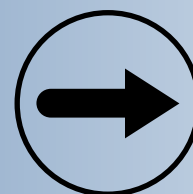


# **Response to a consultation on Delegation of 16-19 Provision Organisation Proposals to Local Authorities**

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**Information  
Document**



**Organisation of  
Post-16 Learning  
Provision**



<b>Title of Document:</b>	Response to a consultation on Delegation of 16-19 Provision Organisation Proposals to Local Authorities.
<b>Audience:</b>	Local Education Authorities (LEAs); Heads and Governing Bodies of Secondary Schools; Diocesan Directors of Education; Principals and Governing Bodies of Further Education institutions, Higher Education Institutions (HEIs) offering FE provision; teaching unions and professional organisations; fforwm; Community Consortia for Education and Training (CCETs); 14-19 Networks and Young Peoples Partnerships (YPPs).
<b>Overview:</b>	This document outlines the responses recieved to a consultation on the proposal to delegate to Local Authorities responsibility for developing proposals for the future organisation of 16-19 provision in maintained schools which included voluntary and foundation schools, and further education.
<b>Action required:</b>	No further action required.
<b>Further information:</b>	Further information on this document can be obtained from: Helen Jones Department for Education Lifelong Learning and Skills e-mail: <b>Learning.Policy@Wales.gsi.gov.uk</b>
<b>Additional copies:</b>	This document is only available in electronic format.
<b>Related Documents:</b>	The Further and Higher Education Act 1992 Government of Wales Act 1998 School Standards and Framework Act 1998 Learning and Skills Act 2000 Education Act 2002 The School Organisation Proposals by the National Council for Education and Training for Wales Regulations 2004 The National Council for Education and Training for Wales (Transfer of Functions to the National Assembly and Abolition) Order 2005

# CONTENTS

	<b>Page</b>
Section 1: Background to the Consultation	2
Section 2: Responses to Consultation Questions 1 – 5	3
Section 3: Responses to Consultation Questions 6 – 8	10
 Annex A: List of Respondents	 16

## Summary of Consultation Responses

### Response to a consultation on Delegation of 16-19 Provision Organisation Proposals to Local Authorities

#### SUMMARY

This document outlines the responses received to a consultation on the proposal to delegate to Local Authorities responsibility for developing proposals for the future organisation of 16-19 provision in maintained schools which included voluntary and foundation schools, and further education.

The consultation commenced on 27 March 2006 and ended on 31 July 2006 following an extension to permit all relevant stakeholders the opportunity to respond. Sixty-nine responses were received. Some respondents submitted a 'free standing' response and did not answer the questions set out in the consultation document. In these circumstances every effort was made to link responses to specific questions where appropriate. Where this was not possible the issues raised by respondents have been included in a summary of additional issues. A breakdown of respondents is provided below:

Organisation	Number of respondents
Local Education Authority	14
FE College	13
School	8
Diocesan Body	3
Representative Body (Faith education)	2
Professional Association / Trade Union	7
CCETs / 14-19 Networks	10
Voluntary Sector Organisation	5
Sector Skills Council / SSC Body	2
Representative Body	2
Other	3
<b>Total</b>	<b>69</b>

The following analysis combines some statistics with a selection of some of the key recurring points made by respondents. A list of respondents is provided at Annex A.

## **SECTION 1: Background**

### **Purpose of the consultation**

The consultation invited comments on the proposition that responsibility for making proposals regarding the future organisation of post-16 learning provision in maintained schools (including voluntary and foundation schools) and Further Education institutions should be delegated to local authorities following the transfer of functions from the National Council for Education and Training for Wales (ELWa) to the National Assembly for Wales on 1 April 2006 and the creation of the Department for Lifelong Learning and Skills (DELLS).

The Welsh Assembly Government is committed to establishing effective collaboration both with and between local stakeholders in providing a wide range of learning opportunities and career choices for all young people. The organisation of 14-19 learning including post-16 provision in maintained schools and FE institutions is a prime factor influencing the opportunities and choices available. The consultation invited local authorities to take the lead in building a consensus within and between their respective areas as to the structure of post-16 provision that would facilitate these objectives.

### **School sixth form provision**

ELWa's powers in respect of school sixth form organisation proposals encompassed powers in respect of inadequate sixth forms under the Learning and Skills Act 2000 and powers in respect of area reorganisations (embracing community schools, voluntary schools and foundation schools) under the same Act (as amended by the Education Act 2002).

The way in which ELWa was able to exercise these powers was governed by the School Organisation Proposals by the National Council for Education and Training for Wales Regulations 2004. These regulations enabled ELWa to make proposals to open, close, or alter a school sixth form, including that of a voluntary school or foundation school. Such proposals were determined by the Minister for Education Lifelong Learning and Skills under powers delegated to her by the National Assembly.

The rationale that led to the creation of these powers was the need for an overarching body to take the lead in making proposals for the reorganisation of school sixth forms that went beyond the competence of individual local authorities to make proposals themselves in respect of community schools through their own powers under the School Standards and Framework Act 1998, e.g. where such reorganisations might extend beyond the boundaries of the local authority concerned and/or involve a voluntary or foundation school.

The Regulations were intended to ensure that ELWa took the lead, in collaboration with local partners, in local planning across a range of different 16-19 providers to give all young people access to a full range of high quality and diverse post-16 learning. Reorganisation proposals would be prompted, for example, by an Estyn area inspection or a 'pathfinder' review of local provision and would entail a solution that also involved other post-16 learning

providers (subject to their agreement) such as FE institutions or, conceivably, private training providers.

The merger of ELWa with the National Assembly and the associated transfer of functions means that ELWa's powers under the School Organisation Proposals by the National Council for Education and Training for Wales Regulations 2004 are now exercised by the Assembly Government.

### **Further Education institutions**

ELWa was also able to exercise the function of proposing the creation and/or dissolution of Further Education institutions (including sixth form colleges and tertiary colleges) under the Further and Higher Education Act 1992.

The way in which ELWa was able to exercise these functions was governed by the Education (Publication of Draft Proposals and Orders) (Further Education Corporations) (Wales) Regulations 2001. These regulations specified the content, timing and manner of publication of draft proposals made by ELWa for the establishment and dissolution of Further Education corporations. Such proposals were determined by the Minister for Education Lifelong Learning and Skills under powers delegated to her from the National Assembly.

The merger of ELWa and the associated transfer of functions means that ELWa's functions under the Education (Publication of Draft Proposals and Orders) (Further Education Corporations) (Wales) Regulations 2001 are now exercisable by the Assembly Government.

## **SECTION 2: Responses to questions 1-5 on the proposed delegation of 16-19 provision organisation proposals powers to local authorities**

### **Question 1:**

*Should the role of preparing sixth form reorganisation proposals, under the powers provided in the Learning and Skills Act 2000 in collaboration with local stakeholders, be delegated to local authorities?*

A total of **61** responses were received to this question, of which:

- approximately 57% indicated support for the proposed delegation;
- approximately 30% indicated that they were not supportive of the proposed delegation; and
- approximately 13% did not indicate whether they were in favour or not but provided comments on the practicalities of the proposed delegation.

## Summary of responses

Respondents who supported the proposed delegation gave reasons which included the following:

- local authorities could ensure progression and integrated continuity across education phases;
- school sixth forms are not separate entities from schools or their communities;
- local authorities are best placed to co-ordinate needs analysis and reach consensus with all partners;
- such a delegation would allow for a joined up approach on the implementation of 14-19 Learning Pathways, linking pre- and post-16 provision; and
- the delegation would enable decisions to be subject to scrutiny as part of the local democratic process.

Respondents who were not supportive of the proposed delegation gave reasons which included the following:

- concerns about perceived vested interests and the potential lack of independence of local authorities with respect of school sixth forms;
- concerns regarding political difficulties likely to be experienced by local authorities in introducing sixth form reorganisations;
- the potential loss of self determination for voluntary and foundation schools; and
- concerns about faith-based sixth form provision which is not organised to the geographic boundaries of local authorities.

Respondents who did not indicate a preference as to whether or not delegation should take place raised the following issues in relation to the practicalities:

- the need for a new structure of local accountability;
- concerns about the ability of local authorities to proceed with sixth form reorganisations in collaboration with local stakeholders and to simultaneously remain politically accountable to democratically elected members;
- concerns about the rights of families to select faith-based sixth form provision; and

- the need for voluntary sector organisations to be involved in future consultations.

There were mixed reactions to question 1 but overall there was more support than opposition, with approximately 57% of respondents to this question indicating their support for the proposed delegation of functions. Representative bodies such as WLGA, ADEW and NHAFT Cymru were supportive of the proposed delegation. Those opposing the delegation represent approximately 30% of the total number of respondents to this question and include those schools most directly affected by the proposed delegation, voluntary aided and foundation school governing bodies as well as Diocesan Bodies, FE colleges and fforwm.

It should be noted that respondents from the FE sector, whilst not agreeing to the form of delegation proposed in the consultation document, provided alternative suggestions which variously involved delegation of powers to 'independent bodies' or 'independently chaired committees'. Such bodies do not constitute a 'relevant authority' in line with the definition provided by section 41 of the Government of Wales Act 1998 and consequently could not be a party to a section 41 agreement with the Assembly in order to exercise a delegated Assembly function.

Approximately 13% of respondents to question 1 neither agreed nor disagreed with the proposed delegation but commented on various aspects of the practicalities of the proposal as set out above.

Despite the generally positive response, a number of significant concerns have been raised by respondents. Concerns raised by those opposed to the delegation included: perceptions of vested interests; lack of independence of local authorities who would be biased towards school sixth forms rather than other forms of post-16 provision; the local political difficulties likely to be experienced by local authorities in introducing sixth form reorganisations, which could seriously hinder progress; the potential loss of self-determination for voluntary and foundation schools, and concerns about faith-based sixth form provision which is not organised on the geographic boundaries of local authorities. In addition certain concerns were also raised by respondents who overall supported the concept of delegation. These concerns included: the need for rigorous guidance for local authorities on how to fulfil this delegated role; the need for additional resources to be made available to local authorities to undertake the new role and the difficulties of being politically accountable locally yet having to reach consensus with all interested parties.

## **Question 2:**

*Should local authorities be able to put forward proposals which also involve the creation of Further Education institutions or should this role remain with the Assembly Government?*

A total of **61** responses were received to this question



- approximately 39% indicated support for the proposed delegation;
- approximately 41% indicated that they were not supportive of the proposed delegation; and
- approximately 20% did not indicate whether they were in favour or not but provided comments on the practicalities of the proposed delegation

### **Summary of responses**

Of those indicating support for the proposed delegation the following reasons were given:

- to ensure coherence in 14-19 progression;
- that local authorities need to have a strategic role in all post-16 learning provision;
- that such a delegation would be the natural product of the closer collaboration between providers of post-16 and 14-19 learning; and
- to promote collaboration and cross-institutional working.

Those who were not supportive of the delegation highlighted the following concerns:

- the potential for duplication of provision and increased competition with existing FE colleges;
- that the proposed delegation was unfair to the interests of providers in the further education and work-based learning sectors and their learners; and
- that the remit of FE institutions is much wider than provision for 16-19 year olds and that local authorities might not be best placed to make decisions that impact on the full range of FE provision.

Respondents who did not indicate a preference as to whether or not the delegation should take place raised the following issues in relation to the practicalities of the proposed delegation:

- legal issues required further clarification; and
- should such a delegation take place, the rights and wishes of parents in relation to 16-19 provision within the Catholic voluntary aided sector should be fully taken into account.

Consultation responses to this question were mixed although the overall response was less positive than that received for the first question with approximately 39% of respondents indicating that they favoured the proposed delegation. Those opposed to this delegation included voluntary and

foundation school governing bodies as well as Diocesan Bodies, the FE colleges and fforwm. These respondents represent approximately 41% of the total number of responses to this question. Respondents from the FE sector raised concerns about the perceived lack of independence of local authorities, the potential for increased competition with existing FE colleges and the capacities of local authorities to deal with the full range of post-16 provision.

Question 2 was received by stakeholders with some degree of confusion. Some respondents have assumed that the question refers to the creation of arrangements, others that local authorities will have the power to propose the creation of general FE colleges operating in competition with existing learning providers. Stakeholders in the FE sector opposed the proposed delegation which involves the creation of FE institutions to local authorities but have proactively proposed alternative approaches which variously involve delegation to an 'independent' body.

If questions 1 and 2 are considered together, the overall response indicates that there is considerable disagreement amongst stakeholders about the most appropriate arrangements for the responsibility for planning the organisation of 16-19 learning provision. The concerns expressed about the capacity of local authorities to consider the whole mix of 16-19 provision, as opposed to just schools sixth form provision, are worth further consideration. These concerns are raised not only by those opposing the delegation but also by WLGA who have stated that '*there is a concern amongst authorities that there may be a lack of capacity to deal with this process.*' This concern has been reiterated by several local authority respondents.

### **Question 3:**

*How should the development of proposals affecting more than one local authority area be taken forward? In particular should it be a requirement to establish a joint committee in such circumstances or should this be optional depending on the extent of cross-boundary interest involved and, the wishes of the local authorities concerned? Should there be guidance from the Assembly Government as to the structure, functions and membership of joint committees?*

A total of **56** responses were received to this question:

- approximately 45% indicated support for the requirement to establish a joint committee;
- approximately 14% indicated that they were not supportive of the requirement to establish a joint committee; and
- approximately 41% did not indicate whether they were in favour or not but provided comments on the practicalities of cross-boundary working.

## Summary of responses

The vast majority of respondents indicated that they were in favour of the Assembly Government providing guidance. However, the detailed responses highlighted differences of opinion with regard to the extent of prescription considered to be necessary in the form of guidance e.g.

- prescriptive guidance would not be helpful, the means by which collaboration takes place should be left to the local authorities involved;
- guidance should lay down minimum requirements;
- there needs to be strict and comprehensive guidance on structure, functions and membership; and
- additionally some respondents noted that any reorganisation in certain parts of Wales would have to be through 'joint committees'.

The consultation feedback indicates that should the joint committee option be selected then Welsh Assembly Government guidance on the structure, functions and membership of such committees would be advisable in order to define minimum specifications of the committees. However, this guidance should be flexible enough to permit local authorities to build on joint working arrangements already in place.

### Question 4:

*Should the Assembly Government pilot the proposed delegation arrangement in order to make an evidence-based assessment of its practicalities? If so, would one or more of the current pathfinder projects be suitable for such a pilot?*

A total of **55** responses were received to this question of which:

- approximately 56% indicated support for the proposed piloting of the delegated arrangement and that Pathfinder areas would provide test cases;
- approximately 8% indicated that they were in favour of piloting but not necessarily in Pathfinder areas;
- approximately 31% indicated that they were not supportive of the proposed piloting of the delegation; and
- approximately 5% did not indicate whether they were in favour or not the proposed piloting arrangements.

## Summary of responses

Some respondents perceived the proposed pilot to be a means of testing whether delegation should go ahead or not, whereas others viewed it as a means of testing the operational mechanisms of developing proposals for 16-19 reorganisations.

- Those who considered that the question referred to giving only some local authorities the additional powers are generally against piloting.
- Those who considered that piloting referred to testing the practical mechanism were generally in favour in piloting. There were, however, differences of opinion as to whether or not the current Pathfinders should be utilised as pilots.

The use of Pathfinder areas to pilot the proposed delegations would depend in the nature of the delegation mechanism selected i.e. case-by-case or a 'blanket' approach. The use of existing Pathfinder areas could provide a test-bed under either approach.

## Question 5:

*Would it be desirable and practical for DELLS regional office staff to be seconded to local authorities to assist in the preparation of proposals?*

A total of **55** responses were received to this question of which:

- approximately 36% of respondents agreed that it would be desirable and practical for such secondments to take place;
- approximately 40% of respondents supported joint working between DELLS regional staff and local authorities but not necessarily secondments;
- approximately 15% of respondents indicated opposition to the proposed secondments; and
- approximately 9% of respondents neither agreed nor disagreed with the idea of secondments.

## Summary of responses

Some respondents put forward alternative suggestions as to how capacity issues might be addressed these included:

- nominated DELLS staff members to act as advisers but not to be formally seconded;

- regular DELLS – local authority liaison rather than secondment so that the involvement of DELLS regional staff would be integrated rather than an ‘add-on’; and
- that secondees to a major reorganisation proposal should come from a range of different backgrounds and organisations utilising a cross-sector approach e.g. local authorities, DELLS, FE etc. to design and draw up proposals to be presented to a ‘Joint Committee’.

Responses to this question were mixed. Those in support of the proposed secondments consider that increasing the capacity of local authorities to undertake 16-19 provision proposals would be essential. These respondents were of the opinion that DELLS regional staff could provide valuable expertise, potentially ensuring uniformity of approach across Wales, improving information flows between the Assembly, local authorities and stakeholders, as well as visible evidence of the Assembly Government’s contribution to supporting the preparation of proposals.

Respondents opposing secondments cited the lack of need for transfers of staff, the potential for conflict of interest, and the use of secondments as an alternative to providing local authorities with the necessary resources to enable them to second staff from local learning provider partnerships. Concerns were expressed that the proposed secondments could serve to indicate a lack of trust and confidence in local authorities’ ability to deliver.

### **SECTION 3: Responses to consultation questions 6 - 8 on the role of the Community Consortia for Education and Training**

#### **Question 6**

*Should the CCETs be reconfigured so that their coverage is aligned with the Spatial Plan areas, and reconstituted to act as working groups of the Spatial Plan area programmes; or should they be reconfigured on some other geographical basis?*

A total of **63** responses were received to this question of which:

- approximately 95% of respondents supporting the need for the reconfiguration of the Community Consortia for Education and Training (CCETs);
- approximately 57% of respondents supporting the realignment to Wales Spatial Planning areas (WSP) or as working groups of the Spatial Area programmes; and
- approximately 36% of respondents indicated that they did not support realignment to the Wales Spatial Plan areas.

## Summary of responses

Of those respondents supporting the need for reconfiguration many referred to the overlap that currently exists between the role of the CCETs and the 14-19 Networks. Such respondents envisaged that reconstituted consortia would create a much needed strategic focus for the planning of post-16 education provision.

There were a few caveats relating to realignment of the new consortia with the Wales Spatial Plan areas. For example, some areas possibly are too large (i.e. the South East region has 50% of the local authority areas), the cross boundary issues with England and the blurring of WSP area boundaries. Several respondents stated a need to avoid any overlap with other existing partnerships and working practices to ensure that this does not lead to inefficient duplication of provision.

Several organisations indicated that they would wish to see further consideration regarding regional groupings, although recognising the important role of the Wales Spatial Plan, and that further thought should be given to the reconfiguration of consortia at a regional sub-regional level. Some respondents stated the need to take into account the relationship with other key partnership networks such as 14-19 Networks, Young Peoples' Partnerships and Spatial Plan Partnerships.

In the main those not supporting re-alignment with the Wales Spatial Plan areas wished to see more local bodies at a local authority level in line with the 14-19 networks. It was felt by some respondents that progress on basic skills, Adult and Community Learning and 14-19 was best achieved at a local authority level.

There were several references to setting up specific task and finish groups, at a regional level, which would feed into the planning cycle as an alternative to regional consortia. More than one respondent referred to the setting up of a regional body strategically to steer skills and employment, and suggest that this regional body would include, Careers Wales and Jobcentre Plus alongside employers and employer organisations.

There was a minority view that CCETs (new reconstituted consortia) should cease and the 14-19 Networks should be utilised for the development of cross-LEA collaboration.

Several respondents perceived a significant gap in relation to post-19 learning provision, in particular addressing the needs and priorities for Adult and Community Learning and the Voluntary sector, disadvantaged groups, and the needs for meeting basic skills priorities.

There is no clear agreement from respondents that they would wish to see regional consortia as per the WSP areas, with the exception that there is agreement if the new consortia are only predominantly about the development

of skills and represented by mainly the 'demand side' i.e. employers, employer organisations and trade unions.

It was recognised that labour market intelligence data is not yet readily available at the Wales Spatial Plan area level.

Clarity was requested from several respondents on the mechanism for the future planning framework feeding into the spatial plan cycle if the consortia are to be reconstituted into Wales Spatial Plan areas.

## **Question 7**

*Should their membership be drawn in future predominantly from organisations representing employers? If, so what organisations should be represented?*

A total of **64** responses were received to this question of which:

- approximately 61% of respondents who wished to see the new consortia having a balance between the 'supply and demand side' in terms of representation;
- approximately 21% of respondents supported the view of having the majority of new representation drawn from the 'demand side'

## **Summary of responses**

With regard to the balance between supply- and demand-side representation there was a strong feeling that the right balance must be achieved. Close liaison with the Assembly will have to be secured, and meaningful regional representation from the FE sector, business, schools, work-based learning providers, careers/training and local authorities as well as a closer involvement from employers, employer organisations and trade unions.

Those respondents who supported the view of having the majority of the new membership/representatives to be drawn from the 'demand side', and major employers within the locality and the employer representative bodies e.g. Sector Skills Councils (SSCs), local chambers of commerce, Small Business Federations, Institute of Directors, Confederation of British Industry. This largely depended on the role of the consortia being established. If the role is about learning linked to economy and employment it was generally felt sensible to have the main representation being from organisations representing employers. It was felt important that representatives should be able to adequately represent business and inform the needs and priorities across all business sectors.

As a counter to the proposal for the Learning and Skills Reference Groups some respondents commented that employers already have organisations such as trade associations, CBI, chamber of commerce, Institute of Directors etc. that could be used and what would be the purpose of any new consortia.

Several respondents pointed out that the suggestion of an employer led forum implied the reconstituted consortia as only having a skills focus, and if so what about lifelong learning.

There was a large majority of responses which raised the issue of sustaining employer engagement over a long term and hence the need for a balance of the 'demand and supply side'.

It was recognised that there is potential duplication of work of the new regional fora with the SSCs. There were many respondents suggesting SSCs should be involved with the new groups but recognised the difficulties for the SSCs trying to represent all business sectors and there is a capacity issue for them in being able to participate with all regional groups.

### **Question 8**

*What role could the reconstituted consortia be expected to play both generally in respect of the assessment of education and training needs and priorities and, specifically in respect of the development of proposals by local authorities for the reorganisation of 16-19 provision within their geographical areas that the reconstituted consortia would cover?*

A total of **60** responses were received to this question.

#### **Key comments raised included the following:**

There was a majority view expressed that decisions about proposals to reorganise 16-19 provision should not be taken by these new consortia and these should remain with the local authorities and the agreed statutory approval process.

There were many varying suggestions regarding the role of the reconstituted consortia. The list below summarises some of these and on which there was a general consensus. There were many views expressed which stated that the role would depend on the clarity over the remit and focus for the new consortia.

- i. Provide advice and guidance to learning providers and local authorities as to the adequacy of existing provision and raise awareness of any potential skills gaps.
- ii. The local partnership group along with the 14-19 network should provide advice and support to the LEA in any proposals relating to post-16 reconfiguration.
- iii. The regional body could undertake the annual learning and skills assessment and contribute to the Regional Statement of Needs and Priorities (RSNP). They could provide a focus for the work of individual sector skills councils and engage with the Skills for Business Network, to assist with their workforce development plans and identify the needs of the voluntary and community



agencies. They could consult with local partnerships if the consortia are at a regional level. They could conduct Community Learning Development Plans which also contribute to the RSNP.

- iv. Involved with work associated with EU structural funds from 2007-2013 as focus is on increasing employment, tackling economic inactivity and improving skills levels with an important role to be played by WSP areas in co-ordinating activity at the sub-regional level.
- v. Collecting and analysing the evidence base for any restructuring proposals and developing and advising on any resulting proposals for reorganisations.
- vi. Ensure 16-19 provision prepares young people for progression into employment and HE. Ensure stronger links between education supply and local employment sector. Ensure allocation of contracts/training places is linked to high quality learning delivery measured by progression into jobs and HE, as well as qualifications achieved.
- vii. Test labour market intelligence to see if it fits the needs of the sub-region/region. The reconstituted CCETs should be invited to submit their views on any 16-19 proposals. If the CCETs were based on WSP regions this would ensure that any proposals to reform 16-19 provision at local level were compatible with the wider regional picture.
- viii. The consortia could offer an impartial view on the assessment of education and training needs and be able to commission research.
- ix. The consortia should be invited to submit their views on any 16-19 proposals referred to in the first part of the consultation paper. If on WSP areas this would ensure proposals to reform 16-19 provision at a local level were compatible with the wider regional picture.
- x. Consortia need to take better account of sector studies into workforce development issues and having effective links with strategic partnerships such as YPP, 14-19 Networks and Communities First partnerships. They also need to maximise on new convergence funding opportunities for community based learning re links to Wales Spatial Plan areas.

There was a general agreement that decisions about proposals to reorganise 16-19 provision should not be taken by these bodies and should rest with local authorities and related partnerships overseen by the democratic process.

There needs to be a clear structure and remit for each of the 14-19 networks, partnerships and consortia to avoid the duplication of roles and data requirements. The proposed consortia role needs to provide or complement the production of co-ordinated demand led assessment and sub-regional labour market intelligence.

The question needs to accommodate building on the 14-16 aspects of the statutory education, the underpinnings here are vital for progression and raising standards. LEAs need to own the agenda and call on other interested parties to contribute to developing a regional approach. It is too rigid to think all regions should have identical provision. The community needs to be accommodated for strategic planning and opportunities for progression and realistic collaboration.

Consideration needs to be given to rurality issues, which were mentioned by some respondents as missing from proposals set out in the consultation document.

## **Annex A**

### **List of Respondents**

#### **Details of Organisations Responding \***

Association for College Management  
ASCL  
Barry College  
Bassaleg School  
Bedwas High School  
Bishop Hedley Catholic High School  
Blaenau Gwent CCET  
Blaenau Gwent County Borough Council  
Bridgend College  
Bridgend County Borough Council  
Bro Dysg  
Bryn Mawr Foundation School  
Capitalearning  
Carmarthenshire CCET  
Carmarthenshire County Council  
Catholic Diocese of Wrexham  
Catholic Education Service  
Caerphilly CCET  
Caerphilly County Borough Council  
Ceredigion County Council  
Children's Commission for Wales  
Church in Wales  
Coleg Gwent  
Coleg Llandrillo  
Coleg Meirion-Dwyfor  
Coleg Menai  
Coleg Morgannwg  
Coleg Sir Benfro  
Coleg Sir Gâr  
Conwy County Borough Council  
Cyngor Gwynedd Council  
Deeside College  
Diocese of Menevia  
Fforwm  
Flintshire CCET  
Flintshire County Council  
Habia Cymru  
Merthyr Learns (Merthyr Tydfil CCET)  
Merthyr Tydfil College  
Monmouth Diocesan Council for Education  
NAHT Cymru  
NASUWT  
NATFHE  
NCETW  
Neath Port Talbot Council for Voluntary Service

NUT

Pembrokeshire Association of Voluntary Services

Pembrokeshire County Council

RISE (Five Counties Learning Network)

Skills for Business Network Forum - Wales

St Albans' RC High School

Swansea College

Swansea County Council

Swansea Learning Partnership

Torfaen County Borough Council

UCAC

Vale Centre for Voluntary Services

Vale Learning Network

Wales Council for Voluntary Action

WLGA

Wrexham CCET

Wrexham County Borough

Y Coleg Ystrad Mynach

\* Other organisations responded but requested not to be identified.