

DRAFT DISCUSSION PAPER: DEVELOPING 14-19 STRATEGIC OPTIONS

STRATEGIC AIM 1: ACHIEVING A COHERENT PHASE OF 14-19 EDUCATION AND TRAINING

Objective: To realise the vision set out in 14-19 opportunity and excellence through partnership and collaboration .			
Base case <ul style="list-style-type: none"> An area-wide 14-19 strategy is in development, as an extension of the strategy in the London Central LSC Annual Plan 14-19 partnerships, with action plans, exist in all 7 boroughs, in response to area inspections City Academies are developing, which need to become active members of local partnerships communication/collaboration within sectors takes place through groups such as the L7 college principals and the Work Based Learning Alliance various models of collaboration in delivery of services have developed, eg: La SWAP schools in Camden, Westminster 6F, Southwark Pathfinder, South Lambeth Sixth Form outside of these arrangements, it is not general practice for providers to share data on performance or share detailed plans openly 	Option 1 <p><u>Borough-level collaboration</u></p> <p>As Base Case, with strengthened borough-level collaboration, and sharing of plans and performance data within partnerships:</p> <ul style="list-style-type: none"> area-wide high-level 14-19 strategy borough-level 14-19 partnerships and plans, with City Academies as active members as a requirement of funding, all LSC-funded providers share 3-year development plans and specified performance data with local partners each partner agrees their curriculum offer with the partnership 	Option 2 <p><u>Cross-borough and sector-level collaboration</u></p> <p>As Option 1, with strengthened cross-borough and sector collaboration, and sharing of plans and performance data more widely:</p> <ul style="list-style-type: none"> area-wide 14-19 strategy, with cross-borough 14-19 pathways and specialisms identified borough-level 14-19 partnerships and plans, with City Academies as active members as a requirement of funding, all LSC-funded providers place 3-year development plans and specified performance data in the public domain each partner agrees their curriculum offer with the partnership strengthened planning and collaboration between neighbouring boroughs/ partnerships strengthened planning and collaboration within sectors (FE, WBL, schools) 	Option 3 <p><u>Flexible collaboration</u></p> <p>Partnerships and collaborative arrangements are allowed to vary according to local needs and providers' interests:</p> <ul style="list-style-type: none"> area-wide high-level 14-19 strategy fluid 14-19 partnerships and plans providers do not share 3-year development plans and performance data each provider determines its own curriculum offer with reference to area-wide plan LSC funds provision on a best value basis

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<p>Objective: To provide sufficient places to meet the participation requirements of 16-18 year olds, including those not in employment, education or training. By 2010, London Central providers would need to expand places by X% to meet forecast demand.</p>			
<p>Base case</p> <ul style="list-style-type: none"> Increases in 16-18 places vary from year to year by provider and overall participation varies by borough. Provision is increased on the basis of agreed provider-driven plans informed by LSC priorities and taking account of local 14-19 action plans. Work is underway to develop a sub-regional model to forecast demand for 14-19 provision Approaches vary by provider sector There is a large group of young people in central London not in employment, education or training (NEET) 	<p>Option 1</p> <p><u>Universal Planned Growth</u></p> <p>Expand places to meet forecast demand based on the assumption of a % increase of provision across all providers. This assumes that the balance and pattern of provision would remain unchanged.</p>	<p>Option 2</p> <p><u>Selective Planned Growth</u></p> <p>Expand places to meet forecast demand based on the assumption of an increase in provision at some providers, taking account of the following factors:</p> <ul style="list-style-type: none"> range and breadth of provision, with minimum number of places (say 200) offered by the provider, either solely or in collaboration with others minimum standards for collaborative arrangements, including a common curriculum and timetable location of provision, to ensure sufficient provision in each local area vocational priorities for the locality and sub-region(see Strategic Aim 3) balance of provision by notional qualification level (more level 1 and 2 provision required) quality of provision, including class sizes (see Strategic Aim 2) 	<p>Option 3</p> <p><u>Responsive Growth</u></p> <p>Allow informed learner demand to determine the expansion of places by operating a responsive planning model where places expand on the basis of learner preference.</p>

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STRATEGIC AIM 2: IMPROVING POST-16 ACHIEVEMENT AND PROGRESSION

Objective: To raise achievement levels and improve progression to higher education, further education, training or employment from all courses			
Base case There is an improving trend in achievement levels. However: <ul style="list-style-type: none"> • KS4 achievement rates are below the national benchmark. • Among 16-18 providers, there is wide variation in success rates, value added, and inspection results • The nature of the current inspection regime means that preparing for, and responding to, inspections assume a disproportionate importance in individual institutions' quality improvement strategies. • In some cases, this leads a greater degree of selection in the recruitment of learners • Three year development plans in colleges and work based learning have begun to articulate a longer-term, more strategic approach to quality improvement • Nine Centres of Vocational Excellence have been established in central London • Raising achievement levels is a key priority for borough-level 14-19 partnerships 	Option 1 <u>Funding-led quality improvement</u> <ul style="list-style-type: none"> • Establish a quality threshold for funding provision, with parameters including benchmarks at course level for: <ul style="list-style-type: none"> ○ success rates ○ value added ○ progression ○ inspection grades • Expand only that provision which meets or exceeds the threshold • Over time, cease to fund all provision which does not improve to meet the threshold • Ensure that all programmes are mapped into a progression framework which maximises transition to further study or employment, and withdraw programmes that do not offer clear progression routes. 	Option 2 <u>Provider-led quality improvement</u> As Option 1, and with additional targeted support for improvement in quality, for example where: <ul style="list-style-type: none"> • Provision is needed to meet the needs of all learners, particularly those not in employment, education and training • There is a shortage of provision in a particular area of learning • Learners would otherwise have long journeys to access a sufficient range of general and vocational education up to level 2 	Option 3 <u>Partnership-led quality improvement</u> As Option 2, with all 14-19 providers working in local partnerships to produce three-year development plans to indicate how: <ul style="list-style-type: none"> • Improvements will be achieved in success rates, value added, progression and inspection grades • Poor quality provision will be improved or withdrawn

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STRATEGIC AIM 3: ENHANCING THE QUALITY AND AVAILABILITY OF VOCATIONAL AND WORK BASED LEARNING

Objective: To provide a **range of vocational and work based learning** that encourages learner choice and supports regional skills requirements. Over the next five years, vocational provision in priority areas needs to expand by X% in order to meet forecast employer needs.

Base case	Option 1	Option 2	Option 4
<ul style="list-style-type: none"> Quality and availability of vocational provision are important priorities in the London Central LSC Annual Plan, and in the plans of the borough-level 14-19 partnerships Improvements in volume and type of WBL provision, learner success rates and inspection grades have been achieved in recent years. Nevertheless, more vocational provision is needed, including 14-16, and success rates and progression need to improve further There is low demand from employers for 16-18 year old Apprentices and many young people lack the skills and qualifications needed to become an Apprentice E2E is successful in increasing 16-18 participation, particularly among the NEET group. However, progression rates need to improve substantially The number of WBL providers has reduced from 70 to 40 over three years, but the average contract size is still under £500,000 pa. 	<p><u>Universal Expansion</u></p> <ul style="list-style-type: none"> All providers expand vocational and work based learning provision to meet the expected growth in demand. All schools deliver applied GCSEs All FE colleges and Centres of Vocational Excellence deliver Work Based Learning Funding for provision at entry-level and level 1 is prioritised All programmes have mapped progression routes into provision at level 2 and above 	<p><u>14-19 Skill Centres</u></p> <ul style="list-style-type: none"> Replace existing arrangements with a range of specialised 14-19 skill centres, offering as a minimum: <ul style="list-style-type: none"> Applied GCSEs Entry to Employment Apprenticeships at levels 2 and 3 Other vocational courses as relevant All programmes would be mapped into a clear progression framework Skill Centres might be single institutions or collaborative arrangements Each Skills Centre would have at least one vocational specialism Only providers working under the auspices of a Skill Centre would continue to be funded to deliver vocational and work based learning 	<p><u>Employer-led sector partnerships</u></p> <ul style="list-style-type: none"> Establish area-wide employer-led partnerships in key sectors to lead the delivery of vocational and work-based learning Partnerships would guide the delivery of all LSC-funded vocational and work based learning in a given sector (eg hospitality, retail, construction, healthcare)

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STRATEGIC AIM 4: EFFECTIVE INFORMATION, ADVICE AND GUIDANCE

Objective: To provide impartial information, advice and guidance for young people in all settings on the full range of opportunities available, as part of a balanced assessment of their needs and interests.			
Base case <ul style="list-style-type: none"> The Connexions Service delivers information, advice and guidance for young people aged 14-19. The service is universal, with a particular focus on those at risk of disengagement Schools, colleges and work based providers also offer information, advice and guidance for young people There is evidence that not all young people are making fully informed choices, aware of the full range of post-14 and post-16 learning opportunities 	Option 1 <p><u>Borough-level Guarantees</u></p> <p>Within each borough, through the 14-19 partnership, establish a guaranteed entitlement to a suitable post-14/post-16 place for all local residents.</p> <p>Publish a borough-wide 14-19 directory mapping all available learning options.</p> <p>All schools, colleges and work based providers participate in local open day events to publicise the full range of provision to all young people.</p>	Option 2 <p><u>The Central London Guarantee</u></p> <p>As option 1, and additionally implement a sub-regional guarantee that identifies and publicises the full range of opportunities for each young person aged 14 and provides minimum standards for information, advice and guidance.</p> <p>As an alternative, this option could also work with combinations of two or more boroughs, for example Westminster and Kensington & Chelsea, Lambeth, Southwark and Wandsworth.</p>	Option 3 <p><u>Clearing House</u></p> <p>As Option 2, developing a central London-wide clearing house approach for post-16 places. This would be based on a common application and enrolment process.</p>