

# successforall

The second year

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Success for All is the long-term reform programme launched by Government in 2002 to transform the quality and responsiveness of the learning and skills sector in England.

Responsibility for implementing the Success for All reforms lies with the Department for Education and Skills and the Learning and Skills Council, the body which supports post-16 education and training in England.

## Success for All – The Second Year

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Tuesday 28

Week 13

**8.00** Off to our regular fortnightly breakfast meeting planning the new vocational skills centre at Bognor Regis Community College, the joint project between us, West Sussex LEA, Sussex LSC and other community partners focusing on our Centre of Vocational Excellence (CoVE) specialisms - this is partnership in action!

**10.00** On to an area network meeting with local school heads, LEA officers and Sussex LSC. Agreed final vision for our joint working on 14-19, a proposal for joint 14-19 structures, including joint timetabling and a protocol governing Increased Flexibility Provision for 14-16s. Have to say, none of this would have happened without the mutual trust and good relationships we've developed over the past two years.

**12.00 – 13.00** Back in office to catch up on e-mails and meet some students.

**14.00 – 16.00** Spent afternoon working with the LSC on a project looking at the notion that: 'the information used by a college to manage their own institution should be the same information used by the LSC to monitor the organisation's performance'. We've identified areas where bureaucracy could be reduced and made recommendations to the LSC and DfES. The project is also piloting a new approach to financial reporting, Staff Individualised Records and Individual Learner Records, again identifying targets for reducing bureaucracy and potential cost savings.

**17.00-18.00** Finally, a meeting with College staff to discuss progress with new learning resources developed by DfES's Standards Unit. We are using them in land-based studies, business, education, health & social care, mathematics and ICT. Our staff love them and say they have helped to deliver high quality staff development and raise quality in teaching and learning.

**19.00** Home - it's been a long day but I feel we're making progress on a number of fronts taking forward the Success for All reforms. It's a step at a time...

\*Sussex LSC is one of the three Success for All test-beds which is accelerating the implementation of many of the Success for All reforms.

They work on four strands:

- fast tracking the strategic area review (StAR) for the West Sussex area;
- strengthening local 14-19 co-operation using the Standards Unit's teaching and learning frameworks;
- building collaborative delivery systems; and
- reducing bureaucracy.

Richard's day shows his involvement with all four strands.

# Introduction

Economic success and social justice require a well-qualified and highly-skilled population. The learning and skills sector has a vital role to play in this respect and in encouraging a culture of lifelong learning. Success for All is the long-term reform strategy to develop the high-quality, demand-led responsive colleges and providers we need. Without it we will be unable to deliver our Skills Strategy or our plans for young people or higher education.

*Success for All – The Second Year* describes what has happened over the past year to take forward the reforms. It recognises the huge support and commitment to change and improvement from staff, leaders and governors across the sector without which the reforms would not be possible.

Our three key objectives remain:

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

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

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

The wider context for this report is the Government's five-year strategy for education and skills.<sup>1</sup> This is a radical, far-reaching vision for 14 to 19 year-olds, for adult skills (including Skills for Life) and for higher education. Learning and skills sector providers have a key role to play in each of these areas. Through the Success for All reforms we are seeing significant and lasting improvements in the quality and effectiveness of their sector.

Five key principles underpin the drive for change in the five-year strategy:

- greater personalisation of learning programmes and greater choice for learners – the needs of learners must be central;
- opening up services – delivering learning through new and different types of provider and in new ways;

- freedom and independence for governors and managers – resting on clear, simple lines of accountability and secure, streamlined funding arrangements;
- a major commitment to staff development – and the expectation that an increasingly high proportion of the learning and skills workforce will be qualified, have recent industry experience or are seconded from business; and
- partnerships between learning providers, employers, volunteers and voluntary organisations that maximise the life chances of young people and adults.

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<sup>1</sup>Five-year Strategy for Children and Learners (Department for Education and Skills, July 2004 – available at [www.dfes.gov.uk/publications/5yearstrategy/](http://www.dfes.gov.uk/publications/5yearstrategy/))

Success for All itself is about raising standards, improving the education and training choices open to learners aged 16 and above in every part of the country and creating a strong focus on continuous improvement in every provider institution. It will make a real difference to learners, employers and local communities. Launched in November 2002, it sets out a reform agenda to stimulate, encourage and support improvement. It is not intended to be a quick fix, but a long-term change programme, backed by significant Government investment and by a commitment from Government, the Learning and Skills Council (LSC) and post-16 education and training providers to work well together through relationships based on trust. Because Success for All is a continuing reform programme, research on its impact is at an early stage. However, there is evidence that significant progress is being made (see box right).

### The Success for All reforms have been welcomed by the sector.

Two recent research reports<sup>2</sup> into perceptions of the Success for All reforms have shown widespread support.

- Many colleges and work-based learning providers are enthusiastic and clearly committed to embracing and embedding the Success for All reforms.
- There has been a marked improvement in the level of trust between local LSCs and colleges over the past 12 months.
- There is widespread support for a fully qualified workforce and for professional development in leadership and management.
- Teachers involved in the national pilots of the Standards Unit's teaching and learning frameworks are very enthusiastic.

## Learners are achieving more and inspection grades are getting better

### Further Education (FE) Colleges

- Success rates up from 65% in 2001/02 to 68% in 2002/03.
- Satisfactory or better inspection grades for areas of learning have remained high, at around 90%.
- 84% of colleges were above their floor targets in 2001/02, rising to 86% in 2002/03.
- Colleges are reaching even more students from disadvantaged backgrounds – there has been an increase from 27% in 2000/01 to 29% in 2002/03.
- 90% of learners were satisfied with their learning experience, and 63% were either very or extremely satisfied, in 2002/03.

### Work-based Learning (WBL)

- Success rates up from 36% in 2001/02 to 41% in 2002/03; figures for the first three quarters of 2003/04 show a further increase to 44%.
- Inspection grades up from 58% of provision satisfactory or better in 2001/02, to 65% in 2002/03 and to 68% in 2003/04.
- 34% of providers were above their floor target in 2001/02, rising to 45% in 2002/03.
- 90% of learners were satisfied with their learning experience, and 59% were either very or extremely satisfied, in 2002/03.

- Providers are positive about the strategic area review process (StARs) – 80 per cent stated that they thought the reviews were a good idea.
- StARs effectively facilitated dialogue between partners such as local LSCs, LEAs and learning partnerships, and have helped to improve collaboration between providers; and
- The three-year development plans have been received positively, giving providers greater security and strengthening their relationship with local LSCs.

Evaluation of the Success for All Test Beds<sup>3</sup> projects also shows that:

- StARs have been successful in influencing the way the local LSC, their providers and stakeholders work together to meet the needs of learners;

- new teaching and learning frameworks enhanced programme delivery, raising retention and attendance across the curriculum areas involved;
- workforce development has led to considerable opening up to new ideas and to a culture of continuous development and improvement; and

Feedback from an internal evaluation of the Standards Unit's teaching and learning transformation programme shows that:

- 97 per cent of teachers/trainers involved with the programme were pleased with the support they received from the DfES; and
- 83 per cent found the programme's workshops, held during the summer of 2004, very useful.

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The achievements and improvements in performance which we highlight in this report are a testament to the commitment of the sector's workforce – supporting it will remain at the core of Success for All as we work towards the vision of a high-quality sector with a commitment to accelerating quality improvement, clear national standards and a strong focus on opportunity and choice.

Over the next three to five years, we expect to see:

- each college and provider having primary responsibility for its own self-assessment and improvement;
- effective support from a new quality improvement body, the LSC and the inspectorates, (Ofsted & ALI);
- significant and continuing improvements in learner success rates for the many and diverse groups of learners in the sector. This will help to increase the number of people with Level 2 and 3 qualifications which is in line with our goal;
- all LSC-funded provision regarded as satisfactory or better by 2008; and

- a sector engaging with and responding to business, and playing its full part in meeting our skills needs of the future.

**This report is structured around the original themes of Success for All:**

- Meeting needs, improving choice.
- Putting teaching, training and learning at the heart of what we do.
- Developing the leaders, teachers, trainers and support staff of the future.
- Developing a framework for quality and success.

It also covers our new focus on accelerating quality improvement and concludes with how bureaucracy is being reduced across the post-16 sector.

<sup>2</sup>*Success for All: Implementation in Colleges and in Work Based Learning Providers* (the Office of Public Services Reform, August 2004 – available at [www.successforall.gov.uk](http://www.successforall.gov.uk)); *Evaluation of Post-16 Learning Arrangements* (York Consulting June 2004 – available at [www.dfes.gov.uk/research](http://www.dfes.gov.uk/research))

<sup>3</sup>*Evaluation of Success for All Test-beds -Interim Report for DfES* (ECOTEC Research and Consulting, October 2004).

# Meeting needs and improving choice

Success for All is the long-term strategy that is creating a demand-led learning and skills sector which improves the match between education and training needs and the provision available. It also widens the choice of learning opportunities open to individuals, employers and communities, leading to the development of skills needed for economic and social advantage. This means developing and investing in the right mix of high-quality provision, infrastructure and services to meet local needs, which must be done in a co-ordinated way across each local area to get best value for money.

## What has been achieved?

### Improving patterns of provision

- Throughout 2004, StARs led by the LSC, have continued to examine post-16 education and training in every part of England. In parallel, new measures for promoting equality and diversity have been introduced in every area. Key developments include:
  - new local structures and new ways of working to improve local patterns of provision;
  - work-based learning throughout England significantly changed by the termination of poor provision and agreement of new contracts. Major steps taken to reduce poor quality in this part of the sector and rising success rates;

- seven new sixth form centres established within FE colleges and schools since November 2003. Many other similar proposals being considered to improve choice and opportunity for young people;
- four mergers involving seven GFE colleges and one sixth form college since November 2003 – this has resulted in four stronger GFE colleges; and
- new partnerships between schools, colleges and work-based learning providers are creating a wider range of learning opportunities.

### Removing wasteful duplication

Greater Merseyside LSC structured its StARs to look at types of activity. As part of a national test-bed, it reviewed all Level 1 provision – work which in the past had been planned and funded by a variety of different agencies and budgets, such as JobCentre Plus, the

European Social Fund, the LSC and local authorities. The reviews brought partners together to develop a joint strategy that is creating patterns of activity that meet learner needs without duplication and competition.

### Better 14-19 provision

Birmingham and Solihull LSC has encouraged the schools and colleges in its area to form collegiate clusters, sharing plans and providing greater choice for young people. Twelve clusters have been launched, each with their own governance arrangements. They have taken on joint responsibility for increasing participation and raising standards of 14-19 provision, and have opened new provision that has improved the vocational offer for young people.

### Improving the fabric of the sector

- Since Success for All was launched, 300 capital projects have been approved with estimated costs of £1.7 billion. This will help to meet the skill needs of all individuals and employers by ensuring that the modern learning environment is up to date and accessible to all.



### Renewing the college estate

New College Durham enrolls around 1,800 people a year in full-time further education, mostly aged 16-18, and it works in partnership with local schools to offer vocational courses on site to pupils at Key Stage 4.

Until recently the college was split across two sites on opposite sides of the city. Following investment of over £30 million, it now has a new, consolidated site and an impressive new building which is benefiting the city's community. The striking main building includes a purpose-built two-storey drama studio, an IT suite with more than 1,000 computers and a sixth form centre.

Part of the new campus opened its doors to students in September 2004. A state-of-the-art sports and music building is scheduled to open in May 2005.

The LSC is one of the leading investors in the project, to which it contributed £10 million.

### Creating provision to meet employer and skill needs

- The LSC and DfES are encouraging and supporting colleges and other providers to become more responsive to the skill needs of their local employers. Key developments include:
  - inclusion of employer engagement targets in college three-year development plans. From 2005-06 the LSC's national framework will better define employer engagement and link targets more to LSC skill priorities;
  - Centres of Vocational Excellence (CoVEs); 292 are currently in various stages of development across the country and more proposals are in the pipeline. They are based in general further education colleges and work-based learning providers and address local, regional and national training needs by specialising in one or more sectors. Working closely with industry and the Sector Skills Councils, they are a way of focusing investment on priority skill needs; and
- The Department for Education and Skills (DfES) working with Arcadia and a range of other partners to develop a fashion retail academy. This will be a ground-breaking, industry-led public/private partnership with further education. The broader application of this model, building on good practice in employer engagement and centres of excellence, is being considered.

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### Effective partnerships

Toyoda Gosei Fluid Systems UK Ltd is a leading manufacturer of automotive fluid handling and worked with South Leicestershire College's Skillspoint specialist workforce development team to identify and shape specific learning opportunities to match the skills requirements of the business.

Dave Nibloe, its Human Resources Manager, explains: 'The business has undergone a period of considerable change to make us fitter and more competitive for the future. Historically, we have tended to promote staff from within, which has led to a situation where we have very knowledgeable and capable operational people who, on occasion, lack key people management skills.

'Skills at Work has given us the opportunity to invest in developing our team leaders and given people within our business the opportunity to develop themselves. The difference we have seen within the business is marked. Participating staff have shown increased enthusiasm which is channelled into their work.'

Graham Logan, Skillspoint Director, South Leicestershire College, says: 'We recognise that to be successful we need to enhance the College's business-to-business offer from a largely training-led service to one closely aligned and highly responsive to the specific needs of each individual employer.'

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### Employers praise Centres of Vocational Excellence (CoVEs)

An independent study based on interviews with 520 employers, found they used CoVEs mostly for nationally recognised qualifications (such as NVQs and Modern Apprenticeships) and training at Level 3. Over half also used CoVEs for Level 2. One in five used them for both Level 1 and Level 4 training.

- 82% said the quality of training delivered was excellent or good.
- 72% used their CoVE regularly and 91% would definitely or probably use CoVE services again.
- 80% would definitely or probably recommend the CoVE to other business colleagues.
- 75% said CoVEs offer excellent or good value for money.
- Almost 40% were more satisfied with CoVE services than those of other providers.

The evaluation also showed a positive influence on employers' attitudes to training:

- 39% thought there were now more relevant training opportunities at their recently established CoVE than before.
- 36% said the quality of the training on offer via CoVEs was higher than previously.
- 29% said access to training had improved, for example through more flexible timing.

## What will happen next?

### Reshaping provision

- The LSC and the post-16 providers will continue to extend the choice and range of provision in each part of the country. As the outcomes of the StARs are implemented, we can expect to see changes in the mix, quality and reach of learning opportunities available. Where reshaping and improvements are needed, this will be addressed through providers' three-year development plans.
- In filling gaps or restructuring provision, the LSC will increasingly invest public funds only in providers which offer programmes of a high quality. Its priorities will be to buy provision that:
  - helps people get the skills they need for employment and personal fulfilment;
  - meets national, sectoral, regional and local skills needs.
  - The LSC will target more of its resources towards priority groups; and colleges and other providers will need to better focus resources to support this aim.

### Reducing inequalities

- The learning and skills sector is increasingly inclusive in its approach to learners but there are still young people and adults who are disadvantaged when it comes to learning and who do not take part or do well. We need to do more to promote equality, diversity and access to improve the situation. StARs are considering the needs of groups who are not taking part in learning, including people from socially excluded or minority communities. Nationally, the LSC is also reviewing provision for people with learning difficulties and/or disabilities and expects to report in summer 2005

### Improving the fabric of the sector

- Since 1993, half of the further education estate has already been renewed or modernised. Success for All is increasing the capital investment in post-16 learning and skills to around £400 million in 2005-06 - growth of about 60 per cent in real terms since Success for All was introduced in November 2002.
- From 2006-07 there will be a single capital fund for new 16-19 provision. This fund will bring together existing separate capital budgets held by the LSC and DfES to maximise support and better co-ordinate investment. This new budget will be £120 million in 2006-07, rising to £180 million the following year.
- The LSC is developing a capital investment strategy to achieve radical transformation across the sector. As part of this, it is exploring alternative, additional sources of funding which could accelerate capital improvements in the sector. This might be in the form of land contributed by partners on joint projects, such as with Regional Development Agencies (RDAs) and local authorities or private and other public investment.

### Centres for Vocational Excellence

The roll-out of CoVEs will continue – the aim is to have 400 centres up and running by March 2006.

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

### Dramatic improvements in teaching and learning in business education

Newcastle College has been working with the Standards Unit since April 2003 on developing and testing the framework for teaching and learning in business education. The college offers a broad range of business courses and has a very large number of students, both full-time and part-time, enrolled on its programmes. A full Ofsted/ALI inspection of its provision and took place in May 2004 for which it was awarded a grade 1, with 90 per cent of its teaching judged to be good or better. This was the first time a very large general further education college had received a grade 1 for the full range of business provision.

It had last been inspected in 1998 and awarded a grade 2. However, subsequent internal inspections during 2002 judged the provision to have dropped to a grade 3.

The college worked with the Standards Unit in trialling and developing a range of approaches and materials on "differentiation in teaching and learning" i.e. meeting students' individual needs. From the outset the teachers and managers participating in the project were keen to share their ideas and in particular to learn from others. They wanted to use the trial frameworks as a means of reinvigorating some teachers whose teaching had been judged as needing attention during internal inspection. By Easter 2004 the Director of the School of Business was reporting that the pilot teaching and learning resources and associated teacher training on differentiation were having a major impact on teachers, with a number of their internal observation grades improving significantly. The impact on performance and attitudes was so significant that resources were adapted and disseminated right across the college to other curriculum areas.

**Success for All is transforming the quality and effectiveness of teaching, training and learning throughout the learning and skills sector, particularly in priority curriculum areas.**

### What has been achieved?

- The Standards Unit was established in 2003 to lead the teaching and learning transformation programme. It is mainly made up of experienced secondees and expert curriculum consultants from the learning and skills sector working alongside core DfES staff. The Unit now has 12 expert curriculum teams and nine regional teams led by regional directors.

- Three successful, annual national teaching and learning conferences have been held, involving over 1,000 people, to engage teaching and trainers, experts and decision-makers in the transformation programme.
- The Unit is advised by expert groups covering construction, Entry to Employment (E2E), business education, science, mathematics, Information and Communication Technology (ICT), health and social care, land-based studies and adult and community learning. The groups include representatives from employers, Sector Skills Councils, colleges and other providers, universities, and national bodies such as the Qualifications and Curriculum Authority (QCA), Ofsted and the Adult Learning Inspectorate. Their involvement in steering the development of the teaching and learning programme and in quality assuring the new teaching and learning frameworks has been invaluable.
- This programme was preceded by careful testing and development work in partnership with a range of providers and completed by July 2003. Trialling of the more developed frameworks in around 150 different colleges and providers was successfully completed by July 2004. Both were conducted in a range of realistic settings with teachers, trainers and learners. General further education colleges, sixth-form colleges, specialist colleges, school sixth forms, work-based learning providers, adult and community learning providers (ACL) and prisons, have been involved and have given very positive feedback.
- The transformation programme went national in autumn 2004 with the dissemination of the first four new teaching and learning frameworks, and innovative multi-media resources for construction, E2E, business and science. Packs, including the

**Entry to Employment** – *'This programme has helped us overhaul our initial assessment programme across the company. It has helped our staff really focus on the observation of personal and social skills.'*

#### **Gordano Bristol**

multi-media resources, are being distributed to all providers who deliver these curriculum areas.

- Some 60 events – both introductory workshops and continuing professional development (CPD) master-classes in each curriculum area – were held in autumn 2004, at which teachers, trainers and managers learnt about using (and enabling others to use) the new frameworks. In parallel, introductory events for the new science frameworks have been combined with the phased launches of the Regional Science Learning Centres, co-funded by DfES and the Wellcome Trust. Colleges and other providers

throughout England are appointing subject learning coaches to support other teachers and trainers in their institutions.

- The exciting and innovative multi-media resources include: interactive CD ROMS, DVDs, VHS videos, high-quality printed materials, teachers' packs and interactive learner resources on key topics and critical aspects of CPD in eight priority curriculum areas. Importantly, these resources have been developed and shaped in partnership with the sector by curriculum experts, teachers, trainers and learners.

**Construction** – *'The CDs are better than reading out of a book. You'd walk away and forget it. I'll remember this longer.'*

#### **Learner at Accrington and Rossendale College**

##### **Teaching and learning frameworks**

The development of the teaching and learning frameworks has involved around 5,000 teachers and over 10,000 learners.

The resources will be disseminated to 3,000 providers and could be used by 105,000 teachers, benefiting up to two million learners.

##### **Focus on equality and diversity**

The teaching and learning transformation programme has had an explicitly inclusive approach and includes:

- trialling and testing all resources and approaches with a diverse range of learners and providers;
- translating some materials into relevant minority languages;
- working with prisoners and young offenders in developing teaching and learning materials in construction, ICT and mathematics;
- commissioning a report on the support needed by women entering the construction industry;
- producing accessible materials on CD ROMs, which will help support those who are hard of hearing, or visually impaired;
- a longitudinal survey on the impact of the new teaching and learning frameworks will include equality and diversity;
- developing tutor resources for E2E, which are being developed with the support of NACRO and Rathbone; and
- work on business is explicitly focussing on differentiated teaching and training approaches for different levels of study and for different groups of learners.

**Construction** – *'We tested them on a sample of 66 students. The feedback was tremendous. The materials needed very little tweaking. They hit well on the first go.'*

**Shrewsbury College**

**Business** – *'Staff who have embraced these initiatives are achieving higher observation grades than those who haven't.'*

**Widnes and Runcorn  
Sixth Form College**

### New teaching and learning approaches in health and social care

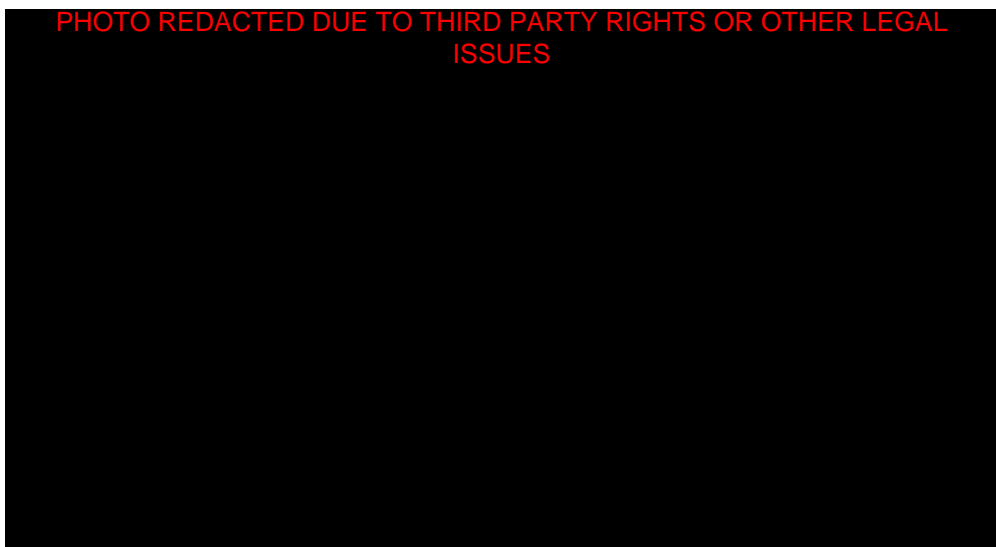
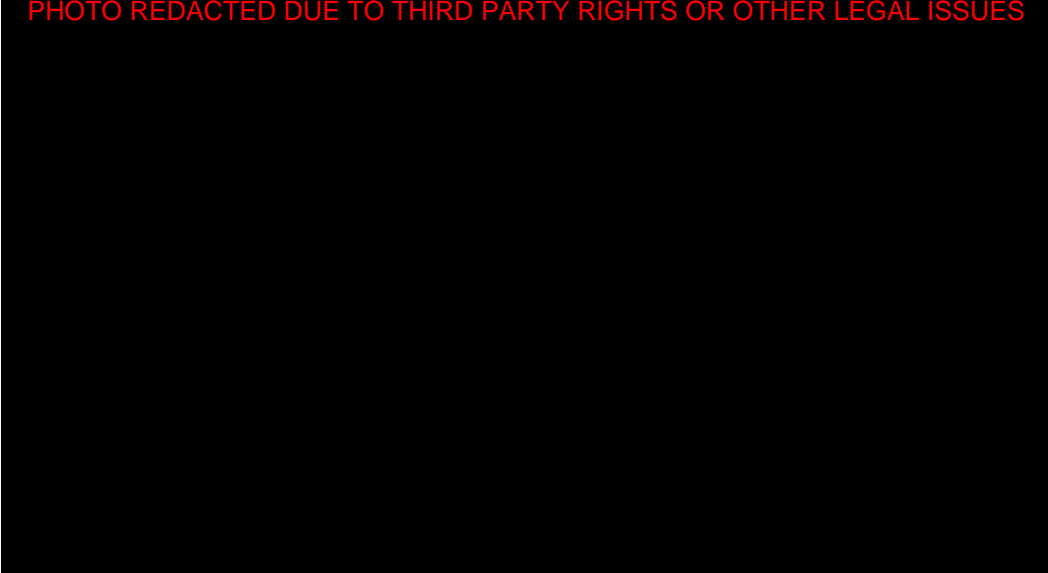
Between March and June 2004 the Standards Unit trialled innovative teaching and learning resources in health and social care at Priestley Sixth Form College in Warrington. The theme identified for the health and social care area is linking theory to professional practice and one of the main aims is to make the teaching of theory interactive and fun. The topics covered during the trials were confidentiality and observations. Teachers and trainers were very positive about their experiences of trialling the materials and are now motivated to use more interactive approaches to learning as part of their core planning. Beverley Whittaker, an experienced teacher from the college, is really excited about the impact on learners when using these approaches and was particularly impressed with the confidentiality resource. She says:

'I have taught this topic for 10 years and the most learning I have ever encountered has occurred this year.'

Thanks to the college's involvement and the success of the health and social care project, its principal, Michael Southworth, has created teaching and learning champions within the college. Lynda Bond, one of the health and social care teachers involved in the trials, has been appointed as one of these champions.

### What will happen next?

- Research shows that a coaching model has the greatest impact on helping professionals to improve their effectiveness so we have invited every post-16 provider (or networks of smaller providers, if more practical) to nominate experienced teachers and trainers as their 'subject learning coaches'. From January 2005 they can take part in the Standards Unit national professional training programme in coaching, free of charge.
- Subject learning coaches will spread best practice, resources and approaches in their subject area to develop other teachers and trainers within their organisation and in local networks.
- The Standards Unit's regional teams will support subject-based networks to embed and sustain these new approaches. Subjects learning coaches will be invited as the members.
- Large scale development of new multi-media resources and associated teacher/trainer training frameworks for mathematics, ICT, health and social care and land-based studies began in July 2004. Groundwork is underway for modern foreign languages, engineering, adult and community learning, and the subject aspects of Initial Teacher Training (ITT). Development and dissemination will continue throughout 2005 and 2006.
- Planning is underway with partners in the post-16 learning sector for the further development of substantial electronic course content, and the provision of good practice guidance and learning for teachers on the best ways of delivering e-learning. This includes developing a single electronic portal for all e-learning materials.



**Business** – *'We submitted two groups of 30 learners for their external assessment and have received 100% success.'*

**ETS Training**

#### Moorland Prison

When they joined the first Standards Unit mathematics trial in February 2004, HMP Moorland already had a tradition of good provision for both numeracy and GCSE mathematics. The Head of Learning and Skills, and Head of Mathematics at Moorland were keen to join the 'Activity-based learning in level 3 mathematics' to help develop their A level course.'

Although eager to support their learners to succeed, they were sceptical about the suitability of some of the types of activity for the young men with whom they were working. An added complication was that every activity and piece of equipment in a secure environment has to be risk assessed.

The teachers decided to start in a small way just using one activity in part of a session and after positive learner engagement the teacher moved on to delivering a full session using activity-based learning resources supplied and others that they adapted.

It became evident that learners were engaging well with the activities, that they were growing in confidence and were more able to utilise mathematical language competently in their discussions. One young man in the class produced his own activity, a full set of playing cards based on indices. These cards could be used as a standard deck but only if the players were able to manipulate and simplify the mathematical expressions!

The Moorland experience will hopefully prove to a small but significant number of teachers and learners that having ideal circumstances is not essential for success in the teaching and learning of mathematics – having the right approach is what matters.

**Science** – *'The project got me to think about the way I was teaching in a fundamental way. It made me think about the way learners learn, about what stimulus they need to be interested in science, to be able to cope with scientific ideas and to go on to be successful.'*

**John Leggott College**

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

The quality and success of the learning and skills sector rests on the commitment and skills of the people who work in it. Success for All aims to attract, motivate, develop and retain the very best staff. We want all learners in the sector to have highly skilled teachers and trainers, and we want working in the learning and skills sector to become a career of choice.

### What has been achieved?

#### Improving qualification levels

- Success for All set the aim of a fully qualified workforce by 2010. About half the teachers in colleges were qualified in 2001 and we set an interim target of 90 per cent of full-time and 60 per cent of part-time college teachers, qualified by 2006. Good progress is being made – 79 per cent of full-time and 54 per cent of part-time staff qualified or enrolled on appropriate courses by July 2003.

#### Initial teacher training

- Initial teacher training (ITT) is the foundation of good teaching. In November 2003, the Standards Unit consulted on proposals to reform the sector's ITT arrangements. These proposals have been widely welcomed and in November 2004 a package of reforms was launched in *Equipping our teachers for the future: reforming initial teacher training for the learning and skills sector* (available at [www.successforall.gov.uk](http://www.successforall.gov.uk)).

#### Leaders and managers

- A top priority has been creating and delivering the Centre for Excellence in Leadership (CEL), which opened in October 2003. Its role is to support and develop managers and leaders in the sector. Over 1,000 staff from right across the sector have already attended CEL events, with very positive feedback from participants – there was a 96 per cent satisfaction rate on the Modular Management Programme, which is aimed at middle managers. So far the Centre has:
  - consulted widely on how to develop future leaders in the sector;
  - introduced a career development service;
  - developed succession planning and talent management strategies;
  - set up research projects on the nature and impact of leadership in the sector;
  - worked with 28 providers in tailored organisation-wide development projects;
  - launched an annual sector conference on leadership; and
  - set up an innovative summer school.
- launched over 20 programmes and services designed to meet the needs of both individuals and organisations;

Commenting on the first nine months of CEL's existence, chief executive Lynne Sedgmore said;

*'The learning and skills sector is diverse, with complex challenges and issues. Our mission at CEL is to improve the standard, diversity and talent pool of leaders in the sector. It is only by building the capability and confidence of leaders and managers that we can begin to respond to these challenges, improving organisational and individual performance and also the learner experience.'*



### The Centre for Excellence in Leadership

'Very thought provoking and useful; the blend of activities, including coaching, has helped my everyday practice as a principal.'

*Paul Head, Principal of College of North East London on the CEL 'experience'*

'I found the experiential learning aspects of the programme refreshing. These, I felt, really stretched and challenged me, giving me deeper insights into the nature of leadership and 'followership'.

*Jan Hodges, Principal of South East Essex College*

'What I really like about the CEL programme (Diploma in Business Administration) is the way in which the course incorporates the real world of work issues that affect everyone during the day-to-day running of a college. The support one gets is second to none with individually tailored personal development needs that are coordinated by management coaching experts.'

*Kevin Grindley, Manager of Guidance and Admission, North Warwickshire and Hinckley College*

'An inspiring programme (Leaders of Teachers) which has energised us to improve our own teaching and heightened our sense of responsibility to the profession.'

*Susan Edge, Advanced Skills Teacher, Stoke-on-Trent College.*

### Recognising our hidden stars

- The STAR Awards recognise outstanding staff from all parts of the learning and skills sector - teachers, trainers, support staff and managers - the people who make a real difference through the quality and enthusiasm they bring to their daily work. The awards were developed by key stakeholders and other partners, and were launched by the Secretary of State, Charles Clarke, in November 2003.
- In 2004 there were 13 Awards ranging from 'E-learning Worker of the Year' to 'Outstanding Management of Learning', each sponsored by partners from the private and public sectors. Over 1,600 nominations were received from both managers, students, colleagues and the public - a phenomenal number in the inaugural year. Nominees and sponsors were invited to a star-studded awards ceremony in October 2004 at which the winners were announced.
- A full list of STAR Awards, sponsors and award winners can be seen on the STAR Awards website at [www.dfes.gov.uk/starawards](http://www.dfes.gov.uk/starawards).

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### A new Sector Skills Council for post-16

- The workforce in community-based learning and development, further and higher education, information services and libraries, work-based learning and youth work are to be covered by Lifelong Learning UK (LLUK), the sector's prospective Sector Skills Council.
- LLUK began development in February 2004, led by a 'shadow board' and with funding from the Sector Skills Development Agency (SSDA).
- In September 2004 the shadow board submitted its application, based on widespread consultation, to the SSDA. LLUK hopes to receive its five-year licence from the Secretary of State early in 2005.

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- A project to identify and develop the roles, competences and qualifications needed by the adult and community learning workforce has started and will contribute to the work LLUK will be doing in 2005 to produce unified occupational standards for the whole sector.

#### Recruitment and retention

- Training bursaries and Golden Hellos introduced in 2000 and 2002 respectively have helped to attract and retain high-calibre FE teachers, with bursaries having been particularly successful. There has been a year-on-year increase in FE ITT applications since the pilot began; 94 per cent of bursary recipients completed their course and of those, 70 per cent are now employed as teachers in FE.
- The Key Worker Living scheme, launched in March 2004 to help recruit and retain essential public sector workers in London and the South East, includes FE teachers in its scope. The scheme helps eligible staff with housing costs. By the end of August 2004, 15 per cent of over 2,000 approved applications were from the FE sector.

### What will happen next?

#### Centre for Excellence in Leadership

- The next priorities are to:
  - implement a diversity strategy in response to concerns about the lack of a sufficiently diverse leadership in the sector, developing the strategy in partnership with the Black Leadership Initiative;
  - review existing programmes and develop new ones to make sure that the diverse needs of the sector are being met; and
  - establish a national coaching and mentoring centre for leaders and potential leaders in the sector.

#### STAR Awards

- The second annual STAR Awards will be launched in January 2005 and the closing date for nominations will be around the end of April. For more information visit the STAR Awards website at [www.dfes.gov.uk/starawards](http://www.dfes.gov.uk/starawards) or contact the STAR Awards Helpline on 0800 652 0528.

#### Lifelong Learning UK

- Once licensed, LLUK will make a major contribution to Success for All. It will work with its partners on:
  - conducting workforce research and labour market information;
  - developing professional and occupational standards;
  - leading workforce planning and development;
  - enabling employers to influence national and regional policies; and
  - improving the dialogue with employers who look directly to the lifelong learning sector to meet their own skills needs and brokering agreements with funding bodies and regulators.

#### Initial Teacher Training

- Improving the quality of ITT for the sector will be achieved through:
  - a new award of 'Qualified Teacher, Learning and Skills' (QTLS). The award will be for both those

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new to teaching and experienced teachers who have not yet trained, wherever they work in the sector. The award will be in two stages - an initial 'passport to teaching' module, taken at the start of the teaching career, and a 'full licence' qualification, to be completed within five years of enrolling on the passport course;

- setting new standards for teachers across the learning and skills sector, together with more effective national quality assurance mechanisms;
- setting up a network of centres of excellence in teacher training, to support providers and employers which demonstrate good support for trainee teachers in the workplace;
- piloting different approaches to subject-specific mentoring and individualised learning; and
- significant new funding for ITT - £7 million for development work between 2005 and 2007, and £30 million for delivery of the whole package of reform from April 2007. The £30 million is part of the £70 million workforce development budget announced by the Secretary of State in September 2004 and is in addition to existing HEFCE/LSC funds.

**Workforce data**

- The data available on the learning and skills workforce are currently very poor. A new strategic group will bring together

representatives from across the sector to look at existing data collection, analysis and dissemination, and propose how this can be rationalised or expanded to meet the needs of the sector, DfES, partner organisations and individual providers. The lead on this work is expected to pass to LLUK during 2005.

**Recruitment and retention**

- We will continue our financial support for new teachers in further education. This can make a real difference to recruits to the profession, giving them a firm foundation for their careers. For 2004/05, 700 Golden Hellos and 2,000 training bursaries are available. From September 2005, bursaries and Golden Hellos for mathematics and science teaching qualifications will be worth an extra £1,000, in response to the Government's Science and Innovation Investment Framework 2004-2014 and Professor Adrian Smith's 2004 report, *Making Mathematics Count*. Consideration is being given to how to maximise the impact of these incentives and to give priority to shortage subjects.

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# Developing a framework for quality and success



Success for All aims to drive up performance through a new framework for funding, planning and accountability for the sector, based on partnership and trust.

### What has been achieved?

- A new business cycle was introduced by the LSC in October 2004 to improve the alignment, integration and accountability of all their planning and funding functions. A key tool for lifting institutional performance is the link between funding and successful delivery of providers' three-year development plans.
- The sector has welcomed the new planning arrangements as the basis for greater stability over the medium term. An online questionnaire found that 73 per cent of staff from a sample group of local LSCs and providers think that the planning process has improved relationships; 87 per cent believe that it has further potential to improve relationships.
- Plan-led funding is now in place for colleges and other providers of further education and they have been working towards objectives in their current three-year plans to drive up their success.
- In recognition of their excellent performance, nearly 14 per cent of further education providers are receiving premium funding in 2004/05, an increase of 3.5 per cent above inflation.
- Findings from a study by the Learning and Skills Development Agency (LSDA) in spring 2004

showed that the setting of specific targets for employer engagement in three-year development plans has raised the profile of provider/employer partnerships across the sector and encouraged providers to increase significantly their work with employers.

- The LSC consultation on fees, funding and learner support reform in further education closed in early October 2004 and a summary of the responses was published in November. Proposals based on the consultation, outlined changes to the planning and funding framework to achieve a better balance between public investment in skills and the contribution employers and learners make, reflecting the benefits they receive.
- Following announcements in February and October 2004, the number of learning and skills Beacons has increased to 58. They are from a widening range of provider types - general FE, tertiary, land-based, specialist and sixth form colleges and work-based and adult and community learning providers. They receive LSC funding to help them share good practice in implementing Success for All reforms and the Skills Strategy. A good practice guide to disseminating Beacon activity was published in June 2004 (available at [www.successforall.gov.uk](http://www.successforall.gov.uk)).

## The Upper Cut Beacon

'Beacon status has given me a rewarding opportunity to work with other work-based providers and colleges. I could even carry out Beacon work as a full time job.' – *Carol Burrows of Upper Cut Training, Weston super Mare.*

Carol and her partner John have been involved in a national Beacon workshop event, 'learning raids' to the Black Country to find out what works well there and even a visit to Number 10, where Carol stressed to the Prime Minister, the valuable role that work-based providers have in further education. As a result of her involvement, she has been able to strengthen existing partnerships and forge new ones, all helping to improve the performance of the sector.

One of the achievements that she is particularly proud of was working closely with another provider that had been awarded a Grade 4 at inspection, work which resulted in a Grade 2 at re-inspection.

Carol and John are now leading an innovative project, funded by the Standards Unit, to help other providers with inspection grades of 4 or 5, and developing new approaches to widening employer engagement.

- Work is being carried out with Ofsted and ALL to improve the measurement of success in the learning and skills sector. Four key priorities for development in 2004/05 have been agreed. These are:
  - a new measure for qualification-level success that can be applied to all providers of accredited post-16 courses and that takes into account their unique curriculum or training profile;
  - value-added and distance-travelled measures;
  - new measures to support the Skills Strategy, including improved measures of provider responsiveness that reflect the provider's mission and type of provision; and
  - continued development work on detailed options for value-for-money indicators.
- Major progress has been made in developing a value-added model for 16-19 year-olds on Level 3 qualifications. A number of learning and skills providers are being consulted on the model and are testing it to find out the best ways in which it can be used to improve their performance. Using the value-added model, providers will be able to compare their results to the national average and see how these results vary depending on the prior attainment of the learners involved.

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## What will happen next?

Considerable progress has been made in improving quality through funding and planning arrangements, but more needs to be done.

- New three-year development plans to 2007/08 will be agreed in spring 2005.
- Work will continue on defining and measuring success more appropriately. This work will focus on the priorities for development outlined above. It will involve providers and there will be further consultation on the final measures before they are put into place.
- LSC is working with the National Institute for Adult Continuing Education (NIACE) on proposals for the future of adult and community learning in the light of the Skills Strategy White Paper.
- A clear framework will be developed to help providers work effectively with employers and others to create the best possible opportunities to develop skills. Providers will be able to agree targets that fit within their specific objectives and meet the most urgent local and regional skill needs; employers will be able to influence the type of learning and training provision available in their area.

### Excellence and Innovation Workshops

In July 2004, the DfES brought together learning providers from across England to take part in the first national Excellence and Innovation Workshops led by Learning and Skills Beacons. This was the first time that Beacon providers had got together to share good practice with others on such a large scale.

At the workshops, the Beacons supported exchanged ideas and advice on applying best practice. Topics included recruitment and retention, leadership and management, self assessment, employer engagement, the 14-19 agenda, and the Skills for Life strategy.

All delegates were asked to produce action plans, and these will be followed up to track progress and the impact made.

Delegates reported that they valued the opportunity to review their own provision, plan for improvements, share practical ideas and network with others.

### Planning through partnership-working

The LSC view:

'Northampton College underwent a successful merger with Daventry Tertiary College in August 2004. Throughout the merger process, the college and the local LSC established an effective approach to planning based on partnership-working and comprehensive sharing of relevant strategic and financial data.

'The merger meant producing a new three-year development plan for the merged institution. In consultation with LSC colleagues, the college was invited to pilot the then draft framework for three-year plans to 2005/06.'

The college view:

'From the first days of the Northamptonshire LSC, an open and supportive relationship has developed between the college and the local LSC built on good and regular communication and a growing trust and confidence. We were able to capitalise on this when the merger proposal was being developed, and it continued on into the process of writing the newly-merged college's three-year development plan. Particularly helpful from the college's point of view has been the willingness of local staff to meet and discuss developing ideas at the inception stage, reducing considerably the time and effort spent producing and amending drafts of the plan. The college appreciates the confidence that local LSC have shown in us by giving us this opportunity to pilot the new style of development plan together.'

# Accelerating quality improvement

The initial Success for All quality improvement programme has been widely welcomed and is having an impact. However, the pace of improvement needs speeding up so that learners and employers throughout the entire sector enjoy high-quality provision.

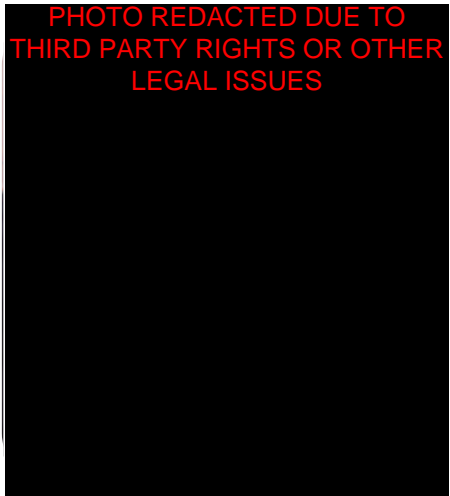
## What will happen next?

- The quality improvement strategy is being strengthened; the main elements in future will be:
  - a new, single quality improvement body (announced by the Secretary of State in June 2004);
  - help for providers in strengthening their own capacity for improvement;
  - continuing transformation of teaching and learning and development of leadership capacity and skills;
  - the investment of public funds only in providers offering good quality programmes; and
  - inspection linked to providers' self-assessment which, by taking account of different levels of risk, helps to reduce the amount of bureaucracy in the system.
- DfES and the LSC are working with its partners to develop an approach to quality improvement that takes account of different types of provider, provision and learners. There will be a 'menu' of support which will build on the progress made so far, including:
  - developing and supporting governing bodies;
    - leadership and management development;
    - workforce development;
    - developing approaches to teaching and learning and other curriculum materials;
    - peer networking;
    - twinning with good performers; and

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- supporting providers to develop their capacity for self-assessment and improvement, drawing on best practice in the sector.
- Providers whose provision is poor will be expected to take swift action to improve. This could include 'twinning' arrangements with Beacons, CoVEs or others with excellent practice. DfES and the LSC are working with a wide range of stakeholders to develop and implement these proposals, including individual providers, the inspectorates, LSDA, LLUK and CEL.
- The quality improvement body will be established by April 2006. It will set national strategic priorities for quality improvement; be responsible for the specification, commissioning and kite-marking of products, materials and services, and will simplify and bring coherence to the quality improvement system. A progress report on the new body was published in November 2004 and is available at the Success for All website.

# Reducing bureaucracy



The DfES and LSC are determined that reforming the learning and skills sector will leave teachers, lecturers and trainers with more time to teach and mean less time spent on administration and unnecessary paperwork. We are doing this by simplifying funding and audit, improving the collection and use of data, and developing better, more strategic relationships built on trust.

The sector's Bureaucracy Task Force (BTF) has concluded its work and published its third and final report in May 2004. The report outlined its second phase of work and recommended ways of reducing bureaucracy for non-college providers.

The Bureaucracy Review Group (BRG), chaired by Sir Andrew Foster, is now championing reduced regulation in further education and training and challenging unnecessary burdens. The group has reviewed strategic management of the sector and its Annual Report (June 2004) set out recommendations for streamlining systems and improving efficiency. DfES and LSC are working with partner organisations to implement the recommendations. Copies of BTF and BRG reports are available at: [www.successforall.gov.uk/bureaucracy](http://www.successforall.gov.uk/bureaucracy).

The recommendations are in five areas:

- Accountability;
- Inspection and regulation;
- Funding flows;
- Management information and
- Qualifications.

### What has been achieved?

Action taken to simplify administration which has had a direct impact on the front line, includes:

- ending the LSC funding compliance audit and introducing regular audits, with a potential saving of £26 million to the sector;
  - simplifying and streamlining the LSC business planning cycle;
  - simplifying the system by removing the current funding reduction for courses designed for specific employers;
- simplifying arrangements for funding additional learner support;



- introducing lighter-touch audits in a further 101 colleges;
- making a key skills test for work-based learning providers available online;
- introducing single inspections for providers who offer both further and higher education; and
- reduction in the number of health and safety assessments.
- More standardised core examination requirements from awarding bodies will be introduced along with improved co-ordination of exam inspection visits.
- QCA will put forward proposals to extend its modernisation programme to cover vocational qualifications.

## What will happen next?

Major work on simplifying data collection, management information requirements and the inspection regime will begin to have an impact from 2005/06. Further work is also needed on the bureaucracy issues surrounding assessment and qualifications.

- The LSC's Agenda for Change<sup>4</sup> will improve employer responsiveness, drive up quality, overhaul funding systems, improve efficiency, and simplify data and management information systems. Reducing bureaucracy will be key to its success.
- From September 2005, Ofsted and ALI inspections will take a more proportionate approach to risk and inspection activity will reduce by at least 25 per cent.
- Improving the flow of information will be developed through the Management Information Across Partners (MIAP) project. The aim is to minimise duplicate data collection and improve the targeting of services and support to learners and employers.

### Conclusion

The second year of Success for All proved that the sector is moving in the right direction and that the reforms are having a positive impact on outcomes for learners, employers and society. This is thanks to partnership-working and the commitment of people across the learning and skills sector, without whom we wouldn't be able to achieve Success for All.

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<sup>4</sup>Agenda for Change is fundamental to the LSC's commitment to engage fully with the sector and work in partnership with colleges and training providers in a spirit of openness and transparency in order to meet the needs of local learners, employers, the economy and communities. For more information visit [www.lsc.gov.uk](http://www.lsc.gov.uk).



## GLOSSARY

ACL	Adult & Community Learning
ALI	Adult Learning Inspectorate
ALP	Association of Learning Providers
AoC	Association of Colleges
BECTA	British Educational Communications & Technology Agency
BRG	Bureaucracy Review Group
BTF	Bureaucracy Task Force
CEL	Centre for Excellence in Leadership
CoVE	Centre of Vocational Excellence
E2E	Entry to Employment
ETP	Employer Training Pilot
FENTO	Further Education National Training Organisation
HEFCE	Higher Education Funding Council for England
GFE	General Further Education (College)
ICT	Information & Communication Technology
ITT	Initial Teacher Training
LEA	Local Education Authority
LLUK	Lifelong Learning UK
LSDA	Learning & Skills Development Agency
NACRO	National Association for the Care and Resettlement of Offenders
NATFHE	National Association of Teachers in Further & Higher Education
NIACE	National Institute for Adult Continuing Education
OFSTED	Office for Standards in Education
OPSR	Office of Public Services Reform
QCA	Qualifications and Curriculum Authority
QTLS	Qualified Teacher Learning and Skills
RDA	Regional Development Agency
SFC	Sixth Form College
SFCF	Sixth Form College Forum
SSDA	Sector Skills Development Agency
StARs	Strategic Area Reviews
ULF	Union Learning Fund

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ISBN: 1-84478-353-7

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