

London 14-19 Regional Group

Taking a lead, making a difference

Effective Regional Working

Mary Vine-Morris; London RPG 14-19 Director

A regional planning approach for London

- A single regional framework to secure learner choice
- Travel to learn patterns demonstrate interdependence of boroughs:
 - Resident learners vary from 20% (Merton) to 76% (Havering)
 - Less than half resident learners are studying within home borough in 12 authorities
 - More than half of all residents chose to learn out of their home borough
- A single regional framework to secure business needs – a regional skills agenda in London

A high-risk strategy?

- Second more detailed proposal submitted to the DCSF, well received with positive feedback:

“The panel welcomes the innovative London approach and welcomes not only the strength of the presented proposal but also the tangible progress London has already made in developing effective sub-regional working. A key strength lies in relation to cross-boundary management and the accelerated Dry Run; the panel considers there is learning for other SRGs in the adopted approach and processes. Also the panel notes the successful consultation with providers and how London is realising the value that the role of providers adds in planning groups.”

- London Dry Run completed with full evaluation published. Key findings; Capacity, Data, Budget & Learner Numbers and Learner Choice
- Dry Run informed Transitional Year

RPG Functions

- Set London vision & provide strategic leadership of 14-19 across the capital
- Support & co-ordinate cross-borough priorities
- Meet the needs of learners and the skills needs of London employers
- Regional commissioning
- Dispute resolution & complaints panel

RPG Principles

- **Making the learner central:** and ensuring as much funding as possible goes to the front line. The new arrangements should further equity and inclusion for London's young people.
- **Provider-neutral commissioning:** with commissioning choices made on the basis of effectiveness and responsiveness alone.
- **Demand-led:** commissioning choices will focus on learner and employer needs and ensure they are engaged and consulted.
- **Employment and skills:** new arrangement will make best use of data and be responsive to the London Skills Agenda so that (in conjunction with effective IAG) they contribute to the employability of young people and meeting London's business needs.

RPG Principles

- **Quality and curriculum:** new arrangement must support a focus on improving the quality of provision and providing learners with a comprehensive curriculum offer and range of pathways to further qualifications.
- **Local decision making:** all 16-19 commissioning decision should be taken within authorities local to the provision. Regional or other arrangements should be developed only in support of local decision-making and to provide a strategic context for decision-making.
- **Transparency:** the new arrangements must be straight forward for learners, providers, employers and local authorities, with clear structures for decision-making and funding flows.

RPG Principles

- **Reducing bureaucracy:** the new arrangement should reduce bureaucracy for providers and local authorities.
- **Collaboration:** commissioning will facilitate partnership working and ensure provider strengths, specialisms, expertise and innovation are used to secure the greatest benefit for all learners.
- **Continuity:** there needs to be a smooth handover from the LSC and providers will need clarity about the new arrangements sooner rather than later

RPG Current Priorities

- Governance
 - RPG structure within London Councils
 - RPG membership
 - RPG constitution and sub-group structures
- Staffing
- Regionally commissioned activity - pooled budgets

RPG Current Priorities

- A 'Full' Transition Year
- Regional Statement of Priorities
- Transition Year planning & support
 - Commissioning Framework
 - LA capacity
 - LLDD & Young Offenders
 - a smooth transfer of 16-19 funding to local authorities

London 16-19 Commissioning Model – Process so far

- LAs analysed common data sets and supplemented them with their own additional information and local knowledge
- LAs talked with neighbouring boroughs about any significant cross-borough issues
- LAs used the findings to articulate a set of clear 16-19 commissioning statements that also reflected regional & national priorities
- 14-19 Partnerships discussed how they will need to work together to best deliver against those statements

London 16-19 Commissioning Model – Process so far

- LAs agreed individual contributions with providers
- Volume of learners & entitlement provision was summarised into a Local Commissioning Plan
- RPG moderated & aggregated Local Commissioning Plans
- LAs worked across the region to agree a proposal for growth that best delivers for London's learners
- RPG agreed and recommended Regional Commissioning Plan (RCP) to Leaders Committee
- Leaders Committee recommended RCP to YPLA

Successes

- Governance
 - RPG
 - London Councils
- LA support & capacity building
- Collaborative working
 - with YPLA (and SfA)
 - Young People & Adult Skills Strategies
 - Key Agencies
- Provider engagement
- Consensus building
- Decision making
- Identifying the 'challenges'

Sticky Issues

- Infrastructure growth and displacement
- Academies
- Data and data sharing
- Mobility and the assumed decrease in cohort size
- Potential oversupply of Level 3 places

And all the normal ones.....

- Reducing London's drop-out from learning at 17 and NEET at 18
- Improving quality and availability of sub-level 2 provision
- Raising the quality and attainment at Level 3
- Increasing 16-18 participation and completion in Apprenticeships
- Increasing the coverage of and participation in Diplomas
- Ultimately, meeting the Raising the Participation Age commitment

The Desired Outcomes

- Integration of 16-19 education with wider Children's Services – missing piece of the jigsaw
- Local decision making – local accountability
- Regional coherence – consistency
- Funding follows informed learner choice
- Entitlement offered across region in a way that enables all young people to participate fully up to the age of 18
- Better outcomes for more & more young people in higher quality education & training