaching and learning. Many said it was crucial that current practitioners were heavily involved in the development of new teaching and learning frameworks, and the opportunity should be taken to streamline the examination and accreditation arrangements which were currently bureaucratic and over-emphasised qualifications above learning. Some respondents said the development of new teaching and learning frameworks was not necessarily the answer to improving the quality of teaching and learning. A few thought it was a mistake to assume that one framework fitted all learners within any particular curriculum area as learners respond in different ways. They said it was important that teachers understood the diversity of teaching and learning strategies available.

Some respondents suggested the development and updating of teaching skills was more important than a new teaching and learning framework. Many respondents thought areas where a significant amount of provision had been judged to be unsatisfactory, and where there was an actual or imminent skill shortage in the labour market, should be the priority for the new frameworks. Many respondents said the use

of ICT in learning should be an option for learners, but not the only way of accessing learning provision. Some felt there was an issue around resources for ICT and encouraging ICT in learning could lead to certain individuals being disadvantaged due to lack of equipment.

### **Discussion issue 3**

The majority of respondents agreed with the proposals for developing teachers and leaders of the future. Many said this should be supported through the development of an improved career structure in the sector. Some suggested ongoing allocation of the Standards Fund to support the continuing professional development of staff. Most said there should be parity across all sectors in terms of salaries and conditions of service, and this was vital to attract and retain staff. A few thought that support staff played an equally important role in ensuring excellence in learning delivery and it would be divisive to exclude the contribution they made. Some suggested improving conditions of work would have a maximum impact on raising staff morale and improving the recruitment of teachers.

### **Discussion issue 4**

The majority were in favour of the proposals for a framework for quality and success. Many respondents supported the need for floor targets, and the need to establish institutional improvement targets. However most respondents felt that such targets should be clear, realistic, and take account of value added and distance travelled in terms of learning attainment. Some felt the concept of floor targets was unhelpful and excellence would not be achieved by setting minimum targets. A few said there was a danger that the establishment of floor targets would jeopardise the widening participation agenda and act as a disincentive to colleges to recruit the most disaffected or disadvantaged learners.

Most said value added measures that met the post 16 sector's needs were extremely important. Some respondents said if the primary responsibility for improving the quality of provision rested with the provider then the setting of targets should be discussed and agreed with them as opposed to being imposed on them. Most strongly agreed that greater autonomy and flexibility should be provided to successful providers, but many disagreed with the suggestion that this should be restricted only to top performing providers. It was suggested that autonomy and flexibility should be the standard for most providers, not the exception.

# SUMMARY

## **Main Question Discussion Issue 1**

### **Do you agree with our proposals for meeting needs and improving choice?**

There were 251 responses to this question.

230 (92%) agreed with the proposals for meeting needs and improving choice, 21 (8%) did not agree.

## **Sub Question 1**

### **What further support is needed to enable colleges and other providers to review and develop their educational and training missions?**

There were 280 responses to this question.

196 (70%) respondents said it would be necessary to ensure there was long term funding for both the public and private sector.

174 (62%) felt that in the past there had been many new initiatives but no overall coherent strategy, and to enable colleges and other providers to develop their education and training missions they required a clear government strategy.

110 (39%) suggested there should be a consistent local Learning and Skills Council approach for all providers given accurate up to date comparative information.

42 (15%) thought a key requirement to achieving these proposals would be a realistic timescale to develop and review the entire curriculum provision and to conduct quality reviews.

41 (15%) said the document favoured colleges and did not support the needs of private training providers.

## **Sub Question 2**

### **What factors should colleges and other providers take into account in focussing on what they do best?**

There were 278 responses to this question.

198 (71%) respondents said the LSC must be encouraged to give proper weight to the needs of the local community and economy.

103 (37%) suggested that most providers were aware of what they did best and identification of any areas where development would be difficult because of a lack of resource, capital equipment, and investment.

81 (29%) respondents felt that any assessment should be based on supply and demand side measures which included social, economic and cultural aspects.

54 (19%) suggested support would be needed as a result of area reviews, and the

reviews should offer a planning model for providers as well as for provision in each area.

45 (16%) felt it was becoming increasingly difficult to recruit and retain quality staff, and Success for All would depend on the number of qualified staff entering the teaching profession.

44 (16%) said learner retention and achievement data provided a sound basis to make a judgement on what providers did best.

39 (14%) said a factor to be considered was recent inspection reports.

32 (11%) thought that in focussing on what they did best colleges should initially consider their own self assessment reports.

### **Sub Question 3A**

#### **Do you support the proposal that the LSC should develop a new planning framework for area reviews?**

There were 269 responses to this question. (Note: Not all respondents answered parts (a) and (b))

231 (86%) supported the development of a new planning framework, 16 (6%) did not support this, and 22 (8%) chose not to answer the question.

### **Sub Question 3B**

#### **How can this best support the 14-19 agenda, basic skills provision and meeting skills needs?**

154 (57%) said that improving links between employers and providers was clearly appropriate, and suggested the new framework should be conducted in partnership with other stakeholders.

145 (53%) suggested that current funding methodologies encouraged competition between providers rather than collaboration, and therefore funding mechanisms should be reviewed to allow secure funding to providers.

143 (52%) respondents said it would be necessary to have clear criteria and advice which would enable providers to assess their needs, responsibilities and abilities.

67 (24%) said the LSC would face difficulties in planning procedures because there was no regional element within their structure, and any planning by them must be coherent, consistent, and realistic, and designed to work on an operational level.

59 (23%) thought the establishment of Centres of Vocational Excellence (CoVE) was excellent and would like to see more of them in the future.

56 (22%) suggested that employers should take a more active role in employee training. They felt that employers did not provide enough accurate information, and did not communicate with potential trainers.

53 (21%) thought funding should not be linked directly to student enrolment, and

funding on numbers alone was detrimental.

48 (19%) felt that the existing qualification system should be reformed.

24 (9%) felt there was no evidence to support the success of local Learning and Skills Councils in discharging the responsibilities of co-ordinating, promoting funding, and planning provision. It was suggested that it would take a long time before they could convince colleges that they could plan regional resources better than the current competitive arrangements.

#### **Sub Question 4A**

##### **Do you agree with our proposals for improving the links between employers and providers?**

There were 263 responses to this question. (Note: Not all respondents answered parts (a) and (b))

219 (83%) agreed with the proposals for improving links between employers and providers, 15 (6%) did not agree, and 29 (11%) chose not to answer the question.

#### **Sub Question 4B**

##### **What further action should we take to ensure that employer and skill needs are met?**

180 (68%) said a successful link between employers and providers was essential to ensure the achievement of Success for All.

139 (52%) said Success for All should begin with life skills and this level of education was vastly under-funded.

110 (41%) respondents thought that young people were not receiving the necessary basic skills in schools and this was a barrier to individuals fulfilling their potential.

101 (38%) said that Small to Medium Employers (SMEs) needed a financial incentive to promote training, and should be actively involved in the policy formation process.

85 (32%) suggested the framework should be flexible, so it could be easily adapted to suit the needs of the individual learner.

77 (29%) suggested employers tend to adopt a short term approach in developing employees and should be encouraged to take a longer term approach.

77 (29%) felt there should be a more intelligent definition of labour market needs.

63 (24%) suggested that the current qualification system should be radically reformed so the needs of both learners and employers were effectively met.

63 (24%) respondents thought there should be better career counselling in schools, particularly whether students were more adapted to academic or vocational courses.

60 (22%) felt that identifying and sharing good practice was an excellent way to motivate providers.

49 (18%) said that employers should support the provision of specialist facilities within colleges and provide access for staff and students in their own specialist facilities.

39 (15%) thought that exploring the opportunities for opening up unit achievement suggested in the document was an excellent approach.

38 (15%) thought that two way secondments (i.e. business people to work in education, not only teachers into industry) would encourage staff from industry to teach part time.

38 (15%) felt that increases in participation, retention, achievement and progression would be achieved by funding a credit based qualification system.

31 (12%) suggested that account should be taken of the strengths and programmes of neighbouring colleges, so there was opportunity within easy reach to take a wide range of courses.

## **Main Question Discussion Issue 2**

### **Do you agree with our proposals for achieving excellence in teaching and learning?**

There were 234 responses to this question.

215 (92%) agreed with the proposals for achieving excellence in teaching and learning, 19 (8%) did not agree.

#### **Sub Question 1A**

### **Do you agree that we should develop new teaching and learning frameworks for major curriculum areas?**

There were 276 responses to this question.

181 (62%) agreed that new teaching and learning frameworks for major curriculum areas should be developed, 68 (24%) did not agree and 27 (10%) chose not to answer the question. (Note: Not all respondents answered all parts of the question.)

#### **Sub Question 1B**

### **What should these include – e.g. teaching and assessment methods, syllabus content?**

92 (33%) respondents said that the new frameworks should focus on dissemination of good practice which was already used in the sector.

68 (24%) thought it was crucial that the emphasis should change from teaching to one of learning, and the creation of appropriate learning support materials was a key to

success.

60 (22%) respondents thought that learners in the post 16 sector had complex programmes of study, and therefore teaching frameworks would be easier to develop for a national curriculum in schools than for a diverse sector with an immense range of provision and providers.

57 (21%) thought that the professional development of teachers and lecturers was vitally important for the achievement of excellence in teaching and learning.

53 (19%) thought that establishing another new framework was not necessary and the existing frameworks should be used more effectively. It was suggested this would provide the sector with the stability it needed after recent major changes.

43 (16%) felt it was essential to reward good teachers.

41 (15%) said that timescale was extremely important and the frameworks should not be introduced too rapidly, and without consultation with providers.

40 (14%) suggested the theory was good but in practice the frameworks could become overly prescriptive and discourage creativity and innovation.

33 (12%) said it was vital regardless of the subject area, to develop employability skills such as team working, numeracy, and ICT so young people were prepared for adult life.

32 (11%) thought time was a major constraint, because before new frameworks were developed a major consultation on post 16 curriculum should take place. This consultation should identify which frameworks would be prioritised, and which syllabuses, content/assessment methods they should contain.

30 (10%) agreed that it was important to develop and update teachers but this would require resource and the document did not clarify where the funding would come from.

25 (9%) said a new teaching and learning framework which broke down the constituent elements of teaching would not lead to excellence. It was suggested it would become overloaded and outdated too quickly.

18 (6%) felt that support staff played a crucial role in improving quality and wanted them to be included in the final version of the strategy.

### **Sub Question 1C**

#### **How should we develop them?**

95 (34%) said flexibility was the key, and the frameworks should be sufficiently flexible to facilitate adaptation to both employer and local needs.

44 (16%) thought that the frameworks should be developed to encourage local autonomy and creative thinking.

14 (5%) expressed concerns about the terms by which teachers and trainers could access training programmes, and how they would be funded and delivered.

## **Sub Question 2**

### **What should be the priority area for these frameworks and what should be the criteria for choosing these?**

There were 146 responses to this question.

84 (58%) said that areas where there was an actual or imminent skill shortage should be the main priority area.

58 (39%) thought the frameworks should be developed in consultation with learners, parents, teachers and employers.

52 (36%) felt areas where there was a significant amount of unsatisfactory provision.

22 (15%) suggested this proposal should be piloted in strong skill council areas and recognised centres of excellence.

## **Sub Question 3**

### **What more should we do to extend the use of e-learning and ICT to maximise the potential of e-learning and make it an option for all learners?**

There were 247 responses to this question.

183 (74%) said that providers would need adequate funding to install, extend and continuously update and maintain their computer and other IT capital assets.

128 (52%) were very supportive of the commitment to increase ICT and e-learning as a strategy to increase learner participation.

96 (39%) felt that one of the main barriers to e-learning was access to computer hardware and software. It was suggested that the provision of DfES kite marked learning materials as proposed for other learning material would help.

64 (26%) said there was a need for more effective integration across the whole range of government initiatives and the development of a coherent national e-learning strategy was extremely important to achieve this.

29 (12%) suggested that further education institutions were discriminated against in Government IT schemes which had benefited teachers and schools.

19 (8%) thought that lecturers should be afforded the same facility as teachers in acquiring lap top computers through Government assisted schemes. This would ensure a greater use of ICT in this sector.

18 (7%) suggested provision of a purchase and loan system which would enable colleges to buy laptops and then loan them to individual learners would greatly increase the potential for e-learning.

### **Main Question Discussion Issue 3**

#### **Do you agree with our proposals for developing the teachers and leaders of the future?**

There were 247 responses to this question.

233 (94%) agreed with the proposals for developing teachers and lecturers of the future and 14 (6%) disagreed.

#### **Sub Question 1**

##### **How should we develop a better qualified workforce in the sector?**

There were 292 responses to this question.

200 (68%) said the pay for staff in the further education sector was a major barrier to developing a better qualified work force, and there should be greater parity between school and FE salaries, contracts and conditions of service.

159 (54%) felt that the further education sector was severely under-funded and any reform should be based on creating a level playing field for funding, thus increasing collaboration and reducing competition.

144 (49%) said that staff development was vital, and all staff should be given the opportunity for continuous professional development, and should be given the time, funding and support to undertake this.

81 (28%) welcomed the proposals to establish a leadership college.

62 (21%) suggested that support staff played an equal role in the development of ensuring excellence in learning delivery, and would want to see them included in any new initiatives.

42 (14%) thought there should be strong sector involvement in the delivery of the programmes to develop teachers and leaders of the future.

39 (13%) thought that if the proposal was to focus on the learning of teachers, the levels of bureaucracy and funding mechanisms should be simplified and reduced.

29 (10%) agreed that the creation of an induction programme for existing managers and principals was an excellent idea.

#### **Sub Question 2**

##### **What else needs to be done to ensure that teachers, trainers, support staff and the leaders and managers of the sector can be creative, professional and successful?**

There were 227 responses to this question.

138 (61%) said funding should be made available to enable providers to operate staff development programmes.

131 (58%) said that staff development was fundamental, and fully supported the development of professional standards.

98 (43%) wanted to see suitable career structures in place which were currently available in schools.

64 (28%) thought there should be opportunities to undertake regular secondments into the work place to ensure current industry practice was identified and acknowledged.

61 (27%) felt that people should be allowed time to flesh out ideas, and be given the opportunity to become trained, creative and successful.

21 (9%) felt staff worked far too many hours and there was no time to deal with anything other than immediate problems, and consequently were not in a position to consider development courses.

#### **Main Question Discussion Issue 4**

##### **Do you support our proposals for a Framework for quality and success?**

There were 199 responses to this question.

177 (89%) supported a framework for quality and success and 22 (11%) did not support it.

#### **Sub Question 1**

##### **What are your views on the proposals for establishing institutional improvement targets (and floor targets)?**

There were 227 responses to this question.

72 (32%) felt that there should be an agreed procedure and timescale for providers to improve the quality of provision.

68 (30%) supported the establishment of institutional targets, and felt performance indicators were reasonable measures if they were drawn up in consultation with colleges and training providers.

63 (28%) suggested that the concept of floor targets was sound, and such targets would provide a useful indication of what provision should be discontinued by some providers.

60 (26%) said they were unclear what was intended by reference to floor targets, and needed more information before they could comment on this issue.

58 (26%) thought there should be a clear definition of the quality threshold below which provision became unacceptable before funding was withdrawn from providers.

50 (22%) felt recruitment and retention targets alone would not achieve improvement, and had concerns that this highly complex issue could be dealt with too simplistically if success was measured purely on the basis of recruitment and retention.

37 (16%) suggested that the development and provision of qualifications with no outcomes was extremely important. For some learners it was the basic skills learnt; or distance travelled, not the qualifications gained.

34 (15%) said they already had institutional achievement targets, and supplied information on recruitment, retention, achievement, and detailed targets for every course.

28 (12%) thought floor targets should be linked to overall national targets and supported by appropriate funding allocations where necessary.

28 (12%) said colleges had always been accountable for their actions through a rigorous process of audit and inspection and agreed that quality of provision should rest with the providers.

23 (10%) said if the framework was applied equally to all, they agreed with the proposal for a framework for quality and success.

22 (10%) thought the current success rates did not provide an adequate measure of college performance, and there was a need to develop a new methodology for assessing performance across all post 16 provision.

13 (6%) suggested that ALI was a good framework for accountability.

### **Sub Question 2A**

#### **Do you agree with our proposals for developing value-added measures?**

There were 249 responses to this question. (Note: Not all respondents answered parts (a) and (b))

224 (90%) agreed with the proposals for developing value added measures, 13 (5%) did not agree, and 12 (5%) chose not to answer the question.

### **Sub Question 2B**

#### **How might we develop these?**

104 (42%) thought that realistic targets should be set, and if this was not done then the selection process could become more acute and would result in higher levels of exclusion.

102 (40%) said that value added measures were crucial and were the only fair system of comparing institutions.

53 (21%) felt that qualitative value added measures should be included, for example; criteria such as attendance, concentration, contribution, distance travelled etc.

41 (16%) thought the development of these measures would take a great deal of time and research, and benchmarks would have to be set with clear criteria allocated for the starting point of learners.

29 (11%) said the measures should be developed in consultation with sector providers

and representative bodies because these people had a wealth of knowledge and experience in value added approaches.

29 (11%) suggested that ALI and OFSTED should be involved in the development of value added measures to ensure consistency of approach across all providers.

26 (107%) thought it was essential that a national framework was developed and embedded into the system for all aspects of value added measures within colleges.

### **Sub Question 3A**

#### **Do you agree that greater autonomy and flexibility should be provided to top performing providers?**

There were 235 responses to this question. (Note: Not all respondents answered parts (a) and (b))

195 (83%) agreed that greater autonomy and flexibility should be provided to top performers, 25 (11%) did not agree, and 15 (6%) chose not to answer the question.

### **Sub Question 3B**

#### **What benefits should flow from becoming a top performer?**

82 (35%) thought top performers should benefit by having less audit, inspections and reviews.

69 (29%) thought if top performers received major benefits it could discourage other providers. It was suggested it would be better if top performers received a one off financial reward with an obligation to disseminate best practice and support colleges who were facing difficulties.

61 (26%) felt all providers should have autonomy and flexibility until proved otherwise, this would reduce bureaucracy and focus them on raising standards and widening participation.

54 (23%) said there should be a supportive culture based on constructive collaboration between institutions, with common, consistent aims and objectives.

50 (21%) suggested that success should bring about direct financial reward both for the institution and its staff, as was currently happening in the schools sector.

49 (20%) suggested that providers who achieved beacon status should be required to share their achievements with other providers to benefit all of the learners involved in that sector.

41 (17%) said that beacon status would provide a valuable standard of excellence and would be of benefit to the sector and providers.

15 (6%) said that beacon status had become unfashionable and thought the notion of beacon status had not proved to be effective in the secondary school sector.

## **General Comments**

182 respondents added general comments to their reply.

65 (36%) said learners in small or rural towns could or would not travel for specialist services. They suggested the document had not considered issues such as travel distances, expensive and inconsistent public transport and poor road links which were clear barriers to learning.

61 (34%) thought that collaboration should be built into the system to improve access to a wide range of opportunities, and partnerships should be reinforced.

57 (31%) said there was little in the document about non vocational adult part time learning, and this was an important route into education for adults.

46 (25%) thought a key issue was getting the balance right between national leadership and local needs, and felt the document had underrated the problem of collating skills needs on both a local and national level.

20 (11%) said governors determine college missions and value the independence to assess and respond to local needs. They felt this had not been sufficiently covered in the document, and said they would not want to see prescriptive guidance which threatened this independence.

13 (7%) felt that bidding for funding should be discontinued for core business needs.

## **Summary of Responses from Key Players**

### **Learning and Skills Council (LSC) (National Office Response)**

The LSC agreed with the overall thrust of the strategy and welcomed the key role envisaged for the LSC in taking the strategy forward. They welcomed the building of a strategy for the whole of the post 16 sector and recognised that some aspects of the strategy will apply differently to FE Colleges, schools, work based learning and other areas of provision.

They felt that improving, and building better delivery arrangements for, the vocational and work based routes, including Modern Apprenticeships, should be emphasised alongside the academic route.

The LSC see the new Area Review arrangements as being critical to underpinning their new local strategic planning role. They see it as crucial that these are built on the review work already undertaken by many local LSCs, and that they are based on robust evidence and differentiated to suit the needs of local areas and different sectors. They see a need for clearly defined, tried and tested guidance for these but stress that local LSCs must be free to press ahead with changes to local provision where there is a clearly defined need for this.

### **Association of Colleges (AoC)**

Overall the AoC supported the proposals set out in Success for All, and suggested that together with a range of practical initiatives, including those set out in the initial announcements on the outcome of the spending review 2002, they went along way towards establishing the comprehensive policy framework required for the post 16 sector. The AoC felt strongly that all learners should expect, and receive, high quality teaching and learning opportunities. They thought there was little in the discussion paper of how the proposals fitted into the government's wider programme for public sector reform.

The AoC suggested that the reason for some of the weaknesses in the sector was that the sector had developed a culture which related to funding opportunities and policies rather than being demand led. They also thought that the paper made no link to the 14-19 Green Paper and the proposals in both documents should be considered together. They felt it was important that morale and confidence within the sector should be improved. They also said that the discussion paper did not explain how the government would ensure improvements in areas of advice, guidance or learner support. The AoC said it was difficult to assess the feasibility of the transformation of the post 16 sector because of a lack of the proposed scale of investment. They also felt that greater priority should be given to work based learning.

### **Federation of Small Businesses (FSB)**

FSB broadly welcomed the proposals. They felt that the LSC would need to support and advise providers on the achievement of set missions. FSB suggested that mission statements must recognise the importance of the provider's role in supporting growth and economic regeneration on a local and national level. They felt it was essential that

providers recognised and met the needs of the local business community. FSB strongly supported that needs should be defined by the customer and quantifiable market forecasts. They felt the current service should be driven by demand. FSB said to address the supply of provision to meet the needs of employers, it should be recognised that academic achievement was not the main attribute for employee selection.

FSB said it would be necessary for providers to work together to ensure that Success for All did succeed, and suggested that unhelpful competition would have to be eradicated. They agreed that frameworks for area review would support the equality agenda and enhanced standards, but felt this could become bureaucratic for providers.

They also agreed with the proposals for new teaching and learning frameworks for major curriculum areas if there was flexibility in delivery. FSB felt that the recruitment of higher calibre staff with industry experience was extremely important. They fully supported the commitment to develop teachers and leaders within the sector, and said that this should be done through personal development programmes, provision of relevant courses, and gaining business knowledge. FSB welcomed the proposal for a framework for quality and success. They also supported the need for floor targets and institutional improvement targets.

### **University for Industry (UFI)**

UFI fully supported the Government's decision to reform the post 16 education and training sector. They suggested that UFI could make a major contribution to the four goals outlined in the strategy.

UFI welcomed the proposal to develop a new planning framework for area reviews. They said it was extremely important that providers invested the time and resource necessary to build a comprehensive knowledge and understanding of employer and business needs set within the context of meeting the business development agenda.

UFI felt that any new teaching and learning frameworks should review traditional delivery methods and teaching techniques to allow for creation and adaptation of innovative and flexible approaches. They said the government should not adopt a prescriptive approach to the development of particular curriculum areas. UFI felt identifying and sharing good practice in teaching and learning was a priority. They suggested it was important to extend the use of e-learning and ICT. UFI fully endorsed the Government's wish to support the professional development of staff. They said consideration should be given to more coherent and flexible links between qualifications based on FENTO standards, and those based on the ENTO learning and development standards.

UFI were committed to supporting continuous improvement and welcomed the proposals for establishing institutional improvement targets. They also welcomed the proposal to develop value added measures. UFI felt that a full range of performance indicators which reflected the diverse range of learning and skills provision was crucial. They agreed with awarding top performers beacon status, and that they should have greater autonomy and flexibility.

## **National Institute of Adult Continuing Education (NIACE)**

NIACE welcomed the government's commitment to improving basic skills, developing links between further and higher education, and to capital expenditure programmes. They fully supported the new strategy for learning and skills in the post 16 sector. However, NIACE were concerned that Success for All focussed on meeting national and local skill needs to the exclusion of other purposes of further education.

NIACE agreed with the introduction of area reviews but were concerned that the education and training of people over 19 was not addressed in the document. Although NIACE agreed with the proposals to improve links between employers and providers they felt the proposals were not sufficient to allow this. NIACE were particularly concerned that any new Sector Skills Council (SSC) for post school education and training did not assume that all further education took place in a college classroom, workshop, or laboratory.

They welcomed the commitment to devise a major programme of training and professional development. They suggested that the department was not an appropriate body to develop teaching and learning frameworks for individual curriculum areas. NIACE believed that investment of ICT had mainly focussed on FE colleges and sixth forms, and other providers had not benefited, and this imbalance should be addressed.

They felt that reform of the further education and training system would depend on raising staff morale within the sector. They urged the government to tackle the anomalies and inadequacies of current pay arrangements. NIACE supported the continuing education of staff, leaders and managers in the sector. They agreed with the proposals to establish institutional improvement targets and floor targets. However, they suggested a phased introduction to allow stability for smaller providers.

NIACE were broadly in favour of setting value added measures and agreed that top performers should achieve beacon status, and that they had greater autonomy and flexibility.

## **British Chambers of Commerce (BCC)**

BCC supported the proposals contained in the consultation document. They said the importance of flexibility in delivery and qualifications to meet industry needs was welcomed. However, they disagreed with the removal of other training from the qualification system. They were particularly concerned with the review of local 14-19 opportunities and said the vocational route of learning was as important as the academic when the aim was to enter higher education. They felt the links between further and higher education were important for a skilled workforce, and suggested the following:

- Modern Apprenticeships (MA) should be positioned as available to all young people at the point they leave full time education, and not just a 14-19 option;
- Development of a high volume programme of MAs at levels 3 and 4 which include higher education qualifications taken during the apprenticeship part time;
- The development of further level 4 and level 5 NVQs.

BCC said meeting skill needs was a major priority of business, and partnerships were

the key to preventing the mismatch of what was offered, and what was needed. They believed there should be major investment in non-college infrastructure.

BCC said the development of teaching and learning frameworks for major curriculum areas was necessary. They supported the initiative for ICT learning. BCC welcomed the strategy to better qualify and develop work based trainers and teachers. They suggested that a difficulty in the work based learning sector was the recruitment and retention of industry based staff. They supported the introduction of a leadership college.

BCC felt establishing performance indicators and benchmarking for the further education sector was important.

### **National Association of Teachers in Further and Higher Education (NATFHE)**

NATFHE welcomed the proposals, and said it was essential that a comprehensive reform strategy was developed for further education. They supported the proposals for meeting needs and improving choice, and agreed that learning opportunities available within a locality should meet national and local skills, and provide the opportunity for further study, employment and personal development. NATFHE suggested that placing the sector on a firm financial footing would eliminate the need for colleges to pursue new initiatives. They felt the proposed area reviews would ensure a holistic view of local provision was established. NATFHE said local provision must provide sufficient breadth and depth to ensure equality of opportunity. They suggested inspection grades from OfSTED and ALI would provide an important guide to the strengths and weaknesses of colleges.

NATFHE agreed that the key objective for the new planning framework was the generation of skills. They expressed concerns surrounding the CoVE initiative, especially in rural areas. They welcomed the proposal to promote industrial secondments. NATFHE fully supported the reform of the qualification system and the opening up of unit achievement and credit based approach.

NATFHE suggested that pay and professional parity between school teachers and college lecturers was an area of concern. They agreed it was important to improve links between further and higher education. NATFHE welcomed the government's intention to ensure that learning takes place in well equipped and good quality premises.

### **Secondary Heads Association (SHA)**

SHA fully supported the commitment to reform further education and training, and welcomed the emphasis on the need for a well educated society and well trained work force. They felt that throughout the sector it was imperative that funding was sufficient and stable enough to allow colleges and providers to plan ahead. SHA said it was essential for the LSC to work with schools, colleges, and providers to enable coherent strategic planning. They expressed concerns over inspection grades and said it was important to avoid using their simplistic use as a general measure of quality. SHA welcomed the emphasis on excellence for 14-19 year olds and supported the 14-19 agenda more widely. They suggested that a return to a more collaborative regime was overdue, and felt that the current league tables of performance would work against

such collaboration.

SHA welcomed the recognition that there was good practice currently in the sector, and said it was sensible to identify and share this. However, it was suggested that more work needed to be done on how to identify good practice and how to promote its spread. They strongly supported the intention to apply the same criteria for teaching and learning across the sector, but it was important to remember that science and maths had different functions within the sector. SHA were in total agreement with the goal for developing the teachers and leaders of the future, and felt it was of paramount importance to value, train and reward staff. They said the accountability framework was a sound suggestion but stressed that LSC, OfSTED, and ALI had a great deal of work to do before they could meet their responsibilities.

SHA agreed with success measures and targets but said they should be based on sensible value added analysis.

### **Sixth Form Colleges Employers Forum (SFCEF)**

SFCEF broadly agreed with the proposals contained in the consultation document. They said that to enable them recruit and retain quality staff they had to compete with school teachers, and therefore needed more funding to introduce an effective performance management system, and offer competitive rates of pay. SFCEF also said they required extra resource to bridge the gap in core funding between sixth form colleges and school sixth forms. They expressed the importance of being consulted in area reviews because of concerns that more school sixth forms would be created, especially if they were in areas where sixth form colleges already existed.

### **Confederation of British Industry (CBI)**

CBI fully supported the four key goals for the reform of further education and training. They emphasised that the government's strategy should focus on the following three priorities:

- Improving the employment prospects of young people up to the age of 25;
- Tackling the long tail of low skilled adults;
- Meeting the training needs of employers, particularly small and medium sized enterprises.

CBI expressed concerns that many young people entered the labour market without the necessary skills and attitudes required in the work place. They suggested that the provision of careers advice was currently failing for 16 to 19 year olds and it was important that this was improved. CBI said their members had mixed perceptions of training providers, and this dissatisfaction meant they looked elsewhere for work force training. They said that extra funding was needed to raise skills and to spread good practice.

CBI welcomed the proposed new standards unit within the Department for Education and Skills which would focus on teaching and learning. They agreed that targets should be set for success rates, but suggested that the criteria for achievement should include qualification outcomes, engagement with smaller firms, employer take up of provision, and employer satisfaction. CBI supported unit achievement, and said many

employers preferred this to full qualifications because they could select units which were directly relevant to the area of work.

### **Association of Learning Providers (ALP)**

ALP was in broad agreement with the four objectives embodied in the consultation document, and with the general approach outlined as the way forward. They particularly supported the intention of close working partnerships, and felt this was imperative to improve the quality of the delivery of provision for learners. ALP welcomed the change in focus from the statutory further education sector to further education and training, together with the recognition of the diversity of provision. They were delighted to see the references to reviewing the outcomes of work based learning to recognise successful achievements. They were also pleased to see that the paper acknowledged the lack of capital investment across the sector.

ALP thought improved local strategic planning was necessary and that providers should identify their strengths but said it was essential that the system was not prescriptive. They were not convinced that the wide range of 14–19 opportunities were properly and fairly described to potential customers, and felt there was too much pressure on young people to remain in full time education rather than take a vocation route.

ALP agreed with the creation of CoVEs. They suggested they had a key role in the identification and dissemination of good practice within the sector. ALP agreed that the qualification system needed to be reformed and it would be essential that all providers and employers were involved in this.

They also agreed that improving basic skills was a top priority in the government's strategy. ALP supported that work based learning providers should widen participation but had concerns that they could be held responsible for any behaviours and restrictions of employers.

They were in full agreement for investment in the ICT initiative, and the plans for a major programme of training and professional development. ALP said the need to develop expertise, skills and rewards for effective teachers was vital.

ALP suggested that the LSC should agree floor targets with each provider, based on a sensitive and informed understanding of the realities and environment the provider worked in. ALP expected to be involved in the implementation of the new strategy outlined in the document, and were confident they could help in putting these ideals into effective practice.

### **Qualifications and Curriculum Authority (QCA)**

The QCA welcomed the following initiatives contained in the document, and looked forward to working with the new standards unit to develop new qualifications arrangements and benefit learners.

However the QCA had specific concerns over:

- The proposal for kite marked learning materials which they felt was fraught with problems and could be potentially very expensive;

- The absence of any reference to the role of key skills in post 14 learning given the Secretary of State's expectation that advanced level candidates would do one key skill at level 3;
- The failure to recognise the importance of careers education, guidance and key skills development for each learner.

## Success for All

### Analysis of responses to the consultation document

#### Goal 1: Meeting Needs, Improving Choice

##### Do you agree with our proposals for meeting needs and improving choice? (pages 8-15)

There were 251 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Yes	12	3	63	1	17	23	9	18	8	8	8	3	6	4	47	230	92%
No	0	1	9	0	1	1	1	1	1	0	1	0	0	0	5	21	8%

#### Sub Question 1

##### What further support is needed to enable colleges and other providers to review and develop their educational and training missions?

There were 280 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Adequate funding	10	1	63	1	14	20	14	14	4	8	5	4	3	4	31	196	70%
Clear strategy	8	0	50	1	10	24	13	11	7	6	5	1	4	4	30	174	62%
Consistent LSC approach	5	0	43	1	5	14	7	5	2	3	1	1	3	2	18	110	39%
Realistic timescales	0	0	8	0	4	8	4	1	2	3	2	2	0	1	7	42	15%
Colleges favoured	4	1	5	0	5	4	4	4	1	0	1	0	1	2	9	41	15%

#### KEY

#1	Adult and Community Learning Provider	#2	Employer	#3	General FE College	#4	Learner
#5	Local Education Authority	#6	LSC	#7	LSC Consultation Event	#8	Representative Body
#9	School Sixth Form	#10	Sixth Form College	#11	Specialist FE College	#12	Trade Union
#13	Voluntary Organisations	#14	Work Based Learning Provider	#15	Other		

## Sub Question 2

What factors should colleges and other providers take into account in focusing on what they do best?

There were 278 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Community/ local needs-wishes	8	2	58	0	17	22	15	15	5	6	7	3	6	2	32	198	71%
Resources and capital equipment	6	1	27	0	8	14	2	10	2	5	4	1	1	2	20	103	37%
Supply and demand measures	2	1	25	0	7	6	7	6	2	4	4	0	1	1	15	81	29%
Area review reports	4	0	17	1	7	6	5	3	3	2	0	0	1	1	4	54	19%
Qualified staff	0	0	11	0	4	4	5	5	2	3	0	1	2	0	8	45	16%
Ability to recruit and retain	3	0	15	0	5	2	5	2	2	2	1	1	0	0	6	44	16%
Recent inspection results	2	0	14	0	4	3	2	1	1	1	3	2	0	1	5	39	14%
Input and output measures	0	0	11	0	2	4	5	2	1	4	2	0	0	1	4	36	13%
College self assessment	0	0	14	0	3	6	2	1	1	1	2	0	0	0	2	32	12%
Attendance rates	1	0	1	0	1	0	0	0	1	1	0	0	0	0	0	5	2%
Local feeder schools	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	3	1%

## Sub Question 3A

Do you support the proposal that the LSC should develop a new planning framework for area reviews?

There were 269 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Yes	8	3	67	1	19	27	12	16	8	8	8	3	6	3	42	231	86%
No	0	0	7	0	2	0	1	0	0	0	0	1	1	1	3	16	6%
Not Given	2	0	2	0	2	0	1	6	0	2	0	0	0	2	5	22	8%

KEY											
#1	Adult and Community Learning Provider	#2	Employer	#3	General FE College	#4	Learner				
#5	Local Education Authority	#6	LSC	#7	LSC Consultation Event	#8	Representative Body				
#9	School Sixth Form	#10	Sixth Form College	#11	Specialist FE College	#12	Trade Union				
#13	Voluntary Organisations	#14	Work Based Learning Provider	#15	Other						

### Sub Question 3B

How can this best support the 14-19 agenda, basic skills provision and meeting skills needs?

There were 254 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Adequate funding	9	1	47	0	8	17	8	11	2	4	5	1	1	2	29	145	57%
Clear criteria	8	1	45	1	12	18	7	7	6	7	3	2	2	4	20	143	56%
COVE excellent	4	1	15	0	2	5	3	6	1	0	5	1	2	1	13	59	23%
Employers have active role in employee training	6	1	16	0	0	5	3	5	1	1	0	2	0	4	12	56	22%
Funding linked to student enrolment causes competition	0	0	16	0	2	10	2	5	0	3	0	3	1	0	11	53	21%
Reform qualifications	3	0	10	0	4	10	3	6	4	1	0	1	0	0	6	48	19%
Inspection reports essential	0	0	3	0	4	2	3	1	0	0	0	1	0	0	4	18	7%

### Sub Question 4A

Do you agree with our proposals for improving the links between employers and providers?

There were 263 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Yes	12	3	58	1	19	24	14	19	5	7	8	4	6	3	36	219	83%
No	0	1	6	0	0	0	1	0	1	0	0	0	1	0	5	15	6%
Not Given	0	0	9	0	2	2	2	2	1	2	1	0	0	1	7	29	11%

#### KEY

#1	Adult and Community Learning Provider	#2	Employer	#3	General FE College	#4	Learner
#5	Local Education Authority	#6	LSC	#7	LSC Consultation Event	#8	Representative Body
#9	School Sixth Form	#10	Sixth Form College	#11	Specialist FE College	#12	Trade Union
#13	Voluntary Organisations	#14	Work Based Learning Provider	#15	Other		

## Sub Question 4B

**What further action should we take to ensure that employer and skill needs are met?**

There were 285 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Adequate funding	7	0	45	0	7	14	7	15	3	4	5	2	0	1	29	<b>139</b>	<b>49%</b>
Learners receive basic skills	7	2	25	1	12	9	6	16	3	2	2	3	3	2	17	<b>110</b>	<b>39%</b>
Flexibility	2	1	30	1	4	11	8	9	0	3	0	0	3	2	11	<b>85</b>	<b>30%</b>
Clear definition of labour market needs	1	0	23	0	7	10	6	7	2	3	2	1	3	0	12	<b>77</b>	<b>27%</b>
Reform of qualifications	4	0	20	0	4	8	4	7	3	3	0	1	0	0	9	<b>63</b>	<b>22%</b>
Better career counseling	2	0	11	0	2	8	4	13	0	3	3	0	1	2	14	<b>63</b>	<b>22%</b>
Identity/share best practice	2	1	18	0	4	9	6	5	1	0	1	0	1	2	10	<b>60</b>	<b>21%</b>
Employer investment	1	0	17	0	3	5	5	6	2	1	0	0	0	1	8	<b>49</b>	<b>17%</b>
Unit achievement is excellent	2	0	11	0	4	5	3	4	0	2	1	0	0	0	7	<b>39</b>	<b>14%</b>
Agree with credit based approach	1	0	12	0	2	5	4	4	1	2	1	0	0	0	6	<b>38</b>	<b>13%</b>
Take account of neighbouring colleges	0	0	10	0	2	5	2	1	0	1	1	2	0	0	7	<b>31</b>	<b>11%</b>

## Goal 2: Putting Teaching and Learning at the Heart of what we do.

**Do you agree with our proposals for achieving excellence in teaching and learning? (pages 15-18)**

There were 234 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Yes	11	0	65	1	16	18	9	17	6	8	7	4	4	5	44	<b>215</b>	<b>92%</b>
No	0	1	8	0	4	2	0	0	0	2	1	0	0	0	1	<b>19</b>	<b>8%</b>

### KEY

#1	Adult and Community Learning Provider	#2	Employer	#3	General FE College	#4	Learner
#5	Local Education Authority	#6	LSC	#7	LSC Consultation Event	#8	Representative Body
#9	School Sixth Form	#10	Sixth Form College	#11	Specialist FE College	#12	Trade Union
#13	Voluntary Organisations	#14	Work Based Learning Provider	#15	Other		

## Sub Question 1A

Do you agree that we should develop new teaching and learning frameworks for major curriculum areas?

There were 276 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Yes	6	2	52	1	18	16	10	14	3	7	5	3	4	5	35	181	66%
No	2	2	22	0	3	8	3	4	2	4	2	0	1	1	14	68	24%
Not Given	2	0	9	0	3	2	3	1	1	1	2	1	0	0	2	27	10%

## Sub Question 1B

What should these include – eg teaching and assessment methods, syllabus content?

There were 127 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Share best practice	2	2	20	0	8	15	10	12	2	6	2	1	1	2	9	92	72%
Major constraint is time	1	1	10	0	2	3	3	3	2	0	1	2	1	0	3	32	25%
Staffing costs	2	0	9	0	1	2	4	2	3	0	0	1	1	0	5	30	24%

## Sub Question 1C

How should we develop them?

There were 116 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Flexibility	4	1	29	1	10	14	9	6	2	4	1	0	2	2	10	95	82%
Encourage local autonomy/creativity	2	0	13	0	5	4	6	1	2	4	1	0	0	1	5	44	38%
Concerns about access to program	1	0	4	0	1	0	3	1	1	1	0	0	0	0	2	14	12%

### KEY

#1	Adult and Community Learning Provider	#2	Employer	#3	General FE College	#4	Learner
#5	Local Education Authority	#6	LSC	#7	LSC Consultation Event	#8	Representative Body
#9	School Sixth Form	#10	Sixth Form College	#11	Specialist FE College	#12	Trade Union
#13	Voluntary Organisations	#14	Work Based Learning Provider	#15	Other		

## Sub Question 2

What should be the priority areas for these frameworks and what should be the criteria for choosing these?

There were 146 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Skill Shortage area	4	2	21	0	5	10	5	11	3	4	1	1	2	0	15	<b>84</b>	<b>58%</b>
Discussions with employer groups	1	0	14	1	4	6	6	4	5	1	3	1	1	0	11	<b>58</b>	<b>40%</b>
Areas of unsatisfactory Provision	2	0	19	0	3	8	3	4	1	4	1	2	1	0	4	<b>52</b>	<b>36%</b>
Pilot this approach in strong skill council areas	0	0	8	0	1	5	0	2	1	1	0	0	1	0	3	<b>22</b>	<b>15%</b>

## Sub Question 3

What more should we do to extend the use of e-learning and ICT to maximise the potential of e-learning and make it an option for all learners?

There were 247 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Adequate capital funding	9	1	54	0	17	22	12	8	8	8	3	4	2	3	32	<b>183</b>	<b>74%</b>
ICT and e-learning essential	4	1	42	1	9	10	8	10	6	5	1	1	2	1	27	<b>128</b>	<b>52%</b>
Suitable computer hard & software	5	1	25	0	10	13	8	6	5	3	2	2	3	1	12	<b>96</b>	<b>39%</b>
Effective integration across gov. initiatives	0	0	20	0	1	12	7	5	1	1	2	2	0	0	13	<b>64</b>	<b>26%</b>
Stop discrimination in FE	3	0	7	0	1	2	3	1	2	0	0	2	1	0	7	<b>29</b>	<b>12%</b>
Computers for lecturers	0	0	5	0	0	2	3	2	2	0	0	2	0	1	2	<b>19</b>	<b>8%</b>
Purchase and loan system	0	0	6	0	0	2	1	3	1	0	1	0	1	0	3	<b>18</b>	<b>7%</b>

### KEY

#1	Adult and Community Learning Provider	#2	Employer	#3	General FE College	#4	Learner
#5	Local Education Authority	#6	LSC	#7	LSC Consultation Event	#8	Representative Body
#9	School Sixth Form	#10	Sixth Form College	#11	Specialist FE College	#12	Trade Union
#13	Voluntary Organisations	#14	Work Based Learning Provider	#15	Other		

### Goal 3: Developing the Teachers and Leaders of the Future

Do you agree with our proposals for developing the teacher and leaders of the future? (Page 18-20)

There were 247 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Yes	11	2	71	1	18	24	7	16	7	11	5	4	5	6	45	<b>233</b>	<b>94%</b>
No	1	1	2	0	2	2	2	1	1	0	1	0	0	0	1	<b>14</b>	<b>6%</b>

#### Sub Question 1

How should we develop a better qualified workforce in the sector?

There were 292 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Salaries and conditions of service important	7	1	67	1	12	23	15	14	7	8	7	2	4	3	29	<b>200</b>	<b>68%</b>
Adequate funding	3	2	55	0	11	17	10	14	4	6	5	2	2	4	24	<b>159</b>	<b>54%</b>
Continue training through career	5	2	34	1	10	20	11	11	5	4	2	2	5	3	29	<b>144</b>	<b>49%</b>
Welcome leadership college	4	1	23	0	5	7	4	10	1	4	3	2	0	2	15	<b>81</b>	<b>28%</b>
Include support staff	5	0	21	0	3	8	5	4	1	4	0	2	0	1	8	<b>62</b>	<b>21%</b>
Strong sector involvement	1	0	5	0	2	8	5	4	0	2	1	0	0	2	12	<b>42</b>	<b>14%</b>
Simplify systems	2	0	13	0	3	3	6	2	1	0	0	1	0	0	8	<b>39</b>	<b>13%</b>
Support introduction of induction	0	1	3	1	3	3	3	5	0	1	2	0	0	0	7	<b>29</b>	<b>10%</b>

#### KEY

#1	Adult and Community Learning Provider	#2	Employer	#3	General FE College	#4	Learner
#5	Local Education Authority	#6	LSC	#7	LSC Consultation Event	#8	Representative Body
#9	School Sixth Form	#10	Sixth Form College	#11	Specialist FE College	#12	Trade Union
#13	Voluntary Organisations	#14	Work Based Learning Provider	#15	Other		

## Sub Question 2

What else needs to be done to ensure that teachers, trainers, support staff and the leaders and managers of the sector can be creative, professional and successful?

There were 227 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Funding for staff development	3	1	42	0	6	17	12	12	3	8	4	2	3	1	24	138	61%
Support development of professional standards	6	2	34	0	8	17	6	12	2	6	3	3	4	3	25	131	58%
Career structures in place	4	0	25	0	3	16	9	11	1	7	2	1	1	1	17	98	43%
Undertake secondments in work place	0	1	8	0	4	14	2	8	1	2	2	1	2	0	19	64	28%
Allow time to implement	2	1	16	1	2	9	4	3	2	1	2	2	1	1	14	61	27%
Reduce working hours	1	0	4	0	1	4	2	1	0	0	0	2	0	1	5	21	9%
Don't ring fence funding	0	0	4	0	0	0	2	0	0	0	0	0	0	0	1	7	3%

## Goal 4: Developing a Framework for Quality and Success

Do you support our proposals for a framework for quality and success? (Page 21-24)

There were 199 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Yes	7	2	52	1	17	21	5	9	5	7	7	2	4	4	34	177	89%
No	0	0	6	0	1	0	3	0	2	2	2	1	0	0	5	22	11%

### KEY

#1	Adult and Community Learning Provider	#2	Employer	#3	General FE College	#4	Learner
#5	Local Education Authority	#6	LSC	#7	LSC Consultation Event	#8	Representative Body
#9	School Sixth Form	#10	Sixth Form College	#11	Specialist FE College	#12	Trade Union
#13	Voluntary Organisations	#14	Work Based Learning Provider	#15	Other		

## Sub Question 1

What are your views on the proposals for establishing institutional improvement targets (and floor targets)?

There were 227 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Clear procedures to improve	2	1	28	0	6	10	2	7	1	1	0	2	0	1	11	72	32%
Support development of performance indicators	1	1	23	0	4	8	3	9	1	2	4	1	0	2	9	68	30%
Floor targets sound	2	1	16	1	3	7	2	4	3	3	2	2	2	1	14	63	28%
Define floor targets	0	1	23	0	7	6	5	3	0	4	2	0	0	1	8	60	26%
Clear definition poor provision	2	0	21	0	4	7	3	7	1	0	0	2	1	1	9	58	26%
Recruitment/retention	0	0	13	0	2	7	3	10	1	1	2	2	1	1	7	50	22%
Quals with no outcomes	2	0	7	0	3	4	6	3	1	1	1	1	1	0	7	37	16%
Already have targets	0	0	11	0	5	5	3	0	1	3	2	0	0	0	4	34	15%
Link to overall national targets	1	0	11	0	3	8	1	2	0	0	0	0	0	0	2	28	12%
Agree quality of provision rests with provider	2	0	13	0	1	1	0	5	1	0	0	0	0	0	5	28	12%
Framework applied equally	1	0	3	0	2	3	3	5	1	1	0	0	1	0	3	23	10%
Develop new methodology	0	0	3	0	3	2	3	2	0	1	0	0	1	0	7	22	10%
ALI is a good framework	1	0	5	0	2	1	0	1	0	0	1	0	0	1	1	13	6%
LSC is expensive way of dealing with poor quality provision	0	0	6	0	0	0	0	0	0	0	0	0	0	0	2	8	4%

## Sub Question 2A

Do you agree with our proposals for developing value-added measures?

There were 249 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Yes	9	3	66	1	19	27	11	15	7	8	8	3	4	4	39	224	90%
No	2	0	6	0	1	0	1	1	0	0	1	0	0	0	1	13	5%
Not Given	0	0	3	0	2	0	1	1	1	1	0	0	0	1	2	12	5%

### KEY

#1	Adult and Community Learning Provider	#2	Employer	#3	General FE College	#4	Learner
#5	Local Education Authority	#6	LSC	#7	LSC Consultation Event	#8	Representative Body
#9	School Sixth Form	#10	Sixth Form College	#11	Specialist FE College	#12	Trade Union
#13	Voluntary Organisations	#14	Work Based Learning Provider	#15	Other		

## Sub Question 2B

### How might we develop these?

There were 151 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Realistic/achievable targets	6	2	35	0	6	15	8	8	3	3	2	2	1	3	10	104	69%
Include qualitative data	5	1	12	1	4	12	6	6	0	0	1	1	0	0	4	53	35%
Clearly defined LSC procedures	3	1	16	0	0	5	4	1	1	0	2	0	1	1	6	41	27%
Set by LSC in talks with providers	2	1	9	0	1	5	1	2	0	1	0	1	0	1	5	29	19%
Involve Ofsted and ALI	1	1	10	0	3	4	0	4	0	1	0	1	0	0	4	29	19%
Similar to ALPS & ALIS	1	0	2	0	1	1	0	0	0	4	0	0	0	1	2	12	8%

## Sub Question 3A

### Do you agree that greater autonomy and flexibility should be provided to top performing providers?

There were 235 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Yes	9	0	65	1	11	20	10	12	4	9	7	3	4	3	37	195	83%
No	0	1	4	0	6	3	2	0	2	1	1	0	1	0	4	25	11%
Not Given	1	1	4	0	1	1	1	1	2	0	1	0	1	0	1	15	6%

## Sub Question 3B

### What benefits should flow from becoming a top performer?

There were 162 responses to this question.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Reduce levels of monitoring + reviews	5	1	30	1	3	8	7	8	3	3	2	0	2	0	9	82	51%
Reward financially	1	0	17	0	5	4	4	0	2	3	0	0	1	1	12	50	31%
Beacons share achievements	1	1	14	0	7	6	3	4	0	1	0	1	1	0	10	49	30%
Award beacon status	2	2	10	0	3	1	1	2	1	2	3	1	1	1	11	41	25%
Beacon status outmoded	2	0	3	0	1	4	1	1	1	2	0	0	0	0	0	15	9%

### KEY

#1	Adult and Community Learning Provider	#2	Employer	#3	General FE College	#4	Learner
#5	Local Education Authority	#6	LSC	#7	LSC Consultation Event	#8	Representative Body
#9	School Sixth Form	#10	Sixth Form College	#11	Specialist FE College	#12	Trade Union
#13	Voluntary Organisations	#14	Work Based Learning Provider	#15	Other		

## General Comments:

182 respondents chose to add these to their overall reply.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	Total	
Transport major issue	0	1	19	0	3	10	12	4	2	2	1	1	2	0	8	65	36%
Collaboration between colleges	0	1	16	0	2	6	8	10	2	3	0	1	1	1	10	61	34%
Adult P/T learning	9	0	12	0	8	2	3	1	0	1	2	1	0	2	16	57	31%
National and local skill issues	2	0	16	0	3	6	4	5	0	0	2	0	1	0	7	46	25%
No ref to governors	0	0	10	0	1	0	2	1	0	2	0	1	0	0	3	20	11%
Discontinue bidding	0	0	4	0	1	1	1	1	0	2	0	0	0	0	3	13	7%
Structure of LSC leaves a gap	1	0	2	0	0	1	0	1	0	0	1	0	0	1	0	7	4%
FE sector is specific	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	3	2%

### KEY

#1	Adult and Community Learning Provider	#2	Employer	#3	General FE College	#4	Learner
#5	Local Education Authority	#6	LSC	#7	LSC Consultation Event	#8	Representative Body
#9	School Sixth Form	#10	Sixth Form College	#11	Specialist FE College	#12	Trade Union
#13	Voluntary Organisations	#14	Work Based Learning Provider	#15	Other		

## Success for All

### Analysis of responses to the consultation document – further comments

#### Discussion Issue 1

##### Sub Question 1

In the association's view such considerations would suggest that within the overall strategy for post 16 learning greater priority needs to be given to quality improvement in sectors such as work-based training. (Association of Colleges)

Colleges and other providers will be in a better position to develop themselves if they are given the relevant support and training to involve themselves in rigorous self evaluation systems. I hope that all providers will be involved.  
(St Albans Girls School)

A close reading of this document shows that Employers, when they are mentioned at all, invariably appear at the end of lists and one could imagine that the DfES regularly refer to us as "and employers" or "also employers" (Toymaster Kingdom)

The focus of reforms are too focussed on Further Education colleges and do not appear to have responded to parental views. The creation of large colleges of FE with a wide variety of vocational and academic courses but lacking guidance and pastoral care are not necessarily the most cost-effective method of delivering the 14-19 curriculum....The quality of the teaching and of the learning experiences of students on FE colleges is not the same as those found in schools which have retained their sixth forms. (The Venerable Bede Church of England Secondary School)

Strategic planning is well established in the FE phase. Individual targets, annual and ongoing reviews are in place. Colleges now need to work with their local LSC to address specific concerns; share good practice and ensure there is adequate provision of high quality. (Stephenson College)

Extremely difficult to adopt for learners whose main learning is in the workplace. This is better suited to colleges. Syllabus content should be linked to Technical Certificates.  
(Universal Training Centre)

Annual changes of policy and funding methodology makes the successful pursuit of a mission extremely difficult. (West Cheshire College)

The problem...is the logistics and peculiarities of implementing new approaches and systems. Collaborative working is time consuming and area partnerships are already bogged down producing seemingly endless plans. (Barnsley College)

Government and the LSCs must accept that whilst further education colleges are part of an education sector they are all individual corporations routed within their communities. Colleges are well aware of their unavoidable involvement in the education social economic and cultural development of the communities in which they operate. Current

mission statements and strategic plans, indeed the make up of Corporation memberships, reflect that involvement. The education and training needs can only develop within this context and to enable that to happen colleges must have greater involvement in social economic and cultural development. This is necessary not only at local but also at regional and national level. The proposals for improving links between employers and providers will have only minor impact on closing the skills gap. The proposals do not address the fundamental problem, which is that employers seek business solutions to immediate problems, whereas government regional planners etc plus individual citizens seek longer term solutions relating to the creation of a skills resource. (Stockton & Billingham College)

### **Sub Question 2**

More capital - yes. Many colleges have only just managed to make good the long term underinvestment inherited in 1993. We are also constrained by restrictive financial ratios from raising finance from the private sector. (Brockenhurst College)

The delivery of courses which can be tailored to the needs of the individual learner, not designed to teach in group settings. (Bill McCallum)

OfSTED inspection reports are a good indicator which places a college in its community and socio-economic context when making judgements and comparisons. Colleges self assessments are also useful as should be Learning & Skills council provider reviews. However, these are still developing and are not yet reliable. A system of value added which could be applied across the range of post 16 education and training would be of enormous value to the sector as a whole. (Stockton & Billingham College)

The paper outlines the need for improvement of facilities. I believe that this is vitally important. (JISC Regional Support Centre)

Successful progression by students - in student's terms not HM Government i.e. if a course helps a student to get a job he/she wants that should be deemed a success not, as at present, a failure, simply because the course isn't finished. (Co. Durham Business & Learning Partnership)

### **Sub Question 3A**

It will be important that there are clear criteria for the determination of the provision to be funded by LSC. While an emphasis on the attainment of excellence represents an ideal, it would be unrealistic if this were to be interpreted as achievement of a grade 1 in inspection, for example. (Association of Colleges)

Those who are in most need can and will vary according to regional trends and demographics, area reviews should be able to identify success and failure and respond effectively. (Bill McCallum)

We support in principle the proposal that the National LSC should develop a new planning framework for area reviews in order to ensure consistent approaches across the country. We would not wish to see, however, a framework that was not sufficiently flexible as to be able to take account of local circumstances and differences. It is our

view that the planning framework and area reviews should also take into consideration the barriers to learning faced by local people, in addition to the quality and availability of provision, needs of the labour market etc. (Connexions Cornwall and Devon)

The ability of the LSC to implement plans is totally dependent on the cooperation of independent bodies such as LEA, FE Corporations, private providers etc. Such cooperation cannot be assumed and therefore the powers of LSCs must be reviewed. (Stockton & Billingham College)

### **Sub Question 3B**

[The AoC] welcomes the proposal to develop a new planning framework for area reviews....it would expect such a framework to include agreed procedures for the exercise of LSC planning and organisational powers, with clearly defined levels of delegation and arrangements for review where decisions are challenged. It looks forward to the opportunity to contribute to the creation of this framework. (Association of Colleges)

The analysis assumes that competition is unhelpful, without setting out the evidence. A different approach would be to manage failure by exception and to encourage innovation and diversity on the part of the majority. We support any moves to reform the existing qualifications system - it may not be bust, but it is in need of intensive care. (Brockenhurst College)

If reform is going to stop the rot, then advice and time to give initial assessment of needs, responsibilities and abilities is paramount to success. Funding on numbers alone is not good enough. (George Bailey)

Qualifications must be capable of rapid update as practice evolves. The move to unitised accreditation is welcomed. (Stoke on Trent College)

Deal directly with employers who train their own staff. (Toymaster Kingdom)

Unless there is true participation by the local employers their skill needs will not be adequately identified and addressed. Often the question is raised by local employers when discussing the funded schemes is 'and what good is that to me'. The LSC should be charged with disseminating information to, and researching in a meaningful way, the needs of employers. (Future-Wize Education & Training Consultants)

The establishment of CoVEs outside of educational establishments is welcomed and we would hope to see more centres of excellence, like the new Meadowhall project 'The Source' being developed to directly meet the needs of retail employers and at the same time provide a community resource. These non - FE CoVEs should be encouraged to purchase excellent provision from which ever is the best source and receive funding for brokering the supply. Mediocrity cannot be tolerated if we are to raise quality. (Skillsmart)

One of the reasons for employer's lack of interest in training, clearly stated in the document, is the qualifications system. It does not need reforming but a total rethink. Vocational qualifications should be simple and flexible. If they are easily understood

they will have currency. They should allow credit accumulation and transfer. Employers understand schools deliver GCSEs and A levels and that universities deliver degrees. They do not understand what post 16 education and training providers deliver. (West Cheshire College)

We believe that a vital component of change is an undertaking to sustain options for young people and adults to mix academic and vocational study in a way which is right for the individual. (Barnsley College)

It is difficult to identify coherence in the present arrangements so a new framework is desirable if it can achieve coherence. The relationship to a variety of initiatives in each locality would need to be examined carefully. (Wyke Collge)

We would recommend that employers have available to them a grant system which can contribute towards the cost of specific education and training needs. The education and training programmes must meet a set of learning outcomes as well as the employer's specific needs and must be delivered by a Learning and Skills funded provider. (Stockton & Billingham College)

#### **Sub Question 4A**

More work and analysis is required in defining an HE strategy for the nation and the practical policies required to deliver it. Debate has been unclear at best regarding the motives behind the 50% 18-30 target for 2010. The structural and curricular implications have been largely overlooked. The FE sector will find it very difficult to deliver given current funding constraints. (Brockenhurst College)

...links between all sectors and employers must be strengthened and the only way of ensuring that this goal is met is to actively encourage participation by employers in the policy formation process. (Future-Wize Education & Training Consultants)

Providers are working hard to improve links with employers. This is very difficult when employers have no incentive to link with providers. (West Cheshire College)

Many small employers may find it very difficult without significant incentives and help to engage in a partnership with learning providers. (Connexions Cornwall and Devon)

One further issue requires consideration i.e. there has been a long standing link between employers and FE colleges via the visiting and part-time lecturer arrangements. This usually consists of colleges employing vocational experts who remain actively engaged in their industry sector to deliver part of a learning programme. The recently announced requirement for all new lecturers to be teacher trained will prevent colleges from tapping this source of vocational expertise and relevance and it will further distance colleges from employers. (Stockton & Billingham College)

#### **Sub Question 4B**

Nowhere does the discussion paper explain how the government will seek to ensure improvements in areas such as information advice and guidance or learner support. (Association of Colleges)

It is now almost impossible to find young people with the necessary skills for employment. (Glass Training Ltd)

The basic skills priority is absolutely right and the modular approach to flexibility meeting employer needs is very sound. The Welsh and Scottish systems should be adopted in England - they are ahead of us on unitisation and credit accumulation. (Keighley College)

Before any real action can be taken on planning a new framework for area reviews, it will be necessary to identify precisely what is meant. There is much confusion (both in FE and private sector) as to what constitutes basic skills and key skills. Many people consider that the two concepts are interchangeable and thus, the same. It is important that the current confusion is eradicated and this can only be done by a major overhaul of both basic and key skills. (Future-Wize Education & Training Consultants)

Excellence for 14-19 year olds must be a priority, with the greatest emphasis, in our view, on giving them "a solid foundation" on which to build. Any young person's career option will be enhanced by a good general education and encouragement to take up vocational opportunities must be closely linked to a good general educational grounding. (Business Links Lincolnshire & Rutland & Leicester)

The timing of training is essential, SME's staff must be allowed to undertake training at a time suitable to them, not geared to college/provider needs. (Bill McCallum)

Help required is impartial advice, information and guidance about the range and suitability of options that are available. (Connexions Cornwall and Devon)

## **Discussion Issue 2**

### **Sub Question 1A**

There has to be a greater focus on learning than teaching. (Glass Training Ltd)

We welcome the encouragement to review provider missions. We believe that this has to be done through partnership with neighbouring colleges and the local LSC and consider that area reviews may be a helpful stimulus if these discussions are already taking place. (Portsmouth College)

It is essential that good teachers are developed and rewarded adequately. E learning can be of great help to many leavers but cannot replace the effectiveness of a good teacher. (Notre Dame Catholic Sixth Form College)

The whole arena of learning to learn and changing the agenda from teaching to learning is a crucial one. Much work on this has been carried out by LSDA and others. I believe that the new standards unit will provide clear direction on this. (Guildford College)

The reference to teaching methods within the consultation document is discriminatory in that much of work-based learning is not 'teaching'. What surely is important is not the teaching methods but the learning experience and these two concepts do not

necessarily coincide....The starting point should be the learning style of candidates and then ensuring that the instructional method is conducive to, and not conflicting with, the individual learning styles. (Future-Wize Education & Training Consultants)

Different teaching and learning styles will suit different individuals and we would not wish to see the proposed review of teaching and learning frameworks leading necessarily to a greater uniformity of delivery within subject areas, particularly those that have a more vocational focus. (Connexions Cornwall and Devon)

I would like to see a framework that is flexible so that it can be adapted to suit the needs of the individual learner. I would not like to see a 'one size fits all' approach. It would be good to have a mix and match approach. This would allow us to develop learning programmes that suit individual learning needs that can be modified and changed as the learner progresses. I also believe that it is important that effective ICT is seen as an integral part of any new framework. (JISC Regional Support Centre)

### **Sub Question 1B**

Creating excellence in teaching and learning is an important theme to which, as college principals, we are committed. The ability to share good practice in the college will also be helped through ways of sharing good practice between colleges. (The Bournemouth and Poole College)

Methodology and curriculum should be geared to the needs of the learner and concentrate on basic skills as a core function. (Bill McCallum)

I can see no benefit to such an approach in the 6th Form college curriculum. Dissemination of good practice can be effective. Developing new teaching and learning frameworks, since it is given a separate title, is apparently intended to be something else. (Wyke College)

Are these new frameworks to be about teaching or learning or both? The relationship between a learning framework and a specification is not explained. Nor is there any consideration of the regulatory requirements that have to be observed in the development of qualifications and their assessment. These and a number of issues need tackling before the assumption is made that a new teaching and learning framework is the answer. (EDEXCEL)

### **Sub Question 1C**

Good providers develop good learning materials. Introducing a level of bureaucracy via kite marking may not do anything at all to enhance the quality of the materials. (West Cheshire College)

The term framework is unclear and should be clearly defined. There is a danger that an overly prescriptive approach could stifle innovation and inspiration. A flexible approach is needed to cover all learners and sectors. (Sussex LSC Consultation Event)

## **Sub Question 2**

Sharing good practice is always a good idea, in both classroom and workplace. However, imposing new teaching and learning frameworks is not necessarily the same thing.... Plans to engage teachers and trainers in curriculum design are conspicuous by their absence....A central element of improving standards will be to raise the morale of people working in the sector, and a good way of doing so will be to accord that respect by ensuring that all developments recognise (and use) existing teacher/trainer expertise. (Business Links Lincolnshire & Rutland & Leicester)

Providers should not undertake to offer provision that is offered at a higher quality within the locality. Providers who are the unique provider in an area will have to ensure provision is of the highest standard as deleting it....offer would disadvantage its community. (West Cheshire College)

Further criteria for early inclusion should include, in our view, those subject areas where there is an actual or imminent skills shortage within the labour market. (Connexions Cornwall and Devon)

## **Sub Question 3**

...college managers do not want to see specific small funds coming through but rather an increase in core funding which enables us to manage the identified priorities in each institution. (The Bournemouth and Poole College)

On...ICT and e-learning, there is a great disparity between the FE sector and private training providers.....The only way of ensuring a greater adoption of ICT within all programme areas is to give the same opportunities to those working within the sectors to enhance their own skill base. (Future-Wize Education & Training Consultants)

ICT skills are...relevant and important.....Using computers can be slow and frustrating for a person without adequate keyboard skills. Basic typing /word processing (taught, not merely offered in an e-learning package) should be fundamental to all curriculum areas. (Business Links Lincolnshire & Rutland & Leicester)

Ensure that all learning facilities are accessible...[of the] places at UK Online Centres in Middlesbrough, very few are actually open throughout a normal working day or evening. (Bill McCallum)

By itself e-learning is not the solution to all problems - for some learners, it provides the means to an end, but it's not everyone's learning style. (Hertfordshire Learning and Skills Council Consultation Event)

## **Discussion Issue 3**

### **Sub Question 1**

This document promises nothing which will help close the widening gap between lecturers and teachers pay. Nowhere is it admitted that the FE sector is overworked and under funded. (Gerard Killoran)

Welcome the proposals to establish a leadership college, and welcomes the proposals for the creation of an induction programme for existing principals and senior managers...would however expect to see a strong sector involvement in the development and delivery of those programmes. (Association of Colleges)

Management qualifications are essential. (Brockenhurst College)

The initiative of the Government to reduce bureaucracy is welcomed but the only way to do this is to simplify the systems and funding streams and remove layers of bureaucrats. (Keighley College)

Continue to raise pay levels in colleges until they are at least equal to those for school teachers. (Wyke College)

There is an obvious need for a sector specific research and training organisation which, at the very least, should bring together the work of FENTO and LSDA. Such an organisation would be a catalyst to both raising standards in the sector and creating a more professional public image. (Stockton & Billingham College)

Why is there a separate leadership college being developed for the post 16 sector? Most of the skills required are shared with schools (and are identical in the case of school 6th forms), which have their own leadership college. Leadership should be about developing relevant skills across a broad range of managers, (not just the principal, head, or chief executive). (Hertfordshire Learning and Skills Council Consultation Event)

## **Sub Question 2**

Investment in staff will be critical to the success of the Government's drive to raise standards and promote excellence. (Association of Colleges)

Funding needs to be made available to ensure that there are meaningful staff development programmes in place to ensure that professional qualifications are achieved. (Future-Wise Education & Training Consultants)

To provide the highest level of tuition and vocational support in this sector it is essential that all deliverers have obtained the relevant professional qualifications. Clear guidelines of acceptable levels of vocational and professional qualifications must be identified for each curriculum area and level. These must be recognised and implemented by awarding bodies, employers and institutions. Consideration must be given to the currency of the qualification with recognition that periodic updating of qualifications is required. (Stephenson College)

Ensure that local managers have the flexibility to change systems that allow individual tailoring of programmes to local needs. (Bill McCallum)

Invest more in staff development through the colleges; including investment in time available for staff development. (Wyke College)

Staff development is vital...There is a real need for us all to work smarter and effective use of new technologies can allow us to do this. All staff should have the opportunity for Continuous Professional Development and they should be given adequate time and support to undertake this. (JISC Regional Support Centre)

#### **Discussion Issue 4**

##### **Sub Question 1**

Measure value -added to the student and the resulting skills he/she has gained. (Co. Durham Business & Learning Partnership)

Colleges have always been accountable for their actions through rigorous process of audit and inspection. (Peterborough Regional College)

Value added needs a national system worked with great attention to detail on NVQ, BTEC National and other qualifications, not just an assumption that GCSE and A levels are all that can be measured and predicted. (Keighley College)

..we...urge further consideration of some of the proposed measures....Whilst learner recruitment is an understandable (and easily measured) target it may lead to unhelpful competition between providers to recruit 'at all costs' and regardless of whether the provision offered is the most appropriate locally for that particular learner. Larger learning providers with bigger marketing budgets may be at an advantage over smaller, particularly voluntary/private sector, work based training providers in terms of marketing their courses. Measures of retention are notoriously inconsistent and careful definitions will need to be agreed. (Connexions Cornwall and Devon)

Any targets that are set should take account of starting points. I see one of the problems with only looking at targets is that it may discourage staff from giving learners who have only borderline entry qualifications the benefit of the doubt. There may also be some learners who want to learn, but have no interest in achieving qualifications - where would they fit in. (JISC Regional Support Centre)

We do not believe that floor targets are helpful, and do not see what purpose they would serve, given the diversity of the post 16 sector, and the range of desired outcomes for young people. (Hertfordshire Learning and Skills Council Consultation Event)

##### **Sub Question 2A**

The development and provision of qualifications with no outcomes is extremely important. For some learners the important part of their time at college is the "distance they have travelled".... (Peterborough Regional College)

Value added should be just as important as targets for success rates, particularly in the context of widening participation. In relation to adult literacy, measuring distance travelled will often be more important than recording a final outcome...(Business Links Lincolnshire & Rutland & Leicester)

We strongly support the idea of developing value added measures, particularly where they will help to measure the small steps that may be all that are achieved by some learners. (Connexions Cornwall and Devon)

The development of a value added system which can be used across all courses and all levels would be a valuable assessment tool in determining the success of colleges. (Stockton & Billingham College)

### **Sub Question 2B**

Value added has been an issue for years. FE has always had the reputation for giving those with few or no qualifications a second chance. We need some way of displaying this achievement. (Portsmouth College)

Realistic targets should be set bearing in mind the audience of the relevant sector. If the targets are not realistic then the system will again, become exclusive of some candidates...(Future-Wise Education & Training Consultants)

Added value measures can only be developed based on local conditions. (Bill McCallum)

### **Sub Question 3A**

Allowing successful schools and colleges autonomy will work provided that there is an expectation that these successful institutions will provide support for less successful ones using the beacon school model. (The Venerable Bede Church of England Secondary School)

We fully agree that top performing colleges should be awarded greater autonomy. However, the definition of top performing requires consultation and clarification. Success should be rewarded by greater autonomy as in a lighter touch inspection, provider review and audit. (Stockton & Billingham College)

### **Sub Question 3B**

Most colleges will never become Beacon Colleges. Certainly success should be rewarded [but] there is a danger of lowering the morale of colleges when they cannot possibly be beacon colleges however good they are. (Portsmouth College)

Greater autonomy and flexibility to build on their considerable strengths may not be the most appropriate reward. Collaboration, not divisiveness, is the road to success and intervention being in "inverse proportion to success" suggests... intervention being the norm rather than the exception...Flexibility and some autonomy should be accorded to most....Holders of Beacon status will benefit by publicity, increased student/trainee numbers and happy staff. (Business Links Lincolnshire & Rutland & Leicester)

We support the use of awards to recognise excellence and promote highly successful activity in the sector. We note the introduction of Beacon awards for high performing FE colleges, however it is not clear whether these are linked to the proposed liP UK beacon awards or the AoC beacon awards and there is a danger in a proliferation of awards that their value would be lessened. (UK Skills)

Being a top performer should be an aspiration of all providers, autonomy and flexibility is the reward. (Bill McCallum)

### **General Comments**

In the area of non-vocational, part-time adult education there is a great deal of skill and dedication to widening participation that is largely unsung and poorly resourced. As the easier targets take up the many new and encouraging initiatives, the most difficult to reach will still need the gentle and encouraging, yet challenging and persuasive intervention of such practitioners. (Devon Adult & Community Learning)

It is important...to discontinue the system of bidding for specific grants. Many successful institutions do not have the people available to enter into such bids, as their efforts are concentrated on their students. (Notre Dame Catholic Sixth Form College)

Travel distances, expensive and inconsistent public transport and poor road links mean that there is real relevance to the concept of a community college meeting needs of many different sections of the community on the doorstep. In London and large cities strong specialities may make sense but in smaller towns a full range of provision is what customers want with quality. It does not represent a lack of mission. (Keighley College)

Regarding supply and demand in local areas, one of the real tests for us in the coming years is to move from the competitive environment between schools, colleges and private trainers towards a more collaborative culture which really puts the needs of learners in front of the institutional finance of providers. (The Bournemouth and Poole College)

If the culture of chasing funding is to be avoided and the focus is to be quality provision appropriate to the strengths of the provider then the funding regime must enable this to happen. A much simpler model of student numbers and resourcing must be developed to avoid the audit overkill and bureaucracy which diverts managers from the key focus on teaching and learning. (Stoke on Trent College)

I continue to be concerned about our position as a national provider within the context now being outlined.... [through] comments such as 'Learning providers in an area must meet national and local skills needs' and 'each local LSC will carry out an area review of all provision'. We cannot on the one hand play to our strengths as a national provider, and at the same time in any significant way meet local skill needs. To do so would undermine our mission and objectives....The position of national providers of quality within the overall framework being developed needs clarification: and those of us in this position would like assurances that national priorities are being maintained, and not undermined by local priorities and needs. (The Arts Educational Schools)

We accept the need for, and strengths of, a locally focused strategy, however we have concerns about how national needs will inform this strategy. In particular there is a need for a national strategy for skills which are low volume, high value and vital to national competitiveness. In many instances there is insufficient local development to sustain provision, so a national training facility should be considered. (UK Skills)

The ethos is fine, but ensuring that the individual is the priority should be the over-riding concern. Whilst larger providers can provide value for money in the monetary sense, the smaller provider can adapt more easily. (Bill McCallum)

The critical factor in achieving all of the aims in Success for All, with which we largely agree, is adequate funding. Further education must be properly resourced at similar levels to schools and higher education. (Barnsley College)

In more rural areas access to a full range of opportunities for learners remains an issue and it is vital that rationalisation of learning provision does not further inhibit choice by reducing the range of opportunities available locally, especially to younger learners unlikely to have their own transport. Carefully planned collaboration between local providers could help to improve access to a wider range of opportunities, especially if these collaborations lead to learning opportunities being offered in a greater variety of settings. (Connexions Cornwall and Devon)

The structure of the Learning and Skills Council i.e. local to national leaves a gap which makes it difficult for the LSCs themselves and also colleges to impact on regional planning. The converse is that regional planning has little impact on the formulation of individual college education and training missions. (Stockton & Billingham College)

Some present targets are just not sufficiently student and employer focused. It should not, repeat not, be deemed a failure if a student leaves a course for a positive progression. If a job comes up which a student really wants, and gets that is success. Providers can not imprison students/trainees on full time courses. The vocational route should be given equal status as the academic route. (Co. Durham Business & Learning Partnership)

We believe that there is a lot of work needed to deliver the proposals in the consultation document and that there is a key role for the new Sector Skills Councils (SSCs) in supporting a demand led approach. (Gas and Water Industry, National Training Organisation -GWINTO)

## Success for All

### List of Respondents to the Consultation

#### Organisation

Academy Matton Ltd  
Accrington and Rossendale College  
ACER  
Adult Education College Bexley  
Agar, L  
Anglia Polytechnic University  
Association for College Management  
Association of Colleges  
Association of Learning Providers  
Association of Teachers and Lecturers  
Aylesbury College  
Bailey, George  
Balby Carr School  
Barking College  
Barnet College  
Barnsley College  
Bedfordshire and Luton Learning and Skills Council  
Berkshire Learning and Skills Council  
Bexley College  
Bishop Burton College  
Bishop Northants School  
Boston College  
Bournemouth, Dorset and Poole Learning and Skills Council  
Bracknell Forest Borough Council  
Brighton & Hove City College  
British Association of Construction Heads  
British Chambers of Commerce  
Brockenhurst College  
Brockenhurst College - Governors  
Bromley Adult Education College  
Bromley College of Further & Higher Education  
Browning, Gill  
Buckingham School Improvement Service  
Burnley College  
Burton College  
Bury College  
Bury Learning Partnership  
Bury MBC Lifelong Learning Service  
Business Link for London  
Business Links Lincolnshire & Rutland & Leicester  
Cambridgeshire LEA  
Cambridgeshire Learning and Skills Council  
Campaign for State Education (CASE)

## **Organisation**

Canterbury College  
Carshalton College  
CATC Ltd  
Central London Learning Partnership  
Centre for Enterprise  
CfBT Youth Support  
Cheshire and Warrington Learning and Skills Council  
Cheshire County Council  
Chester Le Street Learning District  
City and Guilds  
City of Bristol College  
Co. Durham Business & Learning Partnership  
Colchester Adult Community College  
Commission for Racial Equality  
Confederation of Business Industry (CBI)  
Connexions Cornwall and Devon  
Cornwall College  
Corus UK LTD  
County Durham Learning and Skills Council  
Coventry and Warwickshire Learning and Skills Council  
Craven College – Governors  
Croydon Continuing Education & Training Service  
Cumbria Learning and Skills Council  
Dearne Valley College  
Department for Work and Pensions  
Department of Health  
Department of Trade and Industry  
Derbyshire LEA  
Derbyshire Learning and Skills Council  
Development Education Association  
Devon Adult & Community Learning  
Devon and Cornwall Learning and Skills Council  
Devon County Council  
Diocese of Guildford, Kathleen Kimber  
Dunstable College  
East Berkshire College  
East Cleveland Education Action Zone  
East Devon College  
East Essex Adult Community College  
East Riding College  
East Surrey College  
East Sussex County Council  
Easton College  
Ecclestone, Tony  
EDEXEL  
Educational Centres Association  
EEF/EMTA/RaEng

## **Organisation**

EMTA Awards Ltd  
Enfield College  
Engineering & Manufacture Training Association  
Esher College  
Essex County Council  
Essex Learning and Skills Council  
Federation of Small Businesses  
Free Churches Education Unit  
Further Education National Training Organisation (FENTO)  
Future-Wize Education & Training Consultants  
Gas and Water Industry, National Training Organisation (GWINTO)  
Gateshead College  
Glass Training Ltd  
Gloucestershire Learning and Skills Council  
Godalming College  
Goole College  
Greater Manchester Learning and Skills Council  
Greater Merseyside Learning and Skills Council  
Grimsby College  
GSA and HMC Education and Academic Policy Sub-Committee  
Guildford College of Further and Higher Education  
Hackney Community College - Chrissie Farley  
Hackney Community College - Robin Landman  
Hammond, Michael  
Hampshire & Solent Learning Hub  
Hampshire and Isle of Wight Learning and Skills Council  
Harrow College  
Havering College  
Health and Safety Commission (HSC)  
Henley College  
Henshaws College  
Hereford Sixth Form College  
Herefordshire and Worcestershire Learning and Skills Council  
Hertfordshire Learning and Skills Council Consultation Event  
Hills Road Sixth Form College  
HOLEX  
Holy Cross College  
Hull College  
Humberside Learning and Skills Council  
Humberside Learning Consortium  
Isle of Wight Council  
JISC Regional Support Centre  
Joint Information Systems Committee  
Joseph Priestley College  
Keighley College  
Kent and Medway Learning and Skills Council  
Kent Association of Further Education Corporations (KAFEC)

## **Organisation**

Kent Learning Partnership

Killoran, Gerard

King Edward V11 School

King George V College

KPMG

Lambeth College

Lantra

LCCIEB

Learning and Skills Development Agency

Leeds Federation of Colleges

Leicester City Council

Leicester College

Leicestershire Learning and Skills Council

Liverpool Community College

Local Government Association

London Borough of Bromley

London Borough of Enfield

London Borough of Hammersmith and Fulham

London Borough of Waltham Forest

London Central Learning and Skills Council

London Central Learning and Skills Council - Consultation Event

London College of Beauty Therapy

London East Learning and Skills Council

London South Learning and Skills Council

London West Learning and Skills Council

Loughborough College

Luton Borough Council

Luton Sixth Form College

Macclesfield College

Manchester Adult Education Services

Manchester College of Arts and Technology

Manchester Enterprises

Matthew Boulton College of FE

McCallum, Bill

Medway Council

Merton Adult College

Methodist Church

Mid Bedfordshire Adult Education Consortium

Mid Kent College

Milton Keynes College

Milton Keynes Learning Partnership

Milton Keynes, Oxfordshire & Buckingham Learning and Skills Council

Mitchell, Pat

NATFHE - Sussex Downs Area Liaison Committee

National Association for Managers of Student Services

National Association of Educational Guidance for Adults

National Association of School Masters Union of Women Teachers( NASUWT)

## **Organisation**

National Association of Teachers in Further and Higher Education( NATFHE)  
National Autistics Society  
National Campaign for Freedom of Expression (NCFE)  
National Ecumenical Agency  
National Forum for Engineering in Colleges  
National Information and Learning Technologies Association (NILTA)  
National Institute of Adult Education (NIACE)  
National Union of Students  
National Union of Teachers  
Network for Accrediting Young Peoples Achievement  
Newcastle College  
Newcastle-Under-Lyme College  
Newham College of Further Education  
Norfolk LEA  
Norfolk Learning and Skills Council  
North Lindsay College  
North Trafford College of Further Education  
North Warwickshire and Hinkley College  
North Yorkshire Learning and Skills Council  
Northampton College  
Northamptonshire County Council  
Northamptonshire Learning and Skills Council  
Northern Business Forum  
Northumberland Learning and Skills Council  
Norwich City College  
Notre Dame Catholic Sixth Form College  
Nottinghamshire LEA  
Nottinghamshire Learning and Skills Council  
Nunthorpe School  
Oldham College  
Open College of The North West (OCNW)  
Oxford College of Further Education  
Palmers College  
Park Lane College  
Partnership4Learning  
People's College, Nottingham  
Peterborough Regional College  
Plater College  
Plumpton College  
Plymouth College of Further Education  
Plymouth Learning and Skills Council  
Portsmouth College  
Preston College  
Qualifications and Curriculum Authority (QCA)  
Rathbone Training  
Reading College  
Reading Lifelong Learning Partnership

## **Organisation**

Reaseheath College  
Regional Development Agencies  
Royal Latin School  
Royal National Institute for the Blind (RNIB)  
Royal National Institute for the Deaf (UK) (RNID)  
RSM Robson Rhodes  
Runshaw College  
Runshaw College - Bernard O'Connell  
Secondary Heads Association  
Shropshire Learning and Skills Council  
Sixth Form Colleges' Employers' Forum Ltd  
Skelmersdale College  
Skillsmart  
Socialist Educational Association  
Solihull Lifelong Learning Partnership  
Somerset Learning and Skills Council  
South Downs College  
South Nottingham College  
South Tees Youth Offending Service  
South Thames College  
South Trafford College  
South Tyneside LEA  
South Yorkshire Learning and Skills Council  
Southampton City College  
Southampton LEA  
Span Training and Development Ltd  
Sparsholt College Hampshire  
St Albans Girls School  
St Francis Xavier College  
St Helens College  
St Vincent College  
Staffordshire Learning and Skills Council  
Stanmore College Further Education  
Stephenson College  
Stockport Ufl Hub  
Stockton and Billingham College - Margaret Armstrong  
Stockton and Billingham College  
Stockton Youth Offending Service  
Stoke on Trent College  
Stratford upon Avon College  
Strode College  
Suffolk College  
Suffolk Learning and Skills Council  
Sunderland LEA  
Surrey Learning and Skills Council  
Sussex Downs College  
Sussex Learning and Skills Council Consultation Event

## **Organisation**

Sutton College of Learning for Adults  
Sutton, London Borough of  
Swarthmore Education Centre  
Swindon, New College  
Tameside College  
Tamworth and Lichfield College  
Tees Valley Learning and Skills Council  
Thames Valley University  
The Art Institute at Bournemouth  
The Arts Educational School, London  
The Bournemouth and Poole College  
The British Chambers of Commerce Training Forum  
The Church of England  
The Guidance Council  
The Learning and Skills Council  
The Learning Trust  
The London Institute  
The Princes Trust  
Thompson, Chris  
Thurleston Sixth Form Centre  
Toymaster Kingdom  
Training Plus (Merseyside) Ltd  
Truro College  
Tyne and Wear Learning and Skills Council  
Tyne and Wear Learning and Skills Council Consultation Event  
U Can Do I.T.  
UK Skills  
Universal Training Centre  
Universities UK  
University For Industry/Learndirect  
University of Central Lancashire  
University of Derby  
University Vocational Awards Council  
Venerable Bede Church of England Secondary School  
VIEW F/HE  
VT Careers Management  
Walsall College of Arts and Technology  
Waltham Forest College  
Warwickshire College  
West Cheshire College  
West London Learning Partnerships  
West of England College for the Deaf  
West Sussex Adult Education Service  
West Sussex LEA  
West Yorkshire Learning and Skills Council  
West Yorkshire Learning and skills Council - Bryony Taylor  
Westminster 16-19 Partnership

**Organisation**

Wiltshire College

Worcestershire County Council

Workers Educational Association

Worthing College

Wyke College

YMCA Training

York College

York Sixth Form College

Yorkshire Forward