

**Report to:** Children, Young People and Families Overview and Scrutiny Committee  
Cabinet

**Date:** 12 November 2009  
19 November 2009

**Subject:** The 14-19 Reforms and Machinery of Government Changes

**Report of:** Executive Director of Children and Young People's Services

**Contact officer:** Trish Anderson 486005

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**Purpose / summary:**

The purpose of this report is to:-

- Provide a brief overview of the 14-19 reforms
- Outline the organisational changes taking place from 1 April 2010 as part of the 'Machinery of Government' changes
- Clarify the Local Authority responsibilities
- Provide an overview of Local Implementation.

**Alternative options considered and reason for selecting the one recommended:**

Not applicable

**Recommendation / decision:**

Members are asked to:-

- Note the changes taking place from 1 April 2010
- Note the local plans for implementation of the changes
- Receive future reports on progress as appropriate.

The decision will be made as a result of this report and will be published within 48 hours

**Risks / Implications:**

Financial:

Funding allocations of circa £70m previously the responsibility of the Learning Skills Council will transfer to the Local Authority who will be

Staffing: responsible for the commissioning of learner places.  
Each Local Authority has been allocated a number of posts previously located in the Learning Skills Council. It has been determined that 6 members of staff will transfer from the LSC to Wigan Council.

Policy: Education and Skills Act 2008  
Equal Opportunities - Has a Diversity Impact Assessment been conducted? No

Wards affected: All

**Property Implications – Does the proposal involve a reduction, addition or change to the Council’s asset base or its occupation?**

No

**If yes, have the property implications been agreed with the Corporate Property Officer?**

**Does this proposal have significant implications for the Council and the local population?**

No

**Does this proposal involve a new policy or procedure or significant changes to an existing policy or procedure?**

Yes

Has the Service Director - Borough Solicitor confirmed that the recommendations within this report are lawful and comply with the Council’s Constitution? **No \***

Has the Service Director - Corporate Services confirmed that any expenditure referred to within this report is consistent with the Council’s budget? **No \***

Are any of the recommendations within this report contrary to the Policy Framework of the Council? **No \***

\* delete which applicable

**For Cabinet reports only :**

Categorisation of the report:	<b>X</b>		<b>X</b>
Discussion leading to a decision		Discussion	<b>X</b>
Monitoring		Decision	
Sharing for corporate understanding	<b>X</b>	Information	<b>X</b>

**Tracking/Process:**

	Consultation	Ward Members	Partners
			Children's Trust Executive Board – 12 November 2009
Committee	Overview & Scrutiny	Cabinet	Council
	12 November 2009	19 November 2009	

There are no Background Papers to this Report within the meaning of Section 100D of the Local Government Act 1972.

Proper Officer     Nick Hudson

Date                     5 November 2009

## 1. Introduction

1.1 The purpose of this report is to:-

- Provide a brief overview of the 14-19 reforms.
- Outline the organisational changes taking place from 1 April 2010 as part of the 'Machinery of Government' changes.
- Clarify the Local Authority responsibilities.
- Provide an overview of Local Implementation.

## 2. Background

2.1 The Governments long term strategy for children is to make the UK the best place in the world for children and young people to grow up.

2.2 There is a recognition that the world is changing fast and our young people will be competing with increasing numbers of skilled young people from all over the world many in jobs that didn't exist a few years ago.

2.3 It is widely recognised that employers need people with higher levels of skills and qualifications, and that a greater emphasis in education needs to be given to helping students develop transferable skills especially literacy, numeracy and ICT.

2.4 The challenge is to provide the opportunity for every young person to achieve success by offering flexible learning routes that provide opportunities to learn in different ways and enables all young people to make the best of their talents.

## 3. Context

3.1 The Education and Skills Act 2008 set out a 10 year reform programme for the education system including changes to the qualifications and curriculum that all students will study in the future.

3.2 The reforms are designed to encourage more young people to continue learning for longer and gain the qualifications they need to progress into further or higher education, or skilled employment.

## 4. 14-19 Pathways

4.1 The main drivers of the reforms are to:-

- raise participation – the age of participation is raised to 17 by 2013 and 18 by 2015
- introduce 4 pathways:
  - Apprenticeships
  - Diplomas
  - Foundation Learning Tier
  - General Qualifications.

Underpinned by functional skills in English, Maths and ICT including personal, learning and thinking skills.

- 4.2 From 2013 all young people will be required to continue in education or training post 16 (until 17 from 2013 and until their 18<sup>th</sup> birthday in 2015).
- 4.3 This does not necessarily mean staying at school and young people will be able to choose how they participate.
- 4.4 The 4 pathways are:-

➤ **Apprenticeships**

- Apprenticeships are increasing in number and range.
- The aim by 2020 is for one in five young people to be able to take up an Apprenticeship place.
- Apprenticeships are becoming an increasingly popular choice and have a positive effect economically.
- A new on line vacancy matching service helps young people find an apprenticeship.
- As well as Apprenticeships for post-16 students, there are currently around 9,000 Young Apprenticeship places allowing key stage 4 students to learn skills alongside the national curriculum.

➤ **Diplomas**

- Diplomas were introduced in 2008.
- It is a new qualification for 14-19 year olds that combines practical and theoretical achievement into one award.
- It has been created by schools and colleges, employers and universities to reflect up to date requirements.
- It accredits skills that have not been systematically recognised before.
- The diploma is a composite qualification. Students completing all the elements and achieving the whole Diploma will be able to move into further learning, or skilled employment.
- All the elements are qualifications in their own right so students will receive recognition for their achievement/s.
- Diplomas are being introduced in phases.
- By 2013, 17 Diploma subjects will be available and the Diploma will become an entitlement for all students.
- Existing qualifications including 'A' Levels, GCSE's and some BTEC are already components in the Diploma.
- The Diploma is available at different levels to suit a variety of student abilities:
 

Foundation Diploma	(5 GCSE's at D-G)
Higher Diploma	(7 GCSE's at A*-C)
Progression Diploma	(2.5 A Levels)
Advanced Diploma	(3.5 A Levels).
- From 2011 there will be an Extended Diploma on offer which will contain more Maths, English and additional and specialist learning.
- The Diploma has 3 elements:
  - Principal Learning – skills, knowledge, and an emphasis on practical tasks for the subject.
  - Generic Learning – Functional skills in English, Maths and ICT

plus personal learning and thinking skills.

Additional and Specialist Learning (ASL) – an opportunity for students to specialise in particular subjects or develop complementary interests.

- Diploma students complete 10 days work experience in a field related to their Diploma subject area.

#### ➤ **Foundation Learning**

- The Foundation Learning has been created to provide opportunities for progression for young people aged 14 or over at entry level or level 1.
- Learners may have specific disabilities which affect their learning or have been.
- The Foundation Learning Tier will provide 'stepping stones' to improve participation and achievement and to encourage progression to level 2 where possible.
- Units and qualifications at entry level and level 1 will be available to develop personalised learning programmes in accordance with individual abilities.
- Learners will be able to undertake small manageable 'chunks' of learning and gain recognition for their achievements.
- The qualifications will be part of the Qualifications Credit Framework and will allow learners to gain whole qualifications by combining units.
- Learners will need to be supported with appropriate information, advice and guidance.

#### ➤ **General Qualifications**

- A levels and most GCSE's have been updated and modernised.
- English, Maths and ICT are being revised to incorporate functional skills from 2010.
- At GCSE controlled assessments will replace course work in many subjects.
- In many 'A' level subjects the number of modules has been reduced.
- From 2010 'A' level students will be able to gain an A\* grade to recognise the higher level of achievement.
- The Extended Project worth half an 'A' level will provide opportunities for students to pursue an area of special interest.

4.4 The changes to the 14-19 pathways take place in the wider context of the development of an 11-19 curriculum and are supported by the strategic direction outlined in "Your child, Your schools, Our future – Building a 21<sup>st</sup> Century Schools System". **A diagrammatic representation is attached as Appendix A.**

## 5. **The Changes**

5.1 To enable the implementation of these initiatives a number of key changes to current arrangements are proposed.

5.2 From April 2010 responsibility for securing sufficient suitable education

and training provision for all young people, including:-

- those aged 16-19
- young people up to age 25 where a learning difficulty assessment is in place
- young offenders in youth custody.

Will pass from the Learning Skills Council to Local Authorities. (**The Machinery of Government Changes**).

5.3 The transfer of responsibility will put in place the infrastructure to enable every young person to access the most individually appropriate provision.

5.4 The changes will:-

- Place all 0-19 commissioning under the leadership of the Local Authority enabling local decision making.
- More fully integrate the commissioning of services and provision for young people to support delivery of raising the participation age and access to the 14-19 entitlements (the pathways).
- Provide greater focus on strengthening the role of Local Authorities and Children's Trusts as champions of young people.
- Provide improved access to learning opportunities through implementing the Common Application Process.

## 6. **The Local Authority Role and Responsibilities**

6.1 Local Authorities are at the centre of the new network of delivery. They are best placed to secure services because of local knowledge, experience of strategic local leadership and democratic accountability to local people.

6.2 The Local Authority leadership role will be delivered through its Children's Trust arrangements.

6.3 The Apprenticeship, Skills, Children and Learning Bill 2009 (currently going through Parliament) strengthens Schools and Further Education Colleges links with Children's Trusts by extending the 'duty to cooperate' and placing Children's Trusts on a statutory footing.

6.4 Local Authorities will have a role in:-

### **Strategic Planning by:**

- planning for local resident learning needs
- planning to meet collective learning needs
- taking account of multi-stakeholder requirements
- convening and supporting collaborative working through Local Area Agreements, Children's Trusts and 14-19 Strategic Partnerships.

### **Lead Commissioning by:**

- meeting the needs of all learners including those with specific needs
- working sub-regionally and regionally to agree the mix and balance of learning
- ensuring the needs of both employers and young people in employment without training are met
- working with schools, colleges, independent and third sector providers to ensure high quality provision.

### **Raising Aspiration by:**

- delivering the commitment to raise participation and reduce NEET
- delivering the Every Child Matters Outcomes by integrating the strategic commissioning role within Children's Trusts
- supporting transition through the learner's journey by ensuring flexible provision
- managing the market and ensuring high quality providers.

- 6.5 The transfer of responsibility for commissioning learning provision for 16-19 year olds and those up to 25 years with a learning disability assessment, and young offenders adds to the existing children's services commissioning role.
- 6.6 Children's Trusts will be required to produce a Commissioning Plan which will outline priorities based on national policy and targets, regional priorities, analysis of local economic and learner needs.
- 6.7 Local Authorities will be supported in fulfilling the new duties by the establishment of a Young People's Learning Agency (YPLA).
- 6.8 YPLA staff based in each region will provide:
- planning and commissioning support
  - standardised data sets and information
  - analysis and expertise on funding/financial allocations
  - support in producing commissioning plans, both locally and regionally
  - introduction of the National Commissioning Framework.
- 6.9 To enable Local Authorities to take on the new duties for 16-19 learning the intention is to transfer staff from the Learning Skills Council with the appropriate expertise, knowledge and skills to support delivery of the new commissioning arrangements.
- 6.10 Each Local Authority area has been allocated a number of posts based upon a national formula.
- 6.11 It has been determined that six members of staff will transfer from the LSC to Wigan Council.
- 6.12 A 'matching process' has been undertaken to identify relevant staff who will transfer to each Authority.

6.13 The staffing complement for Wigan comprises:-

- 1 x 16-19 Director
- 2 x 16-19 Managers
- 2 x 16-19 Advisers
- 1 x 16-19 Administrator.

6.14 Details of the names of individuals who have been matched to Wigan have been provided and whilst we have a vacancy at the Administrator level we have a healthy complement of staff transferring compared to other Greater Manchester areas.

## 7. **Local Implementation**

7.1 Work has been ongoing for several months through a secondment arrangement with the LSC, to develop the plans and infrastructure necessary to implement the changes.

7.2 The CYPS restructure and clear separation of delivery and commissioning functions facilitates the Authority being able to pick up it's commissioning responsibilities. This is not the case in many Authorities.

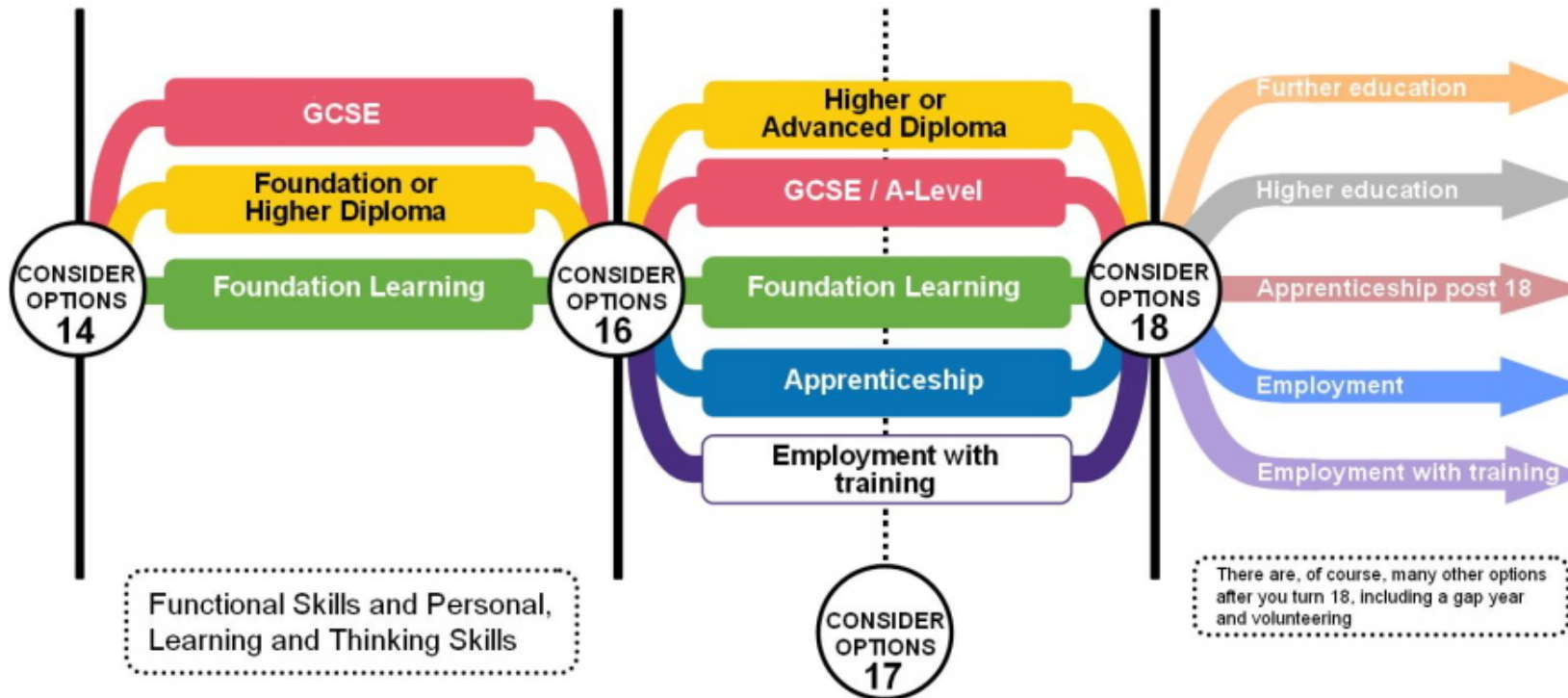
7.3 Work to date has focused on the following:-

- Children's Trust – Partnership arrangements have been refreshed to reflect the proposed changes in the Apprenticeship, Skills, Children and Learning Bill 2009.
- 14-19 Strategic Planning Group – The Children's Trust has an established SPG. The scope and terms of reference of the group are being reviewed and broadened in order to be able to deliver the Local Authorities new duties. This is being facilitated by an independent review.
- Roles and Responsibilities – Staff transferring from the LSC will sit within the Strategy and Commissioning Section. Roles and responsibilities of both the staff transferring and existing staff currently undertaking some 14-19 work are being reviewed in order to develop a new team structure to deliver the new functions.
- Education Plan – Work is already underway on the development of our local Education Plan on which our future commissioning will be based. Local Authority colleagues are "shadowing" LSC colleagues through all the processes.
- Partnerships - A workshop with Post 16 providers led by the Chief Executive has taken place to discuss developing our future agenda and strategies.
- Pathways - Work on each of the individual pathways is ongoing and is closely linked to the Building Schools for the Future Strategy.
- Sub Regional Links – Close links are being developed with other Greater Manchester Local Authorities through the Sub Regional Group. Proposals are in place for a pilot which will explore how funding for both capital and revenue could be effectively brought together across the city region to develop provision for 16-18 learners.





## Main routes through 14-19 education and training in 2015 and beyond



- Higher or Advanced Diploma

The Diploma combines theoretical study with practical experience based around a work-related curriculum. It is available at Foundation, Higher and Advanced level (Level 1 - Level 3).
- GCSE / A Level

GCSE and A level qualifications are regularly updated to ensure that they remain high quality, relevant and interesting. They can be combined with Diplomas.
- Apprenticeship

Apprenticeships allow students to learn at work and gain qualifications. The number and range of Apprenticeships is increasing hugely so 1 in 5 will take this route by 2020.
- Foundation Learning

This is for learners not ready for a full level 2 qualification and include a mix of learning to suit the individual.

**CONSIDER OPTIONS** Well before the decision points information and advice will be critical to guide young people to make the best choice for them in relation to their prior learning. Some students may change paths at 17 because there are more one year courses available after 16.

**i** For further Information, please visit [www.dcsf.gov.uk/14-19](http://www.dcsf.gov.uk/14-19)

