Presentation to VCS – 18 October

‘Our Annual Priorities and our approach to production of Plans for 2007/08’

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Scope of presentation

- Continuing Transformation
- Annual Statement of Priorities
- Approach to the Planning Cycle for 2007/08
- Regional Commissioning Plans
- Planning Framework 2007/08
Continuing Transformation
Achievements so far

Improved internal strategic analysis

New framework for LSC plans and provider development plans
  • Explicit contribution to LSC targets and priorities
  • Differentiated approach
  • Rolling plan
  • Role of self-assessment
  • Improvement indicators

Timing of Business Cycle

Supporting management information
Macro Policy Context
The Policy Landscape

Collaborative approach 14-19

Demand led system for adults – pattern of provision driven by learner and employer choice

Demand as a driver by which providers and provision enter and leave the market, competition as the route for this

Resulting provision is high quality, vfm and responsive

Principles apply equally to LSC funded and full cost provision

No inadequate provision by 2008

Introduce notice to improve and wider intervention strategy

40% adult funding demand-led by 2010
Annual Statement of Priorities
National Statement of Priorities

Published on 18th October and sets clear direction of travel

Strategic messages to all who work with the LSC and to all colleges and providers

National priorities with key actions at headline level setting out what we will do

Provides the overarching framework and context for regional and local planning

Integrates resources and funding available in delivering the targets and priorities
Annual Statement of Priorities

Priority 1 – Raise the quality and improve the choice of learning opportunities for all young people to equip them with the skills for employment, further or higher learning, and for wider social and community engagement.

Priority 2 — Raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion.

Priority 3 – Raise the performance of a world class system that is responsive, provides choice and is valued and recognised for excellence.

Priority 4 – Raise our contribution to economic development locally and regionally through partnership working.
Priority 1 – Provide a choice of high quality, relevant learning opportunities to all young people to equip them with the skills for employment, further or higher learning and for and wider social and community engagement

90% participation

All young people to get the learning that is right for them

Increased success rates

Engage those not in education, employment or training

Engage those in jobs without learning

Increase the number of places for learners with learning difficulties and or disabilities
Priority 2 — Raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion

Fix the low skills, strengthen the intermediate, deliver more higher level skills and leadership and management

Relative balance of investment in each of these is determined regionally through robust commissioning

Put employers centre stage – increase employer choice

- Increase train to gain service
- Adult apprenticeships
- Level 3 trials
- Vacancy referral linked to JCP
- Leadership and management programme
- 13 skills academies
- New employer responsiveness standard
Priority 2 — continued

Increase the number of higher level skills delivered
Public sector remains a priority – joint funding approaches
Work with large employers through NES
Channel investment to qualifications that SSCs say employers want
Offer choice for adults as individuals
  • Increase the number of skills for life, full level 2 and full level 3 opportunities
  • Set out the adult offer in each locality
  • Tailor the introduction of credit framework to ensure there are appropriate first steps and foundation opportunities available
  • Continue the PCDL safeguard
Priority 2 — continued

Give priority to those in greatest need of learning

- Prioritise first full Level 2
- Adult learning grant
- Recognise the need to re-skill and up-skill but not always fully funded

Build on the success of Offenders’ Learning and Skills

- Improve quality
- Increase those gaining Level 2 and Skills for Life qualifications
- Develop our cross departmental / agency working

Learners with Learning difficulties and or disabilities

- Increase our focus on progression to employment
- Work with DfES and others to agree to who funds what
Priority 3 – Build a world class system that is responsive, provides choice and is valued and recognised for excellence

Create a competitive market
Introduce an approach to strategic commissioning
Use research and evaluation to underpin policy and commissioning decisions

Strive for excellence
  • Specialisms
  • Minimum levels of performance

Increased choice for learners and employers
  • Greater expansion into higher level courses
  • More full cost work
Priority 3 – continued

Fuller picture of investment – fee income measures agreed

Capital investment

A more coherent ‘system’

- Self-regulation
- Framework for excellence
- Communications gateway
- New funding arrangements – consult
- Learner accounts
- Data reforms – Further Education Standards Agency
- Provider for the future model

World class as an ambition

Listen to learners and employers
Priority 4 – Provide greater choice and economic development locally and regionally through partnership working

Contribute and align to

• City regions / city strategies
• Local area agreements
• Skills and Employment Boards
Priority 4 – continued

Low skilled individuals working and not working are a priority

- Joint plans with Jobcentre Plus
- Continue work with TUC
- Use ESF to support

Tackle social and economic disadvantage through learning and skills

Our investment will support sustainable communities
Approach to Planning 2007/08
What is new for 2007/08

Regional Commissioning Plans
Lighter touch development plans – minimum 3 pages

Minimum levels of performance / notice to improve

New approach to competition to drive up quality, and open up the market to enable greater choice

Review of exceptional funding support arrangements
A New Approach

Why?

• Continue the development of strategic relationships with strong, autonomous providers
• Encourage collaboration for the benefit of learners and employers
• Simplify planning arrangements
• Be clear about investment priorities
• Deal robustly with poor performance
• Develop the market – demand led responses and new high quality provision
• Ensure Government funding is focussed on priorities
Strategic planning goal

Increase the volume of effective provision by:

1. Shift the mix and balance of LSC-funded provision towards priority
2. Increase successful outcomes
Regional Commissioning Plans
Regional commissioning

Relative proportions determined through regional strategic analysis.
When will we tender?

Poor quality – linked to minimum levels of performance and/or unsatisfactory Ofsted inspection – Intervention Strategy

New money eg Train to Gain

Different provision model / new service eg OLASS

ESF

Significant shifts to mix balance and mix of provision, including 16-19 competitions

*Aim *- one tendering round per year in each region encompassing all provision – provider benefits and LSC benefits
Determining the ‘tender pot’

Year 1 competition

Below Minimum levels of performance

Notice to improve
END