

Annex 1

London Borough of Hillingdon

16-19 Transition Plan

January 2010 - August 2011

Draft



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DRAFT

Hillingdon 16-19 transfer delivery plan

- From April 1 2010, LBH is inheriting new planning, commissioning, funding and quality assurance roles for the education and training of:
- Young people aged 16-19;
- Those aged 19-25 for whom a learning difficulty assessment is in place;
- Education and training for young people in youth custody.

This plan seeks to:

- help ensure the stable transfer of the 16-19 responsibilities to LBH;
- aid the establishment of a post-16 commissioning model going forward.

Criteria for success

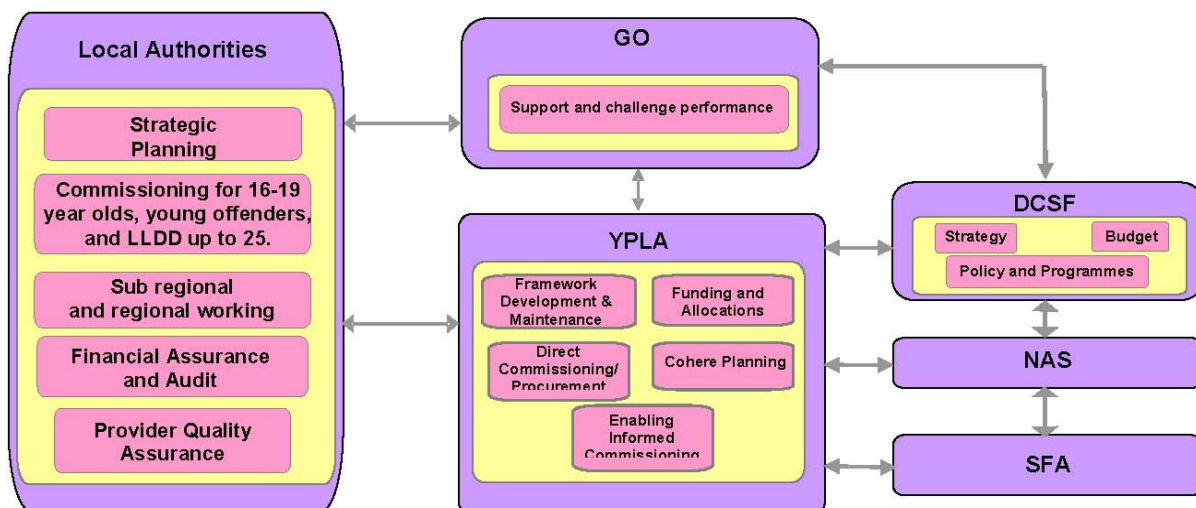
- A lean but thorough local commissioning model that will make the money and expertise go further;
- A fresh, sharper commissioning approach that will underpin 100% participation and be more sensitive to local needs;
- A non-bureaucratic, enabling approach that gets the best out of the local provider base.

Audience

- The plan is primarily for use by LBH officers and LSC transferees.

Note: the delivery plan is a working document which will be regularly updated to take account of new policy developments, changes arising from the 2010/11 business cycle and the current National Commissioning Framework consultation.

National Commissioning Framework (NCF) governance model



Strategic preparation

The new business cycle and the establishment of borough control formally begins with a refresh of the local 14-19 plan in April 2010.

By that stage, LBH will need to be ready with a model that ensures provision, from that point forward, is strategically planned and designed, with the involvement of learners, employers and current and potential providers.

Key strategic milestones in the preparation period will be:

- A refreshed 14-19 plan, underpinned by an authoritative local intelligence review and a route map to 100% participation;
- During the strategic preparation phase, the evidence and rationale for the autumn 16-19 commissioning priorities are already apparent in the refreshed 14-19 plan;
- There is an early articulation of any major changes envisaged (mix and balance or structural) in 2010-11, and the rationale;

The new 14-19 strategy, local 16-19 commissioning model; borough structure, and ways of working are ready to be communicated to stakeholders.

Strategic preparation actions

Key strategic actions

Internally

An underpinning architecture for building and maintaining an authoritative intelligence picture is specified and under development - key features of which will include:

- **Customer insight:** robust process for capturing and understanding learner voice in LBH.
- **Provider insight:** clear mechanism for understanding the local provider portfolio, with a particular focus on what is effective and delivers value for money.
- **Understanding of the environment:** clear mechanism for drawing together and updating data that promotes understanding of the broader local context and intelligence picture.
- **Environmental scan:** as part of workforce development, officers have a clear understanding of the local and wider environment within which the new model will operate. (see annex 1)

Based on the intelligence picture and feeding into the 14-19 plan:

- An appropriate needs analysis has been established.
- Provision gaps have been identified.
- 100% participation has been modeled and costed.
- Provider weaknesses have been pinpointed.
- In response - an enabling service offer to post-16 providers has been designed.
- A framework is under development for provider quality assurance and support for improvement - that at least meets minimum standards (e.g. of accreditation or MLPs).
- **Market making/partnership development:** A review of existing 14-19 borough wide delivery infrastructure is ongoing, drawing on the intelligence - including consortia arrangements and the existing provider base.

A new internal LBH delivery structure with appropriate external links is in place.

External links

Nominated LBH officers are formally engaged with the new London 14-19 governance arrangements:

- Regional Planning Group (RPG).
- RPG Operational Sub-group (OSG).
- Regional Allocations Group (RAG).
- Engagement with surrounding boroughs who will feature in formal inter-borough dialogue (an early understanding of their intentions is established).
- Relationship formed with link officers in YPLA; NAS and SFA.

Key outcomes

- Internal and external stakeholders are clear on the strategy, structure and operational model taking effect from April 2010.

Preparatory work has established the unpinning infrastructure for the new delivery model.

Operational preparation (funding and finance)**Staff preparation**

Consideration should be given to a skills audit and training plan to address gaps (to include staff from: finance, contracts, data, LLDD and quality)

Staff work plans/objectives in place by March latest (commissioning team: including finance, data, LLDD and quality)

Set up an internal 16-19 transition working-group: to include representatives from data, Connexions, youth offending team, finance, quality, provider performance management (e.g. LSC transferees), LLDD and teen parents. Meet to agree actions and outcomes for individual teams up to end of August 2010.

Operational preparations

The key operational imperatives will be: a smooth transfer in April 2010; the accurate transmission of funding thereafter; and the establishment of a data model to underpin the new system.

The funding part will require a clear understanding of what the LSC is handing over and why - and the establishment of local systems to make and monitor payments, reconciliations and provide financial assurance and control from April 1 2010.

A key difference between pre and post-16 funding is the latter's explicit, and sometimes complex links between funding and curriculum/quality/national policy.

The demarcation between commissioning and finance are more blurred post-16 making close engagement between commissioner and finance functions essential.

It will be important therefore for both finance officers and commissioners to have a basic understand of what they are inheriting and why.

Operational preparation (funding and finance) cont

Key actions

Internally

1. LSC 2009-10 business cycle - minimum knowledge transfer:
 - Clear understanding of what LSC is allocating to local providers for 2010-11 and why.
 - Thorough grasp of the funding methodology, data issues¹, policy changes in the formula - and any transitional protection being applied locally.
 - Clear understanding of provider concerns and ambitions as recorded in LSC communications and dialogues (e.g. business cases, meeting minutes, recent letters of complaint).

Transfer to LBH of records of any LSC prior agreements relating to capital; expansion; extraordinary financial support or contract termination.

¹ Completion of the ILR for YPLA funded learners will be a condition of Grant for LAs who will in turn make it a condition of funding for all colleges and other applicable providers

Operational preparation (funding and finance) cont

2. Subsequent follow up actions (after knowledge transfer)

- A joint commissioner/finance review of the incoming portfolio will need to occur: part commissioner led - part finance led.

2.1 Commissioner led actions

Internally

- A review of three year provider trends including incidence of under/over delivery.
- A review of the last three years of funding to providers: main allocations, transitional protection, ALS, teachers pension, capital, other.
- An appraisal of local SSF/FE providers to identify: 1. Data issues for example leading to a school being on national success rate 2. Quality issues. 3. Capacity issues. 4. Funding issues (e.g. outliers; high SLN ratio).
- An appraisal of Independent Private Providers (including voluntary) to identify the above and assess last full year contracting performance. (Incorporate review of readiness to move from E2E contracted delivery to FLT in 2010.)
- Identification and registration of all current or potential provider risks (with focus on viability, quality and capacity issues).

Key outcomes

- Officers should have a thorough, evidence led understanding of their provider portfolio.
- In place should be an easily accessible provider intelligence picture; appropriate corporate records from LSC; and a simple provider risk register.

Operational preparation (funding and finance) cont

3. Key commissioner led actions

Externally

The lead commissioners will need to establish effective operational links to:

- YPLA with reference to local Academies funding and quality.
- NAS with regard to Apprentices commissioning and quality.
- SFA who will have key responsibility for FE quality and Apprenticeships contracting.

Operational preparation (funding and finance) cont

The YPLA will provide LBH with a 2010-11 funding position, based upon an historic allocation and dialogue from the current business cycle. This will aggregate the funds, learner numbers, and Standard Learner Numbers (SLNs) allocated to institutions to establish an overall funding position for LBH.

4. Finance led actions

Internally

- Workforce development: training/briefing for finance staff on new model/methodology and their roles & responsibilities.
- Categorise the LBH portfolio by provider type. The payment instrument: contract, grant, or grant in aid will be dependent upon the provider and their legal status. (see annex 2)
- Categorisation will inform which of three basic payment and reconciliation processes will apply to each provider.
- Break-down the LA allocation and establish funding agreements with LA funded providers to deliver the learning provision agreed in the local commissioning plan.
- Notify all relevant providers with whom LBH will be acting as the lead commissioner.

Operational preparation (funding and finance) cont

There will be three initial payment periods to consider:

(April 1 2010 - July 31 2010)

- This is the initial carryover period and will mean liaising with LSC so that existing funding agreements and contracts can be novated to LBH to provide stability. However, as has been noted by the Lead Member, the preference is to set up new contracts and this point is being investigated by the Legal Department.

(August 1 2010 - March 31 2011)

- The part of the new academic year falling into the 2010-11 financial year. LBH will need to draft its own funding agreements to cover this period.

(April 1 2011 - July 31 2011)

- The funding agreements, payments and profiles may need to be revised re: inflation, etc, for the last quarter, which occurs in a new financial year.

5. A payment system will need to be established - basic features of which will be:

- Predictability, simplicity and stability for providers.
- Timely (within seven days of receipt from YPLA) and accurate transmission of funding.
- Able to respond to changes in the rates and other variables within the national formula.
- An LBH financial monitoring and audit framework will be required that minimises the burden on providers whilst providing full assurance.
- A review of LSC audits in the last three years will need to occur as this will identify any audits required or scheduled in 2010-11

6. Externally

- The payment and financial assurance processes for LA funded providers will be interlinked with YPLA and SFA processes.
- A lead finance officer will need to review the finance guidance issued by YPLA in April 2010 and develop a local process that is aligned with that.
- Engagement will need to be established with finance teams in SFA/YPLA who have responsibility for procuring on behalf LBH some types of provision, such as Apprenticeships, Academies and ISPs providing learning.

Key outcome

In place should be an effective payment, monitoring and financial assurance system for post-16 providers in LBH - compatible with YPLA/SFA guidance.

Planning, Allocation and Funding

Funding, Payment and Assurance

Quality Assurance



Data to support the System

Operational preparation (data & Intelligence)

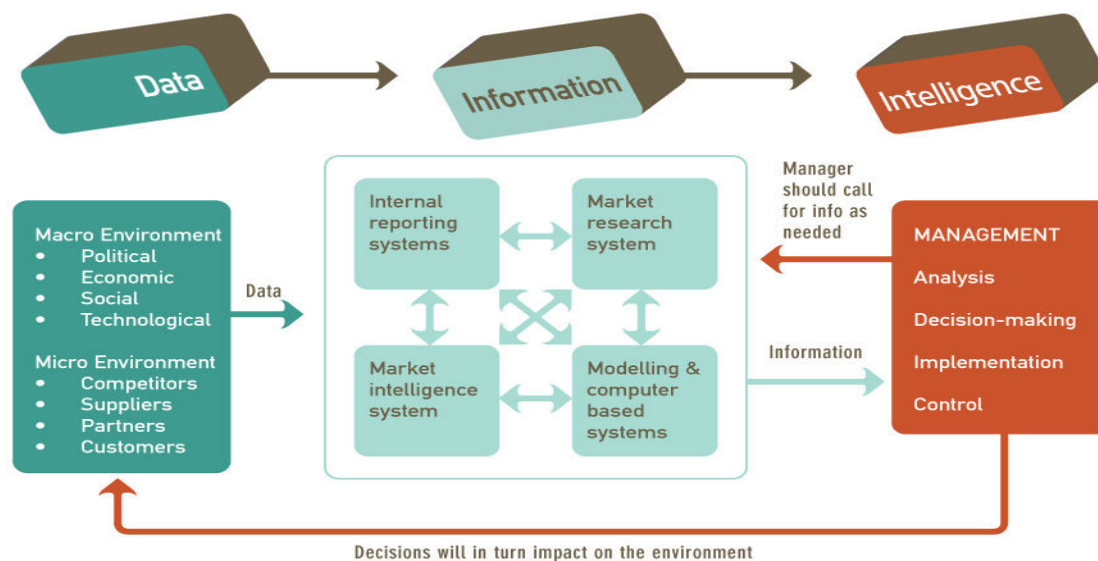
For convenience, data in post-16 model can be broken into macro and micro; or strategic and operational.

Macro/strategic is data relating to the whole area-wide picture that underpins the commissioning. Good examples are: needs analysis; learner voice; curriculum mix and balance; or borough performance against LAA targets.

Micro/operational data on the other hand relates to individual provider data and actual allocations. This type of data will be of particular interest to both commissioners and finance officers, examples include the census and ILR.

Macro data examples			Micro data examples
Local 14-19 Plan updating	Regional strategic analysis	Local 16-19 commissioning priorities published	Business cycle/allocations
April - May	August -September	October	October Census/ LO5 onward

Operational preparation (data & Intelligence)	
<p>7. Key data actions</p> <p>Internally</p> <ul style="list-style-type: none"> • Workforce development: training/briefing for LA Data/Connexions staff on new model/methodology and their role in it. • Commissioners specify what the new post-16/14-19 intelligence picture needs to incorporate at micro and macro levels. • Review of what LBH's data team currently hold (pre and post-16) against three areas: responsiveness data; effectiveness data; finance data. Factor in the post-16 data they will inherit from LSC. • Review what will be available from other sources e.g. Connexions; YPLA; NAS and DMAG. • Identify what is broadly missing - specify what needs to be commissioned internally or externally. • Identify and correct any current data quality, access or flow restrictions at borough wide level. • Identify a simple support system to underpin the new model. • Create a 'Hillingdon Front Door' landing page on the LBH intranet to organise and host links to the data. 	



Operational preparation (data & Intelligence)

Externally

- Develop a data sharing protocols between LBH and local partners in advance of MIAP requirements.
- Create an explicit section of LBH 14-19 plan relating to data and analysis.
- Identify providers with weak data and plan the timing and type of training required to resolve.²

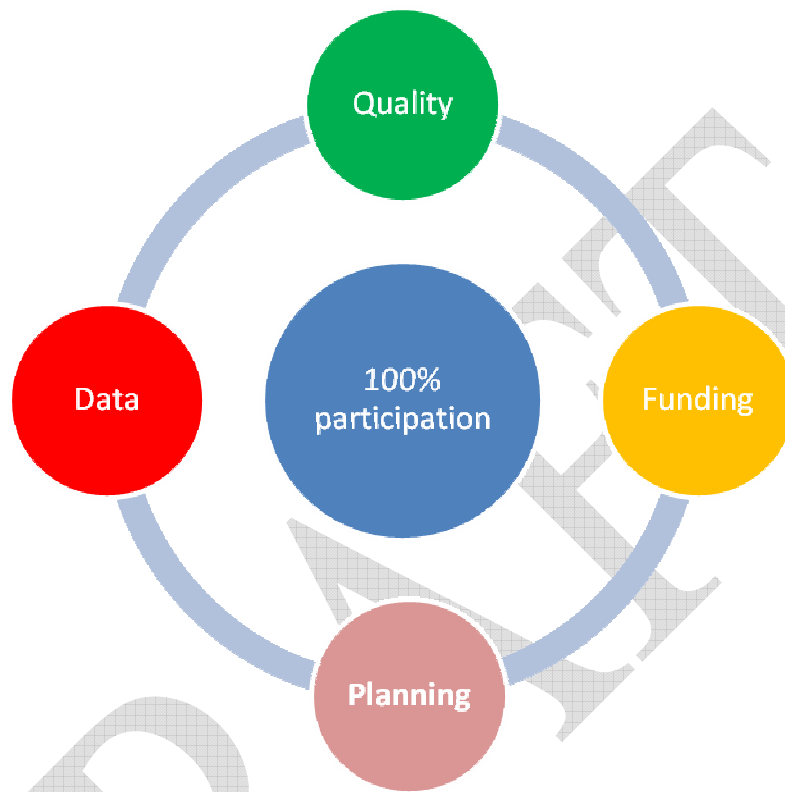
Key outcomes

1. A 360 degree intelligence picture of Hillingdon 14-19 with a plan to maintain ongoing freshness and validity.
2. A clear relationship with providers to ensure data accuracy and validity.

² Completion of the ILR for YPLA funded learners will be a condition of Grant for local authorities who will in turn make it a condition of funding for all colleges and providers

Phase 2

April - August 2010



Key strategic actions

- Analysis of updated 16-19 intelligence and 14-19 strategic review completed.
- A refreshed 14-19 plan based on the intelligence and incorporating any pertinent CYPP updates completed.
- 14-19 plan issued to stakeholders for consultation.
- Communication of any major changes being considered as part of (2011-12) commissioning cycle.
- Presentation of new 16-19 model and LA support structure, including enabling offer.

Key operational actions

- Internal 16-19 transition sub-group meets.
- Novation of provider contracts and funding agreement from LSC to LBH is to be considered in the first instance to provide stability. Investigations to take place with Legal to move to local contracting as soon as possible.
- Ensure payments processes (including payment profile) for April-July 2009/10 are in place.
- Payments to providers and monitoring (payments normally by second week of month).
- Ongoing: provider management and customer service: e.g. responding to provider queries: learner eligibility, policy, funding, curriculum changes, ILR and census, data requests and EDIMS (Equality and Diversity Impact Measures).
- Continue provider dialogues on 2010/11 planning volumes: curriculum mix and balance (incorporating final changes).
- Review of 2008-09 validated data/Challenge & Support preparation (school sixth forms). Review of validated data on quality with FE and E2E providers (including MLPs).
- LSC quarterly review of WBL becomes LBH's first review of FLT (E2E)/Apprenticeship performance locally.
- Set out September Guarantee responsibilities for local post-16 providers (including Apprenticeship providers) for 2010/11. Share data on September Guarantee and Destinations Data with providers to inform provider planning and recruitment for 2010/11.

Key enabling tasks

- Based on your intelligence review, identify and target providers for data or funding

training. Plan training e.g. for sixth-forms on School Census.

- Based on your intelligence review, identify provider capability for moving E2E and other provision onto FLT.
- Diplomas: any agreed actions on Diploma development e.g. collaborative delivery, employer engagement, marketing and staff training.

May 2010

Key strategic actions

- Consultation complete on refreshed 14-19 plan.
- Final 14-19 plan published.
- Planning and dialogue begins for major changes being considered as part of (2011-12) commissioning cycle.

Key operational actions

- Internal 16-19 transition sub-group meets.
- Ensure payment profiles for May-July 2009/10 are in place.
- Payments to providers and monitoring (payments normally by second week of month).
- Ongoing: provider management and customer service: e.g. responding to provider queries: learner eligibility, policy, funding, curriculum changes, ILR and census, data requests and EDIMS (Equality and Diversity Impact Measures).
- Challenge & Support (school sixth forms) implementation approach agreed. Approach agreed for review of quality with FE and E2E providers (including MLP).
- Finalise providers' 2010/11 planning volumes: curriculum mix and balance.
- Sept Guarantee: focused analysis and review of over-represented groups who are potential NEETs and at-risk and vulnerable groups (e.g. LLDD, YOT, teen parents and BME).
- Dialogue with NAS/FLT(E2E) providers concerning September Guarantee and intended destination data for September 2010.
- Analyse finalised performance management data, for providers, for 2008/09, within the context of the local 14-19 plan and commissioning plan.

Key enabling tasks

- Delivery of provider data & funding training - e.g. on School Census.

- Launch of 2010-11 post-16 improvement programme.
- FLT development: any agreed actions on FLT development e.g. collaborative delivery, curriculum design, employer engagement, marketing and staff training.
- Diploma: any agreed actions on Diploma development e.g. collaborative delivery, employer engagement, marketing and staff training.
- CAP options review completed and shared with stakeholders and providers.

June 2010

Key strategic actions

- Draft 16-19 commissioning priorities formulated and submitted to internal 16-19 transition sub-group for review.
- Ongoing planning and dialogue for major changes being considered as part of (2011-12) commissioning cycle.
- Identify data requirements and issues for the first 2011/12 inter-borough dialogue to be held in early autumn 2010.

Key operational actions

- Internal 16-19 transition sub-group meets.
- Payments to providers and monitoring (payments normally by second week of month), for 2010/11.
- Develop LBH provider funding agreements and payment profiles for FE and IPP providers to take effect from August 1 2010 (including legal checks). For SSF, payments and profiles will probably take place as in 2009/10)
- Ongoing: provider management and customer service: e.g. responding to provider queries: learner eligibility, policy, funding, curriculum changes, ILR and census, data requests and EDIMS (Equality and Diversity Impact Measures).
- Review and possible reconciliation of Independent Private Provider contracts (IPP);
- Challenge & Support (school sixth forms) implemented. Review of quality with FE and E2E providers (including MLP) completed.
- Sign off agreed Sept Guarantee August/September implementation campaign.
- Sept Guarantee dialogue with providers to ensure a full range of options for all young people in August/September e.g. roll-on roll-off, LLDD provision.
- Dialogue with NAS/FLT (E2E) providers concerning September Guarantee places for

September 2010.

- Share finalised performance management data, on providers, for 2008/09, with 14-19 partners. Place this within the context of the local 14-19 plan and commissioning plan.
- Review May School Census data with focus on in-year post-16 drop out.

Key enabling tasks

- Delivery of provider data & funding training - e.g. on funding methodology.
- First delivery of post-16 improvement programme.
- Development of Hillingdon wide August/September recruitment push as part of Sept Guarantee/meeting commissioning targets.
- FLT development: any agreed actions on FLT development e.g. collaborative delivery, curriculum design, employer engagement, marketing and staff training.
- Diploma: any agreed actions on Diploma development e.g. collaborative delivery, employer engagement, marketing and staff training.

July 2010

Key strategic actions

- Draft 16-19 commissioning priorities agreed internally.
- Planning and dialogue with affected providers continues for major changes being considered as part of (2011-12) commissioning cycle.
- Mock the first inter-borough dialogue for 2011/12: to include e.g mix and balance of provision for 2010/11, draft 2011/12 local commissioning priorities, travel to study patterns, infrastructure developments, geographic profile of providers, Diploma Gateway status and other data to inform the discussion.

Key operational actions

- Internal 16-19 transition sub-group meets.
- Payments to providers and monitoring (final payment of novated agreements).
- Completed LBH funding agreements and payment profiles finalised and sent to providers (to take effect from August 1 2010)
- Ongoing: provider management and customer services: e.g. responding to provider queries: learner eligibility, policy, funding, curriculum changes, ILR and census, data requests and EDIMS (Equality and Diversity Impact Measures).

- Any necessary reconciliation of IPP provider contracts prior to LBH funding agreements taking effect.
- Identify key next steps to address quality issues from June's Challenge & Support process (school sixth forms) and review of quality with FE and E2E providers (including MLPs).
- Continued monitoring and review of Connexions data (Sept Guarantee intended and recent destinations data)
- Continued dialogue with 16-19 providers and NAS/FLT(E2E) providers concerning September Guarantee Intended destination data for September 2010.

Key enabling tasks

- Ongoing delivery of post-16 improvement programme.
- Signoff of Hillingdon wide August/September recruitment push as part of Sept Guarantee/meeting commissioning targets.
- FLT development: any agreed actions on FLT development e.g. collaborative delivery, curriculum design, employer engagement, marketing and staff training.
- Diploma: any agreed actions on Diploma development e.g. collaborative delivery, employer engagement, marketing and staff training.

August 2010

Key strategic actions

- Draft 16-19 commissioning priorities refined internally.
- Initial draft of 2011/12 commissioning plan completed.
- Final preparation for the first inter-borough dialogue for 2011/12 including specification and commissioning of any additional data requirements.

Key operational actions

- Internal 16-19 transition sub-group meets.
- New LBH payments and monitoring system takes effect under auspices of LBH funding agreements.
- Ongoing provider management and customer service to providers: (Responding to provider queries: learner eligibility, policy, funding, curriculum changes, etc).
- Brief report produced to record Summer 2010 Challenge & Support process (school

sixth forms) and actions arising from review of quality with FE and E2E providers (including MLP). Feeds into autumn commissioning and enabling processes.

- Continued monitoring and review of Connexions data (Sept Guarantee intended and recent destinations data).
- Focused targeting of 16-19 providers and NAS/FLT (E2E) providers concerning unmet demand for places in September.

Key enabling tasks

Launch and implementation of Hillingdon wide August/September recruitment campaign as part of Sept Guarantee/meeting commissioning targets.

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Annex 1

Hillingdon 'PESTLE' example for <u>illustrative purposes</u>	Opportunity H M L	Threat H M L	Impact H M L
Political	Diplomas, 14-19 agenda (H)	Non acceptance by HE / Employers / parents (M) Inadequate funding to deliver (M)	No progression (M)
Legal	Legal requirement to stay on in education (H)	Legal requirement to stay on in education (H)	+ Recruitment potential (H) More dissatisfied students, inadequate funding (M) More challenging targets Need for curriculum that's fit for purpose
Economic	Recession (H)	Recession (H)	Reduced interest from employers in Apprenticeships (H)
Socio cultural			
Technology	CAP (H)	Cost Buy-in/ownership In date information	No underpinning process to achieve 100% participation
Environment	Greater focus on carbon footprint (L)	People unwilling to travel from afar	Students increasingly buy 'local' (L)
Customers	More post-16 learners encouraged to stay on	Higher proportion leave borough due to limited offer	Viability issues in some providers

Stakeholders	Schools (with sixth forms (H)	Increasing autonomy/ less collaboration (H)	Re-organisation/curriculum development stalled Links with other schools diminished
Competitors	Surrounding boroughs with growing cohorts	‘Poaching of ‘Hillingdon’ learners	Reduced learner numbers and funding (H)

Annex 2

A provider is any organisation delivering learning. For the purposes of funding flows and assurance, providers are defined to be in the following categories:

- A general FE college corporation.
- A sixth form college corporation.
- A local authority operating division (local authority maintained school with sixth form, adult education college, specialist school for SEN or other local authority controlled training organisation e.g. Connexions service).
- A Third Sector organisation (e.g. including social enterprises, community sector and charities) or an independent specialist college (ISP - who may be charitable or commercial providers) for learners with learning difficulties and/or disabilities (LLDD) or specialist school for SEN.
- A higher education institution.
- A private company e.g. Apprenticeship providers or some providers of learner for offenders in custody.
- Academies

Note: FE colleges and schools are currently funded through grant-in-aid and under a financial memorandum. Voluntary organisations and other independent businesses are funded under a contract for services with LSC payments adjusted to reflect actual performance up to the maximum contract value. (A tolerance level applies)