

A view of the future for General Further Education from the YPLA

11 March 2010

Leicester College Charles Keene Annual Lecture and Annual General Meeting

Peter Lauener, Chief Executive Designate,
Young People's Learning Agency

Apprenticeships, Skills, Children and Learning Bill

Transfer of responsibility for
16-19 funding and commissioning
from LSC to LAs

Establishment of the Young
People's Learning Agency
(YPLA)

Establishment of the Chief
Executive of Skills Funding to
head up the
Skills Funding Agency

Designation of new Sixth
Form College sector

YPLA delivering
Academy functions

Creation of entitlement
to National Apprenticeships

Creation of Ofqual and the
Qualifications and Curriculum
Development Agency

Strengthening of Children's Trusts
and Sure Start Children's Centres

Power to search pupils

Right to request
time to train

And more...

YPLA Responsibilities

1 of 2

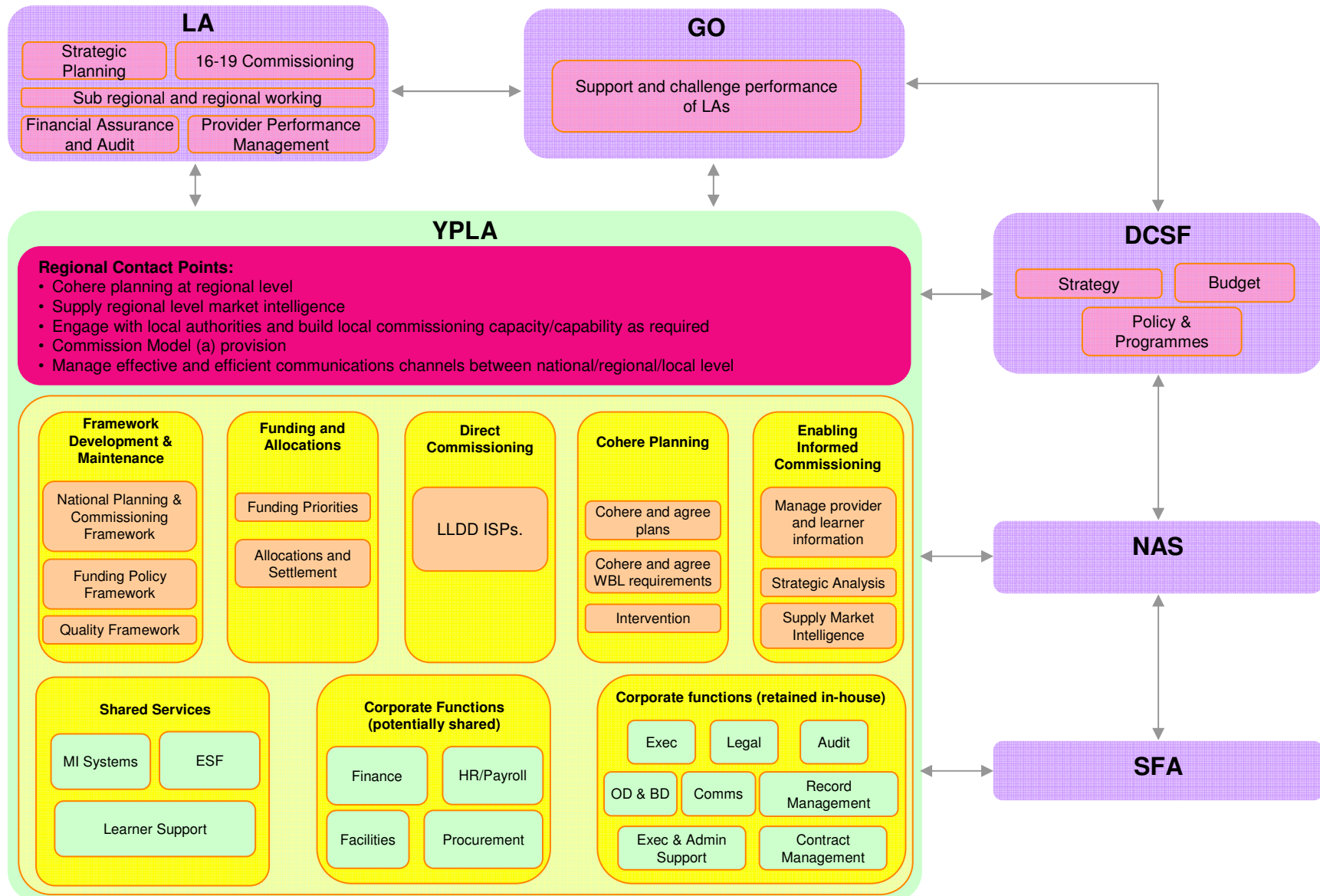
- ensure budgetary control of the £7 billion being transferred to local authorities to enable them to carry out their new functions;
- provide a national commissioning framework to help local authorities commission provision;
- providing a national statement of priorities and national funding formula;
- provide strategic analysis services to support the planning and commissioning process for sub regional and regional groups:
- provide data on participation, attainment and economic development in local, sub-regional and regional areas;

YPLA Responsibilities

2 of 2

- work with regional partners to provide information on future skills needs in an area for both young people and adults.
- co-ordinate the support and provide secretariat services for the Regional Planning Groups;
- work with local authorities to support and facilitate the production of commissioning plans at local, sub-regional and regional levels to ensure their coherence and fit within the national budget.
- fund and performance manage open Academies on behalf of the Secretary of State.

Young People's Learning Network



Roles of other Key Players

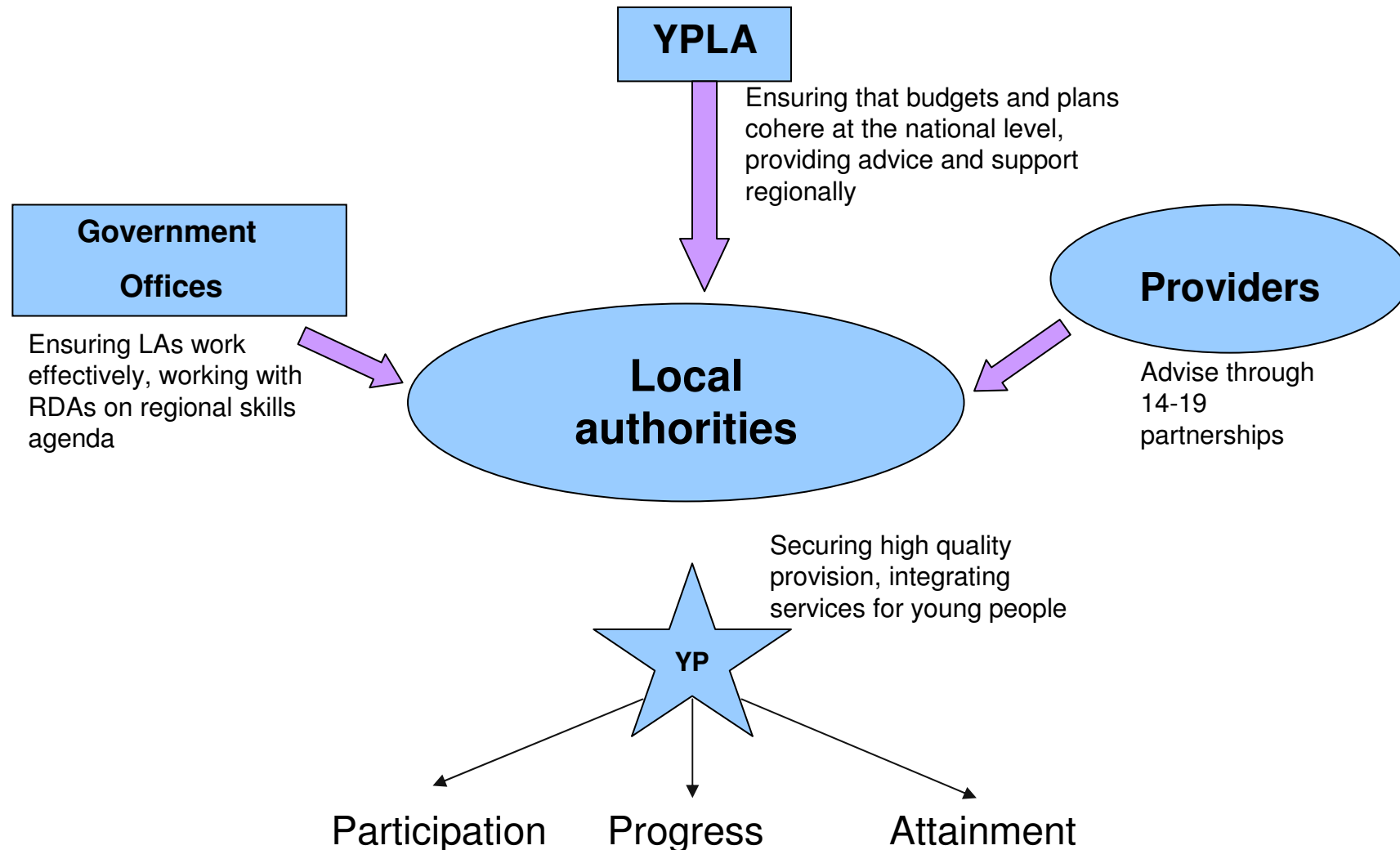
- **Local Authorities:** as commissioners, LAs should be champions of young people in their area, focusing on achieving better outcomes
- **14-19 Partnerships:** provide area-wide strategic assessment, owned and driven by key stakeholders and delivery partners and usually include the third sector
- **Sub Regional Groups:** provide essential coherence across travel to learn areas, where these cross LA borders
- **Regional Planning Groups (RPGs):** set out the regional priorities and produce Regional Commissioning Statements to support local planning; scrutinise 16-19 commissioning plans for the region to ensure they are coherent, can be funded within the regional budget and will deliver 14-19 entitlement
- **SFA:** main function is to direct funding quickly and efficiently to FE colleges and other skills providers, encouraging them to offer innovative solutions in response to individual and employer demand
- **Children's Trusts:** take a strategic overview of provision for children and young people 0-19, including commissioning of education and training provision for young people
- **Government Offices:** key role in supporting and challenging LA performance, and in offering a strategic perspective through the RPG
- **Regional Development Agencies:** involved in RPGs, likely as co-chairs; will support alignment with regional skills and economic regeneration and development
- **Department for Children, Schools and Families:** sets the overall national policy and priorities for 16-19 learning, agrees national funding allocation, sets national targets, reviews and agrees YPLA performance.

The Challenge

The overall 14-19 reform programme includes:

- the changes to commissioning of 16-19 education and training
- the raising of the age of participation in education, training or work with training to 17 by 2013, and 18 by 2015, through the Education and Skills Act 2008
- the development of new curriculum routes
- the further development of information, advice and guidance for young people

Central role of LAs working for young people



LAs will play the key role in the new system

From 2010 LAs will have the following statutory duty, subject to legislation: ***To secure sufficient education and training provision for all 16-19 year old learners resident in their area***

Provision will be secured through LAs working together in local collaborative arrangements (sub-regional groupings) to plan and make collective commissioning decisions across whole 'travel-to-learn' areas

Each LA will be asked to develop a 16-19 commissioning plan which will identify:

- how they are meeting this duty for their resident learners
- what provision they need to purchase for the providers in their area for all their participating learners

These plans will be built from 14-19 Partnerships' 14-19 Strategic Plans, which will assess learner demand. Plans will need to be coherent at regional and sub-regional level, before being agreed by the YPLA.

General FE Colleges

- GFECs sponsored by SFA
- New relationships with local authorities
- Single, integrated, planning and commissioning process
- Continued highly-developed strategic capacity and well-established links with the community , local industry and business
- Informing local authorities – YP’s current selections and future aspirations
- Contribute to the new curriculum entitlement

Purpose of and Objectives for the NCF

- Define the roles and responsibilities of stakeholders in the planning and allocations system for 16 – 19 provision (who does what), and will set out the key processes within the system (what happens and when)
- Help the system provide the best outcomes possible for all young people to enable them to reach their potential and gain the skills needed for employment and rich fulfilling lives.
- Determine the education and training needs of young people in each area, and ensure that:
 - provision is made available for all young people to progress in learning, including delivery of the learner entitlements
 - the quality of provision at least meets minimum standards (e.g., of accreditation), and continues to improve
 - provision is commissioned within the framework of the national funding system
 - provision is affordable within national and regional budgets

NCF: Timescale for Development and Implementation

- Development, including testing in 2009
- Consultation period: October 2009 – January 2010
- Consultation report – February 2010
- Published by YPLA – April 2010
- Guidance applies to planning process for provision to be delivered in 2011 / 12 Academic Year
- Some aspects, including funding flows, apply from April 2010

NCF Principles

- The system operates in the interests of the learner
- The system will take into account the needs of employers and employability.
- Involves providers as key partners.
- Funding - based upon the national funding formula and applied at the level of the provider - will follow the learner.
- A system designed to produce consistency in key features
- Provide and encourage flexibility in aspects of the process, including how learner and economic needs and demand are defined and in what provision is commissioned.

NCF Principles

- Decisions on provision based upon analysis of future needs and the requirements of the reformed curriculum.
- The system must be transparent and equitable
- Commissioning should be impartial and provider neutral, securing high quality provision from the most appropriate quality assured providers.
- The system must deliver value for money.
- Accountability will be secured with minimum bureaucracy between partners.
- Budgetary control at each level, ensuring affordability

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**ANY
QUESTIONS?**