

16-19 EDUCATION AND SKILLS REFORMS – DRAFT FINAL REPORT

**REPORT OF THE CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY
COMMITTEE**

1. Purpose of Report

- 1.1 To provide the Scrutiny Committee with a draft policy review following a review of 16-19 education and skills reforms.

2. Introduction

- 2.2 New arrangements for the planning and funding of education and training for young people will come into effect from April 2010. From this time, the priorities for young people and the responsibility for the outcomes achieved by them will be shared by the local authority, the Young People's Learning Agency (YPLA) and the college, schools, and training organisations that work directly with all those aged 16-19 and those aged 19-25 who are subject to a learning difficulty assessment. The National Apprenticeship Service (NAS) will be responsible for increasing the number of Apprenticeships for all ages. Local authorities and the YPLA will work with NAS to make sure young people realise their Apprenticeship ambitions.
- 2.3 This is a period of organisational change. It depends on the local authority taking the lead in making sure young people have access to high quality learning opportunities, including entitlements to Apprenticeships. The local authority will become the single point of accountability for all 0-19 Children's Services and key to the planning, coordination and integration of services in the city and across sub-regional boundaries.

3. Aim of Review

- 3.1 The review looked at how the Council was meeting the challenge of the machinery of government changes, announced in 2008, which will transfer the planning and commissioning of 16-19 provision from central government to local authorities with effect from 1 April 2010.

4. Terms of Reference

- 4.1 The terms of reference for the review were to consider the process of change, particularly over the recent months, along with the effectiveness of :
- a) Bringing together provision for children and young people up to the age of 19 years;
 - b) Making sure that education and training for 16-19 year olds meets the needs of all - including the most vulnerable and those who are at risk of becoming NEET;
 - c) Planning education and training that balances learners' choices, employers' needs, and responds to economic trends

5. Membership of the Scrutiny Committee

- 5.1 The membership of the Children, Young People and Learning Scrutiny Committee during the 2009/10 Municipal Year is outlined below:

Councillors Paul Stewart (Chair), Graham Hall (Vice-Chair), Richard Bell, John Kelly, Tom Martin, Dennis Richardson, Dianne Snowdon, Philip Tye, Bob Francis, Robert Oliver, and Ivan Richardson

Coopted Members Malcolm Frank, Christine Hutchinson, Marilyn Harrop, Howard Brown, Stuart Laverick, Gary Holmes, Dorothy Butler, Pat Burn, and Audrey Johnson

6. Methods of Investigation

- 6.1 The following methods of investigation were used:
- a) Evidence from the City Council's lead officer was presented to the Committee on 12 November 2009;
 - b) Observation of Machinery of Government Board Meetings held on 2.11.09 and 14 December 2009;
 - c) An evidence gathering session was held with providers and Connexions on 18 December 2009;
 - d) The undertaking of a detailed survey of providers across the city;
 - e) The Committee's involvement in a Stakeholder Meeting held at the Civic Centre on 18 January 2010
 - f) A site visit to the City of Sunderland College on 12 February 2010 which involved meeting with staff and students;
 - g) Members attendance at a North East regional React event on 17 February 2010; and
 - h) Evidence on the City Council's role in relation to Apprenticeships presented to the Committee on 11 March 2010.

7. Setting the Scene

The scale of the challenge

- 7.1 This is a huge programme of change. Despite best ever school results and college success rates there are still significant numbers of young people who drop out and too many are disengaged. Each individual young persons needs should be met within this new arrangement whatever their abilities and aspirations. Employers need candidates with basic and generic skills. A high quality vocational route driven by employers is the challenge.
- 7.2 The Public Service Agreements (PSA) with targets specifically in respect of the young people are:
- a) PSA 10 Increase the proportion of young people achieving:
 - i. Level 2 at age 19 to 82% in 2011 (from 73.9% in 2007);
 - ii. Level 3 at age 19 to 54% in 2011 (from 48.0% in 2007).
 - b) PSA 14 Reduce the proportion of young people who are not in education, employment or training by 2 percentage points by 2010 (from 9.7% in 2004).

- 7.3 Planning for increased participation rates will be done in the context of demographic change in the city and will need to reflect travel to learn patterns. While total population is projected to increase slightly, the 16-18 age group is projected to decline by 13% between 2009 and 2015. This is a faster rate of decline than is projected nationally and one of the highest rates of decline in the north east. The local authority faces a number of challenges in delivering this new arrangement and the decline in the population of young people adds to this challenge.
- 7.4 Reduced learner numbers is financially significant however the sector will need to deliver full participation through the entitlement while overall numbers of young people reduce.
- 7.5 Together, the challenges of demographic change, the raising of the age of participation, the new curriculum framework, and the need to secure maximum value for money in a time of spending restraint, the local authority has a considerable challenge and will need to review the pattern of local provision. Carrying through such an undertaking will be a major task, and implementing the outcomes will pose major problems in an environment made up of largely autonomous providers.

Variations in the learner population

- 7.6 Young people exhibit a huge diversity of need. High quality Information, Advice and Guidance (IAG) will be critical in helping identify and meet those needs.
- 7.7 Many young people face considerable and complex barriers to engaging in learning. 32,300 young people in the North East – around 20% of the young population live in areas ranked among the 10% most deprived in England (compared to 12% nationally). Multiple issues are experienced by young people in the area young people including use of illicit drugs, and alcohol, high numbers of young people claiming benefits, and having one of the highest levels of teenage pregnancy in the north east.

The characteristics of the learning environment

- 7.8 The stakeholders, in addition to the young people, who are particularly affected by the changes are those currently in receipt of LSC funding.

Within the Council they are:

- a) 16-19 Team;
- b) ITEC/Riverside;
- c) Family, Adult and Community Learning;
- d) Workforce Development;
- e) Tyne & Wear Care Alliance; and
- f) European Social Fund (ESF).

Within the City they are:

- a) Sunderland College;
- b) Specialist Colleges;
- c) Work Based Learning (WBL) Providers (providing learning for 2,664 young people in the current year);
- d) Sixth Forms; and

- e) Voluntary and Community Sector.

The impact of the recession

- 7.9 The recession has created particular challenges in youth unemployment and in employers' ability to offer apprenticeships.
- 7.10 The youth claimant count rose by 3.18% between February 2008¹ and October 2009. While numbers are now falling (2.79% change by December 2009) youth unemployment remains a considerable issue².
- 7.11 Providers confirmed that employed apprenticeships have been affected, with some industries significantly affected. Many employers are unable to afford the cost of a learner and at the same time young people choose to go to college instead of work-based learning, giving double impact to a reduction in the number of placements. Additional funding has been available through the WNF but youth apprenticeship programmes remain at a reduced level.

Strategies to provide 16-19 learning

- 7.12 The City Council's 14-19 Strategy has been developed to contribute to the achievement of local targets to:
- a) Increase the number of learners achieving GCSE 5+A* to C grades including English and Maths;
 - b) Increase the number of young people from low income backgrounds progressing to higher education; and
 - c) Reduce the number of 16-19 year olds not in employment education or training.

The full range of targets from the 14-19 strategy are attached as Appendix A.

- 7.13 As the 14-19 Agenda continues to grow with the new arrangements the challenge is to ensure that there is sustainable funding to support a central 14-19 Partnership team to deliver on the priorities.
- 7.14 The 14-19 Strategy has been in place for some time and will need to be revised in light of the new arrangements. The NEET action plan is also being refreshed and embedded into the 14-19 Strategy and the LAA delivery plan to ensure a consistent approach across the relevant partnership groups.
- 7.15 The local authority will be responsible for producing a 14-19 commissioning plan including an assessment of apprenticeship needs. This will sit within coherent governance arrangements between the 14-19 partnership, the Children's Trust and the Sunderland Partnership. This integration of 16-19 with the wider Children's Services agenda is the missing piece of the jigsaw.

Early transitional changes

- 7.16 The year 2009/10 has been a year that required planning, administration, partnership working across travel to learn areas, staff transfer, consultation and

¹ February 2008 - the lowest point on the UK claimant count series - is used here as the initial measurement point to take into account the extended duration of the recession.

² The youth claimant count rate is calculated as a percentage of all young people aged 16-24

communication. 2010/11 will be a further transition year with the year 2011/12 expected to fully operate fully with the National Commissioning Framework (NCF).

- 7.17 This review has observed activities during the 2009/10 year and talked to stakeholders on their perceptions of the implementation over the next two years.
- 7.18 The local authority has a pivotal role in the transition process. Local authorities were able to organise their own structure and roles to take forward the new arrangements from April 2010.
- 7.19 In this transition year the LSC has worked closely with the local authority, Sub-Regional Groups and the Regional Planning Group to trial key elements of the NCF which will come into effect for 2011/12.
- 7.20 Sunderland is part of a sub-regional grouping (SRG) comprising the Tyne & Wear authorities and Northumberland with North Tyneside as the lead authority for the SRG. The submission made a robust case for the establishment of an SRG which reflected travel to learn patterns and the SRG is aligned with the governance structures of the City Region MAAs. SRGs will come together in a Regional Planning Group with other key players such as RDA, GONE, Young People's Learning Agency and the new Skills Funding Agency as part of a Regional Planning Group (RPG).

8. Findings

Complexity of structures

- 8.1 Structures and procedures will be set within the National Commissioning Framework (NCF). The NCF was out for consultation at the time of producing this report and will be produced by the YPLA in April 2010 for the commissioning process in the 2011/12 academic year. At the time of the review, the status of the NCF as a consultation document means that no firm commitment could be given to the proposals.
- 8.2 The new architecture involves:-
- a) Schools, colleges and other providers
 - b) Local authority consortia
 - c) 14-19 Partnerships and Children's Trusts
 - d) Local Authority (key powers and duties)
 - e) Sub-regional groupings
 - f) Regional planning groups
 - g) YPLA (and SFA)
 - h) DCSF (and DBIS)
- 8.3 During the national consultation process concerns were expressed by stakeholders about what is perceived to be excessive complexity of structures and systems described in the NCF. Questions were raised about the need for four geographical tiers in the system; three sponsoring agencies for performance management of providers; and the complexity of the arrangements for commissioning apprenticeships, academy places and European Social Fund (ESF) provision.

- 8.4 Locally, Members found there were similar concerns expressed about the perceived complexity and lack of clarity around roles, responsibilities and accountability. There are concerns that the sub-regional grouping may lead to bureaucratic forums which could delay decision making.
- 8.5 The Committee found that the regional and sub-regional structures reflect key relationships and provides the opportunity to support delivery of the 16-19 changes within the Multi-Area Agreements (MAAs). Elected Members felt they should be involved at this crucial strategic level to oversee the employment and skills arrangements in the sub-regional area as well as directly, within the local authority area, working with the Executive Director of Children's Services.

Limiting the amount of bureaucracy for providers in administering the new system

- 8.6 A strong feature of promoting the new arrangements is that the system will be more coherent and simple. However, Members found that perceptions about over-bureaucratic systems were a strong concern. Providers do not feel they have had adequate communication on how bureaucracy will be managed. In the course of participating in stakeholder events, providers were given an assurance that they would not notice any additional complexity or administration and if there was any additional complexity it would be at sub-regional level. This gives rise to additional concern about adding extra administration costs and possibly taking resources away from delivery.
- 8.7 At this time it is no more than a perception that the reforms will bring complexity and bureaucracy to the system but this was a strong theme running throughout the evidence from stakeholders.

Meaningful consultation and involvement of stakeholders

- 8.8 Providers expressed a view that little direct consultation had taken place i.e. they felt they had not been able to directly feed in their views and influence the transfer arrangements. The SRG is aware that there needs to be ongoing dialogue with providers about provision from 2011/12 onwards. Some providers felt that there had been little dialogue as yet.
- 8.9 One option is for providers to be considered as partners in the arrangements as they hold the intelligence about current and emerging patterns of demand, rather than simply as providers from whom provision is procured. The counter argument to this position is that involving providers in the SRGs and RPG would represent an unacceptable conflict of interest in the commissioning process. In addition to provider engagement there is a need to ensure that regional and sub-regional structures effectively engage the views of employers and learners. It is therefore important to establish the strategic engagement of provider and employer whilst minimising the risk of conflicts of interest emerging.
- 8.10 The Committee found that there were some acute concerns about the commissioning arrangements from 2011/12 and reassurance was sought. 2010/2011 will be business as usual and will form the baseline of allocation. The Skills Funding Agency (SFA) seemed unsure that a procurement exercise would be required from 2011/12. Given the range of provision to be procured it seems there

would almost certainly have to be a procurement exercise under NCF from 2011/12. This seemed to be an emerging picture and requires a conversation.

Clarity about the relationship between the YPLA, the SFA, the NAS, and the local authority

- 8.11 In the new system there will need to be interactions between the local authority, the YPLA and the SFA, where the National Apprenticeship Service (NAS) will be located. Providers were informed about the changes as they were set out in the NCF but did not have enough information about how the balance of responsibilities would be delegated for them to be able to be reassured about how this arrangement would operate. Information about the practicalities of how contracting will take place and what is expected from them was unclear. For example, while 21st century IT solutions are promised, the Management Information System used for funding claims was designed around the LSC system. There was concern expressed that the supportive relationship they have previously experienced with the LSC would change to a one of micro-management with a local authority funded arrangement.
- 8.12 One of the strong themes of the new arrangements is the opportunity to provide a more integrated approach to 0-19 education and to Children's Services in general. However, evidence to the Committee from providers indicates that it is not clear that, even with the creation of the YPLA, that provision would not become fragmented.
- 8.13 The Committee heard providers' concerns that at all the levels in the system (local, sub-regional, regional, and national) there might be delays in the decision making process with decisions being passed between the Non-Departmental Public Bodies before being made and communicated to providers. Providers need clarity sooner rather than later.

Planning in a demand-led system

- 8.14 There is a potential tension between the learner being at the heart of the new framework and a fully planned, top-down system. Providers asked for clarification about how a demand-led system will operate and where information on the demand from both employers and learners will come from to inform the best choices.
- 8.15 Although providers were informed that for the 2010/11 academic year there would be a hand over of the same volume and funding methodologies as had been operational in 2009/10 so that their immediate plans and delivery could be business as usual, providers were concerned that from that from 2011/12 onwards funding provision could dry up and they are unable to plan.
- 8.16 It is clear to Members after listening to providers that there is a particular lack of clarity around the future of work-based learning provision. The local authority is aware that existing providers should not be disadvantaged by the transfer. An assurance was given that in the first year (2010/11) the process will not be opened up to competitive tender unless there are gaps in provision. The longer term is clearly more uncertain and it cannot be avoided that some providers will deliver less or more provision than now.

- 8.17 There are considerable opportunities for providers in the new arrangements. The challenge is the impact funding changes may have on their ability to plan due to the uncertainties of volume of demand. The response to providers was that this could be addressed through ensuring that learners are well informed and advised to be able to make the right choices.

Fair, Transparent and Value for Money

- 8.18 Providers sought assurances about how the arrangements would be fair for providers and asked about appeals and complaints processes. Concerns were that the local authority should commission fairly and transparently from those providers who have a reputation and record of delivering high quality provision. Apprehension was expressed that certain providers would be favoured over others despite a track record of successful outcomes and quality provision.
- 8.19 Some in the existing local provider network informed the Committee they felt threatened by the new commissioning process, particularly around how the local authority will manage foundation learning and whether the college and schools will dominate provision.
- 8.20 There is also the potential for conflict of interest when the local authority is the commissioner and the provider. There is a concern that commissioning should support area priorities in the LAA and MAA.
- 8.21 The challenge for the local authority will be to support the existing quality providers within the system but also attract new provision. Alongside this the local authority must align learner and employer demand. Providers thought that there should be more planning and commissioning conversations than they have now and asked for further reassurance around the single commissioning conversation.
- 8.22 Some providers commented that they were not sure that with so many different groups vying for business that the level of quality of provision could be judged differently in each local authority area, which may lead to potential inconsistencies and not a level playing field.
- 8.23 Providers were assured that local authorities must take into account the principles of the NCF which sets out the basis for consistent and provider-neutral commissioning. SRGs will review and challenge the 16-19 commissioning plans of the local authorities in their group. As an additional safeguard against partial decision making the YPLA will be able to review the balance or diversity of provision.

Expertise within the local authority

- 8.24 Transferring the responsibility for funding to local authorities also includes the transfer of LSC staff into the local authority. Despite this, concern was expressed that the local authority may not have the capacity to take on this new responsibility and would need support to build the appropriate understanding of demand and supply information.
- 8.25 Providers informed Members that their relationship with the LSC had been supportive with local managers meeting with providers on a regular basis every 6 to

8 weeks. Having a dedicated LSC partnership manager for providers made managing contracts easier. While there will continue to be a one-to-one relationship with each provider there was concern that under the new arrangements each account manager would have a larger number of training providers to manage which would result in a less hands on approach.

- 8.26 Some providers were concerned that decision making within the local authority would not be strategic, meaning that decisions could be taken without real time information about demand / performance which does not create a viable or stable environment for providers to continue and grow.
- 8.27 For the local authority to be able to make informed decisions about providers in their area and to ensure they commission to reflect patterns of participation and advocate effectively for resident learners in other areas they need to be clear on the quality and performance of individual institutions to be able to provide an appropriate entitlement. Data is needed to ensure the system can supply the right data at the right time so that the local authority has a sound understanding of matching provision to demand.

Impact on NEETs

- 8.28 Raising participation towards 100% means that those young people who are not in education, employment or training (NEET) will need to be engaged in the process. The proportion of young people who are NEET has fallen recently, reflecting concerted efforts locally but the proportion of young people who are NEET remains higher than the national average at 9.8% (1 in 8 young people). The YPLA aims to reduce the number of young people who are NEETs by 2 percentage points.
- 8.29 Young People who are NEET are a priority identified in the Local Area Agreement (LAA). As such, this is a priority for the city. The LAA also aims to increase the number of young people from low income backgrounds progressing to higher education, which will have an impact on NEET.
- 8.30 A strong selling point of the new arrangements has been that the integrated approach could potentially help to engage NEETs. Evidence shows concern that inadequate funding for Foundation Learning programmes will impact on the long established E2E programmes, crucial training for some of the most disengaged young people.

Apprenticeships

- 8.31 By 2020 there is a national commitment to double the number of apprenticeships. Apprenticeships will be managed by the National Apprenticeship Service (NAS) which will be part of the SFA. Apprentices will be given employment status - a job with training. The apprenticeship programme is ahead of other MOG changes and had been operating for 9 months at the time of this review. Apprenticeships are critical in the context of raising the participation age and reducing youth unemployment. But the fiscal deficit is placing a question mark over adult skills and higher education funding.
- 8.32 Providers felt that they will be disadvantaged by what they perceived was a less flexible system and expressed disappointment that the Programme-Led

Apprenticeships (PLAs) would have no status as the ASCL Act gives apprenticeships employment status. Considering the relatively high proportion of PLAs currently delivered, providers were concerned about how they will move towards delivery of a fully employed status programme.

- 8.33 There was an assurance from the new agencies that there would be consultation on PLAs and there would be no change until August 2011. It was confirmed however that PLAs will not be expanded even if there is greater demand for apprenticeships.
- 8.34 Providers viewed PLAs as a valuable way for young people to start their apprenticeship qualification without being in full-time employment; particularly helpful when there is a contracted jobs market. There is concern that PLA's will become a second class option and the apprenticeship framework seems to provide no scope for individualism and flexibility, particularly useful for the NEET cohort, whereas PLAs provide the flexibility for individual need.
- 8.35 Apprentices are key in the new skills agenda and Members had concerns about how the very stretching target could be reached, particularly in a time of recession and massive pressures on public spending. There is a shortfall in the numbers of 16-18 apprenticeships and the target requires considerable work by the YPLA, NAS and the local authority. Effective communication would be essential to ensure the effective engagement of young people and adults. The NAS has identified the public sector as a key growth sector for apprenticeships and evidence was taken on the opportunities available for apprentices within the local authority.
- 8.36 The numbers of apprentices within the Council has increased considerably with one apprentice for every 79 members of staff and there is a 66% success rate into employment (although not all placements have been tracked). The Committee felt that progression for each placement is important and a central delivery team should be able to track and monitor progress more thoroughly. The local authority is training young people now for jobs that can be anticipated in 5-10 years with 60 additional posts being created across the Council, rather than just the traditional apprenticeships. In addition, the Strategic Partnership has been asked to promote the use of the apprentices across organisations within the partnership.
- 8.37 Despite the increase in the opportunities for apprentices, the Committee feels there is much still to be done. The solutions lie partly in large public sector organisations looking broadly at staffing needs, and looking beyond the traditional apprentice roles. The Council could also consider how the network of organisations it works with use apprentice opportunities.

Accountability

- 8.38 The responsibilities with local authorities give rise to new lines of accountability for achievement in participation, attainment and targets through local, regional and national structures.
- 8.39 Providers were uncertain about clarity of ownership and rights of appeal and complaint within the new structure.
- 8.40 They see the potential for fragmentation of responsibility for performance management. The local authority will be responsible for issues that the new

agencies will performance manage. The existence of a number of agencies involved in the local commissioning process has the perception of confusing accountability.

8.41 Accountability relationships will exist between

- a) The Children's Trust;
- b) 14-19 Partnership;
- c) Local providers;
- d) Partner organisations;
- e) Other councils;
- f) Employers; and
- g) YPLA and SFA.

8.42 The new arrangements should allow the local authority flexibility in their commissioning but providers commented that there is a need that they are held to account for the outcomes they deliver.

8.43 Some didn't know who they were supposed to be dealing with - the new agencies or the local authority. At this stage, the new agencies seem remote and separate from local issues and providers' business.

8.44 To compare quality provision effectively would require the same criteria across providers and clear and measurable set of targets implemented across all providers to ensure fair decision-making and good information for young people.

9. Conclusions

9.1 The Committee concluded:

- a) That clearly much has been put in place to enable the local authority to take on their commissioning role from 1 April 2010. However, notwithstanding this commitment to making the process work, on the basis of the evidence received there are clearly some important concerns from providers about how the system will operate;
- b) That the challenges ahead are significant and the transfer has huge potential for improvement and integration but some of the evidence showed that there were concerns that the proposals were overly complex. The retention of the expertise and commitment of LSC staff will be a considerable asset; and
- c) The process being put in place for 2010/11 through the NCF will be broadly similar to the processes operated by the LSC. While this will provide some reassurance during a period of transition, there will need to a considerable amount of work before the local authority and providers move towards delivering full participation. As yet, they have not won the hearts and minds of providers.

10. Recommendations

10.1 The Children, Young People and Learning Scrutiny Committee has taken evidence from a variety of sources to assist in the formulation of a balanced range of

recommendations. The Committee's key recommendations to the Cabinet are as outlined below and apply to the transition period 2009/10 and 2010/11:-

1. That Elected Members be involved at strategic level to oversee the employment and skills arrangements in the sub-regional area as well as directly within the City Council;
2. To provide a clear and transparent decision-making structure that is consistent with commissioning guidance received to date;
3. That consistent and easily understood communications are regularly shared with stakeholders;
4. That in order secure stakeholder ownership and buy in, the City Council should more effectively engage with key stakeholders such as providers, employers, by providing for a broad and inclusive partnership approach, which draws on the collective expertise across organisations and sectors;
5. That the role of apprentices across the City Council and with partner organisations be further developed and encouraged.

11. Acknowledgements

Lynda Brown, Head of Standards, Sunderland City Council
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Denise Wilson, Chief Executive, Springboard
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Janice Eighteen, Regional Director, Key Training
Derek Freeman, Managing Director, Milltech
Angela O'Donaghue, Stuart Laverick, City of Sunderland College
Michael Gilbey, YPLD, LSC
John Taylor, YPLD, LSC
Helen Radcliffe, NAS
Sue Stanhope, Director of Human Resources and Organisational Development,
Sunderland City Council

12. Background Papers

Prosperity for all in the global economy – world class skills	December 2007	Leitch's Review of long terms skills needs
White Paper - Raising Expectations: Enabling the System to Deliver	DCSF, DIUS	March 2008
Machinery of Government Changes Regarding 16-19 Learning	Cabinet Report	3 December 2008
Raising Expectations: Tyne & Wear and Northumberland Sub-Regional Group Submission	February	2009

Machinery of Government	Cabinet Report 11 March 2009
Youth Commissioning	Scrutiny Committee report
16-19 Sub-regional commissioning for learning provision	Cabinet Report 3 February 2010
Apprenticeship, Skills, Children and Learning Act	November 2009
National Commissioning Framework	DCSF November 2009

13. Glossary

Apprenticeships, Skills, Children and Learning Act 2009 (ASCL Act) is intended to promote excellence in schools, colleges and work-based providers and create a more customer-driven skills and apprenticeship system.

14-19 Partnership

Partnerships formed between schools, work-based learning providers, colleges, local authorities, LSC and other stakeholders to collaboratively plan and provide the full 14-19 offer.

Apprenticeship

The Apprenticeship is a structured programme of training which gives an individual the opportunity to work for an employer, learn on the job and build up transferable knowledge and skills. A successful Apprentice will achieve an occupationally specific qualification alongside qualifications in basic skills and in a broader vocational area.

DBIS

Department for Business Innovation and Skills

DCSF

Department for Children, Schools and Families

E2E Entry to Employment

An entry to Level 1 work-based programme for 16-18's not ready to enter an apprenticeship, employment or further vocational learning opportunities.

ESF European Social Fund

Set up to improve employment opportunities in the European Union and so help raise standards of living. It aims to help people fulfil their potential by giving them better skills and better job prospects.

FE College Further Education College

An education establishment for post secondary education offering anything from basic skills to A Levels, Higher Nationals and Foundation Degrees.

GONE Government Office North East

The transfer of funding from the LSC to local authorities means that there will be no single line of accountability for the achievement of key participation, attainment and

PSA targets from provider through local, regional and national structures. Government Office already has a key role carrying out progress checks and supporting and challenging local authority performance. This role will become even more important to ensure the new delivery arrangements achieve the range of improved outcomes envisaged for young people.

IAG Information, Advice and Guidance

This is the provision of impartial advice and guidance on learning and skills. IAG providers include the Connexions Service for young people and IAG Partnerships and LearnDirect advice for adults.

LLDD

Learners with Learning Difficulties and/or Disabilities

LSC Learning and Skills Council

A non-departmental public body responsible for planning and funding high quality education and training for post-16 learners in England, other than those in Universities.

MAA Multi-Area Agreements

MAA are cross local authority boundary arrangements to bring together key players in flexible arrangements to tackle issues which are best addressed in partnership at regional or sub-regional level.

MOG Machinery of Government

This is the term used to explain the changes to established systems of public administration.

The National Apprenticeship Service (NAS – part of the SFA)

Will procure the right number and type of apprenticeship places to meet the needs of each sub region.

NCF National Commissioning Framework

Guidance on the process for planning and commissioning learning provision for young people in England for the academic year 2011/12 to ensure that the system provides better opportunities for learners to participate and progress in learning.

NDPB: Non-Departmental Public Body

These are public bodies that are not an integral part of a Government department but are ultimately responsible to Parliament.

NEET

Young People Not in Education, Employment or Training.

PLA Programme Led Apprenticeships

Programme Led Apprenticeships enable employers who may not be able to support apprentices through a whole apprenticeship framework to offer training opportunities. A PLA contains at least one of the major qualifications that are included in an approved Apprenticeship or Advanced Apprenticeship framework, i.e. an NVQ or the Technical Certificate (sometimes referred to as a programme led pathway).

Provider

The provider is an institution or organisation that delivers training and education in return for receiving public and/or private funds.

PSA Public Service Agreement

This details a Government department's aims and objectives for the next three years explaining how these targets will be achieved and how performance is measured.

Raising the Age of Participation

The Education & Skills Act 2008 makes local authorities responsible for ensuring that all young people up to the age of 17 are engaged in education, training or work with training by September 2013, and up to 18 by 2015.

React

Funded by the DCSF, React's role has been to support councils through this challenging process. The React Programme is based within the LGA and supported by experts in local authorities. The team supports local authorities in building capacity to ensure the smooth transfer of commissioning and funding responsibilities from the LSC.

Regional Planning Group

Regional oversight of the commissioning of 16-19 learning provision, support and challenge to local authorities, and their SRGs, to help them make collaborative commissioning decisions that meet regional learning, economic development and skills priorities and are coherent across travel to learn patterns;

SFA Skills Funding Agency

Will route funding to colleges and other providers for learners aged 19 and over and will performance manage further education colleges. In future, FE colleges and other providers will receive an annual funding envelope based on previous performance and will draw down funding as and when students enrol, working with a dedicated account manager at the SFA across the whole range of their adult skills training.

Sub-regional groupings

Providing a forum for local authorities to work and plan together to build a picture of demand, which will include analysing data to understand travel to learn patterns and cross border flows, how well the current curriculum is delivering for young people and what the future curriculum entitlement will mean for learner demand.

Travel to Learn

This is a term used to explain the distance travelled to the learning establishment by each individual learner.

WBL Working Based-Learning

Learning which takes place predominantly in the work place. It includes Government Supported Training: Advanced Apprenticeships; Apprenticeships; Entry to Employment (E2E); and NVQ training.

YPLA Young People's Learning Agency

Will set a national framework for 16-19 commissioning; control the overall national budget for 16-19 and ensure that sub-regional plans work; provide strategic data analysis to support commissioning; allocate funds to councils to meet their plans for education and training. It will also fund and performance manage academies.

DRAFT

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