

# SUCCESS FOR ALL

Reforming Further Education and Training

Our Vision for the Future

November 2002

department for  
**education and skills**  
creating opportunity, releasing potential, achieving excellence



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## FOREWORD BY THE SECRETARY OF STATE

The learning and skills sector has never been more important to the Government's agenda than it is today. It is pivotal to our overriding objective to strengthen Britain on the dual and inextricably linked foundations of social justice and economic success. We must give further education and training its proper place as a vital mainstream part of the education system. The sector should be at the cutting edge of our aspiration to enshrine lifelong learning into the daily lives of our citizens and the culture of our country.

Our commitment, embodied in this strategy, is to give you the tools to make this aspiration a reality.

Earlier this year we set out a far reaching set of reforms which aimed to show that we have heard the concerns, and recognise the difficulties, the sector has faced. I am pleased and reassured that these have received significant support from all parts of the sector. I feel confident that the plans for implementing the reforms which are set out in this subsequent document will, with the continued support of the sector, raise standards, improve outcomes and increase participation in learning.

*Success for All* is about everyone in the sector – providers, learners and employers.

The sector must ensure that 14–19 learners have greater choice and higher standards, with a wide range of academic and vocational programmes providing clear opportunities to progress to higher education and skilled employment. It must also ensure that adult learners have greater access to excellent provision for basic skills, training for work and learning for personal development. And that employers have a productive engagement with a transformed and responsive network of providers committed to meeting regional and sub-regional skill needs. This is our challenge to you.

Our commitment to you is the largest ever investment in raising standards and transforming local delivery in learning and skills provision. This record investment will be delivered through the most radical reform of provider funding since 1993, designed to deliver the Prime Minister's principles for public service. But we know that reform

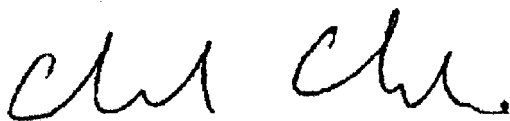


is about more than just money. We want to give you the tools to make it happen. We recognise that one size does not fit all and if we are to move towards this vision, we must have a massive devolution of decision making to front line managers and a significant reduction in the burden which diverts energy away from teaching and training.

Our plans for reform are bold and comprehensive but we recognise that change takes time. Some of the reforms are already in the early stages of implementation and they will see rewards soon. Others aim to effect steady and sure change for the better, but will take time to come to fruition.

This is not a strategy for government alone. The key to success is partnership with all the key stakeholders. This means the Government, the Learning and Skills Council, the Inspectorates and Regional Development Agencies working with employers and providers, in both the public and the private sector, to equip individuals with the skills and education they need to succeed.

This is a radical and ambitious reform and investment strategy. We challenge the leaders in this sector to make the most of this once-in-a-generation opportunity.

A handwritten signature in black ink, appearing to read 'Charles Clarke', written in a cursive style.

Charles Clarke  
Secretary of State for Education and Skills  
November 2002

# Executive Summary

## WHY REFORM?

1. The learning and skills sector provides some excellent quality learning and has distinctive strengths, such as:
  - the commitment to widen participation and meet the needs of disadvantaged people;
  - the important role providers play in local communities;
  - the creativity of front-line staff in delivering learning for the individual; and
  - the provision of skills for employers and the economy.
2. There remain problems of widely diverging standards of learner achievement. There is too much poor provision and across the system as a whole, insufficient attention has been given to improving teaching, training and learning. For example, one in seven colleges require full re-inspection. We need to ensure that the quality of all providers reaches the standards of the best.
3. We also need a learning and skills sector which engages much more effectively with local and regional businesses and employers to play its full part in meeting skill needs and improving productivity. Improving the responsiveness of the supply side to employers will be absolutely central to the Skills Strategy which the Department for Education and Skills (DfES) will be publishing in June 2003.

## STRIVING FOR EXCELLENCE

4. We are committed to investment and reform to raise standards, increase participation and improve outcomes for learners and employers. We need a learning and skills sector which offers:
  - 14–19 learners greater choice and higher standards with clear academic and vocational progression routes to higher education and employment;
  - adult learners increased access to excellent provision for basic skills, training for work and learning for personal development; and

- employers much more productive engagement with a transformed and responsive network of further education colleges and other providers committed to meeting regional and sub-regional skill needs.
5. We aim to address under-investment in professionalism and to reward and recognise the importance of the further education and training workforce. We want to support the development of strong leadership and management amongst all providers. We also want to replace the destructive competition which exists between providers with appropriate competition in a better planned and more collaborative environment. And we want to lift the burdens of bureaucracy to empower colleges and other providers to improve services and meet their targets rather than account for every little action they take.

## THE JOURNEY OF REFORM

6. This document sets out a strategy for reform, supported by the Government's largest ever investment programme in further education and training. There are four elements:
- **Meeting needs, improving choice** by improving the responsiveness and quality of provision in each area to meet learner, employer and community needs;
  - **Putting teaching, training and learning at the heart of what we do** by establishing a new Standards Unit to identify and disseminate best practice, which will guide learning and training programmes;
  - **Developing the leaders, teachers, lecturers, trainers and support staff of the future** including setting new targets for full and part-time college teachers to be qualified, and developing strong leadership and management through a new leadership college; and
  - **Developing a framework for quality and success** by establishing a new planning, funding and accountability system, based on greater partnership and trust, including three year funding agreements.
7. Our strategy will be underpinned by the Prime Minister's four key principles of public sector reform. It will *expand choice*. It will *promote devolution and delegation* to the front line. It will provide *flexibility and incentives* for success. And it will be based on high *standards and accountability*.

8. Through these reforms we will work with the Learning & Skills Council (LSC) to continue with our attack on unnecessary red tape by implementing the strategy set out in the report of the Bureaucracy Task Force, led by Sir George Sweeney. We will also tackle the bureaucracy associated with multiple inspection and audit, which is faced by many providers.
9. The reforms will depend on a new relationship between the LSC and providers based on partnership and trust, underpinned by clear accountability. The LSC will be discussing with key partners, including providers, how this new relationship can be achieved.

## INVESTING TO SUPPORT REFORM

10. We will back this reform strategy with a major investment package to transform performance. For colleges in the further education (FE) sector we announced in July 2002 a 1% annual real terms increase in the unit of funding for the next three years, reversing the annual efficiency squeeze which they faced in the past. Our full plans are as follows:
  - ▣ total planned funding for FE colleges will increase by 19% in real terms by 2005–06;
  - ▣ current targeted funds for pay and for staff training will be consolidated into core funding to reduce bureaucracy and devolve decision-making to the front line;
  - ▣ all colleges will benefit from a 3.5% increase in core funding in 2003/04 from these consolidated funds, and a further 2% real terms increase in 2003/04 for agreeing a plan with targets with the LSC;
  - ▣ subsequent funding increases will be linked to performance. The vast majority of colleges who achieve their targets will get at least a 2% per annum real terms increase in the unit of funding in subsequent years. Excellent colleges can expect more. Colleges which perform poorly will get a lower amount, but will get additional support and intervention to provide an opportunity to improve;
  - ▣ we will increase capital funding for the learning and skills sector by over 60% by 2005–06 in real terms. And to deliver the massive programme of training and support for teachers and trainers drawing on proven effective practice, we will also provide funding rising to over £100 million in 2005/06; and
  - ▣ we are also committed to further investment in work-based learning to deliver the major reforms of Modern Apprenticeships recommended by Sir John Cassels.



11. This package will enable the LSC to reduce substantially the current gap in the core funding rates per qualification it pays to school sixth forms and to FE and sixth form colleges. We also believe that the extra resources will enable key stakeholders to address the structural pay issues affecting general FE colleges and utilise the additional resources to narrow substantially the pay gap with schools by 2005/06.
12. The LSC will reshape the remainder of the former Learning and Skills Standards Fund so that it can invest in excellence and intervene to remedy weakness.

## IMPLEMENTATION

13. The strategy will be implemented in a phased approach over the next three years.
14. The key to this strategy is partnership within the learning and skills sector both regionally and locally. For each goal, we will also seek the active engagement and support of the sector's leaders at national and local level.
15. Providers themselves must also view all of their staff as valued members of the team. We need leadership and commitment at all levels – this means from the top of every organisation to every manager, lecturer, teacher, trainer and support worker – to help every learner get the best out of their experience.

## A MEASURE OF SUCCESS

16. We will know we have succeeded when there is widespread public support for further education and training and the achievements of learners and when:
  - ▣ the tough targets we have set ourselves have been achieved – for example increasing the number of 19 year olds who have achieved a level 2 qualification; increasing the proportion of young people starting a Modern Apprenticeship; improving basic skills for adults; and reducing the proportion of adults who lack a level 2 qualification. Achieving these will raise success rates for all qualifications and significantly contribute to our plans for higher education;
  - ▣ employers are confident that their local colleges and other providers are meeting their needs and have high quality, appropriate and relevant provision;
  - ▣ the workforce is equipped with higher level skills and skill shortages are significantly reduced;

- parents are confident that their 14–19 year olds have access to a range of excellent academic and vocational courses;
- learners are succeeding and highly satisfied with the teaching and learning they receive; and
- learners, including those who are disadvantaged, receive the support they need to benefit from education and training.

# 1. INTRODUCTION

## THIS DOCUMENT

1. This document sets out the joint plans of the DfES and the LSC to build a more effective and responsive learning and skills sector. It takes forward the proposals set out in the discussion document '*Success for All – Reforming Further Education and Training*' to reform the learning and skills sector and raise standards.

## THE CONTEXT

2. Further education and training is important to the achievement of the Government's twin goals of social inclusion and economic prosperity. Over 6 million learners choose further education and training which is funded by the LSC, with public funding of over £7 billion in 2002–03. Learning is delivered in a diverse learning and skills sector of over 4000 providers including:

- general further education (FE) colleges;
- sixth form colleges;
- some Higher Education Institutions (HEIs) providing further education;
- specialist colleges;<sup>1</sup>
- school sixth forms;
- local authority adult education institutions;
- voluntary sector and community based providers;
- private sector providers and employers; and
- Ufi/**learndirect** hubs.

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1 Including agricultural, dance and drama and art and design colleges and those catering for learners with learning difficulties and/or disabilities.

3. Within this broad sector, there are around 400 further education, sixth form and specialist colleges in the FE sector which represents the largest element. They receive public funding of over £4 billion.<sup>2</sup>

## WHY DO WE NEED A REFORM STRATEGY?

4. We are committed to investment and reform to raise standards, increase participation and improve outcomes for learners and employers. To do this, we need a learning and skills sector which offers:
  - 14–19 learners greater choice and higher standards with academic and vocational programmes which provide high quality and clear opportunity to progress to higher education and employment;
  - adult learners greater access to excellent provision for basic skills, training for work, and learning for personal development; and
  - employers much more productive engagement with a transformed and responsive network of providers committed to meeting regional and sub-regional skill needs.
5. Across the learning and skills sector there are many distinctive strengths: the commitment to widen participation and meet the needs of disadvantaged people; the important role providers play in local communities; and the creativity of front-line staff in delivering learning. But there has also been under-funding and excessive bureaucracy. There remain problems of widely diverging standards of learner achievement, which the Inspectorates have highlighted. Whilst there is some excellent quality provision, this co-exists with too much poor provision. And across the system as a whole, insufficient attention has been given to improving teaching, training and learning.
6. For too long, further education and training has been the forgotten sector in education. We are committed to reversing this through a comprehensive reform strategy, building on strengths and systematically tackling weaknesses. Through these reforms, we have a once-in-a-generation opportunity to do this. We want to address under-investment in the professionalism, reward and recognition of the

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2 The LSC is responsible for the public funding of further education and training in England, through four main funding streams: further education; school sixth forms; work-based learning; and adult and community learning. In the rest of this document providers will be referred to either by type or according to the funding stream under which they are funded, as appropriate to the context.

further education and training workforce. We also want to replace the destructive competition which exists between providers, with appropriate competition in a better planned and more collaborative environment. And we want to lift the burdens of bureaucracy to empower providers to improve services rather than account for every little action they take.

## CONSULTATION RESPONSES

7. There was overwhelming support from respondents representing providers, employers and learners for the proposals for an invest and reform strategy as set out in the *Success for All* discussion document. But there were some concerns too from different parts of the learning and skills sector:
  - ❑ some general FE colleges felt that the document underplayed the high levels of satisfactory provision in colleges as assessed by the Inspectorates, and underestimated the strengths of broad-based general FE colleges;
  - ❑ some sixth form colleges and schools felt that the problems diagnosed in the consultation document did not uniformly apply to them;
  - ❑ work-based learning providers argued that their success is being assessed against measures which are more demanding, and less within their control, than those used for other sectors; and
  - ❑ some respondents in the adult and community learning sector wanted to see a more prominent recognition of the social importance of learning, particularly for adult learners.
8. These responses have helped shape this strategy and a full report on the responses received to the consultation is available on the DfES website at [www.dfes.gov.uk/learning&skills](http://www.dfes.gov.uk/learning&skills).

## WHAT WE PLAN TO DO

9. This document sets out a strategy for reform, supported by the Government's largest ever investment programme in further education and training. There are four elements:
  - ❑ **Meeting needs, improving choice.** We need to improve the pattern, responsiveness and quality of provision in each area to meet learner, employer and community needs. The LSC will undertake Strategic Area Reviews to

determine the configuration of provision that best delivers this. We expect all providers, as part of this process, to look afresh at their education and training mission and to focus on their strengths. Whilst there is no single 'blueprint' for the organisation of learning, we expect to see more distinct 16–19 provision. Provision must also better meet the needs of employers and the workforce. We will further expand the Centres of Vocational Excellence (CoVE) network, strengthen its focus on meeting regional and sub-regional skill needs and give increased emphasis to encouraging innovative approaches to meeting these needs. The Government and the LSC will make available funding to enable the development of 400 CoVEs by 2006.

- **Putting teaching, training and learning at the heart of what we do.** It is the right of every learner to receive excellent teaching and training. We have established a Standards Unit in the Department to lead these reforms, staffed mainly with expert practitioners, including secondees from the sector. It will build on experience from the adult basic skills strategy and the Key Stage 3 Strategy in schools. It will identify and disseminate good practice, learning materials and training programmes. We have identified a number of priority curriculum areas, set out at paragraph 72, which will be tackled first. To ensure best practice is embedded locally, the Standards Unit will support a regional network of co-ordinators and practitioners. Working with the LSC and Ufi/**learn**direct, we will also exploit and integrate better the use of Information and Communication Technology (ICT) and e-learning, through a coherent strategy. This will include the extension of Curriculum Online to further education and training.
  
- **Developing the leaders, teachers, trainers and support staff of the future.** Learners must be taught by those with appropriate skills and qualifications. So we are proposing to set a new target that by 2005/06 the vast majority of full-time and a majority of part-time college teachers and lecturers should be appropriately qualified. Over time, we will look to extend this approach to other providers within the sector. It will also be critical for the sector to take the lead in shaping the development of the professional standards for its workforce. We need to increase the attractiveness of a career in lecturing, training and management in the sector, and to strengthen the reward and career structures linked to performance. And it will be important to recognise the key role played by support staff. Strong leadership and management will be essential. We will therefore launch a new leadership college for the sector from 2003, and improve

mentoring for managers, including from leaders in business. With the LSC and other key partners from the sector, we will also develop a succession planning strategy which will bring leaders with a wide range of experience into the sector and also increase the diversity of senior staff.

▣ **Developing a framework for quality and success.** We will establish a new planning, funding and accountability system, based on greater partnership and trust. To empower local decision making and longer term planning, local LSCs and providers will be given three year funding. Local LSCs will have maximum flexibility to move money between years and share this freedom with providers. For colleges in the FE sector, we will also introduce higher funding rates linked to performance. And the LSC will also introduce floor targets for providers, based on success rates. The LSC will consult on these arrangements shortly. The LSC will intervene where it finds providers who fail to meet agreed standards. But there will be additional rewards for top performing providers, including financial rewards, building on the current arrangements for learning and skills Beacon status.

10. Our strategy will be underpinned by the Prime Minister's four key principles of public sector reform. It will *expand choice*. It will *promote devolution and delegation* to the front line. It will provide *flexibility and incentives* for success. And it will be based on high *standards and accountability*.
11. Through these reforms we will also continue with our attack on unnecessary red tape. Many of the changes proposed in this strategy will reduce the bureaucratic burden on providers. The Bureaucracy Task Force, led by Sir George Sweeney, has been looking at the bureaucracy faced by the FE sector. The Task Force's report will be published in November 2002. With the LSC, we have been supporting the Task Force's work and are committed to implementing its recommendations. The LSC will build on this work and extend it to addressing red tape in all providers. We recognise that further work is also necessary to tackle the bureaucracy associated with multiple inspection, audit and management information requirements. With the LSC we have already reduced some of the audit and review burden faced by providers including reducing the frequency of provider reviews. The LSC will set out further plans to rationalise the audit burden.
12. The reforms will lead to a new relationship between the LSC and providers based on partnership and trust, underpinned by clear accountability. This change will be a shared challenge. It will require greater openness and a close collaborative

working relationship. The LSC will be discussing with key partners, including the representative bodies of its providers, how this new relationship can be achieved together.

## INVESTMENT TO SUPPORT THIS REFORM

13. We will back this reform strategy with a major investment package to transform performance. For colleges in the FE sector we have already announced a 1% annual real terms increase in the unit of funding for the next three years, reversing the annual efficiency squeeze which they faced in the past. We can now go further and announce that new money will deliver a further 1% a year increase in real terms enabling a rise in the average unit of funding of 2% per annum in real terms from 2003/04. We will also consolidate into core funding, targeted funds for pay and for staff training, to reduce bureaucracy and devolve decision-making to the front line. This will switch well over £100 million from targeted funding to core funding from 2003/04, adding some 3.5% to core funding.
14. We expect all colleges to benefit from the consolidation of targeted funding into core funding in 2003 /04, and from a 2% real terms increase for agreeing a plan with targets with the LSC. Subsequent funding increases will be linked to performance. The vast majority of colleges who achieve their targets will get at least a 2% per annum real terms increase in the unit of funding in subsequent years. Excellent colleges can expect more. Colleges which perform poorly will get lower amounts, but additional support and intervention to give them the opportunity to improve. By 2005/06 we would expect the funding rate for good colleges to be 5 percentage points higher than for consistently unsatisfactory colleges, and rates for excellent colleges to be a further 2 percentage points higher. Our expectation is that no more than 10% of colleges should be performing unsatisfactorily.
15. This package will enable the LSC to reduce substantially the current gap in the core funding rates per qualification it pays to school sixth forms and FE colleges. The Government also challenges general FE college employers and unions to use this opportunity to address the structural pay issues affecting the sector. It believes the additional resources available should enable a substantial narrowing of the pay gap with schools by 2005/06.



16. The net effect of these substantial improvements in funding, together with increases for rising student numbers and in capital funding and investment in teaching and learning that are set out below, is that total planned funding for further education will increase by 19% in real terms between 2002/03 and 2005/06 – over £1 billion of new money.
17. For work-based learning, the unit of funding per learner per year will be protected in real terms for the next three years. The LSC funding formula already provides clear financial rewards for successful completion of work-based learning programmes. The LSC plans to adjust the formula further for 2003/04, for example to reflect longer average lengths of stay in some programmes than have previously been allowed for. The proposals in this strategy will help work-based learning providers to improve success rates and thereby increase funding they earn per trainee. Together with the planned expansion of Modern Apprenticeship numbers, and the introduction of three year funding arrangements, this will offer an improved funding package for work-based learning providers, with a clear link to performance.
18. For providers in the learning and skills sector as a whole, funding for capital projects will also increase and we will be providing new funding to support the teaching and learning strategy. We will increase capital funding for the learning and skills sector by over 60% in real terms by 2005/06 compared with 2002/03. And we will also provide funding rising to over £100 million in the year 2005/06 to deliver the programme of training and support for teachers and trainers drawing on proven effective practice.
19. With money for staff training consolidated into core funding, the LSC will reshape the remainder of the former Learning and Skills Standards Fund so that it can invest in excellence and intervene to remedy weakness. The majority of the fund will be allocated to local LSCs at the start of the year, to fund local intervention activity or provide revenue support for structural change. The fund will cover all types of provider, though for whole school purposes, schools with sixth forms will continue to be supported from the schools standards fund via LEAs. Some funds will be held centrally by the LSC for allocation in-year, for example for new Beacons or CoVEs, for action on inspection findings, or if serious concerns emerge. A small proportion of the fund will also be used to develop national products and services such as best practice materials and networks, help lines and consultancy, linked to the reforms to teaching, training and learning described in paragraph 9 above. The LSC will consult on proposals for how the new fund will operate shortly, and will aim to ensure transparency to providers in the use of the fund.

## WHO WILL THE REFORMS COVER?

20. We believe that the main elements of the *Success for All* strategy apply across the full range of learning and skills providers, and we aim to extend the reforms to all parts of the sector over time. But specific proposals for change may not apply, or may not apply in the same way, to providers of all types. This document seeks to set out clearly to which parts of the learning and skills sector each proposal applies. Whilst school sixth forms will be included in many of the strategy's proposals, they are also covered by the arrangements applying to all secondary schools. A separate note setting out how the proposals in this document apply to school sixth forms is at Annex 1.

## HOW WILL THE REFORMS LINK WITH WIDER DFES POLICIES AND STRATEGIES?

21. In the new year we will set out specific policies for 14–19 reform and Higher Education in a statement and strategy document respectively. And we have set out our plans for improving adult literacy and numeracy skills in our strategy *Skills for Life*. The reform proposals in this document will make a major contribution to these policies and strategies by building an effective and responsive learning and skills sector.

22. The DfES is also working, in collaboration with the Treasury, Department of Trade and Industry, Department for Work and Pensions, the LSC and other partners, to develop a national Skills Strategy with an associated delivery plan. This will cover the whole range of Government action to develop the skills of young people and adults. It will set out, amongst other things, the conclusions of a review of the funding of adult learning which was initiated following the July 2002 spending review announcement. The review is looking at how public funding for adult learning can best be deployed so as to meet, and raise, employer demand for skills. It will also address support for individuals in achieving skills and qualifications; and encourage the responsiveness of training providers in meeting employer and individual needs, both now and in the future. The Skills Strategy will be published in June 2003.

## IMPLEMENTATION

23. The Department and the LSC will implement this strategy in partnership with the learning and skills sector. For each goal, we will seek the active engagement and support of the sector's leaders at national and local level, including the Association of Colleges (AoC), Sixth Form Colleges Employers' Forum (SFCEF) and the Association of Learning Providers (ALP). We will also want to work closely with practitioners in the sector and their representative bodies, including the trades unions. Chapters 2 to 5 set out specific proposals under each goal. Chapter 6 summarises our plans for implementation and sets out how we plan to manage the process.
24. Enhancing equality of opportunity will be fundamental to implementing this strategy. For example, the proposed Strategic Area Reviews should help to encourage more ethnic minority and other specialist training providers to enter the market. Similarly, the enhanced capital investment programme and the review of the funding of adult learning will continue the Government's drive to ensure learners with learning difficulties and/or disabilities have access both to suitable provision which meets their needs and to the additional support they require to undertake it. Finally, the steps we propose to take to develop leaders, teachers, lecturers and support staff will help to address some of the racial inequalities identified by the Commission for Black Staff in FE.

## 2. MEETING NEEDS, IMPROVING CHOICE

25. Our discussion document proposed a number of reforms designed to:
- ▣ enable *providers to focus on their strengths* and ensure sufficient breadth of provision locally;
  - ▣ enhance quality and improve *choice for learners* through *Strategic Area Reviews*;
  - ▣ improve the *responsiveness of all providers to sectoral, regional and local skill and labour market needs*; and
  - ▣ improve *collaboration* between providers to meet our 14–19 goals, improve progression to higher education, and to meet the needs of adult learners (including those with basic skills needs, those who are disadvantaged, or have other learning difficulties or disabilities) and employers.
26. The vast majority of respondents welcomed these proposals. Most respondents made the point that colleges and other providers had operated in an era of destructive competition for many years and the barriers created by this culture must be dismantled, but that this would take time. We are committed to transforming delivery across *all providers* to focus on learners and employers, rather than funding or institutional needs. We are committed to achieving this in partnership with our key stakeholders. And we recognise the important point made by many respondents that arrangements should be flexible enough to take account of local and individual providers' circumstances and differences.

## WHAT WE ARE GOING TO DO

### Strategic Area Reviews

27. The discussion document *Success for All* sets out the case for a fundamental assessment of the pattern of provision in each part of the country. This would look at how well provision meets the needs of learners and employers and delivers the LSC's and Government's targets and overall policy priorities. It would also seek to identify the strengths of providers and areas of weakness. Most respondents to the consultation supported the proposed area reviews. They emphasised, however, the importance of flexibility and of taking account of work already done, for example through Area Wide Inspections.

28. From April 2003, building on work already undertaken, all local LSCs will lead Strategic Area Reviews which will ensure that there is:
- ▣ the right mix of provision of the right quality to meet learner, employer and community needs and drive up standards and success rates; and
  - ▣ in each part of the country a network of providers which are clear about their unique contribution and is working collaboratively to achieve educational and economic success.
29. Local LSCs will be responsible for managing the process of Strategic Area Reviews within an agreed national framework which also enables local circumstances to be taken into account. Reviews will be advised by a steering group led by the local LSC and consisting of representatives from Local Authorities/LEAs, Jobcentre Plus, providers and other key local stakeholders including employers.
30. Maintaining the collective capacity of providers to deliver the Government's expectations (for example across 14–19 and for basic skills) will be fundamental. It will mean finding the best balance between specialisation, collaboration and co-ordination within the provider network in each area. This will mean developing and investing in excellent provision. We also expect the Strategic Area Review process to lead to the development of new provision to fill gaps and the rapid replacement or discontinuation of funding for inadequate provision that has poor prospects of improvement. This may lead to rationalisation of provision where there are concerns about standards, wasteful duplication, or where there is insufficient collaborative working. This may mean taking hard decisions about whether providers continue with their current full offering.
31. Draft planning guidance on Strategic Area Reviews is being published by the LSC in November 2002 for consultation. Further guidance on local organisational models will also be available in early 2003. This guidance will be supported by a toolkit for use by the local LSC and its partners.

### **Provider education and training missions**

32. We want every college and provider to be clear about its educational and training mission and to focus on its strengths. Governors or the boards of providers will play an important role in defining and developing their organisation's mission. We expect that this may lead to some institutions specialising or concentrating expertise within their current generalist range of activities. Other providers may decide to

cease to offer one area of learning and concentrate on another. Decisions will be taken in the context of learner, community and employers' needs. Solutions will differ in urban and rural areas and in areas where particular providers have already demonstrated excellence and strength. Collaboration and use of learning technologies will have a key role to play in developing the appropriate pattern of provision in any area.

33. All providers should agree a timetable with the LSC for establishing or reviewing their educational and training mission. This will be important to ensure that final decisions on missions can be taken alongside LSC decisions on the overall pattern of provision and its development. Guidance will be issued on the process of mission review.

### Links with the 14–19 phase

34. The Government is committed to delivering excellence in learning and achievement across the 14–19 phase of learning. Collaborative working between schools and colleges is already helping to achieve coherence. And the 14–16 flexibility fund and Excellence Challenge are fostering further partnerships. A further tranche of funding will be made available to the Increased Flexibility programme in 2003–05. This will enable a second cohort of over 30,000 14–16 year olds to begin part-time vocational courses from September 2003. Building on the 270 partnerships that were created in the first phase, the funding will strengthen the links between colleges and schools. It will also help to embed the new GCSEs in vocational subjects in the secondary curriculum as well as offering valuable pointers to the ways in which the 14–19 agenda might develop. This programme is an exciting and innovative initiative but we need to do more to offer young people wider choice than they have at present.
35. We have set out our proposals for reforming 14–19 education in our Green Paper.<sup>3</sup> We are currently considering the responses made to this and will be announcing the outcome in the New Year. The *Success for All* strategy will support our 14–19 agenda through its proposals to transform local provision, improve choice and improve teaching and learning.
36. Area Wide Inspection results are giving us a clear, independent overview of the quality of provision for 16–19 year olds in the most disadvantaged parts of the country. We will extend these inspections to other areas of the country, and from

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3 *14–19: extending opportunities, raising standards*

next spring they will begin to cover the wider 14–19 age range. Strategic Area Reviews will draw on the findings of Area Wide Inspections, and inspections of individual providers by the Adult Learning Inspectorate (ALI) and OFSTED.

37. Some Area Wide Inspections have identified the need for changes in the way learning for 16–19 year olds is organised, and for the creation of distinct provision (e.g. free-standing sixth form colleges, 16–19 schools or sixth form centres in FE colleges). We will expect the LSC to ensure that all providers recognise the distinctive teaching and learning requirements of the 16–19 cohort in taking decisions about the best organisation of provision.
38. One of the ways in which the approach to young people has changed in the past five years has been an increasing recognition that to get the most from their learning, young people often need support – sometimes financial and sometimes in the form of advice and guidance. We have therefore established the Connexions Service to provide advice and support to all 13–19 year olds to help them fulfil their potential and make a successful transition to adult life. Connexions Personal Advisers will work alongside the pastoral support staff that already exist in schools and colleges, adding value to the work of the staff based in the institution. The Connexions Service will be rolled out across England by April 2003.
39. Finance can also be a major barrier to young people deciding to stay in learning post-16, with discretionary access funds the main source of support for young people in full-time education. In 1999, we began to pilot Education Maintenance Allowances (EMAs) which, depending on means tested family income, pay up to £30 per week to students provided that they attend and apply themselves to their studies – a “something for something” deal. EMAs have raised participation in the pilot areas by almost six percentage points, with retention at age seventeen up by seven percentage points. We have tested a range of different models and conducted a very extensive evaluation, and now intend to roll out EMA on a national basis in September 2004. We have also introduced the Connexions Card, which is available to all young people aged 16 to 19 years. The Connexions Card aims to encourage and motivate young people to continue in learning post-16 by rewarding attendance and application through incentives and discounts on products and services.

## MEETING SKILLS NEEDS

40. In line with the Government's commitment to champion economic prosperity for all, and to create opportunity for individuals, we need to change the relationship between the learning and skills sector and the individuals and employers it serves. The vast majority of responses to the consultation said that a successful link between employers and providers was essential to achieving the objectives of our *Success for All* strategy.
41. The Government plans to publish a Skills Strategy and delivery plan in June 2003 which will set out how the skills of young people and adults will be raised and how employer demand for skills can be increased. The Skills Strategy will set out the conclusions of the review of the funding of adult learning which was initiated following the July 2002 Spending Review announcement. The review of the funding of adult learning is looking at how public funding can best be deployed so it can raise and meet employer demand for skills, support individuals in achieving skills and qualifications and encourage responsiveness of training providers in meeting employer and individual needs. The work of the review will take account of the principles and proposals contained in the Strategy Unit's report on workforce development and in the LSC's Workforce Development Strategy (both published November 2002) which will feed into the Skills Strategy. It will also take account of the approaches emerging from the pilots on pooling LSC and Regional Development Agency budgets which were announced in the Spending Review White Paper. The pilots will test joint regional approaches to raising employer demand for skills and the responsiveness of provision to business needs.
42. In each sector of the economy we must encourage employer demand for skills and ensure that the quality and spread of vocational provision meets the requirements of the businesses and industries it serves. CoVEs continue to develop new, and enhance existing, vocational provision. They are reversing the decline in the volume of level 3 provision and driving up standards of provision in colleges and other providers of vocational courses at level 3. However, further action is needed at national, sectoral, regional and local level to engage employers more effectively and meet skill needs.
43. Regional consultation with employers and key agencies on the Skills Strategy has underlined the need for better employer engagement, less bureaucracy in publicly funded provision, clear roles for the agencies involved in skills development, and greater flexibility in the qualifications system.



44. New Sector Skills Councils (SSCs) will be central to strengthening the skills focus of providers. SSCs are influential employer bodies, licensed by Government, that will lead the drive to significantly improve skills and productivity in industry and business sectors throughout the UK. SSCs are experts on their sectors and understand the key drivers influencing sector development and the implications for the demand, supply and use of skills. SSCs will be working with employers, trade unions, Government and other partners to deliver skills and productivity priorities to improve business competitiveness and public services' performance. They will be key partners in the implementation of Frameworks for Regional Employment and Skills Action (FRESAs), along with the RDAs, the LSC and other local partners. At a local level, we will build a new planning system that encourages providers to improve their responsiveness to employers and their skills needs. We will expect providers' three year plans to set out the action they will take to meet skill needs, linking clearly with the local LSC Strategic Plan and the regional FRESA.
45. We will strengthen the CoVE focus on meeting skill needs and demonstrating employer engagement, and give increased emphasis to encouraging innovative approaches. In doing so, we will encourage CoVEs to work with higher education on the development and delivery of Foundation Degrees in vocational subjects and to realise the links between skills and knowledge transfer to business. It will also be important to ensure that the location and vocational specialisation of CoVEs depend on where they are needed. The Government and the LSC will make available funding to enable the development of 400 CoVEs by 2006. The LSC will work closely with RDAs, the Sector Skills Development Agency (SSDA), SSCs and Ufi/**learn**direct to help ensure that CoVE coverage is appropriate at each level. RDAs and SSCs will continue to support the development of individual CoVEs through the provision of high quality labour market information and building effective employer engagement; and SSCs will be invited to assess what pattern of vocational skills provision is needed for their sector and how this can be supported through the further expansion of CoVEs.
46. Some providers, especially CoVEs and private training providers, have much stronger relationships with employers than do others. The Department and the LSC are working with the Confederation of British Industry, the British Chambers of Commerce and the AoC to find effective ways of connecting all colleges and other providers in the sector more fully with employers. We will work through these organisations' networks to build upon and disseminate best practice in employer engagement. In developing new approaches to employers, providers must recognise

their differing needs and promote learning in the context of business solutions, an approach already adopted by Ufi/**learn**direct in relation to small and medium sized employers.

47. Unions have an important role to play in ensuring that provision better meets the skill needs of both individuals in the workforce and employers. The Union Learning Fund provides support for unions to work directly with providers, employers and their employees to tailor provision. That work includes promoting learning to members and employers, and developing new facilities such as workplace learning centres with onsite tutors from local providers. The 2003–04 round of the funds will focus on increasing engagement with employers. A key role in the funds has been played by Union Learning Representatives, who will now receive statutory backing under the Government's Employment Act 2002. This will support the growth of the Representatives' network and their ability to work with colleagues in the workplace to provide advice on learning, identify learning needs, arrange training and referral to local providers and also to consult with employers.
48. We want the further education and training workforce to have strong and up to date industry and technical knowledge. This will be crucial for high standards and achievement as well as for credibility with employers. Staff will need to develop further their vocational expertise. Industrial secondments for teachers, lecturers, trainers and support staff and more people from industry entering the sector will help ensure this happens.
49. We recognise the importance of ensuring the qualification system meets employer needs. Employers tell us that frequently their employees only require units of qualifications to be able to carry out their role successfully. The LSC and Qualifications and Curriculum Authority (QCA) are working to increase availability of, and funding for, units. This will help individuals and employers tailor qualifications more to meet their needs and at the same time give formal recognition to those achievements. The QCA is currently considering how a unitised qualifications system might give recognition to specific employer focussed skills and respond more flexibly to employers' particular qualification needs.
50. Provider responsiveness to employers will also be backed up by arrangements for inspection which recognises the importance of engaging employers. We are currently working with the Inspectorates to make sure employer engagement is taken into account in the inspection process. Also, the 2002/03 review of the Beacon status criteria will consider measures for recognising good provider responsiveness to employers.

## Work-based learning

51. Transforming the quality and quantity of vocational learning for young people is at the heart of our 14–19 agenda. We need vocational pathways from the age of 14 which maximise young people's participation at 16, attainment by 19 and progression into higher education and skilled employment. This puts work-based learning at centre stage of Government priorities. To achieve the transformation in public perception that is needed, will demand a concerted and sustained effort and investment by Government, LSC, and, most critically, employers and work-based learning providers. A critical task for the *Success for All* strategy will therefore be to ensure we have the quality and capacity in our work-based learning providers to deliver the major reform of Modern Apprenticeships (MAs) recommended by the MA Advisory Committee under Sir John Cassels, and the PSA target of 28% of young people entering MAs before they are 22 years of age by 2004.
52. Building on the recommendations of the ALI Chief Inspector's annual report and the Learning and Skills Development Agency's (LSDA's) report 'Making the Grade', the LSC is implementing an action plan to tackle the key areas of weakness. We will build on this work to ensure that work-based learning providers are able to benefit to the fullest possible extent from our investment in *Success for All*, and the enhanced quality and accountability framework it provides. To improve success rates we will be introducing completion targets for MA providers, and we want to see work-based learning providers having full access to the investment and intervention fund and other relevant sources of funding, including for CoVEs, to improve performance.

## Adult and Community Learning

53. Adult and Community Learning forms a vital part of the Government's drive to support social inclusion, to widen participation in learning, to build communities' self confidence and capacity and to promote good citizenship and personal development. We want to continue to support the wide breadth and distinctive role of the adult and community learning network. But we must also ensure that this provision is of high quality, continues to meet the needs of learners and of communities, and encourages progression towards further learning. Adult and community learning is unequivocally part of our strategy for reform. Assessment of local adult and community learning needs will form part of the Strategic Area Review process. Adult and community learning providers, including the voluntary sector, will also benefit from the range of actions we plan to improve teaching and

learning. And in developing the new quality improvement and accountability framework, we will take into account, for all providers, the need to define targets and performance measures in a way which recognises and values learning which does not lead to a qualification yet demonstrates 'distance travelled'.

## Links with Higher Education

54. The learning and skills sector has an important role in raising the attainment and aspirations of learners to enable more people to progress into higher education. This particularly applies to raising attainment at Level 3 and encouraging young people with vocational level 3 qualifications to progress to HE (only around 50% do so, compared to around 90% of those with 2 or more A levels). We need to motivate to progress to higher education talented students who might otherwise think that it is not for them; and we need to ensure that there are structured and accessible progression routes available.
55. Strong partnerships between schools, colleges, other providers and universities will be vital to making higher education accessible to a wider range of students. Such partnerships are already in place and are delivering results in many parts of the country, often linked to the successful Excellence Challenge programme. We want this partnership working to take place in all parts of the country to widen participation and support increased progression. The Partnerships for Progression programme to be launched by the LSC and the Higher Education Funding Council for England (HEFCE) will be instrumental in making this happen.
56. FE colleges also play an important role in delivering higher education – 10% of higher education is already delivered through colleges including a great deal of 'sub-degree' and new Foundation Degree provision. This is especially important in providing progression routes for students, particularly for those pursuing vocational options. We want this significant role to continue and to grow. However, it will be important that any expanded provision is of high quality and is consistent with the distinct mission locally which we are looking for colleges to develop. We believe that structured partnerships between colleges and universities will be central to meeting these aims and to improving the quality of provision.
57. The Government also recognises that colleges and higher education institutions which offer both FE and HE provision, face particular burdens as a result of operating within two funding and quality regimes. We are working with HEFCE, the LSC, Quality Assurance Agency, OFSTED and ALI to achieve the maximum

possible harmonisation and integration between the different systems and to minimise bureaucracy. For example, we will develop and pilot alternative approaches to quality inspection which will reduce burdens but ensure robust quality assurance, and maintain comparability of inspection/review findings across the FE and HE sectors.

## Capital Investment

58. Too much further education and training takes place in buildings which are not “fit for purpose” and are in poor condition. Vocational training facilities have struggled to match changing industry expectations and technological change. These environmental factors are obstacles to learner recruitment, retention and success, employer confidence and to attracting high quality staff. Overall, there has been too little capital funding available and, although there have been some excellent capital projects, these have not often been linked to broader national, regional or sub-regional priorities. Eligibility rules for capital funding have been designed so as to restrict the number and scale of applications in order to deliver a match with the budget available. This situation must change, although inevitably it will take time to achieve our ambitions.
59. As a first step we will increase direct capital investment in the learning and skills sector to over £400 million in 2005–06, an increase of over 60% in real terms in the three years from 2002–03. The priorities for this investment will be:
- ❑ to update and improve vocational training facilities, including the development of cutting edge CoVEs;
  - ❑ to upgrade and refurbish outdated buildings and transform facilities for ICT-supported learning;
  - ❑ to ensure that facilities are suitable for people with disabilities and comply with the requirements of the Disability Discrimination Act;
  - ❑ to support structural change or to expand existing successful provision for 16–19 year olds in colleges and to develop new facilities for 14–16 year olds outside school; and
  - ❑ to carry through the capital implications of Strategic Area Reviews so that providers of all types can develop missions that focus on what they do best.

60. We will of course, expect providers to continue to maximise their contribution through other sources such as borrowing and Private Finance Initiative arrangements, where appropriate.
61. The LSC will develop and implement a rolling three-year capital programme which will assess providers' proposals against agreed DfES and LSC priorities and targets (including Strategic Area Review outcomes). This will become the mechanism by which strategic investment decisions are determined and will provide increased stability and transparency for providers. The LSC, working with colleges and building designers, will use the opportunity of this expanded capital programme to create exciting and innovative learning environments which will be a landmark for 21st century design and practice.
62. Capital grants will also be available for local authority adult education institutions, voluntary sector providers and specialist colleges. Private sector providers, and employers whose training provision is open to non-employees, will also have access to capital support under the expanded CoVE programme. Any proposals for private sector providers and employers to benefit from capital funding will need to satisfy conditions for managing public investment in assets controlled by profit-making organisations.

### 3. PUTTING TEACHING, TRAINING AND LEARNING AT THE HEART OF WHAT WE DO

63. Our discussion document proposed a number of reforms designed to:

- ▣ identify those *teaching and training methods which have proved effective* in the learning and skills sector, disseminate information about these, encourage their use, and provide appropriate training for teachers and trainers;
- ▣ develop *new teaching and learning frameworks* to support teachers, lecturers and trainers, including improved delivery methods, assessment methods, programme content, and teaching and training techniques;
- ▣ provide a large-scale programme of *training for teachers, lecturers and trainers, workplace supervisors and support staff* with ongoing supporting learning materials; and
- ▣ develop a coherent national *e-learning strategy*.

64. The vast majority of respondents supported the proposals for achieving excellence in teaching, training and learning. Many said it was crucial that current practitioners were heavily involved in the development of new teaching and learning frameworks. Some respondents, however, said the development of new frameworks was not necessarily the answer, since within any particular curriculum area, different learners respond in different ways. They said it was important that teachers and trainers understand and can use the diversity of teaching and learning strategies available. Those who supported the development of frameworks agreed that priority should focus on those areas where a significant amount of provision has been judged to be unsatisfactory, or where there is an actual or imminent skill shortage in the labour market. Respondents emphasised the need for increased resources to support e-learning. There were concerns in relation to e-learning that lack of access to equipment could disadvantage learners. Responses also indicated the importance of health and safety and risk recognition in teaching and training.

## WHAT WE ARE GOING TO DO

### Spreading good practice

65. To date, despite good work by a number of different organisations including LSDA, there has been a relative lack of targeted research on best practice in post-16 teaching and learning. Activity to identify and disseminate good teaching and training practice in particular curriculum areas has been both patchy and diffuse. We will learn from this previous experience. We will also draw on the positive lessons from the Skills for Life strategy, the key skills support programme and the Key Stage 3 strategy in schools. We will introduce a coherent approach to best practice, identifying how effective teaching, training and learning is currently delivered in the distinct and diverse environments within further education and training.
66. Our approach to developing best practice may have wide ranging implications for:
- ▣ the development of the Common Inspection Framework;
  - ▣ curriculum content, qualifications and student assessment arrangements;
  - ▣ teaching and training techniques;
  - ▣ initial training and continuing professional development for teachers and trainers; and
  - ▣ providers' improvement plans.
67. The new Standards Unit in DfES, led by Jane Williams (the former Principal of the City of Wolverhampton College), will lead this approach and the important joint work with providers that will be required to take this forward. The Unit will work closely with a range of key partners, including QCA, the Inspectorates, LSDA, providers of initial teacher and trainer training, the LSC, the Ufi/**learn**direct and others.
68. We will ensure that the identification and development of best practice for teaching and training young people is consistent with our plans for improving teaching and learning at Key Stage 3, and with the 14–19 agenda as proposed in our 14–19 Green Paper, and with work on key skills and our Skills for Life strategy.



## Teaching and Learning Frameworks

69. There was substantial agreement in the consultation on the criteria to be used to select the first areas for the development of teaching and learning frameworks. These criteria include:
- ❑ importance to the economy in terms of measurable skills needs;
  - ❑ a significant amount of unsatisfactory provision; and
  - ❑ potential for supporting the progression of learners.
70. Working with practitioners and partners, the Standards Unit will develop frameworks which will be used to identify best practice in:
- ❑ delivery methods, including use of e-learning, and different settings such as classrooms, workshops and workplaces;
  - ❑ assessment methods, consistent with the requirements of specific qualifications;
  - ❑ programme content, consistent with the requirements of particular qualifications, and with the needs of today's workplace; and
  - ❑ teaching and training techniques, and the pedagogies of e-learning, taking account of the needs of different groups of learners, and the individual needs of learners within those groups.
71. For each of these frameworks the key deliverables will include:
- ❑ guidance to practitioners in a range of formats and media;
  - ❑ an intensive face-to-face training programme delivered by practitioners to practitioners;
  - ❑ revised initial teacher or trainer training;
  - ❑ an ongoing support programme for practitioners; and
  - ❑ teaching and training materials, including for e-learning.
72. Building on existing good practice, the Government will invest substantial resources in this approach over the next three years rising to over £100 million in 2005–06. It will be important to learn as we go. We therefore envisage a gradual build-up, developing new approaches in up to four curriculum areas in 2003/04, at least four

more in 2004/05, and possibly up to a further seven in 2005/06. In 2003/04, the first four curriculum areas will be construction, entry to employment (e2e), business studies and science. In the following year, priority curriculum areas are expected to include teaching and training in health and social care, information & communications technology (ICT), maths, and land-based further education and training. These priority curriculum areas are important to the skill needs of the economy, will support social inclusion, and will be relevant to a wide range of providers and contexts.

73. We will aim to develop best practice teaching and learning materials and teacher/trainer training programmes in the first four curriculum areas in the spring and summer terms of 2003. We will aim for wider dissemination and large-scale piloting of the first products in the academic year 2003/04. There will be a rolling programme of research and analysis, investigation and fieldwork to support the release of best practice teaching resources and learning materials (including through a proposed post-16 Curriculum Online). We will also hold curriculum conferences, demonstration events and workshops, and provide associated teacher and trainer training.
74. To ensure that best practice is embedded locally, the Standards Unit will support a regional network of co-ordinators and advanced practitioners. They will mentor networks of practitioners, and will manage best practice networks, for example in particular curriculum or occupational areas. The Standards Unit will itself make extensive use of Internet communication by building on existing Government investment in e-learning to establish a national learning community of practitioners providing a peer group resource identifying and disseminating good practice.

### Continuing expansion of e-learning

75. e-learning continues to grow in importance in widening post-16 participation and in improving learner retention and achievement. e-learning – the use of electronic technology to deliver, support and enhance teaching and learning – covers a broad spectrum of activities, from distance learning using web-based materials, to blended learning which uses e-learning alongside other traditional forms of teaching. We have invested significant amounts in Ufi/**learn**direct and in the National Learning Network, with a clear impact on the way that individuals learn. Our aim now is to improve quality, raise standards and increase coherence in e-learning across all post-16 delivery routes.

76. Through the post-16 e-learning Joint Implementation Group, we will work with the LSC, Ufi/**learnirect** and other key partners, to make sure we integrate e-learning properly into teaching and learning programmes. A co-ordinated implementation plan for e-learning will be developed. The Group will explore how best to take forward the recommendations of the Morrison e-learning Task Force and the LSC's Distributed and Electronic Learning Group.
77. Developing the infrastructure is essential to the success of e-learning. The National Learning Network has been instrumental in developing an effective e-learning infrastructure in further education. Evaluation of the first phase has demonstrated its effectiveness in improving colleges' use of information and learning technology, and has shown how learners' expectations have increased. The DfES, LSC and stakeholder groups are already working together to extend the benefits of the Network to adult and community learning providers, and to specialist colleges for learners with learning difficulties and/or disabilities. We have agreed with the LSC to make funding available through its investment and intervention fund to implement a staff development programme for support staff and technicians involved in e-learning. The training opportunities available will extend to staff in adult and community learning and specialist colleges. We are also keen to extend personal access to ICT to teaching staff so that they can apply their ICT skills for the benefit of learners. The laptops for FE staff loan scheme has been extended and modified in light of evaluation from the first year of the programme. Up to 5000 further staff will benefit from the revised scheme in 2002–03.
78. One obstacle to the success of e-learning has been the limited availability of high quality content. We must expand and diversify the content which is currently available through the National Learning Network and Ufi/**learnirect**. Plans to embed e-learning include proposals to extend the Curriculum Online concept to further education and training. The initial report on the scoping and feasibility of a Curriculum Online model to support post-16 e-learning will be available by spring 2003. The emerging proposals are being guided by curriculum experts from the sector, in consultation with the Joint Implementation Group. In our approach we will seek to make wider use of effective materials developed by colleges and other providers at local level, and to develop materials that can be customised to suit local teaching needs. We will also explore partnerships with private suppliers to find the right balance between public and private development of new content. These developments will need to be coherent with Ufi/**learnirect**, and we are working closely with a number of colleges to pilot models which will embed the

Ufi/**learndirect** experience into the college curriculum. As a priority for the e-learning strategy, we will seek to maximise the potential for providers to use e-learning to help better engage with employers, to contribute to workforce development, and increase the knowledge, skills and capability of individuals in the workplace.

## 4. DEVELOPING THE LEADERS, TEACHERS, TRAINERS AND SUPPORT STAFF OF THE FUTURE

79. The discussion document proposed a number of priority areas for development:

- ▣ to raise the number of *qualified lecturers, teachers, trainers and managers* and increase access to continuing professional development;
- ▣ to develop with employers in the learning and skills sector a *Sector Skills Council* to assess the workforce development priorities for the sector and develop solutions;
- ▣ to establish a new *leadership college* for the sector to set up development programmes for the leaders and managers of today and of the future; and
- ▣ to address the recruitment and retention difficulties in some parts of the sector and ensure *better rewards linked to performance for staff* in further education colleges, sixth form colleges and other providers.

80. The vast majority of respondents agreed with the proposals for developing teachers and leaders of the future. Many said this should be supported through the development of an improved career structure in the sector. A number pointed out that support staff played an equally important role in ensuring excellence in learning delivery and it would be important to recognise the contribution they made. There were widespread calls for improvements in recruitment and retention through better salaries and terms and conditions of service. A number of respondents identified improved working conditions as key to raising staff morale and improving teacher recruitment and retention.

### WHAT WE ARE GOING TO DO

#### Improving leadership and management

81. Good teachers and trainers flourish where there is strong and visionary leadership and sound and supportive management. We must improve the quality of leadership in the sector by improving its supply. We will work with the LSC and our other partners to develop a succession planning strategy for the sector in support of

these goals. We also want to encourage the sharing of best practice in leadership and management across the wider education sector and with industry. This will include mentoring by experienced leaders from outside the learning and skills sector and from industry. Earlier in 2002, we consulted on proposals for a new national leadership college for the learning and skills and higher education sectors. We received overwhelming support for this. Last month we received proposals from those bidding to run the college, and we will announce details of the successful bidder shortly.

82. Increasing the diversity of leaders and managers within the sector is an important challenge. For example, most learning and skills providers have no senior black and minority ethnic staff. The Commission for Black Staff in Further Education has been looking at the position of minority ethnic staff in colleges. It is publishing its final report in November 2002, and will call for decisive action from college employers, unions, principals and governing bodies and from the Inspectorates. The Department and LSC have taken joint responsibility for ensuring the recommendations are implemented and evaluated by 2004. Together we will establish a steering group of key stakeholders to advise and pursue action and evaluate its impact by December 2004. This steering group will be chaired by Beverley Bernard, Deputy Chair of the Commission for Racial Equality.

## QUALIFICATIONS AND SKILLS

83. Learners must be taught by those with the appropriate skills and qualifications. This applies to lecturers, teachers and trainers and also to support staff and managers. Until recently, and with the notable exception of teachers in school sixth forms and sixth form colleges, there has been insufficient focus on the skills and qualifications of staff in all parts of the sector. This is illustrated by the lack of reliable information about the qualifications of the whole learning and skills workforce. By March 2004, working with the LSC, AoC, providers and unions, we will produce accurate, reliable data on the qualifications of the workforce in LSC funded learning. We will also discuss with the Association of Learning Providers how to research and map the qualifications currently held by trainers in work-based learning.
84. We believe that it is important to establish and reinforce the principle that all teachers and trainers should be qualified to teach and train. By 2010 we would expect that only new entrants to FE teaching would not be qualified and they would be expected to achieve appropriate qualifications within two years of entry for full time staff and four years for part-time staff. We recognise that there may

be exceptions and have no wish to drive out competent part-time teachers – particularly those combining a small amount of teaching with employment in a relevant occupation – by a heavy-handed approach to regulation. We propose to set an interim target for 2005/06. We suggest that this should be that 90% of full-time and 60% of part-time FE college teachers should be qualified to teach or enrolled on appropriate courses. We will discuss further with partners before finalising this target.

85. Over time we will, with partners, look to extend this approach to ensuring an appropriately qualified workforce to work-based and adult and community learning, taking into account the distinctive needs and characteristics of these sectors.
86. We have already promoted the new standards and qualifications for work-based learning trainers and set up a working group with practitioners. The group will advise, early in 2003, on how to increase the qualifications of the work-based learning workforce. And in 2002/03 the LSC has widened the scope of the Standards Fund to cover action to improve the qualifications and skills of support staff, who play an increasingly important role in the quality of the learning experience, particularly in general FE colleges.
87. Until recently we have relied heavily on targeted funding through the Standards Fund as a lever for stimulating providers to address qualifications and continuing professional development. The best providers have always been strongly committed to this agenda. However, in too many cases activity has been overly dependent on (and sometimes distorted by) the availability of specific public funding and has been insufficiently owned by providers. We have now put in place a stronger regulatory framework on qualifications, an improved planning and accountability framework for providers through the LSC, and are now proposing a clear target for college teacher/trainer qualifications.
88. Consistent with our broader aim of increasing devolution and delegation to the front-line, we will transfer an element of the former Standards Fund into core funding for further education and sixth form colleges, and plan to require colleges to set out in their three year Development Plans – and then deliver – targets and approaches to developing the skills and qualifications of their staff. We recognise, however, that while all employers must take responsibility for the development of their existing workforce, the burden of initial teacher training may not fall equally. We will therefore discuss with the LSC and providers how the initial training of teachers and trainers should be funded.

89. It is not just the quantity of qualifications that needs to change but also their quality. We will use powers in the Education Act 2002 to raise the quality of initial teacher training by requiring bodies that run such courses to be approved by the Secretary of State. As the teaching and learning strategy develops, we will expect occupational standards for further education, work-based learning and adult and community learning to be reviewed and revised, to ensure that there are bridges between different sectors and ladders of progression for individuals.
90. The Education Act 2002 will also help to improve the quality of teacher training in staff shortage areas by enabling qualification specifications to be developed for specialist subject areas such as basic skills and e-learning. Ufi/**learn**direct is already working in partnership with the Employment National Training Organisation and has developed occupational standards with linked qualifications for professionals working in e-learning for adults. These qualifications will be at levels 3 and 4, focusing on both e-learning support and delivery and will be taken forward in conjunction with examining bodies.
91. As part of its skills and competitiveness agenda, the Government has challenged employers in industry and business sectors across the UK to develop a more strategic and coherent approach to skill needs. SSCs will provide employers with the opportunity to identify skills priorities for their sector and to work collectively in partnership with government, public agencies and others to address these effectively. It is crucial that the learning and skills sector responds to this challenge so that it can itself play a key role in shaping the continuing development of professional standards.
92. The learning and skills sector must also address its own skills needs. We welcome the discussions by employers to form a broad Sector Skills Council covering the post-16 learning sector. This SSC will have a central role to play in delivering the *Success for All* strategy. It will make a major contribution by identifying and tackling the skills priorities facing the sector and working with partners to develop more effective skills policies to support this.

### Recruitment, retention, reward and career progression for staff

93. Central to our vision of a successful and confident learning and skills sector are:
- ▣ clear incentives and rewards for good performance by individual staff in terms of both pay and prospects for progression; and



□ an improved ability to recruit and retain staff.

94. In particular, the sector needs to intensify efforts to increase the attractiveness of lecturing, teaching and training as a career and also to promote opportunities for support staff to advance in their careers. It is widely recognised that support staff play a vital role. For example, they make a major contribution to the quality and success of students' experience at colleges. A key challenge is to strengthen and clarify all career structures across the sector, in ways which preserve local flexibility and the autonomy of colleges and other providers to determine their own structures, but which enable the benefits of a career in further education and training to be communicated more effectively at national level.
95. Key principles of the Government's approach to pay are to enable local flexibility to meet local needs and to encourage a clear link between pay and individual performance. The Government has no plans, for example, to impose a national pay structure on further education colleges. With increased resources, greater flexibility over their use, and a longer-term funding framework, colleges should be able to address structural barriers in their current pay arrangements to the effective recruitment, retention and reward of staff, including teachers, support staff and managers. As part of the standards agenda, we will expect each college's three year Development Plan to include clear and effective reward strategies which tackle under-performance and include targeted measures on the specific issues which colleges face.
96. The Government will also continue to fund the range of recruitment incentives recently introduced for further education and sixth form colleges. These are Golden Hellos, Repayment of Teachers' Loans, and teaching bursaries for people undertaking PGCE and Certificates of Education to enter FE. We will encourage the flow of experience from business and the wider world of employment into teaching and training. We will do this by exploring new mechanisms with the sector and business representatives, both for outward secondments and work placements for existing teachers and trainers, and to encourage more people from industry to work in the learning and skills sector, whether as a change of career or on a part-time basis.

## 5. DEVELOPING A FRAMEWORK FOR QUALITY AND SUCCESS

97. Every learner has the right to expect that they will receive high quality learning, appropriate to their needs and circumstances in a safe and healthy environment. Our ambition is to have a highly innovative sector in which continuous improvement is central to the work of every provider. To achieve this, we need a framework for quality and success which provides recognition and reward to allow good colleges and other providers to grow and develop, and sets out action to be taken to improve poor performance.
98. In the discussion document we proposed:
- ▣ a *new framework of targets* linked to success measures including, where possible, *value-added measures*;
  - ▣ *support and intervention to give under-performing colleges* and other providers the opportunity to improve; and
  - ▣ greater *autonomy and recognition* for successful providers.
99. The majority of responses to the consultation supported this framework for quality and success. They said that such targets should be clear, realistic, and take account of value added and distance travelled in terms of learning attainment. Many strongly agreed that greater autonomy and flexibility should be provided to successful providers. But many also asked that these benefits should be the standard for all providers, supported by a relationship of greater trust and significantly reduced red tape.

### WHAT WE ARE GOING TO DO

100. We propose to establish a new framework for funding, planning and accountability based on greater partnership and trust. We want this to deliver the Prime Minister's public services reform principles – specifically high national standards, and accountability and devolution to the front line to encourage diversity and innovation. We also recognise the important point made by many of the respondents to the consultation about the need for more reliable, longer-term funding to enable providers to plan investment over a reasonable time period.

## Three year funding agreements

101. We recognise that the current system of annual funding agreements has led to short-term planning horizons for providers, greatly restricting their ability to take longer-term investment decisions because of uncertainty about future income flows. From 2003, the LSC will introduce three year funding agreements for the vast majority of learning and skills sector providers. These new arrangements will apply in all but the most exceptional cases, for example, where there are serious concerns about the provider in question. In January 2003, the LSC will issue a consultation document which will seek views on detailed proposals for how the new system might operate.

## A new system of targets and performance management

102. The LSC will develop its approach to the performance management of its providers. The objectives are to:

- invest in action to raise standards;
- identify and reward excellence in return for providers sharing their expertise more widely;
- identify poor performance and stimulate urgent and effective action to tackle its causes; and
- reduce bureaucracy.

103. The performance management system will not cover school sixth forms who are covered by separate whole school arrangements, but will include:

- a) **floor targets** which will set clear expectations about minimum acceptable performance levels. The LSC will consult on the definition of national floor targets in terms of learner success rates, based on the successful completion of qualification aims. Targets should take account of the diversity of the sector and may, for example, be set for different types of providers – including for general FE colleges, tertiary colleges, specialist colleges, sixth form colleges, work-based learning providers and adult and community learning providers (in respect of their learning provision leading to nationally recognised qualifications). Providers who are failing to achieve the minimum performance level will be expected to commit to a decisive plan for improvement, fully owned by their Governors or boards, and agreed with the LSC to ensure they meet the target within an

acceptable timescale. In cases where providers fail to achieve the required improvement, in line with the LSC's intervention strategy, the LSC will have the ultimate sanction of withdrawing funding from that provider.

- b) **the agreement of three year funding plans** including annual assumptions about learner volumes. These will provide greater assurance for medium term planning by providers. As long as a provider delivers agreed volumes each year, funding for the next year will be guaranteed at the previously agreed level for that year. Local LSCs will have maximum flexibility to move money between years and will share this freedom with providers, for example in the use of capital and revenue funds to support improvements in the provider infrastructure, where the timing of when costs will be incurred is not always accurately predictable.
- c) for colleges in the FE sector, **extra funding linked to the achievement of improvement targets**. Each college will agree a three year Development Plan with the LSC. The Plan will incorporate four headline targets on: learner numbers; employer engagement; success measures; and professional qualifications for teachers. The LSC will consult on the design and operation of the system but our current thinking is that the Development Plan would be built around the following goals:
- **to increase customer focus:** the college would set out its 3 year plans for delivering its mission, including improving student services, opening or closing areas of provision or sites, improving employer engagement, and working in collaboration with other providers. *For this area, each college would have two headline targets, with annual milestones, one for student numbers and one for employer engagement.* There is no single measure for employer engagement appropriate to every college. For some colleges workforce development may not be a major part of their mission. But we would expect each college to set out either quantitative or qualitative measures according to their circumstances. These measures are likely to vary depending on the mission of the college and the local setting in which they operate. These might be in terms of increasing financial contributions from employers; increasing the range of employers with whom they work, especially with small and medium sized employers; greater penetration of particular sectors (e.g. linked to CoVEs); or (e.g. for sixth form colleges) improving access to enterprise education opportunities.

- **to deliver consistent high quality teaching and learning:** the college would set out its three year plan for improving teaching standards, including action to tackle weak curriculum areas as identified by inspection, to improve retention and achievement, and to realise the potential of ICT. *Every college would have a headline target, with annual milestones, for learner success rates, appropriate to its learner profile and informed by benchmarking.*
- **to develop the capability of the college workforce:** the college would set out its three year plan for recruiting and developing the skills of its managers, lecturers and support staff, including action to provide incentives for individual performance, reward contribution to learner success, and increase diversity. *Every college would have a headline target, with annual milestones, for professional qualifications for teachers, lecturers and trainers (with the exception of those sixth form colleges which already have a fully qualified teaching workforce).*

104. In return for agreeing a Development Plan, every college would move to a higher unit funding rate, providing for 2003/04 a 2% real terms increase on 2002/03 levels. Colleges which stay on track to deliver their plan and achieve their targets would continue to have sustained increases in the unit of funding in subsequent years, which would average 2.5% in real terms in each of 2004/05 and 2005/06. Colleges which exceeded their targets could attract a premium rate, which could average at a 3.5% real terms increase in each of these years. A college whose performance was consistently unsatisfactory would revert to a unit funding increase in line with inflation until its performance improved. It would be offered support and, where appropriate, intervention by the LSC.

105. Our expectation is that the performance of no more than 10% of colleges should be unsatisfactory, and that this proportion should diminish over time. Similarly, we would expect initially around 10% of colleges to exceed their targets significantly and attract the premium rate, and that this proportion would increase over time.

106. The LSC will set the floor targets and prepare guidance on the levels of year on year performance improvement in learner numbers, success rates and teaching/training qualifications which might be expected overall. In January 2003 it will consult on floor targets, the structure of the Development Plan, how targets should be measured, how target levels should be agreed for each college and how local LSCs will reach a judgement about the overall performance of the college. It will then

issue guidance to the sector in May 2003. The first Development Plans and targets will be introduced in the 2003/04 planning year. Proposals for improvement targets will be set out in the LSC's Quality Improvement Strategy for 2003–2006.

107. Local LSCs will use their judgement of provider capacity, and draw on benchmarking data for the sector, to agree with each provider sufficiently challenging improvement targets. Through the planning process, local LSCs will ensure that the performance of providers, in terms of quality and volume of provision will contribute effectively to achievement of the local LSC strategic plan and targets. This will, in turn, contribute to achievement of the national LSC's targets and to the Department's appropriate PSA targets.
108. We have also received overwhelming support for our proposal to develop value-added measures for the further education and training sector. These will be especially vital to the achievement of our widening participation objectives and ensuring that our planning process delivers high quality provision that is available for the hardest to help and the disadvantaged. We are committed to securing a system of measures that is clear, consistent and national, and recognises value added by 2005/06. The basic principles for these measures will be established by summer 2003 and the necessary changes to the management information systems will be put in place during 2004/05. We will also develop arrangements for recognising non-accredited learning. The successful completion of Modern Apprenticeship frameworks is critical to our vision of high quality work-based learning. We will be sensitive to the fact that as a single measure of success this may not give recognition to outcomes short of full framework completion which learners and employers nevertheless value.
109. To ensure that provision meets the needs of learners, the LSC will work with the sector to develop measures of learner and employer satisfaction which providers can use to benchmark their performance.

### Recognising and investing in excellence

110. The key objective of the new planning, funding and accountability framework is to encourage and support high quality teaching and training and effective and well-managed institutions. We have already introduced, in March 2002, the award of Learning and Skills Beacon status for high performing providers and have made the first awards to colleges and work-based learning providers. We plan to extend Beacon status across the full range of learning and skills providers.

111. We have been working with the LSC and the Inspectorates to develop further the benefits of Beacon status. Both the LSC and the Inspectorates wish to ensure the principle of intervention in inverse proportion to success applies to top performers and that they are given credit and recognition for their achievements.
112. The benefits of Beacon status will include less frequent or less intense inspection, taking account of the internal quality assurance arrangements of providers. We are working with the Inspectorates to agree changes to the timing and focus of the inspection process to take full account of the proven excellence of Beacon providers. This work will take account of evaluation of the new inspection arrangements which will become available in January 2003. Proposals will be developed in the light of these results and to reflect the proven track record of Beacon providers, and will be consulted on during 2003 with the aim of implementing any changes for the next inspection cycle in 2005/06. In addition, the LSC will consider reducing the intensity or frequency of its performance review process for Beacon providers. It will also ensure that any routine monitoring of Beacons is minimised – reflecting the relationship of trust between the LSC and top performers in the sector.
113. Learning and Skills Beacons are already required and receive funding to share their best practice with other providers. We are working with the Beacons to develop these arrangements and to identify more clearly their role in promoting innovation and excellence across the sector. These arrangements need to link to the sharing of innovation and best practice led by the new Standards Unit as described in Chapter 3. They also need to link to the new arrangements for higher funding for high performing providers described in this Chapter and the LSC will cover this in the January consultation.
114. We will introduce a scheme of awards for teachers, lecturers, trainers, managers and support staff in the learning and skills sector. We would like to work with partners to develop awards which recognise and celebrate excellence in different parts of the sector. We will build on experience with existing schemes, such as the highly successful National Teaching Awards for schools and National Training Awards, and encourage nominations from employers and learners, as part of our strategy of putting learners at the centre of reform.

## Support and Intervention for under-performing providers

115. With the LSC, we now have in place clear procedures for targeted intervention in the case of providers whose quality has been assessed as unsatisfactory by inspection or who have been assessed by the LSC in their performance review as showing a cause for concern. The LSC will, as appropriate, give financial and practical support to providers to enable them to improve their performance. From 2003–04 the Standards Fund will be redesigned. Funding for common improvement and development activities such as staff development in FE and sixth form colleges will be included as part of 'core funding'. This will leave an investment and intervention fund, which will be targeted on specific interventions where these are needed.



## 6. IMPLEMENTING THE STRATEGY

### Engaging Partners

116. Our goals in *Success for All* can only be delivered through effective partnership working with all organisations in the further education and training sector. This will be essential if we are to harness the energy, enthusiasm, and wealth of experience and good practice that exists across the sector to deliver the reforms we need. This section describes how the Department and the LSC will manage the implementation, the timetable for doing this, and how we will work in partnership with key stakeholders throughout.
117. Responsibility for delivering the improvements in performance across the sector and supporting the delivery of the strategy will rest with providers. We want their leaders and governing bodies or management boards to drive forward the necessary reforms. We want to embed a culture of continuous improvement and innovation in all providers, building on the strong commitment that already exists. This will be essential if learners and employers in every area of the country are to receive the high quality learning which they deserve.
118. In developing the policy framework set out in this document, we will actively involve the sector. As well as consulting the sector on specific elements of the strategy, we will arrange workshops and seminars to ensure our policies are informed by existing best practice, and the wide expertise and experience of practitioners. We will also tap the potential of electronic forums to engage as many people as possible in discussions about key issues, for example, through 'online' discussion groups and Ministerial, senior Departmental and LSC officials' live discussions on the web. We will publicise details of all these events on [www.dfes.gov.uk/learning&skills](http://www.dfes.gov.uk/learning&skills).

### THE TIMETABLE FOR IMPLEMENTATION

119. The strategy will be implemented over the next three years. It will consist of two distinct stages:
- i) a *development stage* that will consist of work to design, develop and test the supporting frameworks and models. Much of this will take place over the next six to eighteen months, although for some developments such as teaching and

learning frameworks, we will phase in work on further curriculum areas over time. We have already started this process with the Teaching and Learning Conference which took place on 8 October 2002 and involved over 250 practitioners across the sector; and

- ii) an *implementation stage* that will take place from April 2003 through to 2005/06 and beyond. Some elements of the strategy will be implemented as soon as possible (including three year funding agreements and clear targets), so that the benefits can be felt in the coming academic year. For example, for three year budgets, providers will know their budgets for 2003/04 by May 2003, and for the next two years by August 2003. Other elements may take more time to develop, design and test out. Some may be implemented through pathfinders. Others, such as developing a system of value added measures, will require significant development of the underpinning methodologies.

120. The *Success for All* policies and plans will be evaluated on an ongoing basis to ensure that the policy frameworks developed with stakeholders are effective and improve practice locally.

## A Delivery Plan

121. A delivery plan, setting out our plans to implement each goal in the strategy and the supporting key milestones will be published on the DfES web site at [www.dfes.gov.uk/Learning&skills](http://www.dfes.gov.uk/Learning&skills). To keep partners informed of progress on implementing the strategy, we will update this delivery plan every six months.

122. The key milestones in this plan will include:

<b>Milestone</b>	<b>By when</b>
Initial response to Bureaucracy Task Force report	November 2002
Launch consultation on Strategic Area Reviews	November 2002
Launch consultation on College Development Plans, floor and improvement targets, overall assessment of college performance for funding purposes and different funding levels according to performance	January 2003
Publish proposals for floor and improvement targets for further education work-based learning and accredited ACL provision	January 2003

<b>Milestone</b>	<b>By when</b>
DfES Director of Teaching and Learning takes up post and new Standards Unit operational	January 2003
Develop initial best practice teaching, learning and curriculum frameworks	January – July 2003
Develop initial teacher and trainer training programmes	January – July 2003
Scoping study report advising on shape and direction of post-16 Curriculum Online	April 2003
Publish guidance on Strategic Area Reviews	April 2003
First Strategic Area Reviews begin	From April 2003
Launch national leadership college	April 2003
Provider budgets for 2003/04 agreed	by May 2003
Publish guidance for local LLSCs and colleges on Development Plans, floor and improvement targets, overall assessment of college performance for funding purposes and different funding levels according to performance	by May 2003
Trials of new teaching and learning materials and supporting training programme	from May 2003
First round of assessments for rolling three year capital programme	July 2003
Provider budgets for 2004/05 and 2005/06 agreed	by August 2003
Introduce three-year funding agreements and provider plans	by August 2003
Introduce floor and improvement targets	by August 2003
Begin large scale piloting of teaching and learning frameworks and training programmes	from September 2003

<b>Milestone</b>	<b>By when</b>
Regional teaching and learning development workers in place	from September 2003
First leadership college programmes on offer	September 2003
Agree basic principles for a range of new success measures	September 2003
Launch of post-16 Curriculum Online portal	October 2003
Implement changes to management information systems for new success measures	September 2004
Providers meet floor targets and agreed improvement targets	2006
400 CoVEs up and running	by 2006

## LEADERSHIP OF THE STRATEGY

123. Ministers will provide leadership for this strategy and will work closely with the LSC, the Inspectorates and other national partners on its implementation. A Ministerial Steering Group has been established and will meet on a quarterly basis to provide strategic leadership and direction on the strategy's development and implementation.

124. This will be supported by management arrangements that the Department and the LSC have put in place jointly to monitor and drive forward implementation of all the elements of the strategy.

## THE STANDARDS UNIT

125. A new Standards Unit is being established within the Department to help drive the strategy and to focus specifically on teaching and learning and developing the workforce. By January 2003, a number of expert practitioners and sector secondees will be starting to develop and commission good practice guides, learning materials and training programmes. They will draw on research evidence and the work of the LSDA, QCA and the Inspectorates. Additional secondees will join the unit over time to support the planned rollout of further frameworks and of staff

qualifications reforms. From September 2003 a team of regionally based development workers will support trialling and implementation in the field, in collaboration with local LSCs.

## LSC IMPLEMENTATION TEAM

126. The LSC (and particularly local LSCs) will lead the delivery of key elements of the *Success for All* programme. The LSC is establishing an implementation team within its national office to drive work forward and coordinate the LSC contribution to all four themes.

# ANNEX 1

## HOW THIS STRATEGY APPLIES TO SCHOOL SIXTH FORMS

### INTRODUCTION

1. Successful school sixth forms which deliver high quality academic, vocational and basic skills learning for 16–19 year olds are critical to the Government’s priorities to achieve excellence for young people through a new 14–19 phase, and to increase progression and widen access to higher education.
2. In the past, the degree of separation between the planning and funding arrangements for school sixth forms and those for other 16–19 learning providers has contributed to the lack of coherence in 16–19 provision in many local areas, as identified by OFSTED and ALI in their 16–19 Area Wide Inspections. The new planning and funding arrangements for school sixth forms, introduced by the Learning and Skills Act 2000 and the Education Act 2002, will address these problems while respecting the integrity of 11–19 schools as single institutions.
3. The principles of the *Success for All* reforms will apply equally to school sixth forms as part of an integrated learning and skills sector. However, because schools are already subject to whole school reforms as part of our plans for transforming secondary education, they will be applied in different ways.

### MEETING NEEDS, IMPROVING CHOICE

4. Local LSCs will consult LEAs and schools with sixth forms about the plans for Strategic Area Reviews, and the subsequent development of options for change. Strategic Area Reviews cover all LSC funded learning in the area including sixth form provision of all types. Sixth form learning, like the rest of post-16 learning, will be assessed against the priorities of learners, employers and local communities; its contribution to wider targets and policies; and measures of its quality and success. In these assessments care will be taken not to restrict learner choice, and to support providers of all types to develop missions that focus on what they do best.

5. Schools will continue to be central to Excellence Challenge activities aimed at improving progression to HE. We will look to ensure that these are integrated with HE institution-led activities to widen participation, particularly those supported through the Partnerships for Progression initiative.
6. Mainstream capital support for school sixth forms will continue to be made available through the capital funding arrangements for schools as a whole.

## PUTTING TEACHING, TRAINING AND LEARNING AT THE HEART OF WHAT WE DO

7. School sixth forms will be covered by the new arrangements for teaching and learning frameworks. We will encourage school teachers to identify effective practice in teaching and learning for 16–19 year olds, and will offer them access to teacher training and support programmes to embed that good practice. Schools will have access to e-learning materials through the planned post-16 Curriculum Online initiative. Capital support and staff training for school teachers in relation to e-learning will continue to be made available through whole school initiatives.

## DEVELOPING A FRAMEWORK FOR QUALITY AND SUCCESS

8. Sixth forms will be covered by the whole school arrangements for standards and accountability. Sixth forms are inspected as part of an inspection of a secondary school under section 10 of the *School Inspections Act 1996*. Inspection of schools with an increased focus on sixth forms began in September 2001. The inspection is conducted according to the same criteria as for other school provision, and has as far as possible been brought into line with the inspection of colleges.

## ANNEX 2 GLOSSARY

ACL	Adult and Community Learning
ALI	Adult Learning Inspectorate
AoC	Association of Colleges
ALP	Association of Learning Providers
BCC	British Chambers of Commerce
CBI	Confederation of British Industry
CoVE	Centre of Vocational Excellence
DfES	Department for Education and Skills
EMA	Education Maintenance Allowance
FE	Further Education
FRESA	Frameworks for Regional Employment and Skills Action
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution
ICT	Information & Communications Technology
LEA	Local Education Authority
LSC	Learning and Skills Council
LSDA	Learning and Skills Development Agency
MA	Modern Apprenticeship
NLN	National Learning Network
OFSTED	Office for Standards in Education



PGCE	Post Graduate Certificate in Education
PSA	Public Service Agreements
QAA	Quality Assurance Agency
QCA	Qualifications and Curriculum Authority
RDA	Regional Development Agency
SFCEF	Sixth Form Colleges Employers' Forum
SSC	Sector Skills Council
SSDA	Sector Skills Development Agency
ULF	Union Learning Fund
ULR	Union Learning Representative
WBL	Work Based Learning or Learner



