



National Audit Office

**SURVEY OF LEARNING AND SKILLS COUNCIL PARTNERSHIP DIRECTORS
JULY 2007**

Survey conducted as part of the National Audit Office report on
*Partnering for success: Preparing to deliver the 14-19 education reforms in
England (HC 99 Session 2007-2008)*

December 2007

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Introduction

1. We conducted a survey of Learning and Skills Council Partnership Directors to inform our work exploring whether local partnerships are on track to deliver the 14-19 education reforms across all areas of England, by 2013. The subsequent report, *Partnering for success: Preparing to deliver the 14-19 education reforms in England*, published on 13 December 2007, is available on our website www.nao.org.uk.
2. At local level, local authorities are responsible for providing strategic leadership for delivering the reforms through local 14-19 partnerships, involving schools, colleges, independent training providers, careers advice services, employers and the Learning and Skills Council. Local 14-19 partnerships vary in structure and complexity reflecting local circumstances.
3. At the time our survey was carried out the terms 'partnership' and 'consortium' were used interchangeably and hence our questionnaire referred to both. As time has progressed a common language is starting to be introduced by the Department. The term 'partnership' tends to refer to the strategic partnership, which is the group of institutions that are tasked with planning, commissioning and managing the delivery of 14-19 provision at local level and 'consortia' tends to refer to the sub-arrangements of the 14-19 partnership, responsible for delivery of the 14-19 provision, including the new Diplomas. In some areas a strategic partnership will oversee the work of several delivery consortia (mainly rural areas); in others the strategic partnership and the delivery consortium will be one and the same (mainly urban areas).

Methodology

4. We conducted an electronic survey of 153 Learning and Skills Council Partnership Directors, to gather data on progress in implementing the reforms with the intention of providing a national picture of local collaboration and how far partnerships have progressed. Although called Partnership Directors these are positions at the Learning and Skills Council, covering 153 areas across England, and are not specific posts of the various 14-19 partnerships and delivery consortia discussed in the report. However, a Partnership Director is likely to take a lead supporting role in one or more partnerships within their local area. We chose to survey local 14-19 partnerships via the Learning and Skills Council for the following reasons:
 - the Learning and Skills Council has a key role in the development and coordination of 14-19 partnerships, supporting the strategic lead of local authorities; and
 - Partnership Directors were newly established positions at the Learning and Skills Council and the information being requested was the type of data they would typically need to gather when taking up post.
5. We devised a questionnaire to be completed for each delivery consortium within a Partnership Director's area. A copy of the survey questionnaire is included in Appendix 1. A single completed questionnaire was requested from single-tier 14-19 partnerships, where the partnership and the delivery consortium are one and the same. We requested completion of several questionnaires where the strategic partnership oversees several delivery consortia. The questionnaire sought information on key features of each consortium and asked questions about activities the consortium was undertaking or planning.
6. We conducted the survey from June to July 2007 and received responses from all areas. The 100 per cent response rate translated into 351 completed questionnaires, covering all 150 local authority areas. However, some partnerships with more than one delivery consortium completed their questionnaire at the strategic level of the partnership rather than the delivery level. Consequently we critically reviewed all responses and identified 283 questionnaires representing delivery consortia. We used these questionnaire responses as the basis for our quantitative data analysis. Our quantitative analysis does not, therefore, cover every delivery consortium across England, but it does cover a large proportion of consortia, which we estimate at roughly 55 per cent. In a small proportion of

questionnaires, responses to individual questions were invalid due to corrupt formatting and we therefore excluded these from the analysis.

7. We were able to use all 351 responses in our qualitative analysis.
8. This report provides a summary of the questionnaire responses based on the order in which the questions were asked. The responses have been analysed at the national level.

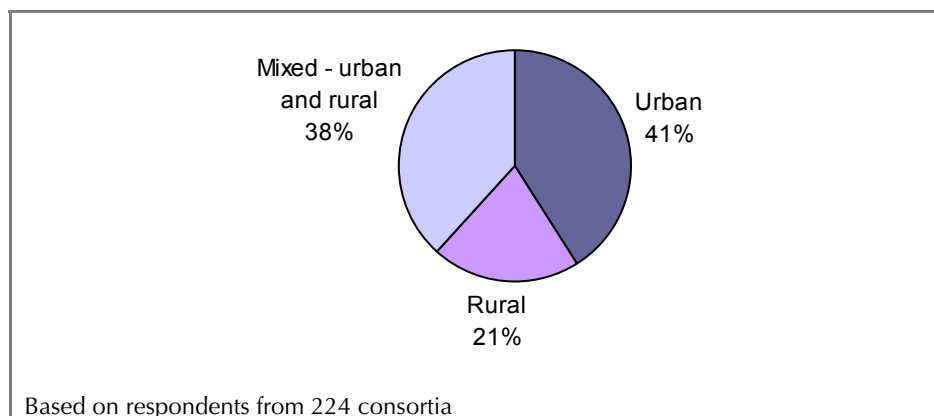
Survey results

Section 1: Background information

Question 1.2: Does the consortium/partnership cover an urban or rural area?

Figure 1 shows the mix of urban and rural areas covered by consortia responding to our survey.

Figure 1: Mix of urban and rural areas covered by consortia

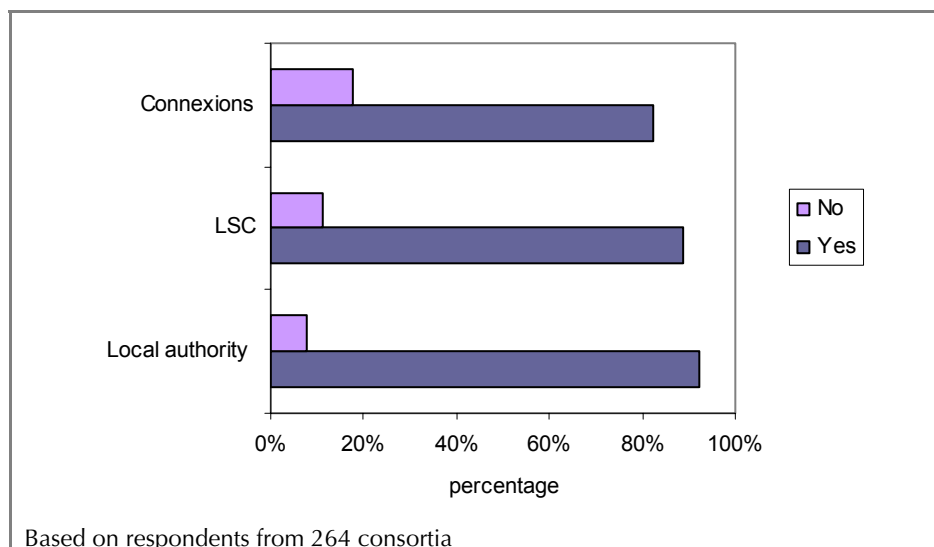


Question 1.3: Which partner institutions/organisations make up the consortium/partnership?

Respondents were asked to only include those partners which actively represent the partnership strategically and/or operationally. The question consisted of two parts.

1.3 (i): Respondents were first asked to select from the following three organisations which were expected to be a member of most partnerships: the local authority, LSC and Connexions. Figure 2 shows the results. It should be noted that these organisations were also identified as 'other' in question **1.3(ii)** and therefore this may explain, particularly in the case of local authorities who have the strategic lead for local 14-19 partnerships, why the results are less than 100 per cent.

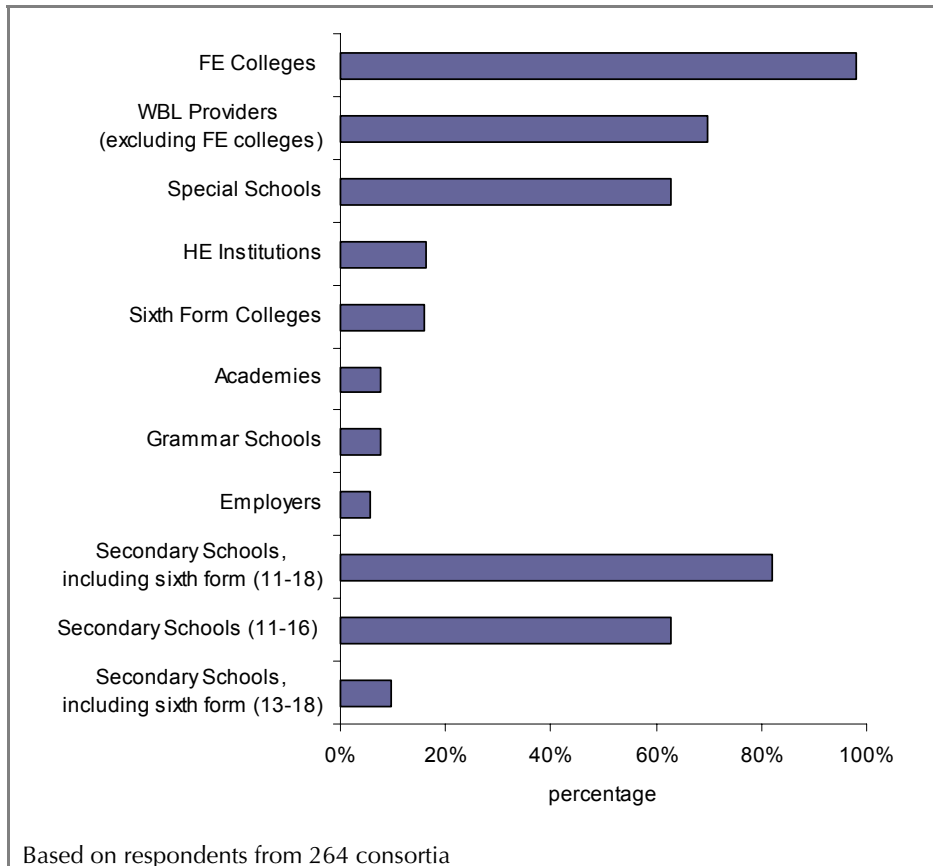
Figure 2: Active partners within consortia (i)



1.3(ii): Respondents were asked to indicate how many of each type of institution/organisation from a specified list actively represent the consortium/partnership. However, the recording of responses was inconsistent therefore the results are instead based on the percentage of respondents reporting that at least one of the specified type as being an active member of the

partnership. For example, almost all respondents (98 per cent) reported at least one further education college is an active member of the partnership.

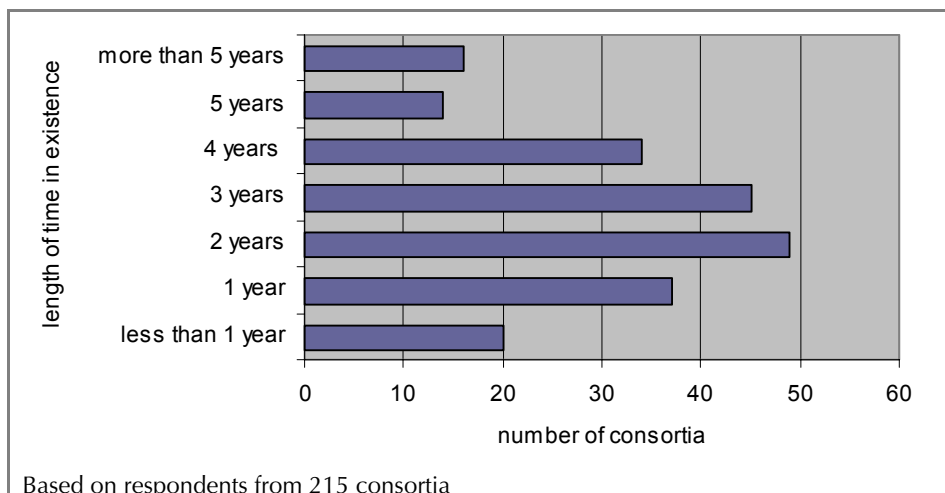
Figure 3: Active partners within consortia (ii)



Question 1.4: Approximately how long has the consortium/partnership, in its current form, been in existence?

Almost three quarters of consortia (158 out of 215) reported they have been in existence for two or more years, with just less than 15 per cent (30 out of 215) reporting they have been in existence for five years or more.

Figure 4: Length of time consortium has been in existence



Question 1.5: What was the initial impetus for forming the consortium/partnership?

Every questionnaire received had this section completed. The three main reasons given for the consortium/partnership forming were:

- evolution of existing partnerships;
- development of local initiatives to meet the 14-19 agenda; and
- in response to Area Wide Inspections and/or Joint Area Reviews.

Question 1.6: Please list the institutions/organisations within your local area not currently part of the consortium/partnership (excluding employers), which are necessary to implement the learner entitlement locally.

Around 40 per cent of consortia/partnerships (139 in total) provided a response to this question. The most common non-participating institutions mentioned were individual schools, including secondary schools, grammar schools, independent schools, Academies and specialist schools. Schools were mentioned by around 45 per cent of consortia/partnerships that responded to this question. The second most commonly mentioned were individual higher education institutions, (mentioned by over 35 per cent of respondents to this question), followed by independent training providers (mentioned by over 30 per cent of respondents to this question).

Question 1.7: If you would like to add any additional comments about the local infrastructure, or about how local dynamics impact on collaborative arrangements, please do so below.

Some 70 per cent of respondents (239 in total) added additional comments at this point. Comments included:

- Noting of existing links between consortia/partnerships and other existing structures, such as the Learning and Skills Council and Connexions that had benefited the partnership.
- There was some cause for concern from rural areas about Diploma delivery, for example consortia/partnerships are anticipating transport difficulties and are contending with a lack of an industrial base, a lack of a wide range of employers, and a lack of higher education institutions. Several rural partnerships reported they have been proactive when combating these challenges in order to make way for successful provision.
- Collaboration with neighbouring partnerships is considered a key factor when combating challenges mentioned above. For many partnerships, collaboration is organised around geographical areas, with area clusters forming.

Section 2: Management and governance arrangements

Question 2.1: Please detail the structural arrangements for the consortium/partnership by completing the boxes below

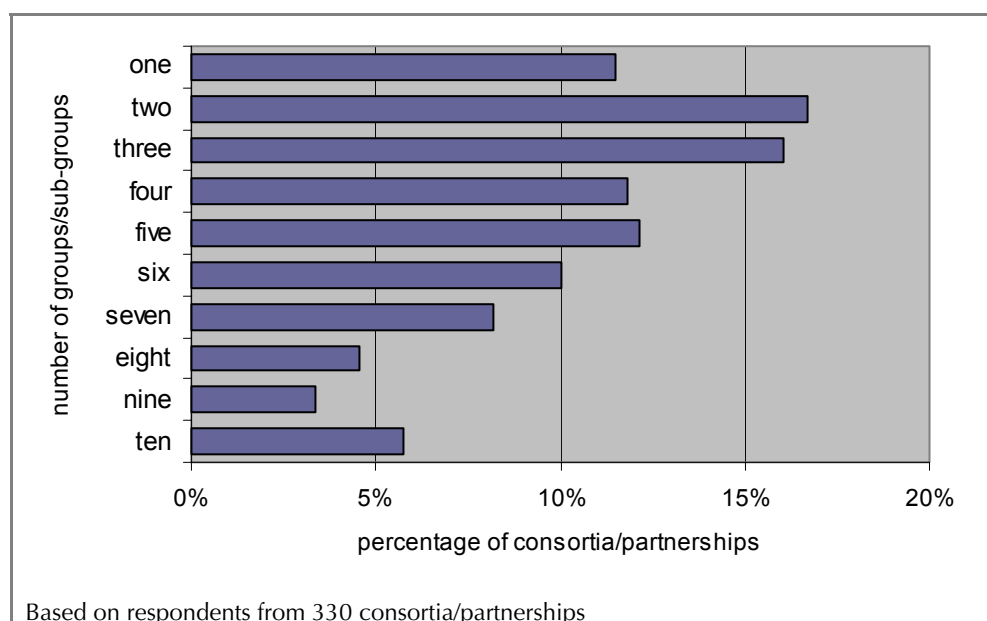
Respondents were asked to list the name, type and the aims and objectives of the groups and sub-groups which make up the consortium/partnership.

Around 1500 groups/sub-groups were identified from 330 questionnaires, ranging from strategy/steering groups to operational/working groups, which is an average of four to five groups/sub-groups per consortium/partnership. **Figure 5** shows how many groups were identified in total by the various consortia/partnerships. The number of groups making up the structural arrangements of a consortium/partnership ranged from one (12 per cent of respondents) to ten (6 per cent of respondents). The four most common groups included in the structural arrangements of consortia/partnerships are:

- Strategic/Steering Groups
- Curriculum Development and Diploma Groups
- Information, Advice & Guidance Groups (including pathways and progression routes)
- Delivery/Operational Groups.

Other groups/sub-groups included in a consortium/partnership structural arrangements are Work-based Learning group, Performance Management, NEET (not in employment education or training) Group and a Finance Group.

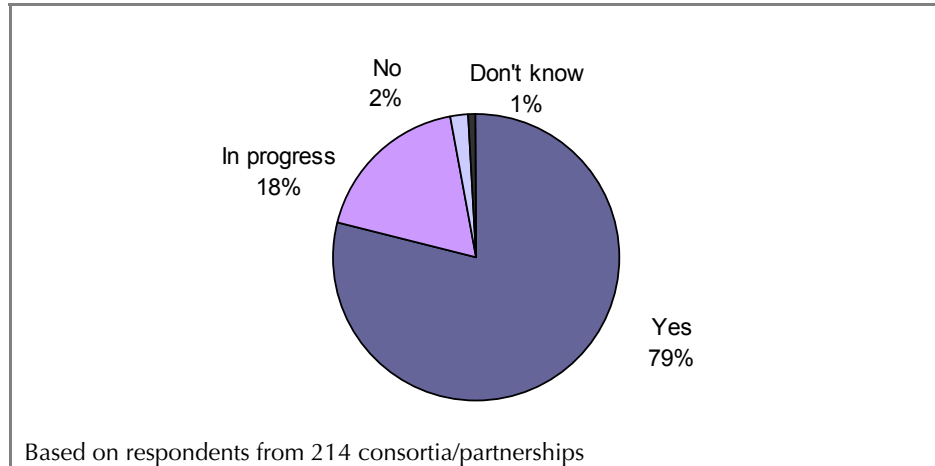
Figure 5: Number of groups/sub-groups which make up the consortium/partnership



Question 2.2: Are there clearly defined roles and responsibilities across the consortium/partnership?

Some 79 per cent of consortia (169 out of 214) reported that roles and responsibilities were clearly defined.

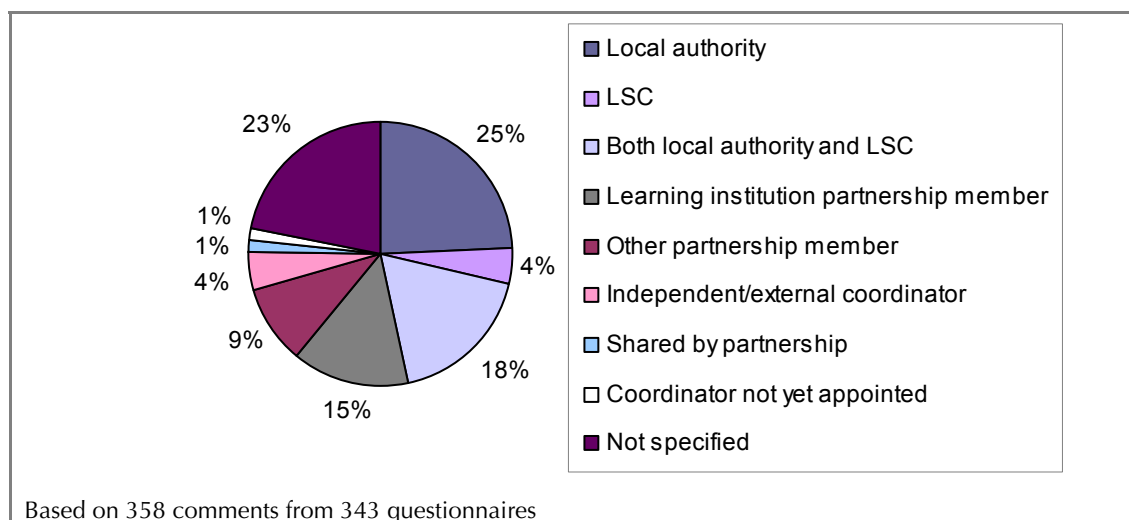
Figure 6: Clearly defined roles and responsibilities



Question 2.3a: Who/which partner has the role(s) of 14-19 coordinator or equivalent, for the consortium/partnership?

The analysis is based on a total of 358 comments from 343 questionnaires with several consortia reporting on more than one 14-19 coordinator role. Many of the responses did not give a clear answer to this question, either not specifying the partner at all or only mentioning details of how the coordinator role is funded (Question 2.3b). A fifth of responses (79 of 358) did not specify the partner organisation of the coordinator. For those respondents that did specify the organisation, the most common source for the 14-19 coordinator role was the local authority (24 per cent). A further 18 per cent of respondents reported that the 14-19 co-coordinator works on behalf of both the local authority and the Learning and Skills Council.

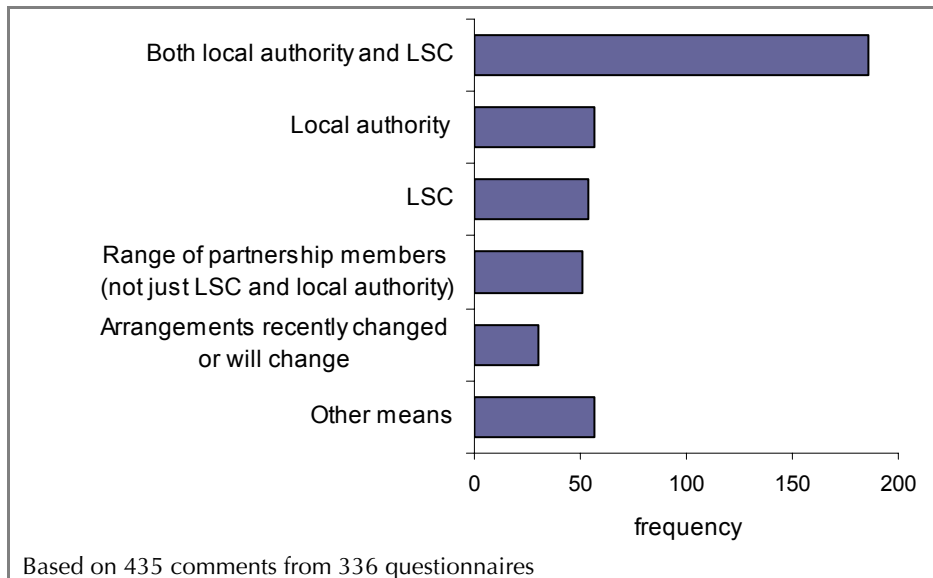
Figure 7: Source of 14-19 coordinator or equivalent within the consortium/partnership



Question 2.3b: How is/are the position(s) funded?

Of a possible 351 survey responses, 336 answered this question resulting in a total of 435 answers, with several consortia reporting on more than one 14-19 coordinator role. The majority of 14-19 coordinator roles are funded by the local authority and/or the Learning and Skills Council.

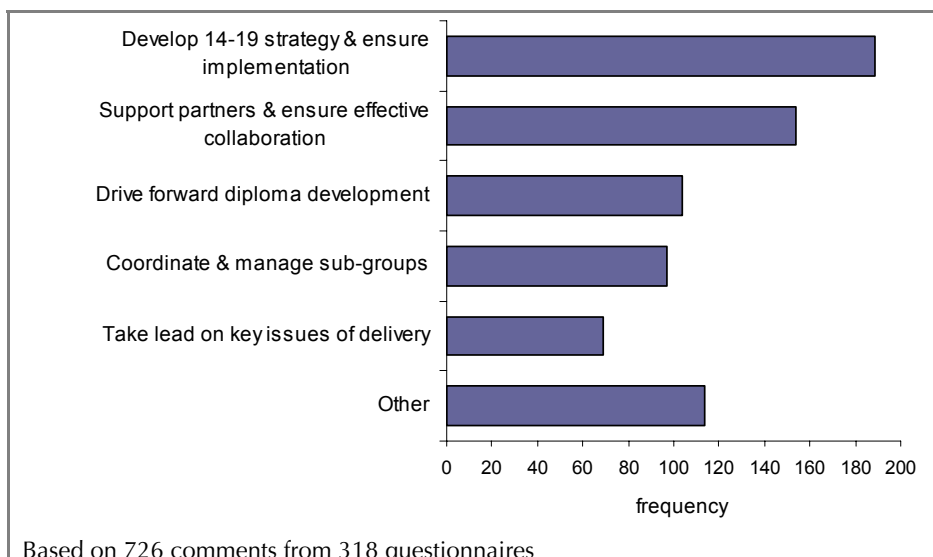
Figure 8: Source of funding for 14-19 coordinator role



Question 2.3c: Please give a brief description of the key tasks for the 14-19 coordinator role(s)

Of the 318 responses, some described several key tasks for the 14-19 coordinator, resulting in a total of 726 comments. The comments were categorised across common themes. The most common key task is the development of the 14-19 strategy and its implementation, closely followed by supporting partners and ensuring effective collaboration. These two roles combined account for nearly half of the key roles identified.

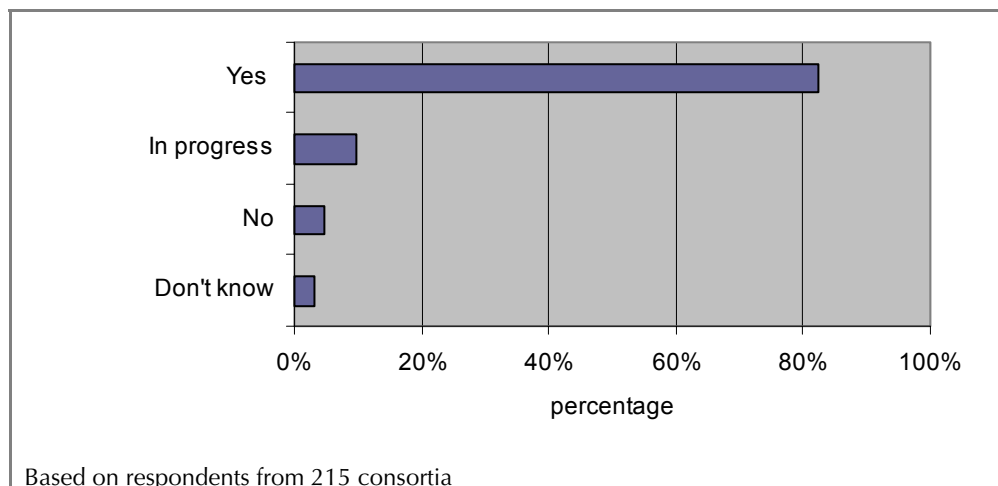
Figure 9: Key tasks for 14-19 coordinators



Question 2.4: Are there documents, which formalise the structural arrangements?

The majority of respondents (82 per cent) reported the existence of formalised structural arrangements with a further 10 per cent reporting this as work in progress. A small proportion (5 per cent) of consortia does not have any formalised arrangements.

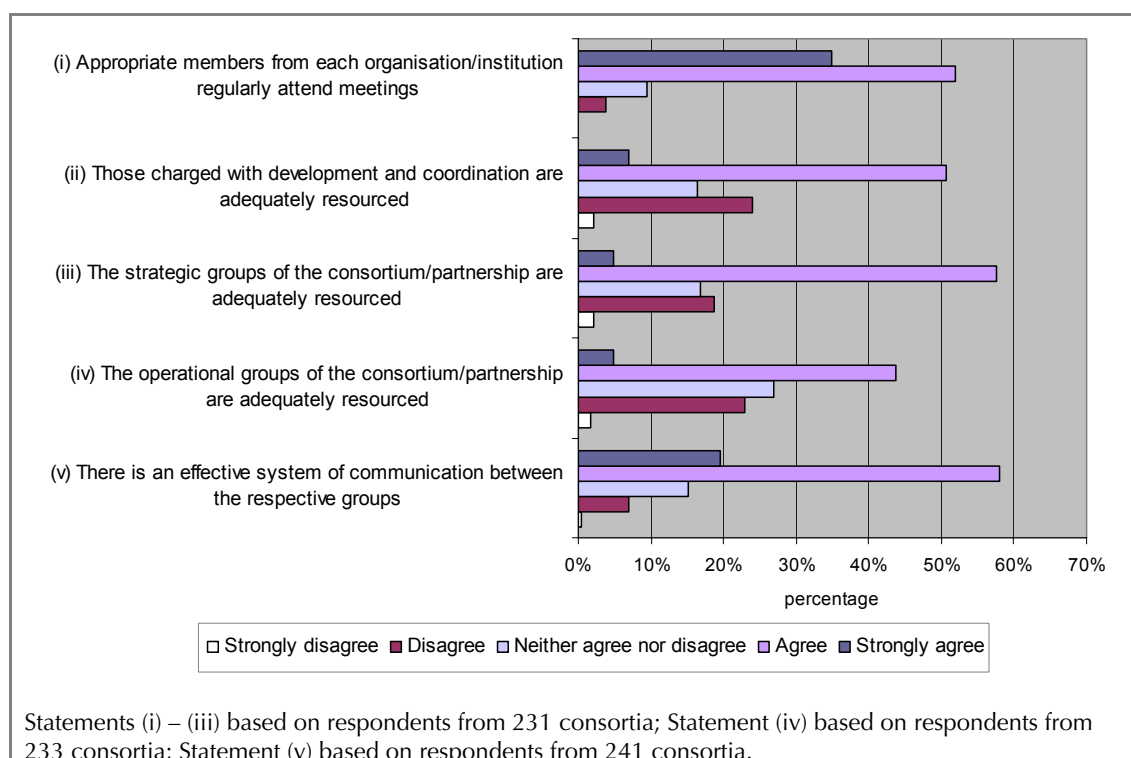
Figure 10: Existence of formalised structural arrangements



Question 2.5: In reference to the groups identified in Question 2.1 to what extent do you agree/disagree with the following statements:

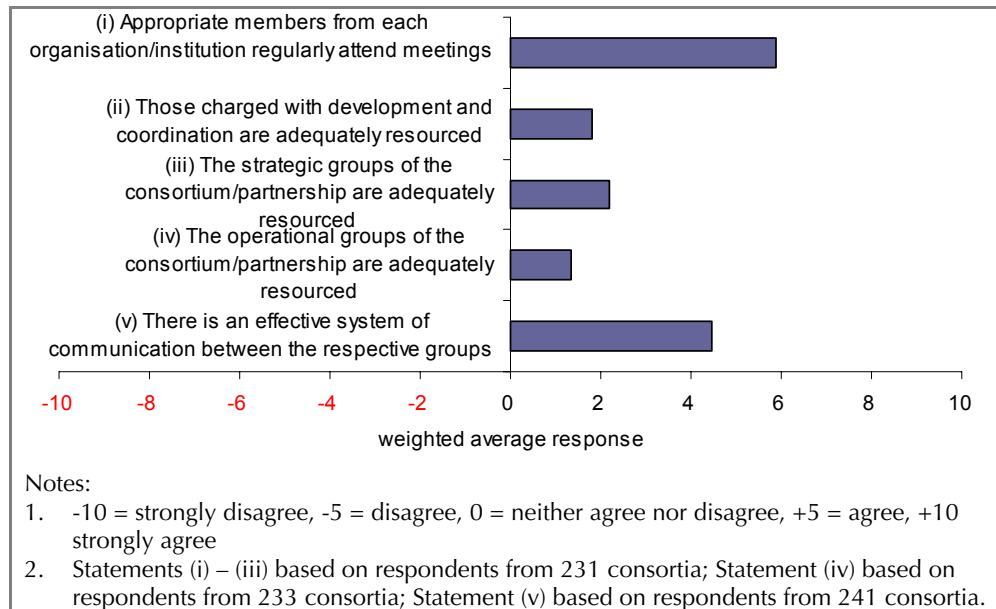
- (i) Appropriate members from each organisation/institution regularly attend meetings
- (ii) Those charged with partnership development and coordination are adequately resourced
- (iii) The strategic groups of the consortium/partnership are adequately resourced
- (iv) The operational groups of the consortium/partnership are adequately resourced
- (v) There is an effective system of communication between the respective groups

Figure 11: The extent to which respondents agreed/disagreed with the statements in Question 2.5.



Whilst **Figure 11** shows that the majority of the responses fall into the agree or strongly agree categories, there are still a number of respondents whom disagree with statements (ii), (iii) and (iv). The results displayed as a weighted average score are given in **Figure 12**. Using a weighted average for each statement it can be seen that most consortia are content with statements (i) and (v), agreeing that appropriate members regularly attend meetings and that effective communication systems exist between the respective groups. Respondents are less content with statements (ii), (iii) and (iv), remaining fairly neutral about the adequacy of resources.

Figure 12: Extent of agreement as a weighted average score for Question 2.5



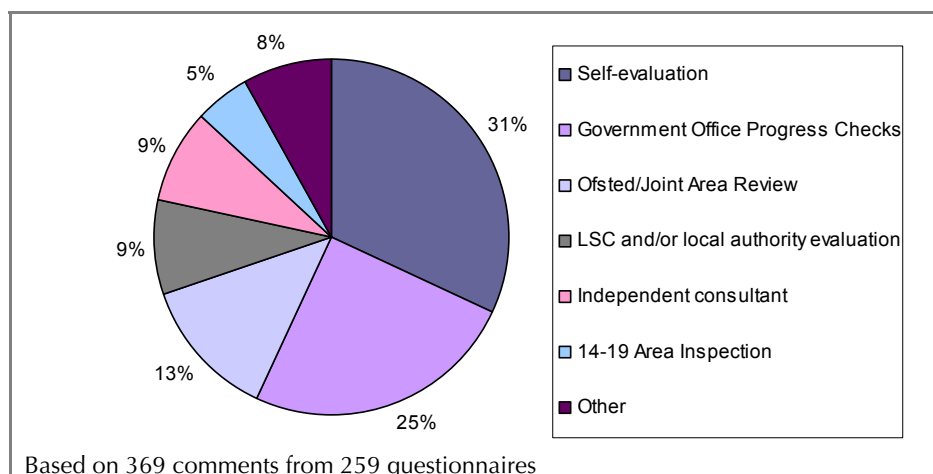
Question 2.6: Has there been an independent or self-evaluation of the consortium/partnership organisational arrangements?

Of the 218 respondents that answered this question, 63 per cent answered that there had been an evaluation, with a further 6 per cent of consortia reporting that an evaluation is in progress. For 28 per cent of consortia there had not been a review, and in 3 per cent of cases it was not known if an evaluation had been undertaken.

Question 2.6(i): If yes, who did the evaluation and what were the outcomes?

Responses to this question included more than one type of evaluation of the consortium/partnership arrangements. A total of 369 answers were given from 259 questionnaires, an average of 1.4 evaluations/reviews per consortium. The most common types of evaluation are self-evaluation and evaluation as part of the Progress Checks.

Figure 13: Type of evaluations undertaken by consortia/partnerships



Question 2.6(ii): If no, are there plans to do one?

Of the 92 responses most said that this issue was under review and only a minority of consortia/partnerships gave a definitive yes to this question.

Question 2.7: What is the most effective part of the collaborative arrangements?

There were a total of 487 contributing factors given from 336 survey responses to this question. The responses are categorised across common themes and a frequency count used to give some indication of the strength of responses (Table 1). The most effective part of collaborative arrangements is good commitment and involvement from partners.

Table 1: Themed responses to most effective part of collaborative arrangements

Theme	Encompassing	Count
Good commitment and involvement from partners	Partners willing and able to agree on priorities, good practice shared, common goals, self-interest does not get in the way of effective collaboration.	171
Good management	Strong leaders, good governance, regular meetings, good organisational structures, effective consortium management groups.	81
Progress in vocational curriculum or development	Including Increased Flexibility Programme, Young Apprenticeships, and vocational centres.	45
History of strong relationships between partners	Long history of effective partnership working, strong relationships between LSC and local authority.	37
Good coordination	Good communication, common timetabling agreed, coordination of priorities.	33
Breadth/range of partnership	Diverse range of partners involved, all partners in local area are involved, comprehensive membership.	28
Pooling of resources	Institutions pool resources together, e.g. funding and staff resources.	17
Other	Successful Diploma submissions, increased breadth of choice available, broader common curriculum offer and increased opportunities, NEET reduction.	75

Question 2.8: What is the least effective part of the collaborative arrangements?

There were a total of 372 contributing factors given from 320 survey responses that answered this question. The responses are categorised across common themes and a frequency count used to give some indication of the strength of responses (Table 2). The most common response for the least effective part of the arrangements is the lack of collaborative buy-in, which also featured as a factor for the most effective part of collaborative arrangements.

Table 2: Themed responses to least effective part of collaborative arrangements

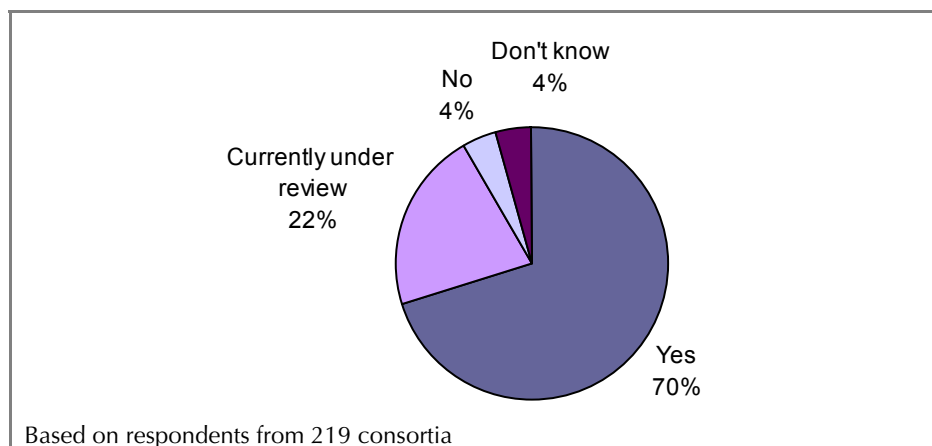
Theme	Encompassing	Count
Lack of full commitment and involvement by some partners	Perceived lack of full collaborative buy-in, lack of involvement, lack of ownership, meetings not well attended, engagement of all not consistently high.	101
Coordination difficulties hindering delivery	Time-tabling and transport issues, communication between partners, alignment of targets, plans & funding	44
Inadequate employer engagement	Engagement of employers, engagement of independent training providers	40
Inadequate funding/resources	Low/inadequate funding hindering delivery, access to capital funding, funding streams unclear, un-sustainability, and resources not pooled.	34
Management and organisational issues hindering delivery	Lack of strategic direction, lack of adequate planning, organisational structures, management level personnel.	22
Incompleteness/newness of partnership	Partnership formed recently, relationships not consolidated yet.	9
Other	Various: IAG, quality assurance, geographical	

	difficulties (rural issues), lack of HE engagement, slow progress.	122
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Question 2.9: Does the consortium/partnership think that the current arrangements are appropriate for taking forward the 14-19 reforms?

Of 219 responses, 70 per cent believe that the current partnership arrangements are appropriate for taking forward the 14-19 reforms forward, and another 22 per cent said their arrangements were under review.

Figure 14: Are current arrangements appropriate for taking forward the 14-19 reforms?



Question 2.10: What more does the consortium/partnership need to do to improve current collaborative arrangements?

Of a possible 351 responses, 328 surveys contained a response to this question, with a total of 478 factors identified. The responses are categorised across common themes and a frequency count used to give some indication of the strength of responses (Table 3). Some respondents reported that there were no improvements required because they felt they had been successful to date.

Table 3: Themed responses to what more can be done to improve collaborative arrangements

Theme	Encompassing:	Count
Better coordination and planning	Operational and strategic planning, timetabling, dealing with transport issues, communication and data sharing, agreeing a set of protocols, assigning clear roles and responsibilities, the need for a coordinator	79
Employer involvement and work based learning	Involve employers in the partnership, engagement of work-based learning providers.	70
Fully engage education institutions and increase scope of partnership	Involve higher education institutions, special schools, faith schools, grammar schools, Academies.	46
Developing and supporting existing partnership structures and sub-structures	Developing and supporting existing structures and sub-structures, need for operational groups, appointment of directors or leaders to drive forward strategy.	44
Collaborative working	Make sure partners attend meetings, promote collaborative culture, sharing same vision, joint sharing of resources.	40
Sort out adequate and sustainable funding arrangements	Secure sustainable funding, understand how funding is to be obtained, link funding with progress.	30
Other	Quality Assurance, IAG, review and evaluation, data management, strengthen vocational offer, engage with parents, cross-collaboration between partnerships, partnership doing well - no need for improvements.	146

Question 2.11: If you would like to comment on your answers, or add any further detail about the governance and management arrangements of the consortium/partnership, please do so in the space below

110 out of 351 questionnaires provided further comment. The responses can be broken down into three broad headings: partnership structures, partnership leadership and partnership concerns.

Partnership structures

Several consortia/partnerships noted that there is a positive outlook on effective partnership working and highlighted the successes of their partnership structures. Many respondents reported that partnership structures have recently changed or are currently under review to facilitate the new Diplomas.

Partnership leadership

Leadership was cited as an important issue for consortia/partnerships. Some respondents commented about their success and highlighted the positive effects of a strong leader to provide coordination and direction. The role of a local manager or director is found to be extremely useful. A few of the partnerships reported they employ an external chair of the partnership in order to maintain impartiality. Some respondents highlighted clear linkages between the key partnership players and the groups and sub-groups.

Partnership concerns

A few consortia/partnerships felt that changes to funding arrangements could jeopardise current governance arrangements. Some reported that delivery of the new Diplomas is likely to place increasing strain on the partnership and there are concerns, coming from rural areas in particular, over the geographical barriers and also the lack of easy access for students to a wide range of employers.

Section 3: Strategy

Question 3.1: Does the consortium/partnership have a joint 14-19 strategy for the local area?

71 per cent of consortia (152 out of 214) reported they have a joint strategy in place, and a further 14 per cent (29) of consortia have a strategy under review. The remainder reported that a strategy didn't exist (14 per cent) or that the current situation was not known (1 per cent).

Question 3.1(i): If no, please provide a comment here

There were 44 questionnaire responses from across the 351 consortia/partnerships. Several mentioned that whilst they do not have a complete 14-19 strategy, an over-arching county-wide strategy or confederation strategy exists, within which they are included. Others responded by mentioning that whilst a strategy is implicit, a formal strategy does not exist. Other consortia/partnerships acknowledge the need for a plan to address learner requirements and Diploma delivery and as a result, a strategy will be developed in the near future. In some cases, the partnership was not developed enough to have formed a clear strategy.

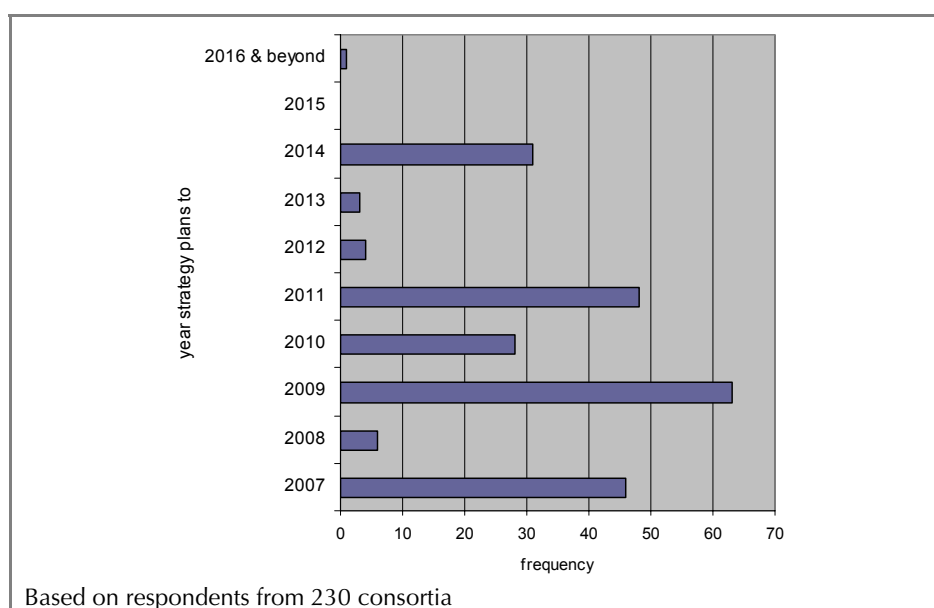
Question 3.1(ii): If yes or in progress please provide a brief summary of how the consortium/partnership has developed/or is developing its strategy?

293 respondents answered this question out of a possible 351. Several consortia/partnerships noted that their previous strategy and implementation plan required refreshing to take account of the 14-19 reforms. The work of producing a revised strategy for 14-19 reforms has involved a range of consultation with stakeholders, some responses by questionnaire and a series of interviews with young people themselves. Many new/revised strategies will build on existing Children and Young People's Plans and Local Area Agreements. Other strategic plans were built upon the findings of the Area Wide Inspection findings. Additionally, some areas have updated their strategies as a result of the recent 14-19 conferences. The formulation of new strategies has been performed with the support of either the Learning and Skills Council or local authority.

Question 3.1(iii): How far ahead does the current strategy make plans?

Half of delivery consortia (115 out of 230) have strategic plans up to at least 2009, but one fifth of consortia have strategic plans only to the end of this year, 2007. A small proportion (15 per cent) of strategies includes plans to 2013 and beyond, the year when Diplomas will be a national entitlement for 14 to 19 year olds in England.

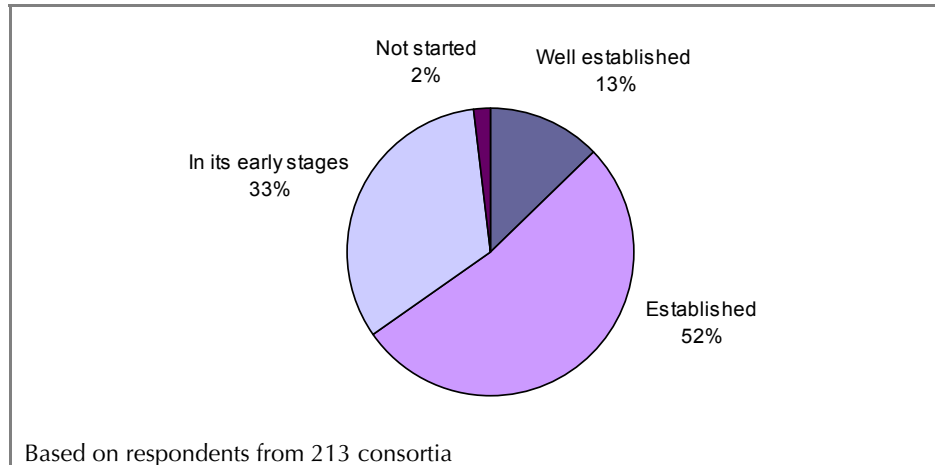
Figure 15: How far ahead are consortia planning?



Question 3.1(ii): In terms of implementing the strategy which statement best represents the current situation

Over half of consortia (112 out of 213) reported that implementation of their strategy is established and a further 13 per cent of consortia reported a well established strategy.

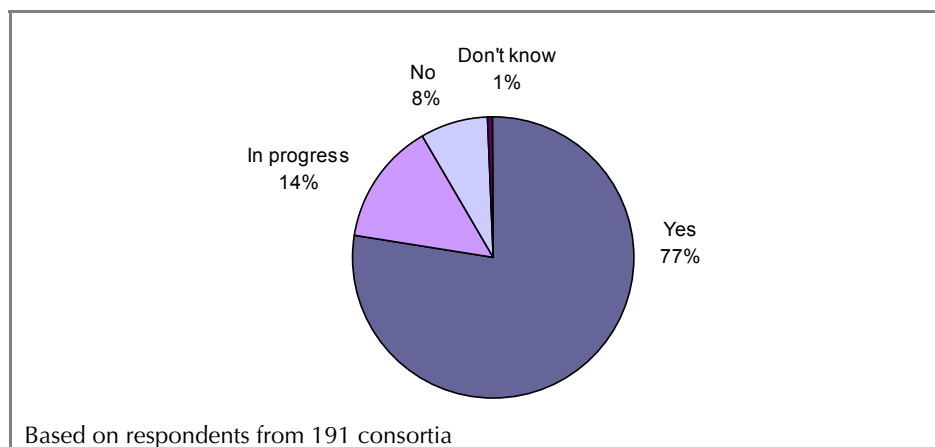
Figure 16: How established are current strategies



Question 3.1(iie): Has the local 14-19 strategy been formalised by way of a written document?

191 consortia responded to this question, with 77 per cent stating that the strategy has been formalised into a written document. A further 14 per cent of the respondents were in the process of formalising the strategy.

Figure 17: Do consortia have a formalised strategy



Question 3.2: The following statements refer to current planning by the consortium/partnership

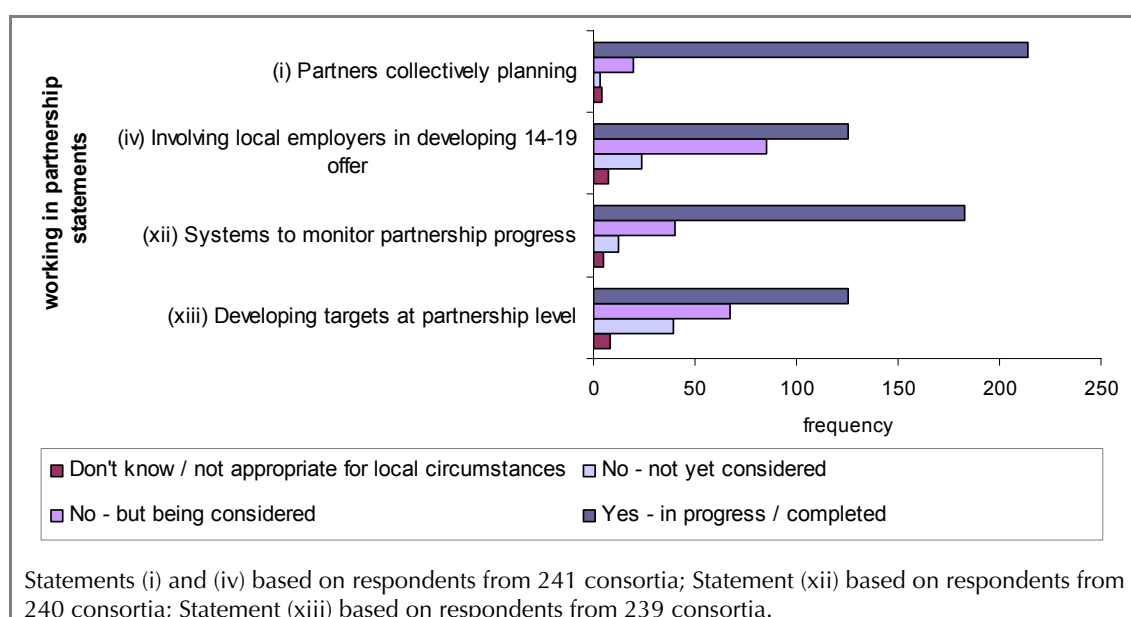
This question consisted of 13 statements of which respondents had to select the response which best reflected the current situation. For analysis purposes the 13 statements have been grouped into four categories: working in partnership; informing planning; facilities and skills; and funding.

Working in partnership - statements (i), (iv), (xii) and (xiii)

Headline results for each statement are summarised below and **Figure 18** shows all of the frequency counts for each statement.

(i) Partners are collectively planning future 14-19 provision (including Diplomas) to ensure there is a sufficient broad range of provisions available to all young people.	88 per cent of consortia (214 out of 241) are collectively planning for future provision.
iv) The consortium/partnership is involving local employers when developing the 14-19 offer.	52 per cent of consortia (125 out of 241) are involving local employers to develop their local approach to 14-19 planning. 45 per cent of consortia (109 out of 241) have not yet involved local employers.
(xii) Systems are being developed to monitor, review and evaluate the partnership’s progress against plans.	76 per cent of consortia (183 out of 240) have or are developing systems to monitor, review and evaluate the partnership’s progress against plans.
(xiii) Targets are being developed at the consortium/partnership level.	52 per cent of consortia (125 out of 239) are developing targets at the consortium/partnership level. A further 28 per cent are considering developing targets at this level, and 16 per cent have not yet considered area wide targets.

Figure 18: Working in partnership - statements (i), (iv), (xii) and (xiii)

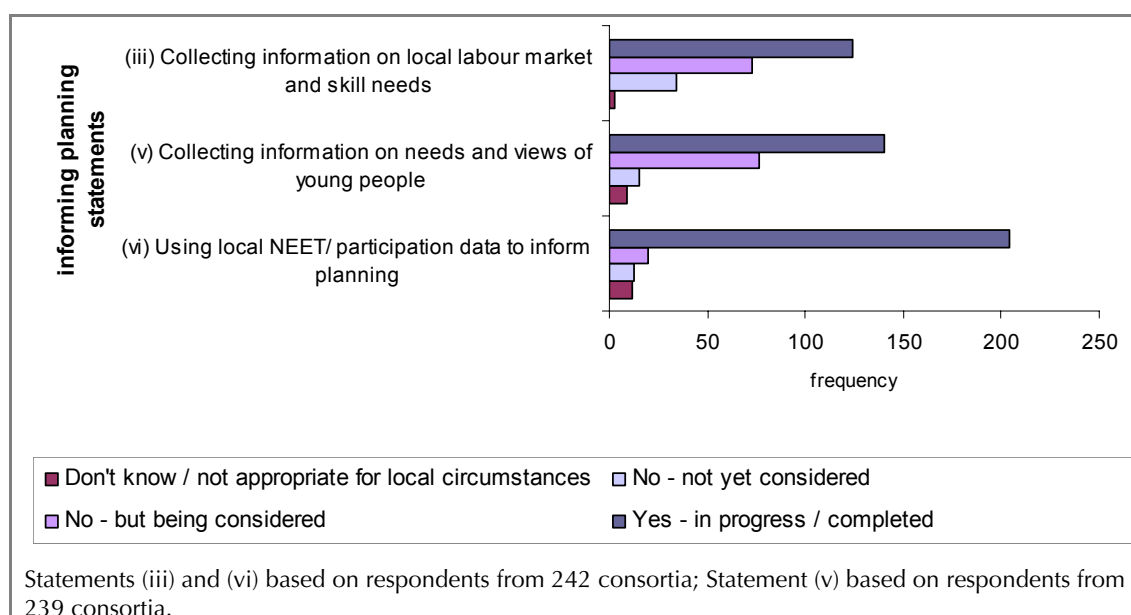


Informing planning - statements (iii), (v) and (vi)

Headline results for each statement are summarised below and **Figure 19** shows all of the frequency counts for each statement.

(iii) The consortium/partnership is collecting information on the local labour market and skill needs when planning provision.	53 per cent of consortia (124 out of 242) are collecting information on the local labour market and skills when planning provision. 30 per cent of consortia have not yet started but are considering it as part of planning, and a further 14 per cent have not yet considered this.
(v) The consortium/partnership is collecting information on the needs and views of local young people when planning provision.	59 per cent of consortia (140 out of 239) currently collect information on the needs and views of young people when planning provision. 32 per cent of consortia are considering collecting this information but have not yet done so.
(vi) The consortium/partnership is using local NEET/Participation data and taking relevant action in their discussions and action plans.	84 per cent of consortia (204 out of 242) are currently using NEET/participation data to inform action plans.

Figure 19: Informing planning - statements (iii), (v) and (vi)

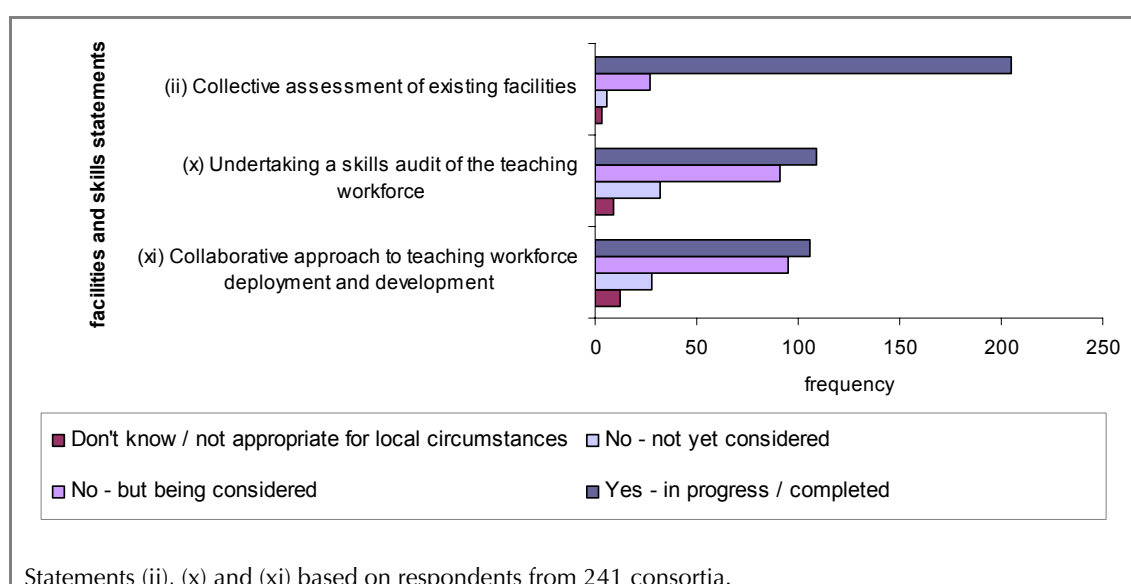


Facilities and skills - statements (ii), (x), and (xi)

Headline results for each statement are summarised below and **Figure 20** shows all of the frequency counts for each statement.

(ii) The consortium/partnership is assessing how best to make use of existing facilities available across partner institutions/organisations.	85 per cent of consortia (205 out of 241) are assessing how best to make use of existing facilities across partner institutions/organisations.
(x) The consortium/partnership is undertaking a skills audit of the teaching workforce to determine the expertise available and development required to meet future needs.	45 per cent of consortia (109 out of 241) have undertaken a skills audit of the teaching workforce to determine the expertise available and professional development required to meet future needs.
(xi) A collaborative approach to the teaching workforce deployment and development is being adopted.	44 per cent of consortia (106 out of 241) are currently taking a collaborative approach to the deployment and development of the teaching workforce. 40 per cent are currently considering it but have not yet adopted this approach.

Figure 20: Facilities and skills - statements (ii), (x), and (xi)

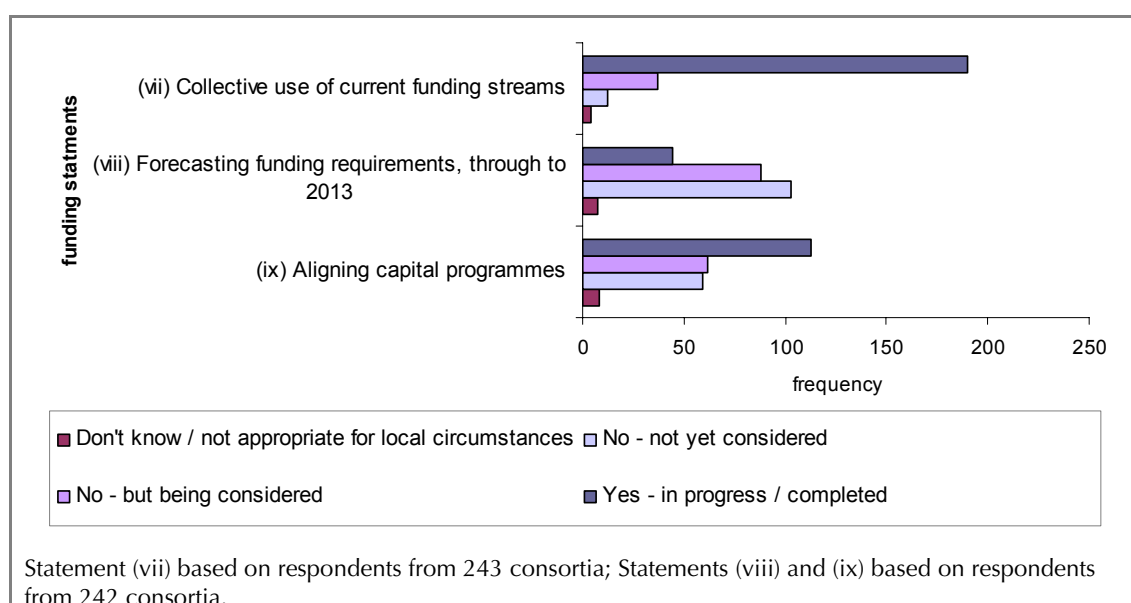


Funding - statements (vii), (viii) and (ix)

Headline results for each statement are summarised below and **Figure 21** shows all of the frequency counts for each statement.

(vii) The consortium/partnership is collectively planning how best to use current funding streams.	78 per cent of respondents (190 out of 243) state that the consortium is collectively planning on how to make best use of current funding streams.
(viii) The consortium/partnership is forecasting the level of funding required to deliver the reforms, through to 2013.	Only 18 per cent of consortia (44 out of 242) are currently forecasting the level of funding required to deliver the reforms, through to 2013. 36 per cent (88 out of 242) are considering undertaking a forecasting exercise, with a further 43 per cent (103 out of 242) not yet considered doing so.
(ix) The institutions within the consortium/partnership are collectively considering and aligning capital programmes.	Over half of consortia (129 out of 242) were not yet collectively considering and aligning capital programmes across partner institutions.

Figure 21: Funding - statements (vii), (viii) and (ix)



Question 3.3: Going forward what are the three key priorities for the consortium/partnership in terms of delivery of its strategy

A total of 769 priorities were identified from 351 questionnaires. The responses were reviewed and categorised into themes and a frequency count used to give some indication of the strength of responses (Table 4).

Table 4: Key priorities set by local partnerships for delivering their 14-19 strategies

Key priorities	Encompassing	Count
Strengthening collaboration and strategic management to deliver learner entitlement	Agreement on strategic collaboration and alignment, multi-agency agreement, governance and responsibility.	195
Learning and curriculum development for improved choice and achievement	Improving or increasing vocational and applied provision, improving learning facilities and quality, developing broader and more flexible learning paths and curriculum, improving achievement levels.	159
Diploma delivery	Delivering Diploma lines - planning and quality assurance, preparing for next Diploma applications.	106
Employer engagement	Engaging more suitable employers, ensuring the benefits of the reforms, in particular Diplomas are clearly understood by employers.	57
NEET reduction, increasing participation	Reducing NEET levels, increasing participation amongst post-16s.	54
Improving information, advice and guidance	Making sure students and parents understand clearly the opportunities available, ensuring access to provision is available to all students.	51
Other	Resource maximisation - e.g. transport and workforce development, funding, evaluation and quality assurance.	147

Question 3.4: What are the three main barriers to achieving these priorities?

A total of 771 barriers were identified from 351 questionnaires. The responses were reviewed and categorised into themes and a frequency count used to give some indication of the strength of responses (Table 5).

Table 5: Main barriers reported by respondents for local partnerships not achieving their priorities

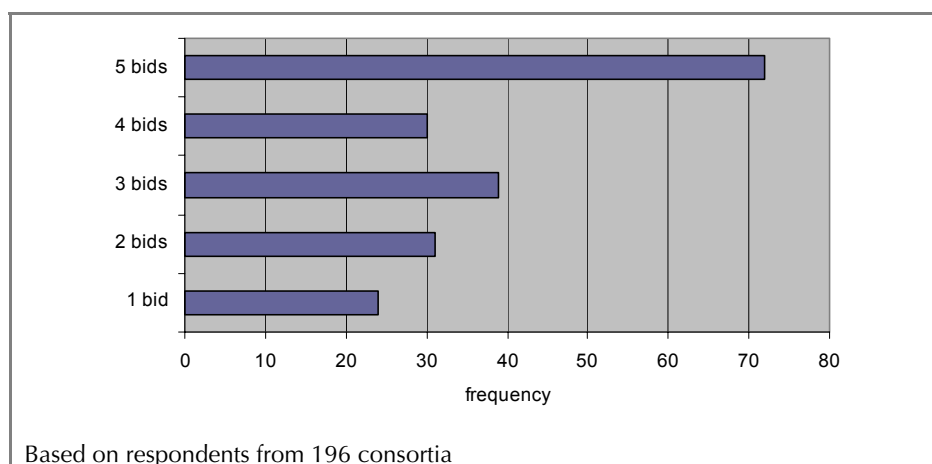
Main barriers	Encompassing	Count
Coordination and management difficulties	Need for strategic business planning, dealing with short timescale of delivery, changing landscape (e.g. role of Connexions changed), alignment of different partners, communications between partners, integration pre and post 16.	127
Collaborative buy-in and shared commitment and responsibility	Different priorities between institutions, legacy of competition (e.g. performance tables), fear that trust and good working relationships between partners not strong enough to overcome tensions.	119
Funding and sustainability	Uncertainty over funding streams, short-term ad-hoc funding, inadequate funding for transport and vocational training, lack of sustainable funding streams.	111
Inadequate or limited resources and capacity to meet learner entitlement	Transport infrastructure, trained and experienced staff to deliver provision, staff time.	103
Employer engagement	Finding enough interested employers, not enough large businesses to engage - large number of Small-Medium Enterprises only.	95

Low relevance, quality and take-up of new learner entitlement, especially regarding Diplomas	Relevance of Diplomas for schools with high levels of achievement, lack of understanding and scepticism, low interest and take-up from students.	26
Low take-up due to low aspirations and achievement	Culture of low achievement, low aspirations	26
Lack of clarification about specification/ coherence of national strategy	Lack of clarification over Diploma specifications, lack of national coherence and direction, lack of useful Diploma feedback.	19
Other	Pressurised timescale, transport costs and distances, geography, rural problems, lack of impartial IAG.	145

Question 3.5: Did the consortium/partnership submit any applications for the first round of the Diploma Gateway?

89 per cent of consortia (196 out of 219) stated that they had made an application in the first round of the Diploma Gateway. Of those consortia that made an application, the number of applications made by each consortium is shown in **Figure 22**. A relatively high proportion of consortia (37 per cent) submitted an application for all five of the Diplomas that are to be delivered in phase one of the implementation, in 2008.

Figure 22: Number of applications made in the first Diploma Gateway round

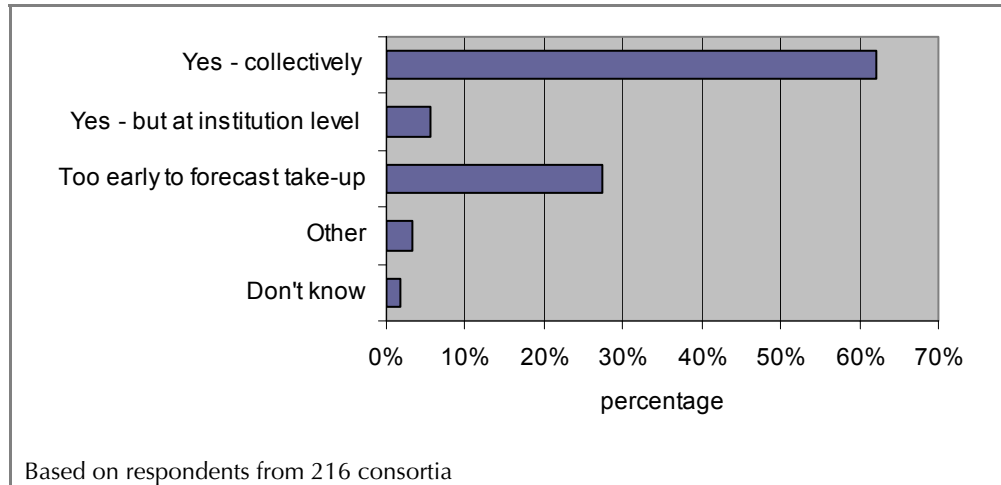


44 out of the 351 consortia/partnership completed part (ii) of this question and gave a reason for why the consortium/partnership had not submitted an application during the first round. The most common reason given for not making a Diploma application during the first gateway was that the partnership did not feel ready. This was because the partnership lacked capacity or that they felt that working in partnership was not sufficiently developed. Some of the consortia/partnerships reported they had given careful consideration before deciding that it was untimely to make an application. The desire to wait and learn from the experience of others was expressed by a few partnerships. A further reason why a few partnerships did not submit an application was because there was a county or city-wide approach to applying for Diplomas and therefore no need for an individual submission.

Question 3.6: Is the consortium/partnership collectively forecasting likely take-up of the new Diplomas?

62 per cent of consortia (134 out of 216) answered yes to collectively forecasting Diploma take-up, with only 6 per cent reporting that forecasting of take-up is being carried out at the institution level. 27 per cent of the respondents felt that it is too early to be forecasting Diploma take-up.

Figure 23: Is the consortium collectively forecasting Diploma take-up



Question 3.7: If you would like to comment on your answers or add any further detail, please do so below.

136 questionnaires included further comments. The most common additional comments detail how the consortium fared in the first Gateway round and how ready they feel they are for future applications. For those that were not as successful as hoped in the first Gateway, many commented on the lessons that they have learnt and improvements they are making to be successful in future. Comments also mentioned recent changes and improvements to local facilities. Other comments stressed how important it is to raise awareness of the new Diplomas, and the need to ensure that Diplomas are inclusive for all young people.

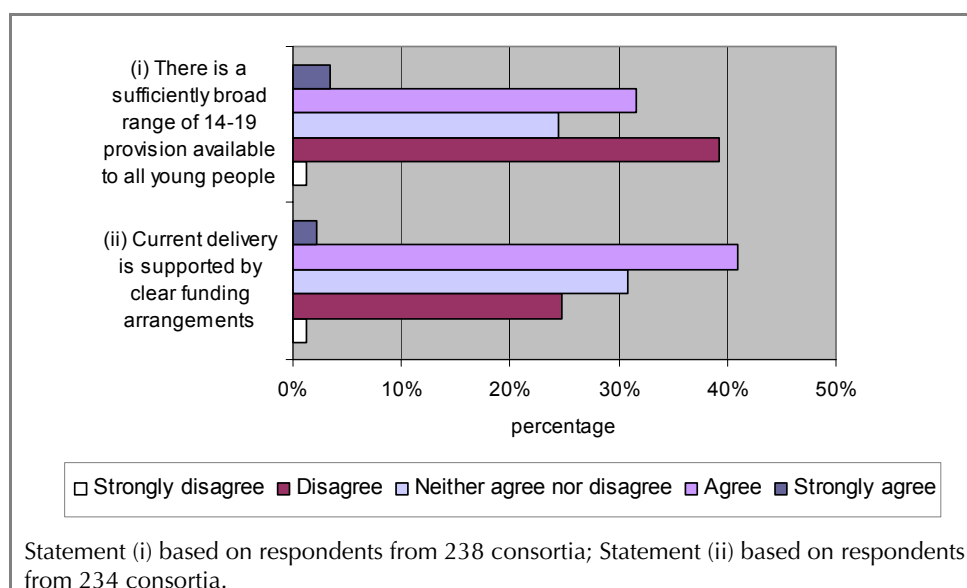
Section 4: Delivery and learner needs

Question 4.1: To what extent do you agree/disagree with the following statements about the current situation for the local consortium/partnership area:

Headline results for each statement are summarised below and **Figure 24** shows all of the frequency counts for each statement.

(i) There is a sufficiently broad range of 14-19 provision available to all young people.	40 per cent of consortia (96 out of 238) do not believe (disagree and strongly disagree) that there is a sufficiently broad range of provision currently available to all young people, with a further 24 per cent neither agreeing nor disagreeing with the statement.
(ii) Delivery is aligned with, or supported by, clear funding arrangements	43 per cent of consortia (101 out of 234) agree or strongly agree that current delivery is supported by clear funding arrangements, with a further 30 per cent neither agreeing nor disagreeing with the statement.

Figure 24: Extent to which the statements are agreed/disagreed with for current provision and funding



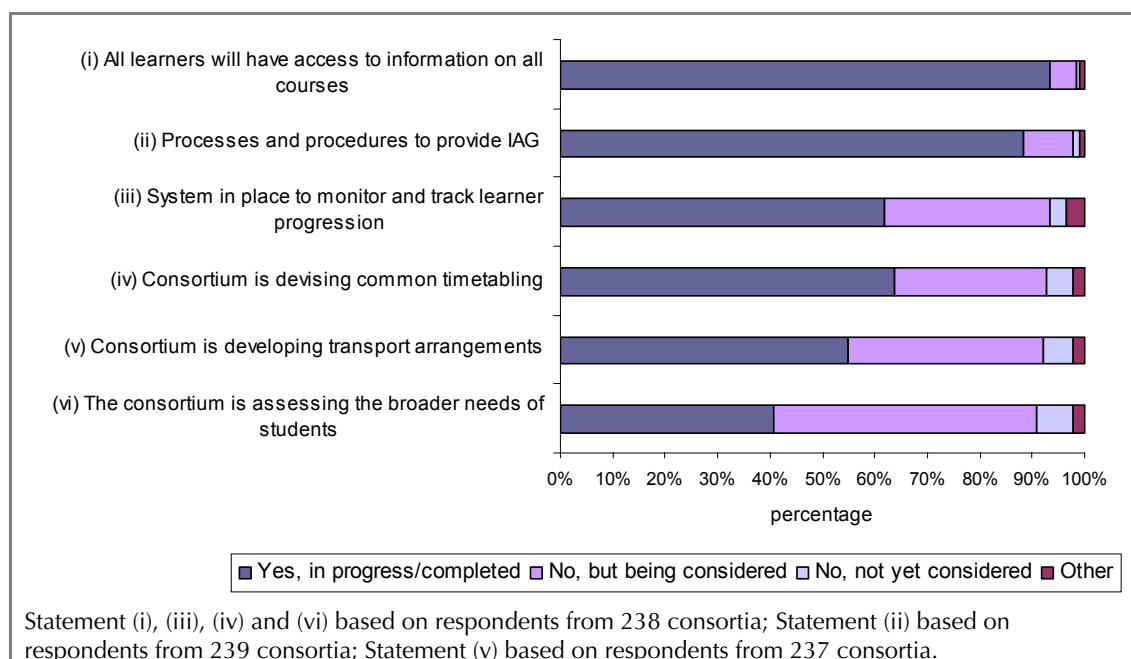
Question 4.2: The following statements refer to learner needs, now and in the short term (over next 2-3 years), in particular preparing for delivery of the Diplomas in order to be able to offer full entitlement by 2013.

- i. All learners (14-19) will have access to information on all courses, learning opportunities and progression routes available across the consortium/partnership
- ii. There are processes and procedures in place to provide impartial, accessible information and personalised advice and guidance to learners
- iii. A system is in place for monitoring, tracking, recording and reporting learner progression
- iv. The consortium/partnership is devising common timetabling
- v. The consortium/partnership is developing transport arrangements which help support more flexible 14-19 curriculum delivery
- vi. The consortium/partnership is assessing the broader needs of students travelling between institutions, as a consequence of Diploma delivery, and have developed plans to address these need

This question consisted of six statements of which respondents had to select the response which best reflected the current situation. **Figure 25** shows the percentages for each response for all of the statements.

In relative terms it can be seen, for example, that consortia are further ahead with preparations in terms of statement (i), enabling all learners access to information on all courses, where 93 per cent of consortia report they have this work in hand, compared with statement (vi), assessing the broader needs of students travelling between institutions, where only 41 per cent of consortia report they are currently doing this.

Figure 25: Extent to which the statements are agreed/disagreed with in preparing for future learner needs



Respondents could add further comments to this question. Those that did predominately focused on transport issues and concerns around the funding related to transport. Some respondents reported poor transport infrastructures serving a large geographical area and consequently the cost of travel posing a significant barrier for learners and the ability to provide equal access to the full range of opportunities.

Respondents also commented that current processes are continually reviewed and revisions are made to plans when necessary. Comments reflected on areas with comprehensive learner

prospectuses in place. It was also noted that whilst some consortia have agreed common days for vocational delivery, they have yet to determine the detail in common timetabling.

Question 4.3: If you would like to comment on your answers, or add any further details about delivery or learner needs, please do so in the space below.

50 out of 351 questionnaires provided additional comments. Some of these gave further details of the work the consortium/partnership has done, including the creation of online prospectuses, development of an Information, Advice and Guidance group and development of a Common Application Process. Some gave details of the development stage which the consortium/partnership is at and in some cases with reference to being on track for delivery of the Diplomas, their concerns about capacity and finance, and the challenges they will need to overcome to reach their goals.

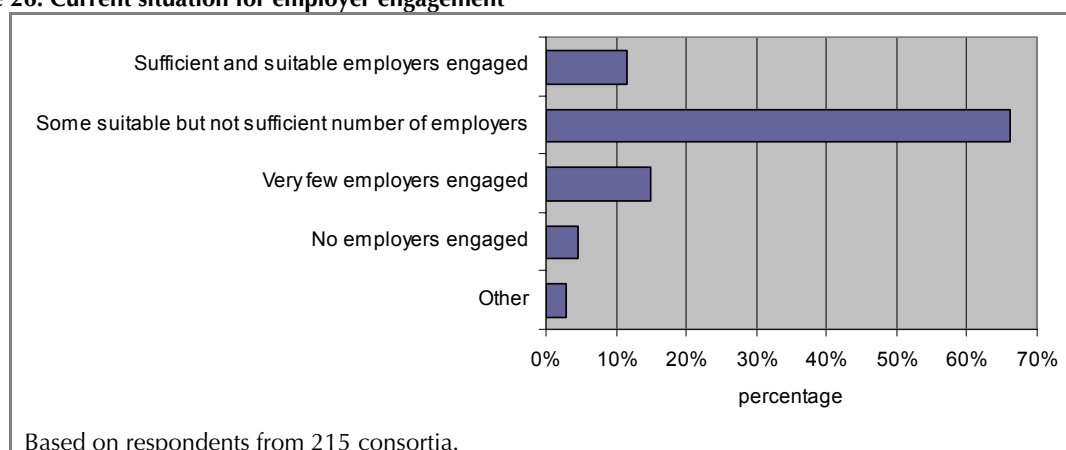
Financing was reported as a big concern as some consortia/partnerships felt that the lack of sustainable funding may threaten effective partnership working and delivery of the learner entitlement. Partnership working was reported to be resource-intensive, and it was therefore important for consortia/partnerships to be assured that they will have enough funding to achieve their deliverables.

Section 5: Employer engagement

Question 5.1: In terms of current employer engagement, please select from the list the statement which best describes the situation covering the last six months for the consortium/partnership?

In terms of the current situation 66 per cent (142 of 215) of respondents reported that there are not sufficient suitable employers engaged with, with only a small proportion (12 per cent) reporting they are currently working with sufficient and suitable number of employers.

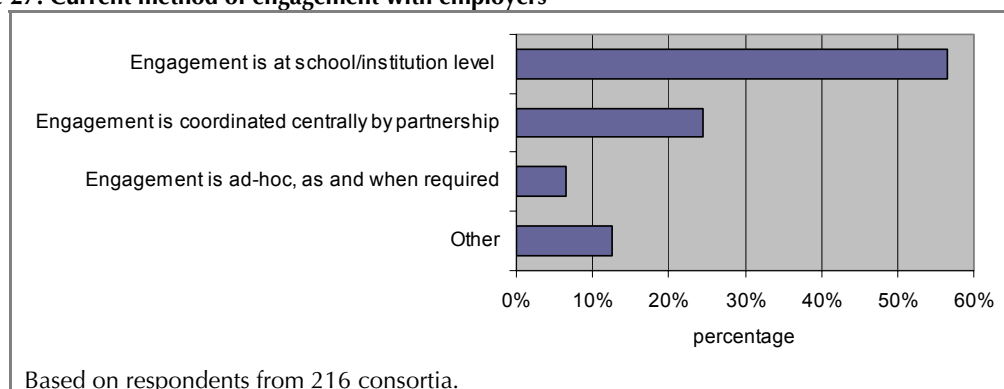
Figure 26: Current situation for employer engagement



Question 5.2: How does the consortium/partnership currently engage with employers?

Over half of consortia (122 out of 216) reported that current employer engagement takes place between the institution/school and employer, with a smaller proportion (25 per cent, 53 out of 216) being coordinated centrally by the partnership.

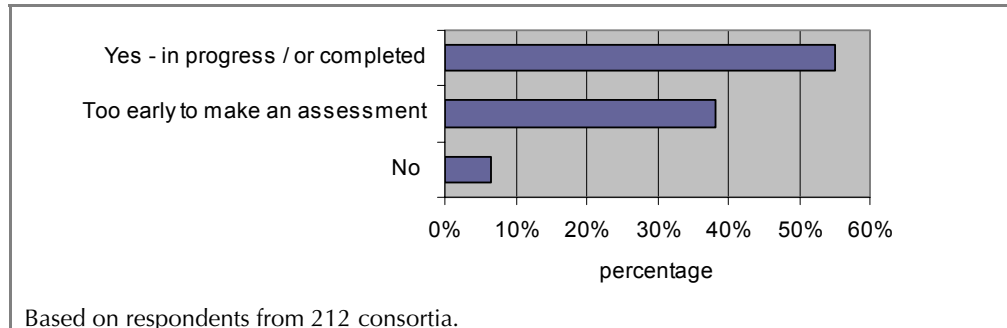
Figure 27: Current method of engagement with employers



Question 5.3: Has the consortium/partnership assessed what will be required of employers to deliver all 14 lines of the new Diploma?

Over half of consortia (117 out of 212) reported they have an assessment in progress or completed. However, a further 38 per cent believe that it is too early to make the assessment.

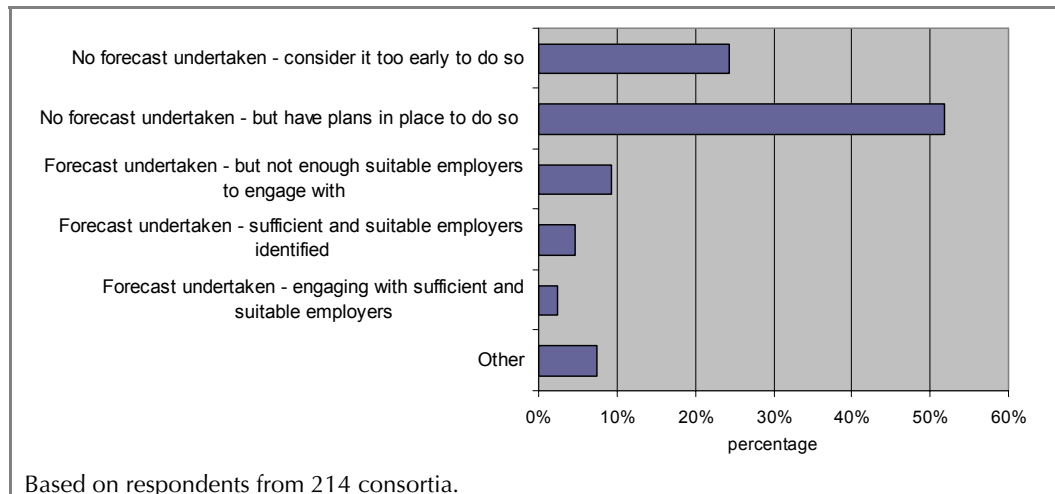
Figure 28: Assessment of what will be required of employers



Question 5.4: In terms of future employer engagement to deliver the 14-19 reforms, please select from the list the statement which best describes the forecasted situation for the consortium/partnership?

12 per cent of consortia (35 out of 214) have completed a forecast of future levels of employer engagement and of those 35 respondents over half (20) believe they do not have enough suitable employers to engage with. Over half of consortia (111 out of 214) have not yet forecasted future levels of employer engagement to deliver the 14-19 reforms, but have plans in place to do so, and a further 24 per cent believe it is too early.

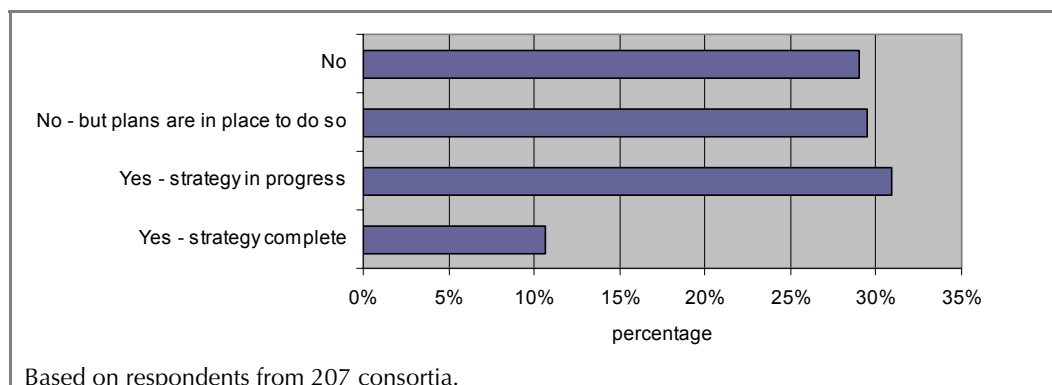
Figure 29: Forecasted situation in terms of future employer engagement



Question 5.5: Does the consortium/partnership have an employer engagement strategy?

Only 10 per cent of consortia (22 out of 207) have an employer engagement strategy in place with a further 31 per cent in the process of developing one. Over half of consortia (121 out of 213) have not yet started to develop an employer engagement strategy, and half of these currently have no plans in place to do so.

Figure 30: Existence of an employer engagement strategy



Question 5.6: If you would like to comment on your answer or add further detail about employer engagement, please do so below.

Over half of the questionnaires had further comments. Common comments noted that:

- involvement and cooperation with the relevant Education Business Partnership was crucial to ensuring effective employer engagement; and
- there is a greater need for a more coordinated approach to employer engagement, which could be achieved through an employer engagement strategy. Furthermore, there are concerns that the lack of adequate centralised coordination may result in employers being approached multiple times, which could exhaust their goodwill.

Most consortia recognise that the current arrangements are not coherent enough to fully meet the increased demands on employer engagement. This problem is felt to be worse for rural consortia as their location prevents access to a wide range of employers. It was also noted that employer engagement is often built upon existing schemes and initiatives, such as the Increased Flexibility Programme and Young Apprenticeships, and that some individual institutions have very strong existing links to employers. It was felt that the Diplomas will place increased strain on the capacity of the current system and there are growing concerns amongst a few consortia over this issue.

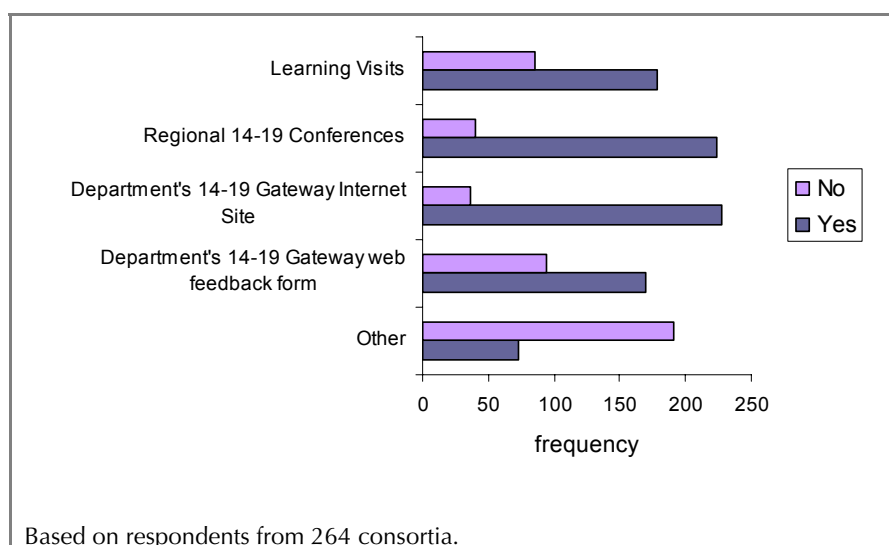
Section 6: Learning mechanisms and central support

Question 6.1: Which of the following has the consortium/partnership made use of:

- Learning Visits
- 14-19 Regional Conferences
- Department's '14-19 gateway' internet site
- Department's '14-19 gateway' web feedback form
- Other

The response frequencies are shown in **Figure 31**. 86 per cent of consortia (228 out of 264) use the Department's internet site to access information and 85 per cent of consortia have attended regional conferences. 'Other' learning mechanisms used by consortia include conferences, such as Diploma specific conferences and conferences hosted by local authorities; and making use of relevant networks.

Figure 31: Which learning mechanisms have consortia made use of

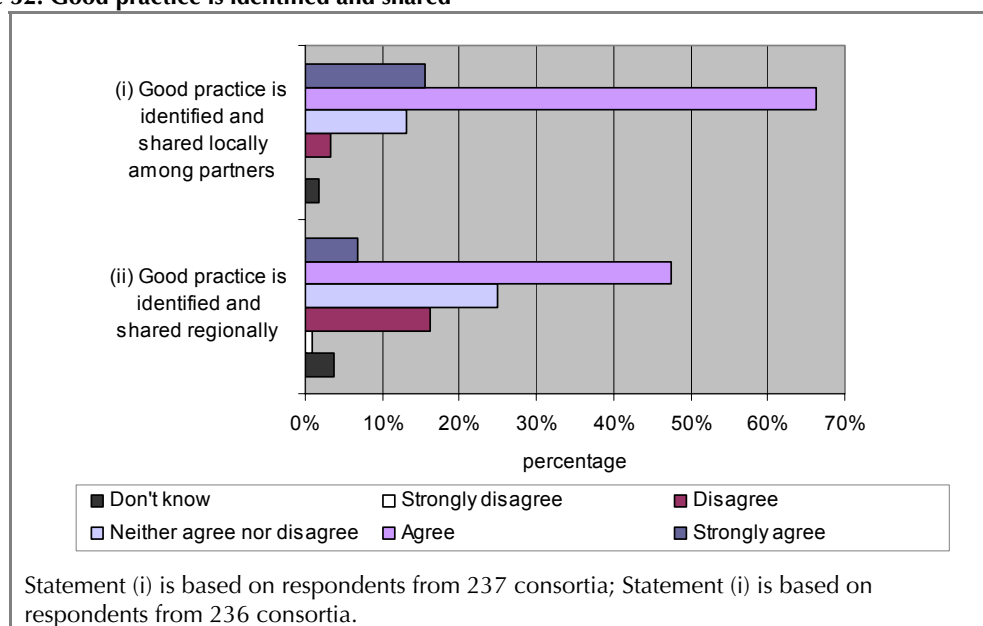


Question 6.2: To what extent do you agree/disagree with the following statement about the consortium/partnership

- (i) Good practice is identified and shared among partners locally
- (ii) Good practice is identified and shared regionally

82 per cent of consortia (194 of 237) either agree or strongly agree that good practice is identified and shared among local partners and 54 per cent (128 of 236) of consortia either agree or strongly agree that good practice is identified and shared regionally.

Figure 32: Good practice is identified and shared



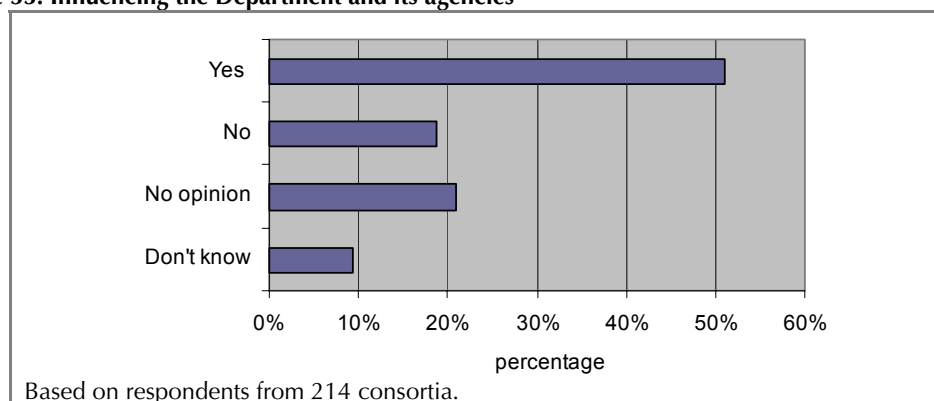
Approximately two thirds of consortia/partnerships gave examples of good practice they have shared. Examples included:

- establishment of networks and sub-groups focusing on specific issues
- organising events and conferences
- regular and transparent reporting
- awareness training for staff
- creation of vocational centres
- 14-19 newsletter
- joint curriculum development
- joint timetabling
- data sharing protocols.

Question 6.3: Does the consortium/partnership feel they can help inform and influence the Department and its agencies over current and future delivery?

51 per cent of consortia (109 out of 214) feel that they have the ability to help inform and influence the Department and its agencies. A relatively high proportion (30 per cent) of respondents had no opinion or responded 'don't know', which could suggest that these respondents are unaware that there are mechanisms for feedback.

Figure 33: Influencing the Department and its agencies



Question 6.4: What more, if anything, could the Department and its agencies do to help consortia/partnerships be more effective?

Approximately two thirds of the 351 questionnaires gave a response to this question. Three themes emerged: funding related issues; support available to consortia/partnerships; and communications and guidance.

The most common area for comment was on funding related issues. Around a quarter of the responses mentioned that more could be done in this area, with particular reference to sustainability and certainty being crucial elements in funding for successful delivery of the Diplomas. Adequacy of resources is a concern, with several consortia requesting an increase in resources to support specific areas of delivery, such as transport. More assistance was requested in regards to securing long-term funding and a call for clearer funding mechanisms was made. It was seen as important that funding strategies are aligned with 2013 delivery. Suggestions were also made to allow some of the funding to be distributed directly to the consortium/partnership.

In relation to support available to consortia/partnerships, responses included the need for a more coherent, comprehensive, and tailored system of support from the Department, with better coordination between all 14-19 agencies in relation to implementation of reforms. Other respondents mentioned that more specific and useful feedback on Gateway outcomes would be helpful.

With regards to communications and guidance, respondents requested the need for clearer and timelier information, in particular regarding the Diplomas, with specific reference made to specifications and Functional Skills, to aid effective planning. Consortia also suggested that consortia/partnerships could benefit from more cohesive and coherent planning arrangements. Respondents would like to see improved systems to aid the sharing of good practice.

Question 6.5: If you would like to comment on your answers, or add any further details about the learning mechanisms and support available to the consortium/partnership, please do so below.

Less than ten per cent of respondents added further details to this section. Issues about the short duration of funding streams and a requirement for a more centralised focus on the development needs of partnerships was raised by several consortia. Others raised concerns about the pace of the Diploma developments in particular relation to feelings that the timescales were very tight causing difficulty in enabling proper planning, particularly with so little clarity as to the content of the qualifications and the major changes that the introduction of Functional Skills will bring.

Appendix 1: Survey questionnaire

ABOUT THIS SURVEY

We wish the results of our survey to inform our assessment of the progress made in local collaboration on the 14-19 reforms, and the extent of variation in local progress. We therefore ask that you complete the survey for each consortium/partnership that is within your area of responsibility, regardless of whether the consortium/partnership submitted one or more applications to the first round Diploma Gateway.

The survey takes account of the variation in arrangements that we are aware exists. If you nevertheless consider that the questions asked are not relevant to a particular consortium/partnership, please provide your response in the free text boxes that appear throughout the document. Please use these boxes to provide any other information you feel is pertinent but not covered in the questions we have asked.

HOW THIS INFORMATION WILL BE USED

The results of the survey will be summarised in a report to Parliament, planned to be published in December 2007. In view of the large numbers of partnerships, our report is unlikely to specify information particular to a partnership in your area, but we may wish to do so where, for example, the survey identifies a good practice that is not widely known. In such an instance we would re-check the information with you well before publication.

COMPLETING THE SURVEY

The survey is designed to be completed electronically. Please save your answers as you go along, by using the file menu and clicking on 'save as'. PLEASE DO NOT DELETE OR ADD ANY WORKSHEETS.

Please complete the 'Summary Information' worksheet and a 'Consortium' worksheet for each delivery consortium/partnership within your area of responsibility. Five blank consortium/partnership worksheets are provided. If you have more than five under your remit please first make a copy of this workbook and use the second workbook for additional consortia/partnerships.

There are three types of questions:

1) Drop-down boxes

Some questions require a single response from a drop-down list of possible options. Clicking on the drop-down box marked 'please click here' will open a series of options. Click on the most appropriate response. To change your response, simply click on the box again and then on the correct response.

2) Tick boxes

Some questions will ask for either one or more boxes from a selection to be ticked according to which is/are the most appropriate to the consortium/partnership. A tick will appear in each box when clicked. To deselect a response the box can be un-ticked simply by clicking it again. Please tick at least one box, there is an option to comment (either with the question or at the end of each section) if you consider that your choice does not adequately reflect your response.

3) Free text responses

Some questions do not provide a range of options to choose from, but require you to enter free text. Please type your answer in the box provided. Please note that the box will not resize to fit your response, however your response will be shown in the function bar at the top of the screen (for the highlighted cell), so please check this to ensure your full response has been captured.

Please email the completed survey by **Wednesday 18 July 2007** to

14-19education@nao.gsi.gov.uk

THANK YOU

SUMMARY INFORMATION

PARTNERSHIP DIRECTOR CONTACT DETAILS / AREA INFORMATION

Name:

Telephone Number:

Email address:

LSC Area Office:

LSC Region:

Local authority/authorities which align to your area of responsibilities:

ROLE RESPONSIBILITIES

What is your role/responsibility as Partnership Director, in particular in relation to local delivery of the 14-19 reforms and your remit with local 14-19 collaborative arrangements?

CONSORTIA / PARTNERSHIPS

We recognise that there is no statutory or nationally prescribed practice on the establishment and arrangements of local 14-19 consortia/partnerships so arrangements will vary from area to area. We have attempted to reach some common ground when designing this survey but recognise that local complexities do exist.

Local context: Please provide a brief description of the collaborative arrangements in the local authority area(s) which your LSC area office covers and which you are responsible for. For example, in many areas there will be a Strategic 14-19 Partnership (often aligned to a local authority boundary, which sits above a number of local delivery consortia/partnerships.

Please list the local 14-19 delivery consortia/partnerships you are responsible for, or are involved with, including the relationship you have with them. For those LSC area offices with more than one Partnership Director please can you check that all consortia/partnerships aligned to your area LSC office are represented in our survey.

	Name of Delivery consortium/partnership	Relationship with consortium/partnership, e.g. member of steering group
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Please now complete a separate worksheet (e.g. Consortium 1, Consortium2, etc. included in this workbook) for each delivery consortium/partnership listed above.

Note: if your area has more than one delivery consortium/partnership but with the same overarching strategy or common arrangements please ensure that the relevant strategic information and/or governance arrangements are included in at least Consortium 1 worksheet and cross reference the remaining Consortium worksheets as applicable, using the free-text boxes provided.

Five blank consortium/partnership worksheets are provided. If you have more than five consortia/partnerships under your remit please first make a copy of this workbook and use the second workbook for additional consortia/partnership.

Please note if you are responsible for areas in which there is no consortium/partnership set up, please complete section 1.6 and 1.7 for the area concerned. This is to ensure that all schools and colleges within the geographical area you are responsible for have been captured in the survey.

ADDITIONAL INFORMATION

If you would like to add any further overview about the consortia/partnerships you work with, please do so in the space below.



NOTE: There were five consortium sheets include in the excel document, which were identical except for the title. Only the first consortium sheet has been reproduced in this document.

CONSORTIUM / PARTNERSHIP 1

SECTION 1: BACKGROUND INFORMATION

1.1 Please provide the name of the consortium/partnership

1.2 Does the consortium/partnership cover an urban or rural area?

- Urban
- Rural
- Mixed – urban and rural

1.3 Which partner institutions/organisations make up the consortium/partnership? Please only include those partners which are considered to be active members, i.e. those institutions/organisations who actively represent the partnership strategically and/or operationally. Please tick all that apply.

Please complete parts (i) and (ii):

i. Please tick all that apply:

- Local authority
- Learning and Skills Council
- Connexions

ii. How many of each type of institution listed below actively represent the consortium/partnership? For example, if there are 4 secondary schools (11-16) please complete 4 in the space provided next to Secondary Schools (11-16), or if there are no grammar schools please insert 0 (zero) in the space provided. Please use other if the partner is not included in the list or if the partner is not a single institution/organisation but is represented by a network/federation. Please add any further comments in the free-text box at 1.7 below.

Type of partner institution/organisation	How many? Please enter number below
Secondary Schools (11-16)	
Secondary Schools, including sixth form (11-18)	
Secondary Schools, including sixth form (13-18)	
Grammar Schools	
Academies	
Special Schools	
Sixth Form Colleges	
FE Colleges	
WBL Providers (excluding FE colleges)	
HE Institutions	
Employers	Please specify below
Other (please specify in space provided on right)	
Other (please specify in space provided on right)	
Other (please specify in space provided on right)	
Other (please specify in space provided on right)	
Other (please specify in space provided on right)	

1.4 Approximately how long has the consortium/partnership, in its current form, been in existence?

- Less than 1 year
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- More than 5 years

- 1.5 **What was the initial impetus for forming the consortium/ partnership?** For example, if the partnership arrangement has evolved from previous collaborative arrangements, please explain.
- 1.6 **Please list the institutions/organisations within your local area not currently part of the consortium/partnership (excluding employers), which are necessary to implement the learner entitlement locally. Please provide the reason they are not currently in a consortium/partnership.**

	Name of Institution/organisation	Type of institution/organisation	Reason not in consortium/partnership
1			
2			
3			
4			
5			
6			
7			
8			

- 1.7 **If you would like to add any additional comments about the local infrastructure, or about how local dynamic impact on collaborative arrangements, please do so below.**

SECTION 2: MANAGEMENT AND GOVERNANCE ARRANGEMENTS

- 2.1 **Please detail the structural arrangements for the consortium/partnership by completing the boxes below.** We are interested in understanding the types of groups and sub-groups (e.g. strategy/steering groups, operational/working groups) that make up the consortium/partnership, how long the group/sub-group has been in existence, which partner organisation (if any) take the lead on the different groups, and the aims and objectives of the group/sub-group.

Name and type of group, e.g. ABC Steering group, Finance sub-group	How long in existence? please select from below	Which partners (if any) take the lead for this group/sub group	Aims/objectives of group/subgroup

Length of existence options:

- | | |
|---|----------------------------------|
| <input type="checkbox"/> 3 months of less | <input type="checkbox"/> 2 years |
| <input type="checkbox"/> 4-6 months | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 7-12 months | <input type="checkbox"/> 4 years |
| <input type="checkbox"/> 1 year | |

- 2.2 **Are there clearly defined roles and responsibilities across the consortium/partnership?**
- | | |
|------------------------------|--------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> In progress |
| <input type="checkbox"/> No | <input type="checkbox"/> Don't know |

- 2.3 **Who/which partner has the role(s) of 14-19 coordinator or equivalent, for the consortium/partnership?** Please distinguish if there are both strategic and/or operational coordinator roles.
How is/are the position(s) funded?

Please give a brief description of the key tasks for the 14-19 coordinator role(s)

2.4 Are there documents, e.g. terms of reference, which formalise the structural arrangements?

- Yes In progress
 No Don't know

2.5 In reference to the groups identified in question 2.1 to what extent do you agree/disagree with the following statements:

		strongly agree	agree	neither agree or disagree	disagree	strongly disagree	Don't know
i.	Appropriate members from each organisation/institution regularly attend meetings						
ii.	Those charged with partnership development and coordination are adequately resourced						
iii.	The strategic groups of the consortium/ partnership are adequately resourced						
iv.	The operational groups of the consortium/ partnership are adequately resourced						
v.	There is an effective system of communication between the respective groups						

2.6 Has there been an independent or self evaluation of the consortium/partnership organisational arrangements?

- Yes In progress
 No Don't know

i. If yes, who did the evaluation and what were the outcomes?

ii. If no, are there plans to do one?

2.7 What is the most effective part of the collaborative arrangements?

2.8 What is the least effective part of the collaborative arrangements?

2.9 Does the consortium/partnership think that the current arrangements are appropriate for taking forward the 14-19 reforms?

- Yes Currently under review
 No Don't know

2.10 What more does the consortium/partnership need to do to improve current collaborative arrangements?

2.11 If you would like to comment on your answers, or add any further detail about the governance and management arrangements of the consortium/partnership, please do so in the space below

SECTION 3: STRATEGY

3.1 Does the consortium/partnership have a joint 14-19 strategy for the local area?

- | | |
|------------------------------|--------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> In progress |
| <input type="checkbox"/> No | <input type="checkbox"/> Don't know |

i. If NO, please provide a comment here

ii-a. If YES or IN PROGRESS please provide a brief summary of how the consortium/partnership has developed/or is developing its strategy?

ii-b. Please provide a brief description of the planned outcomes of the 14-19 strategy and how these will be measured

ii-c. How far ahead does the current strategy make plans for?

- | | |
|-------------------------------|--|
| <input type="checkbox"/> 2007 | <input type="checkbox"/> 2012 |
| <input type="checkbox"/> 2008 | <input type="checkbox"/> 2013 |
| <input type="checkbox"/> 2009 | <input type="checkbox"/> 2014 |
| <input type="checkbox"/> 2010 | <input type="checkbox"/> 2015 |
| <input type="checkbox"/> 2011 | <input type="checkbox"/> 2016 and beyond |

ii-d. In terms of implementing the strategy which statement, best represents the current situation

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Well established | <input type="checkbox"/> Not started |
| <input type="checkbox"/> Established | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> In its early stages | |

ii-e. Has the local 14-19 strategy been formalised by way of a written document?

- | | |
|------------------------------|--------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> In progress |
| <input type="checkbox"/> No | <input type="checkbox"/> Don't know |

3.2 The following statements refer to current planning by the consortium/partnership

		Yes, completed	Yes, in progress	No, but being considered	No, not yet considered	Not appropriate for local circumstances
i	Partners are collectively planning future 14-19 provision (including Diplomas) to ensure there is a sufficient broad range of provisions available to all young people					
ii	The consortium/partnership is assessing how best to make use of existing facilities available across partner institutions/ organisations					
iii	The consortium/partnership is collecting information on the local labour market and skill needs when planning provision					
iv	The consortium/partnership is involving local employers when developing the 14-19 offer					
v	The consortium/partnership is collecting information on the needs and views of local young people when planning provision					
vi	The consortium/partnership is using local NEET/Participation data and taking relevant action in their discussions and action plans					
vii	The consortium/partnership is collectively planning how best to use current funding streams					
viii	The consortium/partnership is forecasting the level of funding required to deliver the reforms, through to 2013					
ix	The institutions within the consortium/partnership are collectively considering and aligning capital programmes					
x	The consortium/partnership is undertaking a skills audit of the teaching workforce to determine the expertise available and development required to meet future needs					
xi	A collaborative approach to the teaching workforce deployment and development is being adopted					
xii	Systems are being developed to monitor, review and evaluate the partnership's progress against plans.					
xiii	Targets are being developed at the consortium/partnership level					

3.3 Going forward what are the three key priorities for the consortium partnership in terms of delivery its strategy

- 1.
- 2.
- 3.

3.4 What are the three main barriers to achieving these priorities?

- 1.
- 2.
- 3.

3.5 Did the consortium/partnership submit any applications for the first round of the Diploma Gateway?

- Yes
 No
 Don't know

SECTION 5: EMPLOYER ENGAGEMENT

5.1 In terms of current employer engagement (e.g. provision of work experience) please select from the list the statement which best describes the situation covering the last six months for the consortium/partnership?

- No employers engaged
- Very few suitable employers are engaged
- Some suitable employers but not sufficient numbers
- Other
- Don't know

i. **Please provide a brief overview of the type of employers currently engaged with the consortium/partnership?** For example the size of employer and the sector they operate in.

5.2 How does the consortium/partnership currently engage with employers?

- Engagement is ad-hoc, as and when required
- Engagement is done at the school/institution level
- Engagement is coordinated centrally by the consortium/partnership
- Other
- Don't know

5.3 Has the consortium/partnership assessed what will be required of employers to deliver all 14 lines of the new Diploma?

- Yes
- In Progress
- Too early to make an assessment
- No
- Don't know

5.4 In terms of future employer engagement to deliver the 14-19 reforms, please select from the list the statement which best describes the forecasted situation for the consortium/partnership?

- No forecast undertaken - consider it too early to do so
- No forecast undertaken - but have plans in place to do so
- Forecast undertaken - but not enough suitable employers to engage with
- Forecast undertaken - sufficient and suitable employers identified
- Forecast undertaken - engaging with sufficient and suitable employers
- Other
- Don't know

5.5 Does the consortium/partnership have an employer engagement strategy?

- Yes
- In progress
- No – but plans in place to do so
- No
- Don't know

5.6 If you would like to comment on your answer or add further detail about employer engagement, please do so below

SECTION 6: LEARNING MECHANISMS AND CENTRAL SUPPORT

6.1 Which of the following has the consortium made use of:

- | | |
|---|---|
| <input type="checkbox"/> Learning Visits | <input type="checkbox"/> DfES '14-19 gateway' web feedback form |
| <input type="checkbox"/> 14-19 Regional Conferences | <input type="checkbox"/> Other |
| <input type="checkbox"/> DfES '14-19 gateway' internet site | |

If other, please specify:

6.2 To what extent do you agree/disagree with the following statement about the consortium/partnership:

		strongly agree	agree	neither agree or disagree	disagree	strongly disagree	Don't know
i.	Good practice is identified and shared among partners locally						
ii.	Good practice is identified and shared regionally						

Please give examples of good practice

6.3 Does the consortium/partnership feel they can help inform and influence DfES and its agencies over current and future delivery?

- | | |
|------------------------------|-------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No opinion |
| <input type="checkbox"/> No | <input type="checkbox"/> Don't know |

6.4 What more, if anything, could DfES and its agencies do to help consortia/partnerships be more effective?

6.5 If you would like to comment on your answers, or add any further details about the learning mechanisms and support available to the consortium/partnership, please do so in the space below.

SECTION 7: ADDITIONAL INFORMATION

If you would like to add any further information about this consortium/partnership, please do so in the space below.

END OF THIS PART OF THE QUESTIONNAIRE

PLEASE CONTINUE TO CONSORTIUM/PARTNERSHIP 2 (IF APPLICABLE)

If there are no more consortia/partnerships under your remit please ensure the summary information is completed and return the questionnaire to

14-19education@nao.gsi.gov.uk