



House of Commons
Committee of Public Accounts

Preparing to deliver the 14–19 education reforms in England

Thirty–ninth Report of Session
2007–08

*Report, together with formal minutes, oral and
written evidence*

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The Committee of Public Accounts

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Summary

The 14–19 education reform programme aims to increase young people’s participation in education and training beyond age 16 and raise their educational attainment. Central to the programme are new Diploma qualifications in 14 different occupational areas that offer a blend of academic and vocational learning.

Young people have a complex choice of qualifications at ages 14 and 16. The Diploma is seeking to provide a qualification that will be attractive to them, to higher education institutions and future employers. The Department for Children, Schools and Families (the Department) has involved universities and employers in designing the Diplomas and developing their content. As new qualifications, there is still much work to be done to convince parents, employers and universities that Diplomas are a credible alternative to existing qualifications. To help make the qualifications more understandable, the Department and its partners need to demonstrate clearly how Diplomas will help young people progress into further learning and employment.

The 14 new Diplomas are being introduced between September 2008 and 2013, and will offer a mix of academic and vocational learning. By 2013, the Department is aiming for all young people in England to have access to all 14 Diplomas at three different skill levels. To provide good quality opportunities for young people across the full range of Diplomas, local providers of education and training must collaborate closely, for example to share the expertise and facilities relevant to occupational skills such as engineering, construction and media.

Work to prepare to offer the Diplomas is being undertaken at local level by consortia of schools, colleges and others, led by local authorities. At present, some consortia are much further ahead than others. The Department has been focusing support on those consortia that were due to offer Diplomas in their area from September 2008, which are generally the most advanced. Less well advanced consortia will need increasing assistance if they are to be able to offer Diplomas in later years. In particular, they will need to secure good quality facilities, make it easier for local employers to get involved, and support teaching staff to gain skills and knowledge appropriate to Diplomas.

The Department had spent £590 million on the programme. It had not yet established cost estimates built up from the local level for delivering Diplomas, and had only just begun surveying local authorities to assess their capital requirements.

On the basis of a Report by the Comptroller & Auditor General,¹ we took evidence from the Department on: giving all young people access to Diplomas; reducing complexity and communicating simply; and having the capability to deliver the reforms.

1 C&AG’s Report, *Partnering for success: preparing to deliver the 14–19 education reforms in England*, HC (2007–08) 99

Conclusions and recommendations

- 1. Providing more learning opportunities for young people that integrate academic and vocational study is commendable, but much remains to be done to achieve it.** Local authorities are leading the implementation of the reforms, but there will still be a major role for the Department for some years, for example in developing clear, consistent communications about the reforms, helping consortia develop the capability to implement them by 2013, and promoting transparency and local accountability to demonstrate the cost-effective use of resources.
- 2. Diplomas could further complicate an already complex system of qualifications for young people.** The benefits of providing more educational options will only be realised if good-quality, comprehensive and impartial advice and guidance are available and easily accessible. Young people and their parents also need access to providers of information, advice and guidance services with good knowledge of all the options from age 14, otherwise there is a risk that many young people may not select the best option for them.
- 3. Some consortia are much more advanced than others in their preparations to offer Diplomas.** Most support has been provided to those consortia introducing Diplomas in September 2008. Less advanced consortia may not develop the capacity to provide all 14 Diplomas by 2013. To manage this risk, all consortia need to have strategies to develop their preparedness, involving, for example, self-assessment tools to help identify areas for improvement, and secondments of people who have experience of leading implementation in areas that are much further ahead. The Department's support should be tailored to reflect local circumstances and to meet specific requirements identified by consortia. The Department should take care that general support and advice is of practical use at local level.
- 4. Work experience is an essential part of the Diplomas, but some 45% of consortia had not involved employers in deciding how to provide this.** All consortia should demonstrate how they are involving employers, for example, in providing actual or simulated work environments, and by consortia specifying the work experience they will offer in their applications to start providing Diplomas. They should assist small and medium-sized employers in managing the workload that results from providing work experience opportunities, for example, by providing help with the processes around health and safety.
- 5. Providing the teaching and facilities to support the broad curriculum is particularly difficult in rural areas with dispersed communities.** All consortia covering rural communities should be required to demonstrate that young people in those communities are able to gain access to good teaching and facilities, and that every effort has been made to minimise practical problems such as long travel times.
- 6. Diplomas have yet to be widely accepted as credible qualifications.** Understanding and acceptance of Diplomas by employers and higher education is essential to their success and appeal to young people and their families. But full acceptance is some way off. All consortia need to have in place strategies for engaging with employers and local higher education institutions and securing their support. As Diplomas are

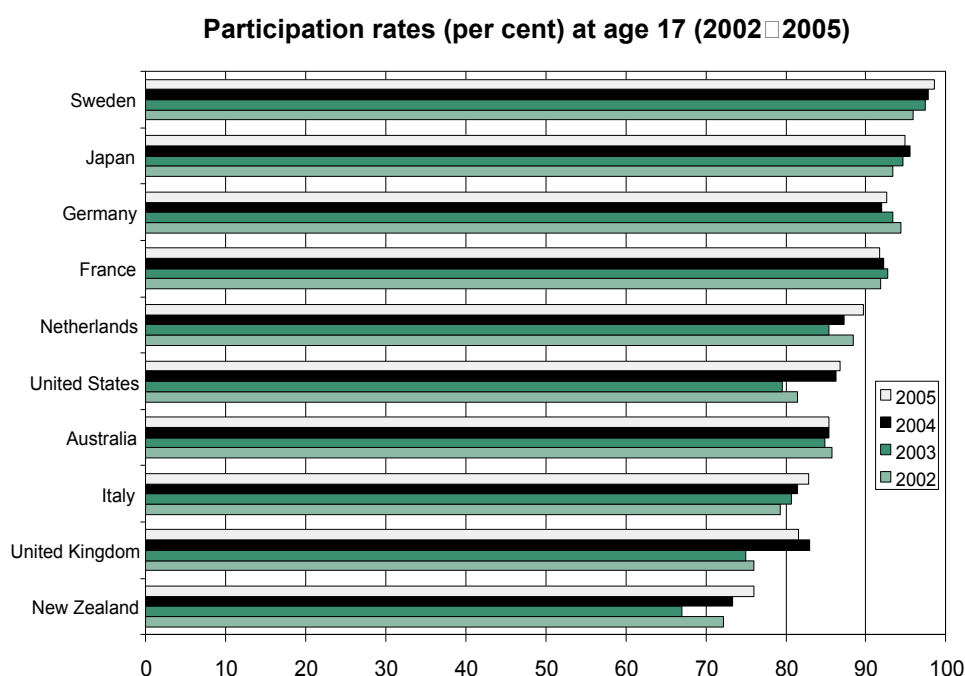
introduced, communications by the Department and consortia should clearly identify student experiences and the benefits achieved. Communications from consortia and the Department with employers should be timely and focus on what employers need to know.

- 7. The Department does not know the full cost of implementing the 14–19 reforms.** The Department should develop cost templates together with indicative costs to enable consortia to draw up their own robust budgets. As more reliable cost information becomes available, networks should be established to help consortia benchmark their costs and tackle underperformance.
- 8. The existence of two major capital funding programmes creates a risk that a mismatch in timing could result in capital projects not supporting the 14–19 reforms, or lead to unnecessary expenditure.** Local plans for capital expenditure from the two major programmes, Building Schools for the Future, and the Further Education capital programme, need to be aligned with the 14–19 reforms. This should include work to align the capital strategies of different institutions within consortia to avoid unnecessary duplication and wasteful use of resources.
- 9. Sufficient good-quality teaching staff are needed to deliver Diplomas, but 45% of consortia had yet to carry out a skills audit.** Many teachers and lecturers will require training to acquire new skills to teach the Diplomas. The Department and local authorities should quantify skills gaps and review whether each consortium has, or is developing, sufficient numbers of appropriately skilled teachers and lecturers to deliver the full range of Diplomas by 2013.

1 Giving all young people access to Diplomas

1. Seventeen year olds in the UK are less likely to continue in education and training than their peers in most comparable countries (**Figure 1**). While academic results have been improving, some 40% of 16 year olds still do not gain at least the equivalent of five GCSEs at grades A* to C. In 2006, the Leitch Review of Skills warned that these trends would make it increasingly difficult for UK businesses to compete internationally. Some young people are more motivated by learning that is related to the workplace, but vocational education tends to be less esteemed in the UK than some comparable countries.²

Figure 1: Participation rate of 17 year olds in education and training in the UK remains below international levels



Source: OECD Education statistics (September 2007)

2. The Department for Children, Schools and Families (the Department) has developed the 14–19 education reform programme to encourage greater participation and higher achievement in education and training up to the age of 19. The new Diploma qualifications are central to these reforms, blending academic and vocational learning across 14 different broad occupational areas. In October 2007, the Department also announced three subject-based Diplomas in Science, Languages and the Humanities, to be available in parts of England from 2011. While the Diplomas in 14 occupational areas will not lead directly to a job, they aim to give young people a better understanding of what it would be like to work in, for example, engineering or hotels and hospitality. The Diplomas will be available at three different levels. UCAS³ has announced that the highest level of Diploma will be

2 Qq 1, 68–70; C&AG's Report, paras 10, 17–20

3 Formerly known as the Universities and Colleges Admissions Service, UCAS is responsible for managing applications to higher education courses in the UK

equivalent to three and a half A levels. The Department aims to make all Diplomas available to young people across England by 2013, and has estimated that up to 25% of young people will take at least one Diploma either singly or alongside other qualifications such as GCSEs.⁴

3. The 14–19 education reforms are not limited to the introduction of Diplomas. The Government is introducing legislation to raise the age of compulsory participation in education and training to 18, starting with a rise to age 17 in 2013. All learning should include practical skills in English, maths and information and communications technology that educators and employers consider essential to success in learning and employment. The Department also aims to increase the take-up of apprenticeships and to extend the content of A levels so as to stretch the most able young people.⁵

4. Diplomas should be available to all young people, no matter where they live, and are being introduced in phases between 2008 and 2013. In spring 2007, 149 consortia were approved to provide almost 39,000 places across the first five Diploma subjects from September 2008, which would provide a place for just over 1% of young people in England. In May 2008, the Department announced that the estimated number of students who would be starting Diplomas in September 2008 had halved to about 20,000, and cited a focus on quality of provision as the reason for the change.⁶ Unlike most existing qualifications for young people, it will not be possible for a single institution to provide all 14 Diplomas to the required level of quality. To provide a means for local education providers and others, for example employers, to work together to provide the Diplomas, each local authority has established a 14–19 strategic partnership.⁷

5. In some local authority areas, the partnership is acting as a single delivery consortium, but in larger areas with some rural communities, the partnership typically oversees a number of delivery consortia. The consortia vary in their readiness to deliver the Diplomas. Over 80% of secondary schools are part of a consortium to provide the Diplomas. The National Audit Office found that a third of delivery consortia were, however, only in the early stages of implementing their 14–19 strategy. While 95% of local authority areas submitted an application to offer at least one of the five new Diplomas to be available from September 2008, the Department judged that 43% of them were not ready to do so. The most common reason given by partnerships which did not make an application to offer Diplomas was that the partnership considered that it lacked capacity or that partnership working was not yet sufficiently developed.⁸

6. The Department prefers that consortia identify the best local approach to delivering Diplomas. Nevertheless, it would be inefficient for partnerships to work in isolation to resolve practical obstacles that occur in other areas. For example, it is unlikely that schools alone can deliver all the vocational content of Diplomas. Consortia are learning from each other to help resolve logistical difficulties caused by the breadth of the curriculum, the need

4 Qq 14, 34–36, 93–95; C&AG's Report, paras 1, 22; Key Facts on page 4

5 Q 16; C&AG's Report, para 23, Figure 1

6 Department for Children, Schools and Families press notice 2008/98, 21 May 2008

7 C&AG's Report, paras 3, 12, 88–93; Key Facts on page 14

8 Qq 4–5; C&AG's Report, paras 12–13, 95, 102

for access to appropriate facilities and the need for some young people to travel between institutions. For example, a consortium may try to co-ordinate timetables so that school pupils only need to travel to different sites for a complete day, so that travel does not cut into available study time.⁹

7. In many cases, young people will need to travel to colleges or other schools, employers or independent training providers while studying for a Diploma. This is likely to be a particular problem in rural areas where, for example, there may be a lack of high quality local facilities to deliver all the Diplomas. For example in Cumbria, an additional subsidy has been provided for travel, and the consequences for the curriculum of dispersed communities have been examined. In some parts of the country, local skills centres are being established to provide vocational facilities that are unavailable in schools.¹⁰

8. The consortia that were approved to start one or more Diplomas from September 2008 were allocated the most support, with an extra £30,000 for each successful application. The Department's assessment suggested that 91% of these consortia are now ready to launch the Diplomas, but at least 16 still required substantial support. The Department allocated £18,000 to consortia that received approval to start one or more Diplomas from September 2009. Consortia that did not apply to offer Diplomas in September 2008 received no additional funding. Focusing on the most advanced consortia is intended to promote a successful start for the Diplomas. This approach does, however, carry the risk that less well-established consortia will not develop quickly enough to offer all the Diplomas by 2013. The Department is addressing this risk through a light-touch approach that keeps progress under review via regular reporting and promotes the sharing of expertise through a small network of 11 advisers. Nine are in Government Offices and there are two others, one of whom specialises in rural affairs.¹¹

9. Young people who take up Diplomas will require either work experience opportunities or access to facilities that simulate a work environment. The Department expects that Diplomas will place a high demand on employers, especially small businesses. The challenges for consortia to involve them will vary, for example, because certain business sectors are stronger in some parts of the country than in others. To date, employers have been more involved in developing the content of Diplomas than in influencing how they will be delivered. Over 5,000 employers have participated in Diploma Development Partnerships. For example, major IT businesses have helped develop the Information Technology Diploma so that it covers the skills that they expect to need in the future. By contrast, 45% of consortia had not yet involved local employers in developing their approach to 14–19 education, although employers are now involved in all of the consortia that are introducing Diplomas from September 2008. A National Audit Office survey in 2007 found that only 10% of consortia had a fully developed strategy for engaging employers, less than 20% had forecast future employer engagement, and two-thirds of consortia considered that there were insufficient numbers of suitable employers to meet the requirements of the Diplomas.¹²

9 Qq 71, 119–120; C&AG's Report, paras 53–56

10 Qq 7, 113

11 Qq 6, 9, 56, 64; Ev 17–20; C&AG's Report, 91–92, 101

12 Qq 5, 12, 20–23, 28, 33, 49, 115–116; C&AG's Report, paras 38, 75–77

10. To provide Diplomas to a high level of quality, institutions that are accustomed to competing with each other must collaborate in the interests of young people. For example, young people will benefit if schools and colleges cooperate on common timetables. The Wolverhampton partnership has demonstrated how an effective common timetable maximises the study options available and minimises travel time. Local collaboration works best if the contribution of all institutions is recognised, and if there are effective sanctions if an institution declines to participate in a constructive way.¹³

13 Qq 75–79, 117–120; C&AG’s Report, paras 53–54, 63–66

2 Reducing complexity and communicating simply

11. The choice of qualifications at ages 14 and 16 is complex (**Figure 2**). Unless the arrangements are simplified, young people in England will continue to have to deal with a more complicated qualifications structure than in comparable countries. In the 2005 Education and Skills White Paper, the Government recognised that students and employers found the system confusing and set out its ambition for four broad areas of qualification in the future: general qualifications (such as A levels and GCSEs); Diplomas; Apprenticeships; and a Foundation Level for those students who may have learning difficulties. Diplomas are intended to simplify the system by combining academic and vocational learning and by providing the opportunity to replace some existing qualifications. Because Diplomas are being introduced before rationalising other qualifications, they have added further layer of complexity. Further consultation is proposed with the aim of rationalising qualifications and achieving full consolidation of 14–19 years' education options by 2013.¹⁴

12. Young people will find it easier to make choices at age 14 and 16 if they can see clearly how each qualification will help them progress into employment or further study. Diplomas will be offered at three different levels, and it will be important that young people are offered clear progression routes. For example, the Department hopes that the lowest level Diploma (level 1)—which will not provide sufficient training for entry into a vocation—will provide a stepping stone to encourage young people to remain longer in education.¹⁵

13. Unless employers, parents and universities understand and value Diplomas, it will be difficult to advise young people about the benefit of choosing the Diploma route. Universities have been involved in the design of all Diplomas, but a National Audit Office survey found that they are active in less than one-fifth of consortia. The Department does not expect universities to participate in every consortium, but does expect them to take a more active role now that UCAS has recognised Diplomas in its tariff. Likewise, the Department believes that not all employers need to participate in consortia, so long as they understand the value of Diplomas that will be awarded to young people who will become their future employees. Many employers have not yet heard about Diplomas, especially in local authority areas that are not involved in the first phase of delivery. The Department hopes to spread key messages about Diplomas by building on the large number of contacts that schools have with employers through existing work experience programmes.¹⁶

14 Qq 3, 50–55

15 Qq 31–32; C&AG's Report, Key Facts, page 4

16 Qq 10–12, 22–26, 83, 102; Ev 20–23; C&AG's Report, paras 39, 75

Figure 2: Choice of learning routes for young people aged 14 to 19

Young people need to make important decisions about their education, which can have long-term implications for employment opportunities, wellbeing and standard of living. The 14–19 reforms are intended to offer every young person learning that is engaging and valuable, to suit different interests and learning styles at all levels. They introduce new Diploma qualifications and build on existing qualifications, such as GCSEs and Apprenticeships. Young people will be able to choose from a range of learning options, each offering a different progression route, as illustrated below.

Age	Choice
14–16	<p>GCSEs These qualifications remain and many young people will continue to choose them.</p> <p>Functional Skills (new) Qualifications in English, maths, and information and communications technology, covering elements that are essential to enable individuals to participate effectively in everyday life, including the workplace. These will be incorporated into GCSEs—it will not be possible to achieve a grade C in these subjects without these elements.</p> <p>Diplomas (new) Offering a mix of general and applied learning, available at Level 1 (broadly equivalent to five GCSEs at below grade C) and Level 2 (broadly equivalent to six or seven GCSEs at grades A* to C). Functional Skills will be incorporated into Diplomas. Diplomas are the first qualifications to be introduced which are a national education qualification recognising achievement at Level 1. Young people may choose to do one or more GCSEs alongside a Diploma.</p> <p>Young Apprenticeships These allow study for vocational qualifications, including in college, with training providers and in the workplace. Apprentices spend around two days a week in school studying general subjects.</p> <p>Foundation Learning Tier (new) Aims to establish progression pathways to Level 2 qualifications, and will focus on skills for life and work, subject and vocation-based learning, and personal and social development.</p>
16–19	<p>A levels These qualifications remain and many young people will continue to choose them.</p> <p>International Baccalaureate Entails academic study of a wide range of subjects, leading to a single qualification, rather than qualifications in individual subjects.</p> <p>Diplomas (new) Level 3 qualification (broadly equivalent to three A levels).</p> <p>Level 1 Diplomas, Level 2 Diplomas, GCSEs and Foundation Learning Tier also available for this age group.</p> <p>BTECs Vocational qualifications equivalent to A level, which has practical course elements and involve work placements.</p> <p>Apprenticeships Offering a programme of vocational training which gives young people the opportunity to work for an employer and earn money while they learn.</p> <p>Other work-based learning For young people who are employed, or based largely at a workplace. Often leads to an accredited NVQ award.</p>
<p>Examples of learning routes incorporating new Diplomas:</p> <p>Paula is 15 years old and doing her GCSEs at a secondary school in London. She will be one of the first pupils in the country to undertake a Diploma. She will be staying on in sixth form and in year 12 (in 2008) has chosen to study a Level 3 Creative and Media Diploma, which will incorporate English A level as part of her additional and specialist learning. She plans to go to university to study media studies. She was motivated by the fact that media studies gave the highest proportion of full-time employment out of all degree subjects in arts and humanities.</p> <p>Peter is 14 years old and attending a secondary school in Birmingham. He wants to be an engineer. He has decided to undertake the Level 1 Engineering Diploma and then wishes to progress onto an Apprenticeship at the age of sixteen. He will attend a vocational skills centre as well as school. He will do his Apprenticeship alongside GCSEs in English, maths, science, and information and communications technology, and has already made contact with a large local car manufacturing company to carry out his work experience.</p>	

Source: C&AG's Report, Figure 1

14. Information, advice and guidance for young people are central to helping them make the right choices. To be effective, guidance must be objective and tailored to meet the needs of each young person. Funding for study beyond age 16 is linked to student numbers, so there is a risk that young people may be advised to remain in their present institution. This

risk should be mitigated by the Education and Skills Bill, which will require schools and colleges to offer impartial advice to young people. Almost 90% of consortia considered that they were working on the processes and procedures to provide learners with impartial, accessible information and personalised advice and guidance. By October 2007, all partnerships had developed online prospectuses presenting information on all qualifications available across a local authority area. The Learning and Skills Council is developing a performance framework to enable local areas to enhance the quality of their prospectuses.¹⁷

15. Up to six accredited awarding bodies will offer each Diploma, bringing the risk of further complexity. The Department expects that students will only have to deal with one awarding body for each Diploma, rather than separate awarding bodies for the different components of individual Diplomas. The Qualifications and Curriculum Authority is responsible for developing an aggregation system that will bring together the marks for each component of the Diploma into a single grade. This will make it easier for employers to assess the relative achievements of prospective employees. The Department has consulted the country's leading experts in assessment methodologies regarding the grading of Diplomas, and was confident that the aggregation system would be ready in time for the start of the first phase of Diplomas in September 2008.¹⁸

17 Qq 72–73; C&AG's Report, paras 57–59

18 Qq 37–46, 49

3 Having the capability to deliver the reforms

16. The Department had spent about £590 million on the 14–19 reforms, and has allocated a further £1.3 billion for the programme over the Comprehensive Spending Review period. Qualifications with a vocational component cost more to teach than purely academic qualifications. The Department has not yet established cost estimates built up from the local level for delivering Diplomas. The Department has, however, estimated the average cost per student per year of Diplomas by modelling the amount of additional learning based on the content specifications for the first five Diplomas, and using the Learning and Skills Council’s funding methodology. The Department estimates that teaching Level 1 and 2 Diplomas to 14–16 year olds will require, on average, £1,000 more per annum than for existing qualifications such as GCSEs. A Level 3 Diploma over two years (equivalent to three and a half A levels) will cost £350 more than a BTEC National Diploma (a vocational qualification) and £1,530 more than three A levels.¹⁹

17. Schools have fixed costs such as teachers’ salaries that may not fall proportionately if students spend part of their time learning at other institutions. Only 35% of respondents to a National Audit Office survey agreed that current delivery of 14–19 provision is aligned with, or supported by, clear funding arrangements. Early pathfinder projects to test out possible options have provided some indication of costs on a small scale, but there is a risk that solutions they have identified may not be sustainable as increasing numbers of young people take up Diplomas across the country.²⁰

18. The Building Schools for the Future programme aims to rebuild or renew every secondary school in England at an average cost of £2.5–£3 billion per year for the lifetime of the programme. Similarly, the Further Education capital programme has been renewing colleges’ infrastructure for a number of years. While this capital investment provides a good opportunity to supply the most appropriate facilities for Diplomas, any lack of coordination between the programmes could lead to substantial wasted investment. For example, schools may want to develop their own sixth forms or vocational training facilities when these services might be provided more cost effectively by a local college or another local school.

19. The Department is not prescribing how schools should develop their facilities; its priority is for institutions to collaborate so that students learn at the best facilities, regardless of location. Local authorities and Partnerships for Schools²¹ check that area plans for the Building Schools for the Future programme address all local needs. The Department has only recently launched a local authority survey to identify the capital requirements of the 14–19 reform programme. The Building Schools for the Future programme will not be completed before 2013, but the Department will provide £608

19 Qq 8, 47–48; Ev 16–17; C&AG’s Report, paras 113–114

20 Qq 74, 104–105; C&AG’s Report, paras 115–116

21 Partnerships for Schools is the non-departmental public body set up to deliver Building Schools for the Future. It was established in 2004 by the then Department for Education and Skills and Partnerships UK

million of additional funding to pay for the capital requirements of the 14–19 reforms and special education in local authorities that will not receive Building Schools for the Future funding until after 2013.²²

20. Consortia require teachers with the skills and knowledge to deliver the academic and vocational content of the Diplomas. 45% of consortia had, however, not carried out a skills audit of the teaching workforce to determine professional development requirements. The Department is improving support for teacher development so that they will be better prepared to deliver the Diplomas and have a better understanding of further education teaching and the business requirements. For example, the Department has introduced additional training days at secondary schools to supplement its online support and face-to-face training, while national bodies such as the National College for School Leadership are offering targeted training for heads of school departments.²³

22 Qq 66–67, 80–82, 98–100, 106–112; C&AG’s Report, paras 120–122

23 Qq 121–122; C&AG’s Report, paras 69–70

Formal Minutes

Monday 23 June 2008

Members present:

Mr Edward Leigh, in the Chair.

Mr Richard Bacon

Mr Paul Burstow

Mr Ian Davidson

Mr Philip Dunne

Mr Austin Mitchell

Geraldine Smith

Mr Don Touhig

Draft Report (*Preparing to deliver the 14–19 education reforms in England*), proposed by the Chairman, brought up and read.

Ordered, That the draft Report be read a second time, paragraph by paragraph.

Paragraphs 1 to 20 read and agreed to.

Resolved, That the Report be the Thirty-ninth Report of the Committee to the House.

Ordered, That the Chairman make the Report to the House.

Ordered, That embargoed copies of the Report be made available, in accordance with the provisions of Standing Order No. 134.

[Adjourned till Wednesday 25 June at 3.30 pm.]

Witnesses

Wednesday 5 March 2008

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Mr David Bell, Permanent Secretary, and **Mr Jon Coles**, Director of 14–19 Reform, Department for Children, Schools and Families

Ev 1

List of written evidence

Department for Children, Schools and Families

Ev 16

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Thirty-third Report	Ministry of Defence: Major Projects Report 2007	HC 433
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Thirty-fifth Report	Housing Market Renewal: Pathfinders	HC 106
Thirty-sixth Report	HM Treasury: making changes in operational PFI projects	HC 332
Thirty-seventh Report	Ministry of Defence: Leaving the Services	HC 351
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Thirty-ninth Report	Preparing to deliver the 14–19 education reforms in England	HC 413
First Special Report	The BBC's management of risk	HC 518 (Cm 7366)
Second Special Report	Evasion of Vehicle Excise Duty	HC 557 (Cm 7366)

Oral evidence

Taken before the Committee of Public Accounts on Wednesday 5 March 2008

Members present:

Mr Edward Leigh, in the Chair

Mr Richard Bacon
Keith Hill
Mr Austin Mitchell

Dr John Pugh
Mr Don Touhig
Mr Alan Williams

Mr Tim Burr, Deputy Comptroller and Auditor General, National Audit Office, was in attendance.

Ms Paula Diggle, Treasury Officer of Accounts, HM Treasury, was in attendance.

REPORT BY THE COMPTROLLER AND AUDITOR GENERAL

PREPARING TO DELIVER THE 14–19 EDUCATION REFORMS IN ENGLAND (HC 99)

Witnesses **Mr David Bell**, Permanent Secretary, and **Mr Jon Coles**, Director of 14–19 Reform, Department for Children, Schools and Families, gave evidence.

Q1 Chairman: Good afternoon and welcome to the Committee of Public Accounts where today we are looking at, *Preparing to deliver the 14–19 education reforms in England*, which is obviously a very important subject. We will be talking about how the new partnerships will work to deliver these new Diplomas. About 40% of young people still do not get A to C GCSEs, which is obviously a very important issue, and I am sure you would agree

Mr Bell.

Mr Bell: I do indeed.

Q2 Chairman: Would you like to introduce your colleague.

Mr Coles: I am Jon Coles, Director of 14–19 Reform in the Department.

Q3 Chairman: Let us look at the choice of learning routes for young people to start with, Mr Bell. It is laid out very well in Figure 1 right at the beginning of the Report: GCSEs, A levels, International Baccalaureate, Diplomas, Level 1 Diplomas, BTECs and Apprenticeships. Is it not all rather complex and adding to the confusion for young people and for employers?

Mr Bell: The short answer to that is yes, it is very complex and confusing. When the Government published the 2005 White Paper that led to these reforms there was a recognition, as you suggested Chairman, that parents, students and employers found it very confusing and we laid out there an ambition to have four broad areas of qualification in the future: the general qualifications (the A level/GCSE-type qualifications); the Diplomas, of which more later; the Apprenticeships; and then a Foundation Level for those students who may have learning difficulties. Of course having that ambition is one thing but getting us to that point where it is much more clear and coherent is another. Clearly we have seen Diplomas as an important step along the way because some of the qualifications that you have

cited—BTECs, NVQs and so on we would hope over time could be taken up in the Diploma learning. However, there is quite a lot to do because people have different views about the existing qualifications. Ministers will be publishing a report on the rationalisation of qualifications in the next couple of months, but I think it was our ambition to use Diplomas as a very important way of simplifying the structure.

Q4 Chairman: We can see this in the example of 14–19 Partnerships which we can find in Figure 6. There is a real risk, I am sure you would agree, of these Diplomas, as you have admitted, not only adding to the complexity but raising the risk that these authorities, local government and the rest will not work together well enough.

Mr Bell: I think collaboration is absolutely essential to this whole process. It is very unlikely that any single institution, a school or college, would be able to offer all the different Diploma lines, therefore it is very important they work together because by 2013 there will be an expectation that every institution is enabling every student/young person to have access there. I might say more if you wish me to at this stage about how we are pushing the collaboration but it is an absolutely basic principle of this. I think the evidence so far firstly in the Report but also nine or ten months on suggests that we are getting those collaboration arrangements increasingly well embedded.

Q5 Chairman: If we read further on in the Report we see: “Effective partnership working takes time to establish”—we know that—it is paragraph 47 onwards, and particularly 48 and 49. How are you going to avoid the risk of some areas falling below the net and not being as effective as others?

Mr Bell: The evidence is very encouraging. We know for example that 82% of secondary schools are already part of a consortium to deliver the Diplomas

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and all but four local authority areas are involved in offering either the first line of Diplomas or the second line of Diplomas. We know increasingly that employers are heavily engaged in the programme as are higher education institutions, so in terms of geographical spread across the country, from the inner cities to the shire counties, and in terms of institutions, schools and colleges as I have said, and in terms of the wider network of higher education, employers and so on, we have got them involved, so we think this is a good example of bringing together everyone who has a stake in it. I would make just one last point on that. I think one of the criticisms historically of our qualification system has been not just its complexity but the extent to which employers have been able to influence the content of what is taught. I think Diplomas are a very good example of how we have embedded employer thinking from the very beginning.

Q6 Chairman: I am going to ask about the reaction of employers and universities in a moment but I just want to carry on with this point. We know that there is a skills gap in certain areas, particularly in the North East and West Midlands, and it says here in paragraph 49: “. . . there is a considerable risk that areas without earlier practical experience of collaboration, which are also those that need to make most progress, will be slow to get started.” You are fairly confident, are you?

Mr Bell: We are confident because we have been doing work not just since the Report was published but from the beginning to ensure that collaboration arrangements are in place, and our network of regional advisers works with those areas where there was some concern over collaboration. We have been trying to ensure that areas that are particularly strong in collaboration—for example the Wolverhampton area—are able to share what they have been doing with others so they understand how you build the collaboration. We are confident that the vast majority of the phase one areas will be ready and up and running.

Q7 Chairman: How will you ensure that young people in rural areas do not miss out on some of the options?

Mr Bell: It is very important that they do not and we have actually factored that in. One of our first areas is Cumbria where we have had a chance to look at how you make these arrangements work. For example, we have put in an additional subsidy for transport arrangements and we have looked at some of the curriculum consequences for youngsters, particularly if you have got institutions that are far distant. Again based on our experience of some of the original phase one Diplomas and what they are doing, we do not see insurmountable problems emerging, although I think it is fair to say that it will be more complicated when youngsters have got a bit further to travel and institutions are more widely dispersed.

Q8 Chairman: Before going on the reactions of employers I must say a bit about cost. If you look at paragraph 116, the paragraph that worries me, there appears to be no robust estimates of the long-term cost of the reforms. It says here: “Of particular concern was whether the new funding will cover the administrative and logistical costs of collaboration.” This sounds to me a particular concern for local authorities—another duty laid upon them and the costs are not robustly set out.

Mr Bell: We are very clear about the costs of the programme. We know we have spent about £590 million so far. We have built in over the CSR period £1.3 billion and we can break that down area by area. We actually did make it very clear when consortia were putting their first bids together—and it is the same for the second round—that there has to be a strong value for money consideration underpinning what areas do. You will always get places that will say, “We could do with more money to do this or to do that,” and it would be surprising if we did not, but certainly if I look at the evidence we have from the first 146 that are ready to go in September, people are not coming back and saying the difficulties they have are to do with the absence of funding or the lack of funding. As I say, we can break down a bit more of the detail on how the funding arrangements work if you wish us to do so.

Q9 Chairman: What we do not want is more targets laid on local authorities and less individual responsibility for local councils. One of my own local councils said only this weekend that the Education Reform Team sent down to London more consultants working for Grant Thornton, and, frankly, local councils get fed up with it. They want to run their own areas as much as possible. People like us say that they must fulfil these targets, they must do this, and it is a problem. You have not got the people on the ground anyway because you are primarily a policy department, so would you rely on transparency rather than just forcing local authorities into a particular route?

Mr Bell: I think one of the virtues of the Diploma consortia is that we have enabled local authorities and other partners to structure the way they do things largely according to how best suits their circumstances (although certainly against our national priorities). I do not get a lot of feedback at all from local authorities that they feel somehow they have been frogmarched into a particular kind of approach here. We are very light-touch when it comes to support for this. We have 11 advisers working on 14–19 reform across the country. Nine of them are in the Government Offices and of the two others one specialises in rural affairs, so you are absolutely right, our approach to this is quite light touch. Having said that, we make sure that we do get good performance data and returns, so we make sure the programme is to time.

Q10 Chairman: The attitude of higher education institutions is important but the Report shows that there is limited involvement so far. Read paragraph 39: “Most higher education institutions have so far

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had limited involvement in the reform programme.” How can you make it stick if your customer base has got limited involvement in its roll-out?

Mr Bell: I think it is important to just make one or two points. Universities and higher education has been absolutely central to the development of the Diplomas.

Q11 Chairman: If that is right why does the survey find that higher education institutions are active members of partnerships in less than a fifth of the consortia?

Mr Bell: It is important to distinguish what we mean by universities and higher education. Universities and higher education have been involved in every Diploma Development Partnership and put together the content of the Diplomas, and it is really important that that has been the case. When you talk about universities you might also then say what about the vice chancellors, how heavily have they been involved and engaged and what is the involvement of higher education in particular areas? We have not mandated the involvement of higher education institutions in every consortium, although there are some very good examples of where they are involved. In Sheffield, for example, they are contributing to the Engineering Diploma and so on. The other thing I would say about the timing of this Report is there were one or two other things that I think higher education were waiting to see, for example what is called the UCAS points tariff, in other words the amount of points that would be given to a Diploma, and that was not released until December. That has increased confidence. We know the work that has been done on some of the detail, for example the maths line to support the Engineering Diploma, has also been important in bringing higher education more on. Although the report of the 1994 Group of Vice-Chancellors got quite a bit of publicity, actually they were broadly positive about where we were. There is a lot more to do but I think we are actively engaging universities as we go.

Q12 Chairman: The last people you have invited to get involved are the employers. You mentioned this earlier and in your answer to me you gave the impression that they were involved but here we read in this Report paragraph 75: “Our survey and case studies found that employers and independent training providers are less well represented. 45% of delivery consortia have not yet involved employers . . . ” and then we read, unbelievably, Mr Bell, in paragraph 37 that at present, many employers have not heard about these Diplomas. These Diplomas have been in the public domain for over two years and it is crucial that employers have got to be involved in this and some of them have not even heard of them.

Mr Bell: I think that is absolutely the case, some of them have not, but lots of them have. We know for example that 5,000 employers were involved in the Diploma Development Partnership Programme which is putting together the basic content of Diplomas. We have a very high profile and serious

national champion on the employers’ side, Sir Alan Jones from Toyota. It is also important to say that the Education Business Partnership Network has been working very strongly through the publication of this Report and beyond to engage employers in particular local partnerships. You are absolutely right, we require them to influence the shape of the Diploma programme, to support work experience opportunities, and to ensure particularly that youngsters understand what it is that will influence their thinking as an employer in recruiting in the future. We know there is more to do but actually we have made a lot of progress on this side. The other thing I would say is do not forget we have huge numbers of employers across the country that offer work experience places for youngsters already in the system and we think we can build on that and offer the work experience dimension both pre and post-16.

Q13 Chairman: My last question—and this is only about one aspect of this—is we are going to have to return to this in two or three years’ time obviously, so when do you think it is going to be working? When can we come back and find out if it is working?

Mr Bell: We have got to have it up and running for September this year because the first students are going to be taught in their courses.

Q14 Chairman: Not in a patchy sense but actually working.

Mr Bell: 2013 is the year when all 14 lines will be available.

Q15 Chairman: We are not going to have to wait that long, are we?

Mr Bell: To answer your question, in terms of the full coverage across the country and the entitlement of every young person, you will have to wait and we will have wait until 2013. However, by starting the programmes now we know that we are going to see the first fruits of this pretty soon as these youngsters either go into employment or higher education or further education.

Chairman: Thank you. Don Touhig?

Q16 Mr Touhig: Mr Bell, the Leitch Review of Skills warned us that low participation and attainment amongst young people threatens the long-term ability to possess the skills in this country which will allow us to compete internationally. I think the training and skills challenge is the single most important obstacle we have got to overcome if we are to maintain our living standards and grow our economy. Would you agree with that?

Mr Bell: Yes I do and I think the Leitch Report set a very sobering backdrop not just for this aspect of reform but also all dimensions of education in this country. I think I would argue however that the 14–19 reforms, not just Diplomas but the other things that are covered here, are part of the response to that kind of challenge that you have described because we want more young people to be highly skilled; we want them to be involved in training and education that is employer-related, so we are not just

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offering the Diplomas programme, we have the very substantial expansion of Apprenticeships, and we are also ensuring that in the mainline general courses at A level youngsters have to do an extended project under these reforms, so it gives them more of that. I think we are putting together a whole number of reforms that are designed to address the Leitch challenge.

Q17 Mr Touhig: I take the view that we have to give young people the skills they yet do not have in order to create the jobs we yet do not have and you would accept that, I am sure?

Mr Bell: I do and it is quite tough running and devising an education system for today when you are trying to address tomorrow's challenges. I think what we would say with the 14–19 reforms generally is they are trying to anticipate what we need for the future. Taking the Leitch arguments, it seems to me that if you have a qualifications and curriculum reform that is based on more skills, then you have got as good a chance as any of anticipating the needs of the future.

Q18 Mr Touhig: We seem to have common ground.

Mr Bell: Yes we do.

Q19 Mr Touhig: Why therefore are you planning to give young people skills that few employers want?

Mr Bell: I do not think we are planning to do that.

Q20 Mr Touhig: How do you know that because we see on page 8—and the Chairman has referred to it—engagement with employers is the least developed aspect of your Diploma route?

Mr Bell: We are certainly not giving them skills that employers do not want because the 5,000 employers that have been involved in the development of these Diplomas have been there precisely to influence the content.

Q21 Mr Touhig: With respect, how do you know because it tells us on page 8—and the Chairman has referred to it—that 45% of the consortia have not yet involved employers in developing an approach to 14–19 education? That is key to the skills you have got to be educating young people to attain and you have not engaged employers; how do you know that you are giving them skills the employers actually want?

Mr Bell: I do not think you could go to one of the first round of consortia or any of the consortia that are going to deliver the Diplomas and find that they are not engaging employers at all. The concern was have we got them fully engaged to be able to offer all the work training, work experience opportunities—

Q22 Mr Touhig: It is a fine aspiration but you have not fully engaged them by any means, have you?

Mr Bell: I think we have made huge progress in this regard in all sorts of ways. Employers are involved in the design of the qualifications, employers are involved in the partnership to deliver work experience places, employers are involved in the identification of future skills needs in their region,

they are involved there. We do need to keep pressing hard because our view is that every employer will benefit from a more highly skilled workforce, but it would be wrong to say that the employer perspective has not informed the creation of the programme.

Q23 Mr Touhig: It is limited because 45% of employers have not been engaged with these consortia, they have not got it off the ground, and, as the Chairman said, a number do not even know this project exists.

Mr Coles: It may be just worth clarifying within each Diploma there are the functional skills in English, Maths and IT. We designed those with help from the CBI. The CBI wrote us a report on the skills that employers wanted. That influenced the design of the functional skills. We designed this framework of personal learning and thinking skills and employability skills with the involvement of employers. That is within every single Diploma. The design of each Diploma is led by a consortia of employers, in total 5,000 employers were involved in the design of every Diploma, and in the 146 consortia delivering in September 2008 without exception, there is employer involvement in those consortia. I think what the Report rightly highlights is that to get that degree of employer involvement into the future in the consortia which are not delivering this September but which are into the future remains an important challenge for us, and that is the area that we certainly agree that we need to do more work on.

Q24 Mr Touhig: The Irish with Objective 1 actually gave their people the skills and then brought the jobs in but they focused on what they believed the new skilled jobs would be. On page 3 we see a list of skills training to be offered. How many jobs are there going to be in each of those categories in the next ten, 15 or 25 years? Have you done any research on that?

Mr Bell: I cannot answer the question exactly how many jobs there will be.

Q25 Mr Touhig: But that is what you are offering the training in.

Mr Bell: Precisely and we have offered those because in the analysis that was done we reckoned, not least in the context of the skills challenge that Leitch set, that these are areas that are going to continue to grow in the future. I cannot sit here and predict—

Q26 Mr Touhig: How do you know that, Mr Bell, without research?

Mr Bell: Jon will tell you about the analysis that we did that underpinned this and actually underpinned the previous report in 2005.

Mr Coles: The ambition of the 14 is essentially to cover every sector of the economy, so what we have tried to do within each sector of the economy is to make sure that these are broad qualifications which buy in and involve employers from each of those sectors who are themselves saying what the skills needs are for tomorrow. In other words, we are not trying to second-guess what employers are saying to us. We are putting employers in the lead and making

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sure that we have got coverage of every sector of the economy. It is inherently difficult to predict the labour market of the future as any labour market economist would say, and indeed has said to us, so what we are trying to do here is build in those skills that we believe are needed for the future to cope with change.

Q27 Mr Touhig: The big challenge that Britain as part of the European economic bloc faces will come from China, from India and they will compete and overtake us, and the United States. In 2004 the Chinese enrolled 15 million students in tertiary education. How are we going to compete with that when we are offering skills in hair and beauty studies?

Mr Bell: That is to assume that we are only offering skills in that area.

Q28 Mr Touhig: I give that as an example.

Mr Bell: If you take the Chinese/Indian example, it is a very good one because if you look at the Diploma Development Partnership for IT, it was chaired by the Chairman of a major IT company in this country. It has involved people from Microsoft, Cisco and Accenture, all the big IT industries, who are saying, "This is our analysis of the kinds of skills that we need, so we need you to be devising a Diploma that will cover those. We will never compete with China and India in volume terms, of course we will not, but if we can ensure the kinds of skills that we think can add value—"

Q29 Mr Touhig: It is only by adding value that we will compete.

Mr Bell: Absolutely, and I would say that you touched on a specific area about hair and beauty but if you take that and hospitality and retail, these are areas where we have got strength, we know that they are important in the British economy. They are not the only part of the British economy, but I think it is important that across that range we are ensuring that enough young people are coming through to take the jobs that will be there.

Q30 Mr Touhig: I know we are in a post-industrial age but we are not going to compete and survive, are we, if you cut my grass, I clean your house and somebody else washes my car. We have got to produce and do things and it seems to me it is very light on the skills offering here where people are going to be able to get jobs where we are going to compete hugely. You are a former teacher and I have been involved in education as a user, as a parent, as a governor, as a minister, as an MP and so on, and this list here seems to me the same old tired, trotted-out list that we get from time to time saying these are the skills that we need and it does not seem to be that imaginative to me.

Mr Bell: Manufacturing and product design, engineering, creative and media, where we have huge advantage, construction, information technology they all seem to be me to be at the heart of changes in our economy and where we need to have highly skilled people coming forward, so I think there is a

very strong emphasis on this list on the sorts of skills where we have had advantage and will need to continue to have advantage in the future.

Q31 Mr Touhig: Can we look then at what we are actually going to offer. If we look at page 3 it says: "Diplomas (new) offering a mix of general and applied learning available at Level 1 (broadly equivalent to five GCSEs at below grade C)." Who wants to possess a qualification that is rated lower than Grade C GCSE? Would you employ a person in your Department on that basis?

Mr Coles: One of the real weaknesses in the system is that people who do not do well at GCSE have no good progression routes at the moment. Having done poorly at GCSE, a large number of young people then struggle to develop and learn and reach the next level. One of the important parts of this reform, in our view, is that there is a better Level 1 qualification which provides not (I think you are absolutely right) on its own a ticket to employment and certainly not a ticket into higher education but is a good platform for further learning and progression, so somebody who has a Level 1 Diploma is much better equipped to progress then into a Level 2 Diploma than somebody who does poorly in the GCSE system.

Q32 Mr Touhig: I understand there will be a progression but you would not take anybody on with that qualification so why do you think British employers are going to want to take anybody on with that qualification? Surely if you are talking about this progression you need on-going funding to continue their education?

Mr Coles: Absolutely, and all of this is crucial to raising the participation age and giving people who have got Level 1 qualifications much better progression rates into Level 2, and keeping them in the system is really important.

Q33 Mr Touhig: There is a lot of good work being done here but it would appear that you really do not know what jobs will be available in the next ten, 15 or 25 years and you are not clear what skills young people are going to need, what employers are going to need. Your understanding of what employers are going to need seems rather vague to me and almost half the partnerships that you have already launched have not engaged with employers at all. Perhaps we need to review this and go back to the drawing board.

Mr Bell: If I might say that is a rather unfair characterisation given what you said—

Chairman: Let us stop it there. You have made your point and you can develop that point later on through other members. Thank you, Mr Touhig. Keith Hill?

Q34 Keith Hill: I would like to concentrate, Mr Bell, on the nature of the qualifications because it is a very different sort of qualification from that to which we have become accustomed over the decades, if not the centuries, because it contains several different

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strands of activity and testing, some of them more obviously academic and some of them more obviously vocational.

Mr Bell: It is not a route into a specific area of employment like an apprenticeship would be, and we are quite clear about that, but what we are trying to do in the principal area of learning within the Diploma, ie the area that is specific to the subject, is to give people better understanding of what it might be like to work in engineering or in hotel and hospitality or whatever. At the same time we do recognise quite strongly that there is an important broad-based education that youngsters still require to ensure they get the basic skills and to ensure they have functional skills that enable them to work. We think it is that kind of blended learning that has been absent and, to be frank, a lot of employers would say even if you get the basics right (and it is important that we must get that right for more students) you do need to have an option for youngsters that gives them an area of learning and education where they might have a particular bias or interest—engineering or whatever. You are right, it is a new type of qualification.

Q35 Keith Hill: You described it as blended learning but at the end of the blending you come out with a single overall mark?

Mr Bell: Yes, you will have a Diploma that is graded, correct.

Q36 Keith Hill: How will it be graded?

Mr Bell: It is going to be graded at three levels. As Jon mentioned, there is the Level 1 Foundation, there is the Level 2 Higher Diploma and then there is the Level 3 Advanced Diploma, and it is that Level 3 Advanced Diploma that has the got equivalent of 3.5 A levels as decided by UCAS in December last year. That is a broad breakdown of how it will be.

Q37 Keith Hill: I was having a look at the likely content of the Diploma in Engineering and the Diploma in Creative and Media in the 2005 White Paper, and in engineering, I see that you have got four potential examining bodies, and if you look at creative and media, the Advanced Diploma would combine an A Level in Art and Design, a BTEC National Certificate in Media or an OCR (Oxford, Cambridge and RSA) National Diploma in Media, an AS in Business studies, an ABC award in On-Line Media Production Skills and a City & Guilds Diploma in Media Techniques. That is six potential awarding bodies.

Mr Coles: Since the White Paper, our thinking and the development work has moved us on quite a long way from that, so, in fact, the principal learning in each Diploma will be offered by just a single awarding body. There will be a choice of awarding bodies, as there is with A levels, so taking creative and media as an example, AQA, City & Guilds, Edexcel and OCR will each offer the whole of principal learning but we would expect a single student only to have to deal with the exam papers from one awarding body.

Q38 Keith Hill: There will still be different marking systems appropriate to each of the strands in the blending process?

Mr Coles: There is an overall grade for each Diploma. To take Level 3, the Advanced Diploma for example, a combination of the principal learning and the extended project and the generic personal learning and thinking skills will have an overall mark A* to C but within that there will be a set of modules each of which will be individually marked. The marking for those will be appropriate to the nature of the content so the more practical skills will be examined by looking at somebody's skills in doing something, and the more theoretical elements of that will be marked through external examination.

Q39 Keith Hill: You will have to find some equivalence between each of the strands?

Mr Coles: Exactly.

Q40 Keith Hill: So in a sense the marking will have to be normalised?

Mr Coles: Yes and you are absolutely right that the grading difficulty of this is quite great, but we believe that all of those problems have been solved and addressed. We have had the country's leading experts on assessment methodology working on assessment of the Diplomas. Each of the modules will be graded to quite a high level of specificity, so it will be very finely graded which will mean that the aggregation of the grades overall can be done with confidence.

Q41 Keith Hill: My understanding is that this kind of assessment that you are describing is being carried out by something called the Diploma Aggregation Service (DAS).

Mr Coles: Yes exactly, so the Aggregation Service will bring together the marks from individual modules and units in a single grade.

Q42 Keith Hill: How is that work going?

Mr Coles: That is developing well. A project which is led by the QCA to develop this, called Minerva, is bringing together the awarding bodies and the National Assessment Agency to develop this piece of work which is on track to give us what we need for this first round.

Q43 Keith Hill: How much is it costing?

Mr Coles: I will have to write to you on the overall costs of that, I am sorry, I do not have the number off the top of my head overall.¹

Q44 Keith Hill: Could you let us know what the initial estimates were and what the current estimates are?

Mr Coles: Yes.

Q45 Keith Hill: Are you reasonably confident that this kind of aggregation of the marking systems is going to be ready for the autumn of this year?

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Mr Coles: Yes I am confident that the first year of Diplomas will have the service in place.

Q46 Keith Hill: Which is the organisation which is carrying out this exercise for you?

Mr Coles: It is the Qualifications and Curriculum Authority that is in the lead.

Q47 Keith Hill: Just one last question, at any point in developing this concept of Diplomas, have you had a look at making a comparison of the costs of putting a learner through the Diploma as opposed to the other kind of qualification schemes, whether it is GCSEs and A levels, BTEC, Apprenticeships or even the International Baccalaureate?

Mr Coles: The costs of a Diploma will be higher than a GCSE or A level route, reflecting the fact that they are practical qualifications. They will be broadly equivalent at Level 3 to similarly sized broad vocational qualifications like the full sized BTEC National Diploma so the funding per year will be very close to that.

Q48 Keith Hill: Do you think you could let us have the comparisons?

Mr Coles: Yes.²

Mr Bell: Absolutely.

Q49 Chairman: I do not think you understand, Mr Coles, because you are so involved in this, just how complex your answers were. If I was a small employer I would find this quite difficult. It says here in paragraph 77: "The likely demands on employers arising from the Diplomas are expected to be large". Listening to the answers you gave to Mr Hill I think they might well be. This is a very complex area you are talking about for small employers.

Mr Coles: We are trying to do this so of course the wiring behind the scenes is very complex, but we would not expect or need an employer to understand all of that. That is why we want to end up with a single grade for the Diploma so that an employer can see very clearly and simply how well somebody has achieved.

Chairman: Thank you. Mr Mitchell?

Q50 Mr Mitchell: Since I was not able to get into the queue of supplicants at Prime Minister's question time today asking for universities and university colleges in their constituencies, can I make it clear that I would like Grimsby to be at the head of that queue. Having said that—and I do not want to alienate you too much—this is a mess, is it not? It is a vague aspiration. Let us take the confusion of qualifications first. Table 1 gives a whole long list of qualifications which, frankly, if I was a kid would baffle me and if I was a local educationalist would baffle me. Why is it so long, why can it not be amalgamated?

Mr Bell: I think I picked that up, Mr Mitchell, in my answer to the Chairman at the beginning. I do not think anyone would say it is other than very complicated and confusing, and part of the reason—

Q51 Mr Mitchell: Should it not be simplified before you push ahead?

Mr Bell: We laid out our ambition to simplify it in the 2005 White Paper in the way in which I described at the beginning. You cannot simplify it overnight because of the range of qualifications that exist, the number of youngsters that are involved, and the organisations that offer them. What we are saying in this programme is that we want increasingly to think about the Diploma as being able to subsume a number of the qualifications that exist but we are going to be consulting widely on that in a paper that is coming forward. I do not think anyone would disagree with the need to make this clearer for youngsters and their families as well as employers. I think the only thing I would say is that schools and colleges as well as careers advisers can help youngsters to navigate their way through what is complicated, but we should not have it complicated in the first place, I agree.

Q52 Mr Mitchell: It is like a patchwork quilt and really it is daft to push ahead with a comprehensive thing like this which we all want to succeed without simplifying it before you start.

Mr Bell: I would disagree that it is daft to push forward because this is about the kind of reform that many people, not least employers in this country, have said that they require. We have a long history of a very sharp distinction between so-called academic and vocational—

Q53 Mr Mitchell: That is true but that is only two categories. Why can you not knock heads together to simplify within those two categories?

Mr Bell: We believed and continue to believe that having a new style of qualification, which as I suggested in my answer to Mr Hill combines the best of both, enables us to have a framework that will allow that simplification you have touched on to happen. It is not straightforward because of the multiplicity of qualifications that exist currently and the very large number of bodies involved in providing these qualifications.

Q54 Mr Mitchell: Other countries do not have such a complexity of qualifications.

Mr Bell: And in many ways that is part of our problem, exactly, and that is why we are trying in this reform programme to see as one of the end points greater simplification. You are absolutely right, we have a particular history to the way in which qualifications have been offered in this country which has led to a high degree of stability on the academic qualifications side—

Q55 Mr Mitchell:—People like me.

Mr Bell:—But a very large number of alternatives, often layered on layer, over the last 25 or 50 years, and we do recognise that and that is not the history of other countries. What we are trying to do by the time we get to 2013 is to see can we get greater consolidation so it is simpler for a youngster or employer to understand qualifications.

² Ev 16–17

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Q56 Mr Mitchell: A qualification like mine has greater esteem and it should not have because all qualifications are valuable, but they need simplification. Let me move on because it is clear from the Report that some areas know what they are doing, some want more information and some are right behind and not doing very much. It does not tell us what areas these are. Can we have your list of who is ahead and who is behind and what the problem areas are?

Mr Bell: We do a regular rating of the first 146 areas that are ready to run in September. Our most recent assessment said that 91% of those are in the green or amber/green categories, in other words, they are well ready.

Q57 Mr Mitchell: Can we have the names and the places, can we have a list?

Mr Bell: Sure.

Mr Coles: Just to reassure you, there are now only two local authority areas which have not applied as part of the either Gateway 1 or Gateway 2 to deliver Diplomas in 2008–09 and they are the City of London and the Isles of Scilly. We are doing specific work with the Isles of Scilly to support them.

Q58 Mr Mitchell: Can you supply us with a list of who is red and who is green and who is amber?³

Mr Bell: I would be nervous about making that public, frankly.

Q59 Mr Mitchell: Why?

Mr Bell: Because I think we want to work with these areas who are suffering some difficulty at the moment. I would want to keep this in context. I did say 91%—

Q60 Chairman: Sorry, you are refusing to make that information available?

Mr Bell: No, I am not refusing to make it available to the Committee, Chairman.

Chairman: We do like transparency and you agreed earlier that transparency is important.

Q61 Mr Mitchell: Also I would like to know where North East Lincolnshire is.

Mr Bell: I am happy to supply a list to Members of the Committee of where we are against the 146. I am just making the point that what we are trying to do is to work with those areas.

Chairman: Fine, you are happy, you agree, great. Mr Mitchell, carry on.

Q62 Mr Mitchell: I do not know where North East Lincolnshire is and I do not know whether you can tell us now off-the-cuff.

Mr Coles: I am sorry, I do not know off the top of my head where North East Lincolnshire is.

Q63 Mr Mitchell: Paragraph 91, I would have thought on the basis of those differences between areas that the case is for supplying extra help and support for those areas which are backward. I

represent an area which I think is backward in the sense that we have a much lower proportion of people going to university and training for skills and gaining qualifications. Should not help be concentrated on those areas and what can you do to boost their performance and their involvement in the scheme?

Mr Bell: There are perhaps two ways of answering the question. First of all, it is really important that all areas across the country are participating in this programme because there will be a statutory requirement by 2013 for all youngsters to have access. In terms of particular areas of the country that might be struggling to get a partnership and I am not suggesting your area is because we do not know off the top of our heads quite where North East Lincolnshire is amongst the 146, we are providing additional support to those areas at the moment, so we are offering some of our advisory support. Areas that are very strong at the moment are supporting areas that are not quite so strong. If an area is struggling to get itself ready to roll for September we are providing that kind of additional support now.

Q64 Mr Mitchell: Help but will they get extra money as well?

Mr Coles: Yes, unsuccessful Gateway consortia from Gateway 1 received some extra money. We are committed that unsuccessful consortia in Gateway 2 will get at least some help in kind in the form of direct support from people with experience and skills in that area to progress.

Q65 Mr Mitchell: I see from paragraph 108 that some partnerships were beginning to feel overwhelmed with information and there was some confusion as to who it was going to, in other words, a lot of information went to one particular institution in a local authority rather than to all the partner institutions. Why is this?

Mr Coles: I think the Report rightly identifies a problem here with our communication with consortia. We have a number of partners working closely with us, national partners and national organisations, and I think between us we did overwhelm some partnerships with the volume of information. Partly as a result of the fieldwork for this report and partly as a result of other fieldwork, we at the start of this year agreed amongst all of the national partners a moratorium on sending information to those areas and then agreed a gateway process between us through which we would send one single communication together from all of us to consortia to make that much more rational. I think this was a genuine problem at the time of the Report which we have addressed at the start of this year.

Q66 Mr Mitchell: I was attracted to the proposal in paragraph 68 which is campus-style groups as seem to have been used in the Netherlands and which are proposed in Cornwall by Plymouth University. What can you do to encourage that, because that

³ Ev 17–20

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seems to me from the point of view of my constituency, my area, North East Lincolnshire a desirable and attractive proposal?

Mr Bell: Going back to the theme from earlier, we are not mandating from the centre a particular organisational style. The Plymouth example that you cite is very good but I can think of examples elsewhere, for example the Sheffield one I cited, where you do not necessarily have an absolute proximity of institutions but you have got the university, the further education colleges and the secondary schools working together. I think the concern should be less about geographical proximity, good though that might be, and more about ensuring that all institutions that have a contribution to make are making it. To come back to an earlier question, collaboration underpins the whole programme.

Q67 Mr Mitchell: Yes, but you had to bang heads together and, courtesy of the support supposedly forthcoming from you, eventually there might be a university college which is on the site of the institute which is on a site very near—it is a big site—Hereford Technology College and the Franklin Sixth Form College. All this merged together with extra buildings would provide a suitable campus. Is that the kind of thing you want to encourage and how will you encourage it?

Mr Bell: I should just say for the record, Mr Mitchell, that the funding for higher education of course now comes from the other Ministry, DIUS, so I would not want to take credit for the developments in your area. I do not think we can or should mandate a particular style of buildings in particular proximity. The key issue is that the Diploma partnership in a local area should decide what works best. What you have described in many ways is very fortunate if you are doing new build, but most areas that are putting together Diploma partnerships have existing buildings and institutions and have to work together properly.

Q68 Mr Mitchell: I see from paragraph 20 that there is a problem with motivation. I think that is one of the problems that has bedeviled things right from the start; you are trying to motivate people who are not motivated already. The Leitch Report and other research has all pointed to the value of applied education in motivating many young people to continue to learn and improve their skills. “However, applied education has, historically, been less esteemed compared with general education.” All true. “This is in contrast to other countries we researched as part of this study, where attitudes towards applied and general education are less polarised . . .” You are trying to produce a motivation in people who are not motivated because of the present structure. How are you going to do that?

Mr Bell: You do not do it just by this programme. There is a whole set of reforms that you have to have in place. For example, we know that one of the great demotivators, one of the reasons youngsters do not continue is if they have got poor basic skills so

getting those right in primary school and early secondary education is really important. I do think however that having a range of qualifications that does not necessarily make such a sharp distinction between the academic and the vocational and, dare I say it, in the eyes of many, a distinction between success and failure, will help young people to see there are various routes into learning. For some, an Apprenticeship—and of course the expansion of Apprenticeships is a very important part of 14–19—will be the answer. For others, a better developed A level programme will be better. We hope for many, many young people in the future the Diploma will help to address what I think is an absolutely correct analysis in paragraph 20 that it has generally been not as highly esteemed as the traditional modes of learning.

Q69 Dr Pugh: I find this whole development business fairly difficult to grasp sometimes and I come from an educational background but, as I understand the prospectus, a Diploma is driven primarily by the needs of students with flexibility and they work within consortia and there may be multi-providers and they move between them according to the needs of vocational development. Am I right in thinking that is the general idea?

Mr Coles: We have tried to design the qualifications, as we have discussed, to combine the best of the general, the theoretical and the practical, so to motivate through having a different style of learning. That is the first key thing.

Q70 Dr Pugh: In order for that to happen you might need to move from one educational provider to another, from a workplace to a school and so on, and a whole series of different people are involved; it is not just the straightforward classroom business that education has hitherto been?

Mr Coles: Exactly. We know from experience of this over recent years that it can have a very, very powerful motivating effect for some young people to have a more practical experience in a more work-related environment, whether that is with an employer or in a simulated working environment in a college. There is a big difference for those young people between the sort of experience you might get doing cookery in a classroom with domestic-type ovens and so on and doing catering in a college with professional-standard facilities and with a professional chef, and that motivational aspect for young people is a very important part as well.

Q71 Dr Pugh: In many cases given the variety of educational experiences that people are exposed to, would it not be the case that they would actually have to move between one institution and another and the institutions would have to provide the education as a partnership? That word has been used quite a lot.

Mr Coles: Yes.

Q72 Dr Pugh: Having got that far are there not institutional pressures working against that that need to be identified in the system? For example,

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pupils generally provide funding for educational institutions, and might there not be a temptation for educational institutions to hang on to pupils if funding comes with them and not to send them off to somewhere else to complete their Diploma?

Mr Bell: Perhaps if I can pick that up. That takes you into the independence of advice that you give students, and there will be a new strengthening of that duty on schools and colleges in the current Education and Skills Bill that is going forward to require that impartial advice.

Q73 Dr Pugh: The schools will give that impartial advice?

Mr Bell: Obviously if a student is in a school or college they are having to give that advice, often supported by the Connexions Service, but the statutory duty is to ensure that that advice is impartial and independent. I do not deny your point that the pressures can be subtle rather than overt about staying in a particular institution, but one of the reasons why of course that is damaging to some students is because it can be the wrong advice and it might be inappropriate to stay at school when they might be better off going off into a further education college.

Q74 Dr Pugh: If the school has to fund the teacher's salary or wishes to keep the teacher in employment, recommending that they go and complete their education or an element of their education elsewhere is not going to necessarily be in the school's best interest, is it, as an institution?

Mr Coles: We think that in practice there are extra costs to delivering Diplomas and this is part of the reason for that, that some students moving, let us say from one day a week to study at a college, does have a cost, clearly, and there will not necessarily be a matching saving to the home institution because the home institution may not be able to have a smaller staff as a result.

Q75 Dr Pugh: So there is some pressure working against the scheme as designed. In terms also of the results profile and things like that, that is also going to be a factor and you might wish to advise people to do a course that is not necessarily that good for them, but if you can guarantee good results for the school rather than going somewhere else and doing something, that might be wholly beneficial in the long run but it might not reflect so well on the school's final league table position.

Mr Coles: We think that here the league table position should not be a barrier to this because if a young person is going to do better and achieve better by staying in the home institution, that probably is the right thing for them to do.

Q76 Dr Pugh: The institution might do better.

Mr Coles: If the young person does better by going somewhere else, in other words if they achieve more highly by going outside the institution, then the school's league table results will be improved by that because the school will still have the ownership.

Q77 Dr Pugh: The point I want to make is the school's pursuit of league tables does not necessarily coincide with the whole design of this scheme. I am just saying there is an institutional pressure as to why it might not work out so well. Can I just persist on that point because I think you are broadly agreeing with that. What about those institutions like academies which relish their independence and are not necessarily such good team players?

Mr Bell: If I can just reassure you on that, we have got 20 academies involved in the first round of Diploma offer from this September. People have also extended that argument and said but what about the really high performing schools, will they really want to be involved, and again we know the percentage of the highest-performing schools that is involved in the programme matches the profile nationally, so I think widespread acknowledgement that this is for the benefit of all students is a key point because even if you are perceived under the current measures to be very high-performing, it is very unlikely that you are necessarily going to be meeting the needs of all students. I think the vast majority of secondary schools see that this offers a chance for students who might not be doing as well (despite what the majority are doing) to get a different offer. All the evidence suggests the high-performing institutions are part of this.

Q78 Dr Pugh: I am reassured by that but clearly there are pressures working against this wonderful partnership consortia model. Some consortia and partnerships will work out better than others and the Report says that there ought to be some sort of penalty where partnership working does not work as well as it could for the benefit of pupils. When that does not happen who do you actually penalise? You have a partnership which is supposed to work and it is clearly not working as well as it might, it is not delivering as well for the students; whose knuckles get rapped?

Mr Coles: We think that depends very much on what the issue is. There will be a whole set of ways of picking up what the issues are, inspection being one very important one, where Ofsted will look at how effectively schools are working with one another.

Q79 Dr Pugh: The component institutions will be marked down quite badly if they do not show evidence of readiness to form partnerships?

Mr Coles: If Ofsted concludes that a school is not participating in a partnership in a way which is damaging its pupils, then that would certainly be a very significant factor in an inspection.

Mr Bell: Can I just add one additional point if I might, Dr Pugh. We really do think that despite this partnership approach that every student must have a home institution. It is really important that there is somewhere that is ultimately responsible for you as a student. I think that is an important way of maintaining the accountability of the institution because if a group of students are not doing very well then that individual institution will be held to account as well as the partnership in the way that John describes.

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Q80 Dr Pugh: I am relieved to hear that because the danger with partnerships is that blame gets diffused rather than attributed anywhere in particular. The Report also mentions that capital programmes are going to support the reforms. Where the partnership is not working in a permanent or sustainable way, you could get an institutional invest or expecting to get pupils from another school or institution down the road and then suddenly find they change tack and they are sending pupils off in a different direction altogether or advising them not to go there at all. Is there the possibility of an appreciable waste of capital expenditure where you have partnerships which are fragile and consortia that are not that sustainable?

Mr Coles: This is where we think the Building Schools for the Future approach is very important because as part of the agreement of the strategic business case you must have agreement across an area about how the provision will work. The plan must be drawn up jointly and agreed with the local authority and agreed with Partnerships for Schools and then as a result of that you have a shared view of how delivery will happen in practice and therefore you are only building the facilities that you are going to need in order to deliver the full Diploma entitlement and not repeating wastefully across an area and building in several places where only one building is required.

Q81 Dr Pugh: So the building plans must in some sense dovetail with the educational plans?

Mr Coles: Exactly.

Q82 Dr Pugh: Is it not rather distressing then that the partnership plans and consortia plans are so short term and so ill-defined for the future? If we look at this Report, it does show that most consortia can see ahead for a couple of years but beyond that they cannot and yet the buildings are going to be there for decades, are they not?

Mr Bell: There is a distinction to be drawn between the revenue funding which can only be committed over the Comprehensive Spending Review period, which has now been of course for the 2008–11 period, and then the capital which, as Jon said, if you do that process well, will commit you for the long term given the nature of capital investment. I think we have got the balance right there in giving the guarantee as best we can for revenue but recognising that capital will be for a longer period.

Dr Pugh: Chairman, I will stop there.

Q83 Mr Bacon: Mr Bell, you mentioned earlier that each of the diplomas has been designed in consultation with higher educational institutions or at least that higher educational institutions have been involved in a large part of the diplomas. Which higher education institution or institutions were involved in developing the hair and beauty studies diploma?

Mr Bell: I do not know. We can find the answer to that.⁴

Q84 Mr Bacon: You said very confidently that there are only 14 diplomas and you said with great confidence that each of these diplomas has been developed with higher education institutions. If you can assert that with such confidence, one would presume you know which higher education institutions had developed which diplomas.

Mr Bell: I can find out that information.

Q85 Mr Bacon: Do you know, Mr Coles?

Mr Coles: I do not.

Q86 Mr Bacon: Is there anyone behind you who knows? It is surprising to me—I may be wrong—that higher education institutions get involved in hairdressing because it strikes me as very on the job training with secondments into FEs in order to get specific extra training.

Mr Coles: In some ways the diploma itself is much broader than the name would suggest. For example, the level three diploma includes a whole range of things which might take you for example into fashion as an occupation. There is quite a range of foundation degrees particularly, but some honours degrees as well, which are offered in higher education across this broad sector.

Q87 Mr Bacon: Do you mean to which the diploma would give you access?

Mr Coles: Exactly.

Q88 Mr Bacon: The diploma, by itself, would be enough to get you access for such a degree?

Mr Coles: Yes, that is the design principle.

Q89 Mr Bacon: In paragraph 34 it points out that there has been some criticism that: "... unlike existing applied qualifications, the Diplomas do not prepare an individual to directly enter a profession." To continue, "... the Hair and Beauty Diploma, where it was felt that young people would not find the qualification attractive if it did not allow for progression directly into a vocation." There is a very clear path at the moment for progress into hairdressing with an NVQ level one. It is very basic. You help out in the salon. Then there is a level two which has quite a lot more about it in terms of things like blow drying, cutting, perming and colouring and jobs that involve working with chemicals on people's skin so there is a lot of health and safety to learn and so on. Then there is NVQ level three which is the senior level qualification which also involves supervisory skills. If you want to run your own salon, you are advised to get the NVQ level four, the managerial qualification. It is very clear. In about two minutes on the Internet I found out how to become a hairdresser. I do not think I am about to become one but it is very clear. I have met people at school in my constituency who are thinking of becoming hairdressers, who are now on the verge of leaving school—they might have a couple of years to go—and they have told me that they are thinking of becoming hairdressers. Should I tell them to go and do this diploma if they want to become hairdressers?

Mr Coles: This would be one route.

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Q90 Mr Bacon: At the end of it would they have a qualification that would be recognised in a salon that would enable them to work as a hairdresser?

Mr Coles: It would not be full training to be a hairdresser. That is true of all of these qualifications. None of them is intended to be full occupational training for a particular job. They are all intended to be broader than that.

Q91 Mr Bacon: If I wanted to become a hairdresser, you would not advise me to go and do this hair diploma?

Mr Coles: In key stage four this would be a very sensible thing to do indeed.

Q92 Mr Bacon: What age would I be?

Mr Coles: A 14 to 16 year old, still at school in key stage four. If you want to become a hairdresser, it is very clear. That is a good route for them. This would be a very sensible thing to do. It would keep your options broader than doing very specific training but you could not complete training during the course of key stage four anyway. You would need to go into an apprenticeship or do an NVQ.

Q93 Mr Bacon: I do not quite understand because I thought these diplomas were of sufficient standard—in fact you said so in answer to an earlier question—that they gave you the standard to enter university. If I have taken my diploma in hair and beauty studies, that is not going to give me standing to get into university at the age of 16, is it?

Mr Coles: No, it is not, and that is because there are three levels of diploma: the level one, the foundation, which is the lower grade GCSE; the higher, the level two, which is the higher grade GCSE, and the advanced, level three, which is the A level equivalent standard. In key stage four, you would be doing a level one or two diploma. Post 16 you could still be doing a level one or two diploma but you could be doing the level three and it is the level three, the advanced level diploma, which is the progression route into university.

Q94 Mr Bacon: If I did do that it would not qualify me to work in a salon in the way that going off and doing the NVQs would. Is that right?

Mr Coles: That is right. If you were absolutely clear that the job you wanted to do was to be a hairdresser, then you should do an apprenticeship.

Q95 Mr Bacon: And get NVQs, levels one, two, three and four?

Mr Coles: As part of the apprenticeship, yes.

Q96 Mr Bacon: I have looked at lots of reports over the years and your face, Mr Bell, contorted when Mr Mitchell said that this was all very confusing as if it were clear and simple. Looking at this Report, I have to say it is a long time since I have come across a report that leaves so much up in the air and has so many unanswered questions around it. It does not really matter where you look in the Report. Just to take an example, paragraph 85 says, “Consortia are concerned that aspects of the reforms which they

have to implement, to a demanding timetable, will not be adequately thought through and trialled.” Paragraph 79 says, “Some consortia suggested that they were finding it especially difficult to get employers involved while the content of the Diplomas was not known, as partnerships were themselves unclear about employers’ potential contribution; employers understandably want to know precisely what is being asked of them and when.” Paragraph 74: “We found no evidence that the scale of the need to buy in provision is known or being assessed at the regional and national levels, or that potential risks, such as poor access or very long travel times . . .”. In a rural area like the one I represent that is something that would have to be taken into account. There is no evidence that that is being evaluated. Paragraph 71 says, “Some organisations we consulted were concerned that the Diplomas are perceived to be designed for less able students.” Indeed, they go on to say, “. . . our visits confirmed the perception that more academically successful schools, particularly where students are likely to progress to A level, tend to be less enthusiastic . . .”. Paragraph 69 says, “The amount of development to ensure there is sufficient good quality teaching staff to deliver the Diplomas between now and 2013 is unknown at this point in time.” Paragraph 39 says, “Most higher education institutions have so far had limited involvement in the reform programme at the local level . . .” and it continues. Right at the beginning, you find the National Audit Office’s summary which is itself structured around a whole series of risks about commitment from all the stakeholders, for making sure that the partnership operates, that there is full involvement of all the partners, that there is enough confidence at local level, that the reform process is well managed, that there is good communication, that there are clear funding arrangements. At paragraph (u) it says, “At this stage, the likely future costs of delivering the Diplomas at local level are not established, which is a risk to confidence.” That is hardly surprising. Paragraph (s): “Awareness of the Diplomas is currently low among non-managerial frontline staff . . .”. It goes on and on. It does not matter where you go. There is an awful lot that is still up in the air and it just smells. It smells to me like a disaster waiting to happen, frankly. I am not saying that it is not motivated by the desire to make things better but, of all the reports we see coming before us where subsequently it turns out that things go wrong, it is all things like this that are flagged up early on. You have the full set.

Mr Bell: This is also quite unusual in respect of other NAO reports because it is doing the field work a year or so ahead of the actual implementation. The Report says in paragraph nine, “The Department for Children, Schools and Families and its partners are addressing, or have plans to address, all these areas of risk insofar as they relate to the subject of our report . . .”.

Q97 Mr Bacon: I am sure when it was going through clearance you stuck that in there to make sure that everything was being addressed. It would be foolish if you had not.

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Mr Bell: I would presume—and I am not making a facetious point—that if I wanted that to be said the NAO would not have accepted it unless they believed that there were significant risk mitigation strategies. I do think the passage of time is quite an important point to make here. In all of those areas that you touched on there has been a significant amount of additional work. You touched on for example the workforce issue and how you prepare the workforce. A whole set of things has happened about preparing a workforce for teaching these diplomas. We are not under any illusions at all about the risks that are involved here but the report came at a really useful time in helping us identify what those risks are and to put into place those various strategies. Even in this Report you do get a hint of the work that we have already done.

Q98 Mr Bacon: Dr Pugh raised the subject of capital. In paragraph 120 it says, “. . . the Department is planning a survey of all local authorities to better understand what facilities are needed and what the capital requirements specific to the 14–19 curriculum will be.” That sounds like you suddenly realised that, because your 14 to 19 agenda, as it explains higher up in paragraph 120, because applicants for the Building Schools for the Future programme must demonstrate how they are supporting 14 to 19s, but because it has been rolled out in different ways you could have a mismatch. It refers to this extra £608 million although apparently that is also intended for special educational needs. It says you are planning a survey. When are you planning on this survey? When will that happen?

Mr Coles: This is an ongoing piece of work. We do recognise the risk identified in this paragraph that some areas of the country will be going through the Building Schools for the Future programme after the point at which they need to be delivering diplomas and therefore we need to make sure that those areas have sufficient capital in the short term in order to enable them to deliver the full diploma entitlement by 2013. That is the point of the £608 million that is identified here.

Q99 Mr Bacon: How much of that will be spent on special educational needs capital projects?

Mr Coles: That will depend on local authorities deciding that. We have said to local authorities that they need to choose and make a prioritisation between those two areas, depending on the extent of their needs in the short term.

Q100 Mr Bacon: You have taken an existing pot and told them they have to do a second thing with it?

Mr Coles: No. We allocated this pot during the process of the work being done on this report, so this was a new pot of money which we said had to be used for one of these two purposes.

Mr Bell: It is working out at around £8 million per local authority area that will not be party to the BSF arrangements in advance of 2013 to address those points.

Q101 Mr Bacon: You said earlier that one wants the diploma to be able to subsume a wide range of qualifications. My fear, especially in light of the paragraph I referred to earlier about more academically successful schools, is that what it says in paragraph 33 will prove to be true: there is a common concern that too much may be expected of diplomas. “They are expected to provide progression into higher education for those who want it. At the same time they are intended to help improve disaffected young people’s engagement in education. Depending on who we spoke to, Diplomas were perceived to be either too general or too applied.” Is that not one of the central risks that you run? What do you intend to do about it?

Mr Coles: There are three chunks to the diploma: the generic, which is common to all diplomas. It is the basic English, maths and science extended project, personal learning and thinking skills. Principal learning is the thing that gives the diploma its name, which might be engineering or an inherent new thing and then there is an optional area that is called additional, specialist learning. That gives students the option either to choose something which may be quite occupationally specific, so the young person you were suggesting might be interested in going into hairdressing might choose something really quite occupational in that optional area; or the young person taking engineering and wanting to go on to a Russell Group university might do a maths or engineering unit within that additional specialist learning element. It is the fact that there is flexibility within the qualification which makes it possible for it to serve those two different purposes. The key thing that we are doing—

Q102 Mr Bacon: You talk a good talk but surely somebody who is about to apply to a Russell Group university will be advised, “Go and get a good maths and physics A level and then a good Russell Group university will give you a place to do engineering.” That is the advice they will be given, is it not?

Mr Coles: Geoff Parkes, the director of admissions for Cambridge University, recently addressed that very point. He looked at the engineering diploma and the maths for engineering unit and he said that, in his view, the new maths for engineering unit in the diploma at level three would be a better preparation for Cambridge University than doing maths A level, so we do have that level of—

Chairman: I was talking to somebody from Cambridge University last night who said that the A level is becoming increasingly so devalued that they are looking at the International Baccalaureate and I would need a lot of convincing that they are going to want to go from the International Baccalaureate to a diploma.

Q103 Mr Williams: What sort of timescale are we looking at to deliver this programme?

Mr Bell: The full 14 lines will be available by 2013.

Q104 Mr Williams: You do not even know that you can afford it, do you?

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Mr Bell: We have made the commitment in the spending review period to enable the lines to be introduced between now and 2011. Obviously it will be a matter for the Chancellor and Secretaries of State regarding what happens beyond that.

Q105 Mr Williams: You cannot tell them what you need.

Mr Bell: We have made a good assumption within the—

Q106 Mr Williams: You cannot have done because as Richard Bacon just said you have only recently decided to survey local authorities to establish what facilities and capital requirements arise.

Mr Bell: We know that the money for the Building Schools for the Future programme is available and, as we said earlier in response, part of that has to include—

Q107 Mr Williams: You do not know whether that is an adequate programme.

Mr Bell: It is a very substantial programme.

Q108 Mr Williams: That is not the point.

Mr Bell: We believe that that is going to make a huge difference. For those areas that do not have access to Building Schools for the Future, after 2013, they will have access to an additional £8 million each to do the capital work that they might think necessary to deliver the diplomas.

Q109 Mr Williams: I was talking to a teacher the other day who was teaching in a school that is going in for major refurbishment but the senior staff in that school are traditional academics understandably and they are not thinking in terms of developing workshops and kitchens and things of that sort. They are still thinking of traditional, old style, school buildings. I know you have an organisation that is supposed to be monitoring this but there are so many programmes to monitor.

Mr Coles: Because Partnerships for Schools is working with every area going through the Building Schools for the Future programme, doing that very intensively and signing off business cases area by area, we do have confidence that even if a particular school is not building facilities across the area there will be sufficient facilities. That may be because they are using the colleges' facilities which—

Q110 Mr Williams: Are you going to allow people to use money to build out of date schools? Are you not going to say, "Hold on, before you go any further, you do not have any money until you toe the line"?

Mr Coles: What we need is that across the whole area there are the right facilities to deliver this full entitlement to all young people.

Q111 Mr Williams: You still have no answer to my question and Dr Pugh's question. Are you seriously suggesting that some of that would be spent on old concept schools when with a little bit of better monitoring it could be spent on a new future for schools?

Mr Coles: Clearly it should not be the case that capital is being spent on old concept schools which are out of date, but it may be that the best solution for an area and the most cost effective and efficient solution in an area is that everybody who is doing catering, for example, makes use of world class catering facilities which already exist in a college, rather than trying to replicate that on every school site. I absolutely agree that we must not allow out of date, poorly designed schools to be built but it may be that not every school needs vocational facilities on their premises.

Q112 Mr Williams: This is all hypothetical. I can understand your predicament. I want the system to work but you do not really know what resources are needed. You say it is stated quite clearly in the Report but you are a long way from finding out.

Mr Bell: One of the other ways in which we have reassurance on that is that, when partnerships are applying to offer the diplomas—the 146 that are going to go ahead in this September and those that will go ahead the following September—they have to be able as part of that plan to demonstrate that not only the workforce is ready or the institutions involved but that they have the capacity and the facilities to offer what they are going to do. As Jon said, the question is not about what any single institution will have but what does the area as a whole have. No single school or college—possibly some colleges given their size, but certainly no single school—will be able to have on its own premises all the specialist facilities you would require to deliver every line.

Q113 Mr Williams: What is going to happen in the areas of limited industrial infrastructure? How will it work there, in the rural areas the Chairman was referring to? How can you provide what you want to provide and what we want you to provide—we are not against you on this—when we see the scale of the problems you have?

Mr Coles: We have a range of quite good examples of people doing really quite innovative things in rural areas, to take that example. Sometimes they do it by using existing college facilities. Sometimes they have built skills centres which will be shared between institutions on a strategic basis so that—

Q114 Mr Williams: If the skills are not in the area, where are you getting them from?

Mr Coles: We certainly will need highly skilled staff in the institutions.

Q115 Mr Williams: And where they are training.

Mr Coles: And where they are training, absolutely. What we have said in the design of the diplomas is not that 50% of the principal learning must be delivered in an employer's premises but that it could be delivered in a simulated work environment of the sort that almost every college has across a whole range of areas. That would be a very important part of the solution.

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Q116 Mr Williams: I have a horrible feeling that, in so far as it does succeed, it is going to be a very patchy operation and areas that are currently deprived of an industrial background are being further condemned to being without an industrial background.

Mr Coles: It is certainly the case—and this is obviously the reality that we have to deal with—that some areas of the country are much stronger in some sectors of the economy than others. That is the reality. What we are committed to doing with the capital programme is making sure that there are the right facilities, even if that is within an educational institution, to make sure that everybody can have access to all 14 diploma lines. Yes, of course the model for doing it will be different from area to area, but that basic entitlement must exist for every young person, wherever they are.

Q117 Mr Williams: A lot of questions need asking on the finance and industrial superstructure side of it, but what about the logistics? This is a major nightmare. I came from an academic background before I came into Parliament and the one job no one wanted was the timetabling job. It was a nightmare job in the department. Here you will have that multiple integration of timetables between multiple institutions. How? You look as if you do not know either.

Mr Bell: I am acquainted with timetabling. Nobody really could guarantee a timetable would work until the end of the first week of term.

Q118 Mr Williams: That was in one school so imagine if there were half a dozen schools.

Mr Coles: Our best examples of this is in places like Wolverhampton and Kingswood in South Gloucestershire where they have very well designed timetables across a whole area—in the case of Wolverhampton, right across the city. All of the schools and the college are involved in that partnership, where they have a single framework for their timetabling in which they agree how they will timetable and in which now, in the case of Wolverhampton, the best timetablers in the area effectively are doing this piece of work for all of the institutions across the area. The effect of that on learning in the area has been very, very marked. It means that, because they have the common infrastructure, they can move between institutions to the place where the learning will be better.

Q119 Mr Williams: Because they have it does not mean they can move; they have to have something to move them. You have to lose part of a school day travelling between institutions and in some cases that can be considerable. In many cases, it will mean places where there is very limited public transport. Who is going to meet those costs?

Mr Coles: There has been a lot of learning about this as well. One of the features of these timetables is that young people, particularly in key stage four, move

just once a day. They go somewhere at the start of the day and they stay in that location until the end of the day. Instead of people trying to move around in the middle of the day, they are in one place for a whole day. If they are going to be in college for a day a week, it is a whole day. Therefore, the children do not have to be moved around any more than they did anyway.

Q120 Mr Williams: You said that is the case with the older ones. What about the younger ones? They also might have to move. Looking at it in terms of winter evenings and so on, how can we be sure that the younger ones are being moved around in a way that will mean they will end up near home at the end?

Mr Coles: Sorry. I was not clear. This is for the younger ones so the ones who are still at compulsory school age, the 14 to 16 year olds, would move once. They would be taken somewhere at the beginning of the day. They would stay there for the whole day and they would go home from there at the end of the day. The transport problem for those young people is just the same as it is to get them to their school and home again rather than, as certainly did happen in the very early days of this, people moving in the middle of the day which certainly had the effect that you are describing of people missing lessons. The solution to that has been for the timetabling to address that issue as much as the transport.

Mr Bell: One of the features of the programme so far is that where you have innovative solutions to the work, there is a lot of sharing that around. People are keen to find out so this is a model that others have developed out of St Helen's recently. Exactly the same thing has happened.

Q121 Mr Williams: I wish you well in what you are trying to achieve but my mind boggles at how you are going to achieve it. It says here, "The Department does not yet have a clear measure of the training and retraining needed for practitioners." How is that going to be provided? Is it going to be provided out of school time, in school holidays? Are they expected to be retrained while doing the training? How is the training and retraining of existing staff going to be achieved?

Mr Bell: There has been a very substantial set of training arrangements in place. We have had face to face training days. There have been additional training days for secondary schools. There are people using web support. There is online and—

Q122 Mr Williams: When you say "additional training days", do you mean in their own time?

Mr Bell: No. That is an additional one that has been allocated to the school to do. There is also professional development training that teachers have been offered. We have also been quite keen through this programme to set up what I might describe as "twinning arrangements". You rightly pointed out some of the logistical issues about students moving from place to place. It is going to be really important that the secondary school teacher understands how the FE teacher works and understands the business perspective. We have done

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quite a lot of training in different places to allow that to happen. The various national bodies like National College and School Leadership have been doing training for heads of departments, so there is quite a wide suite of training that has gone on, particularly in the last year.

Chairman: Thank you. That concludes our hearing. By international standards, this country still has a low proportion of 17 year olds in educational

training so we all wish you well in your monumental task, but I think you will accept that we have identified in this hearing some considerable risks about it and you will have to be relentless in meeting them. One thing is absolutely certain. There is no point in the Department just saying that these developments are as good as GCSEs and A levels. They have to convince the employers and parents that they are. Thank you very much.

Supplementary memorandum submitted by the Department for Children, Schools & Families

Question 43 (Keith Hill): *The predicted and actual costs of Minerva*

The estimate costs of the Minerva project were £34.1 million, profiled as follows:

				<i>£ million</i>
<i>2006–07</i>	<i>2007–08</i>	<i>2008–09</i>	<i>2009–10</i>	<i>Total</i>
4.1	10.0	12.3	7.7	34.1

Actual spend will be below this amount as the scope of the project has become more narrowly focused than originally planned, with a sharper focus on Diplomas.

To date, a total of £11.3 million has been spent—£4.1 million in 2006–07 and £7.2 million in 2007–08 (to end of January).

Question 48 (Keith Hill): *The cost of teaching various qualifications*

Funding for pre-16 education does not vary by type or number of qualifications taken. We estimate the average level of funding per year for 14–16 year olds undertaking Key Stage 4 (KS4) in 2007–08 is £4,106. This figure excludes grants (including School Standards Grant, School Development Grant and other non delegated funding to schools).

Additional funding is provided for 14–16 year olds taking Diplomas through the Diploma specific grant to reflect the additional costs arising from the practical, applied nature of the learning. Modelling of the amount of additional learning based on content specifications for the first five Diploma lines together with the Learning and Skills Council funding methodology (which calculates costs on the basis of the volume of learning delivered and particular cost factors pertaining to the institution and the individual learner) has allowed us to conclude that the average cost per pupil per year for the additional Diploma learning is £1,000.

The chart below shows the funding levels payable for the different lines/levels of Diploma at KS4:

<i>Diploma line</i>	<i>Level</i>	<i>Amount per place (per year) (£)</i>
Engineering	Level 1	910
	Level 2	1,215
Society, Health, and Development	Level 1	784
	Level 2	1,047
Construction and the Built Environment	Level 1	910
	Level 2	1,215
IT	Level 1	700
	Level 2	1,047
Creative and Media	Level 1	700
	Level 2	1,047

The level of Diploma grant to local authorities with Diploma pupils also includes an allowance for additional costs arising in areas with relatively sparse populations and large distances between institutions

between which pupils may need to travel. A basic allocation of £120 per pupil is allowed for this in local authorities deemed to be “sparse”.

Costs of qualifications taken post-16

Funding of 16–18 year olds is based on the size of the learning programmes they study; factors pertaining to the institution where study takes place including disadvantage, area costs, and success rates; and any additional support that individual learners may need.

An illustrative example of funding that a school sixth form would receive over two years for a student on a Diploma, A level and BTEC National Diploma vocational programme respectively, and excluding institutional and individual learner factors, would be as follows:

<i>Qualification</i>	<i>Funding over 2 years (£)</i>
Advanced Diploma	8,914
3 A levels (3 AS, 3 A2)	7,383
BTEC National Diploma	8,561

Question 58 (Mr Austin Mitchell): *The degree of readiness of local partnerships*

The chart below shows the support assessments for the consortia due to deliver from September 2008, aggregated to Government Office region. It shows that level of support required in order to ensure that each consortium will be in the best position to delivery Diplomas successfully from this September. It is not a performance table or ranking table. The rating refers only to the degree of support being provided.

As well as the support that consortia have received through the Consortia Support Programme, they have been receiving dedicated support and challenge{from the 14–19 Regional Advisers. Through a series of regional events with all the partner organisations supporting consortia development, the advisers are ensuring that preparations in each area are fully effective and that suitable training can be offered throughout the summer term in preparation for delivery from September 2008.

In addition, where appropriate the advisers have worked closely with consortia to help them work through specific issues and areas of concern agreeing next steps.

<i>Government Office region</i>	<i>Support assessment (number of consortia)</i>					<i>Defer to 2009</i>
	<i>Pending</i>	<i>Minimal</i>	<i>Some</i>	<i>Significant</i>	<i>Intensive</i>	
North East	0	0	5	2	0	0
North West	5	10	4	2	2	0
Yorkshire and Humber	0	8	4	1	0	0
East Midlands	0	6	8	4	0	1
West Midlands	0	13	4	0	0	0
East of England	0	1	7	2	0	0
South East	0	15	10	1	0	1
London	0	7	10	1	0	0
South West	0	8	3	0	1	0

Table showing current support assessment for each consortium approved to deliver from September 2008.

<i>Government Office</i>	<i>Local Authority</i>	<i>Consortium name</i>	<i>Date of Current Assessment</i>	<i>Current Support Assessment</i>
EE	Cambridgeshire	Cambridge Collegiate	5 March 2008	Minimal
EE	Cambridgeshire	HSEP	3 March 2008	Significant
EE	Hertfordshire	Dacorum SAPG	18 December 2007	Some
EE	Hertfordshire	North Herts SAPG	5 December 2007	Some
EE	Hertfordshire	SE Herts SAPG	11 March 2008	Some
EE	Luton	Campus Luton Partnership	7 March 2008	Some
EE	Norfolk	North Norfolk	7 December 2007	Some
EE	Norfolk	Norwich city	1 February 2008	Some
EE	Southend-on-Sea	Southend	11 March 2008	Significant
EE	Suffolk	North Suffolk	31 January 2008	Some
EM	Derby	Derby City 14–19 Partnership	25 February 2008	Significant
EM	Derbyshire	Ripley and Heanor	12 March 2008	Minimal
EM	Leicestershire	Melton and South Charnwood	10 March 2008	Significant
EM	Leicestershire	North West Leicestershire	25 February 2008	Some
EM	Lincolnshire	Boston	12 February 2008	Some
EM	Lincolnshire	East Lincolnshire	12 February 2008	Some
EM	Lincolnshire	Grantham Partnership	12 February 2008	Significant
EM	Lincolnshire	Sleaford	11 January 2008	Minimal
EM	Lincolnshire	South Holland	12 February 2008	Minimal
EM	Lincolnshire	Wolds	12 February 2008	Some
EM	Northamptonshire	East Northamptonshire	1 February 2008	Some
EM	Northamptonshire	Kettering	1 February 2008	Some
EM	Northamptonshire	Northampton Town	1 February 2008	Minimal
EM	Nottingham City	Nottingham City	14 January 2008	Minimal
EM	Nottinghamshire	Ashfield	15 November 2007	Defer to 2009
EM	Nottinghamshire	Bassetlaw	29 January 2008	Minimal
EM	Nottinghamshire	Mansfield	29 January 2008	Significant
EM	Nottinghamshire	Newark	29 January 2008	Some
EM	Rutland	Rutland 14–19 Partnership	4 March 2008	Some
L	Barking and Dagenham	Barking College	10 December 2007	Some
L	Bromley	The Bromley 14–19 Collaborative	4 December 2007	Minimal
L	Croydon	Borough Wide Consortium	30 November 2007	Minimal
L	Ealing	West London Consortium	6 February 2008	Significant
L	Hackney	Hackney	21 January 2008	Some
L	Hammersmith & Fulham	Hammersmith & Fulham	11 February 2008	Some
L	Haringey	Haringey 14–19 Partnership	7 February 2008	Some
L	Harrow	Harrow Collegiate	4 February 2008	Some
L	Hillingdon	Hillingdon Consortium	11 December 2007	Some
L	Hounslow	West Thames College	5 February 2008	Minimal
L	Islington	Islington 14–19 Partnership	14 January 2008	Minimal
L	Lambeth (joint Southwark)	Lambeth & Southwark Engineering Consortium	22 January 2008	Some
L	Lewisham	Lewisham 14–19 partnership	29 January 2008	Minimal
L	Newham	Newham 14–19 Partnership	10 December 2007	Some
L	Southwark	Southwark Guarantee Consortium	29 January 2008	Minimal
L	Tower Hamlets	The Hub	15 January 2008	Some
L	Waltham Forest	Waltham Forest 14–19 Partnership	23 January 2008	Minimal
L	Wandsworth	Wandsworth 14–19 Partnership	13 February 2008	Some
NE	Durham	Derwentside	11 December 2007	Some
NE	Gateshead	Gateshead College	17 December 2007	Some
NE	Hartlepool	Hartlepool 14–19 Partnership	18 December 2007	Significant
NE	Middlesbrough	Middlesbrough	7 December 2007	Significant
NE	Newcastle upon Tyne	Newcastle City Consortium	18 December 2007	Some
NE	North Tyneside	North Tyneside 14–19 Learning Partnership	21 December 2007	Some
NE	Sunderland	Sunderland 14-19 Partnership	19 December 2007	Some
NW	Blackburn with Darwen	Darwen Vale		Minimal
NW	Bolton	Bolton LA	5 January 2008	Some
NW	Bury	Bury Learning Partnership	5 January 2008	Minimal
NW	Cheshire	Crewe & Nantwich		Awaiting visit
NW	Cheshire	Macclesfield		Minimal
NW	Cheshire	Vale Royal		Awaiting visit
NW	Cumbria	Furness		Minimal
NW	Halton	Riverside College Halton	7 February 2008	Some
NW	Knowsley	Knowsley 14–19 Collegiate Partnership	11 March 2008	Minimal
NW	Lancashire	BurnleyPendle	12 March 2008	Intensive
NW	Lancashire	Chorley & South Ribble	12 March 2008	Minimal

<i>Government Office</i>	<i>Local Authority</i>	<i>Consortium name</i>	<i>Date of Current Assessment</i>	<i>Current Support Assessment</i>
NW	Lancashire	Hyndeburn, Rossendale & Ribble Valley	12 March 2008	Minimal
NW	Lancashire	Lancaster & Morecambe	12 March 2008	Significant
NW	Liverpool	Liverpool	10 March 2008	Minimal
NW	Manchester	Manchester 14-19 Team	7 March 2008	Intensive
NW	Oldham	Oldham	1 February 2008	Some
NW	Rochdale	Middleton		Awaiting visit
NW	Salford	Salford 14-19 Partnership		Awaiting visit
NW	Sefton	Formby	30 January 2008	Minimal
NW	St Helens	St Helen's		Some
NW	Tameside	Tameside 14-19		Awaiting visit
NW	Trafford	Trafford	2 February 2008	Significant
NW	Warrington	Warrington	6 March 2008	Minimal
SE	Brighton & Hove	Brighton & Hove	23 January 2008	Some
SE	Buckinghamshire	ATG Chalfont Highcrest	29 January 2008	Significant
SE	Buckinghamshire	Marlow Hill	17 January 2008	Defer to 2009
SE	East Sussex	Eastbourne & Hailsham Federation	12 November 2007	Minimal
SE	East Sussex	Hastings and Rother Local Area	12 November 2007	Minimal
SE	East Sussex	Lewes Rural Area	12 November 2007	Minimal
SE	East Sussex	Wealden Local Area	12 November 2007	Minimal
SE	East Sussex	Western Coastal Strip Area	12 November 2007	Minimal
SE	Hampshire	Basingstoke	29 January 2008	Minimal
SE	Hampshire	Eastleigh	29 January 2008	Minimal
SE	Hampshire	Rushmoor & Hart	29 January 2008	Minimal
SE	Kent	Dartford Wilmington	12 February 2008	Minimal
SE	Kent	Dover Deal & Sandwich	12 February 2008	Some
SE	Kent	Gravesham	12 February 2008	Minimal
SE	Kent	Thanet	12 February 2008	Minimal
SE	Medway	Medway Partnership	6 February 2008	Some
SE	Milton Keynes	Milton Keynes	10 January 2008	Some
SE	Oxfordshire	Oxfordshire County	17 December 2007	Some
SE	Oxfordshire	Oxfordshire North	17 December 2007	Some
SE	Reading	Reading Consortium	5 November 2007	Minimal
SE	Surrey	Elmbridge	15 November 2007	Minimal
SE	Surrey	Guildford	15 November 2007	Some
SE	Surrey	Spelthorne	15 November 2007	Some
SE	Surrey	Surrey Heath	15 November 2007	Minimal
SE	Surrey	Woking	15 November 2007	Minimal
SE	West Sussex	WS Area A	12 November 2007	Some
SE	West Sussex	WS Area B	12 November 2007	Some
SW	Cornwall	Cornwall Collegiate	6 March 2008	Some
SW	Dorset	Central Dorset	9 January 2008	Minimal
SW	Dorset	Chesil	12 December 2007	Minimal
SW	Dorset	North Dorset	12 February 2008	Some
SW	Gloucestershire	Cheltenham	28 February 2008	Some
SW	North Somerset	N Somerset	20 January 2008	Minimal
SW	Plymouth City	Plymouth	5 March 2008	Minimal
SW	Somerset	Sedgemoor	11 March 2008	Minimal
SW	South Gloucestershire	Kingswood	17 December 2007	Minimal
SW	Swindon	Swindon Partnership	28 February 2008	Intensive
SW	Torbay	Torbay Consortium	28 February 2008	Minimal
SW	Wiltshire	West Wiltshire	5 February 2008	Minimal
WM	Birmingham Central	Birmingham Collegiate	6 March 2008	Some
WM	Birmingham	North Network	6 March 2008	Some
WM	Birmingham	South Network	6 March 2008	Minimal
WM	Birmingham	South West Partnership	6 March 2008	Minimal
WM	Coventry	East	29 February 2008	Minimal
WM	Coventry	West	29 February 2008	Minimal
WM	Dudley	Halesowen	17 January 2008	Minimal
WM	Shropshire	NW Shropshire	20 February 2008	Minimal
WM	Solihull	Solihull Consortium	19 December 2007	Minimal
WM	Staffordshire	Chase	12 March 2008	Minimal
WM	Staffordshire	East Staffordshire	12 March 2008	Minimal
WM	Staffordshire	Tamworth	12 March 2008	Minimal
WM	Stoke on Trent	Stoke on Trent	5 December 2007	Minimal
WM	Walsall	Walsall College	19 December 2007	Some
WM	Wolverhampton	Wolverhampton	1 February 2008	Minimal
WM	Worcestershire	ContinU	8 January 2008	Minimal
WM	Worcestershire	Forward Consortium	23 January 2008	Some
Y&H	Barnsley	Barnsley	8 February 2008	Minimal

<i>Government Office</i>	<i>Local Authority</i>	<i>Consortium name</i>	<i>Date of Current Assessment</i>	<i>Current Support Assessment</i>
Y&H	Bradford	Bradford Confederations	8 January 2008	Minimal
Y&H	Calderdale	Campus Calderdale	11 February 2008	Some
Y&H	Hull	(Kingston Upon)Hull 14-19 Partnership	22 February 2008	Some
Y&H	Kirklees	Kirklees Collegiates	23 January 2008	Minimal
Y&H	Leeds	Central Leeds Construction	23 January 2008	Some
Y&H	Leeds	Inner West	14 December 2007	Minimal
Y&H	North East Lincolnshire	North East Lincolnshire Partnership	10 March 2008	Some
Y&H	North Yorkshire	Ryedale	22 January 2008	Minimal
Y&H	Rotherham	Rotherham	27 November 2007	Minimal
Y&H	Sheffield	Sheffield CYPD	3 March 2008	Minimal
Y&H	Wakefield	Wakefield	8 February 2008	Significant
Y&H	York City	City of York Partnership	14 January 2008	Minimal

Question 83 (Mr Richard Bacon): *Higher Education Institutions helping to develop the Hair and Beauty Diploma*

The following Higher Education Institutions (HEIs) are working within the Hair and Beauty Diploma Development Partnership:

- University of Derby
- Birmingham College of Food, Tourism, and Creative Studies
- New College Nottingham
- Norwich City College
- Derby College
- Blackburn College of FE and HE
- Gateshead College of FE and HE
- Bromley College of Further and Higher Education

For information, the table below shows the HEIs directly involved in development work with each of the first fourteen Diploma Development Partnerships:

<i>Diploma</i>	<i>Higher education involvement in Diploma Development Partnerships</i>
IT	University of Warwick University of Bristol University of Leeds University of Cambridge University of Exeter UCL University of Lancaster University of the West of England University of Oxford Bath Spa University HE Academy
Society, Health and Development	Sheffield Hallam University London South Bank University Wolverhampton University Staffordshire University University of Lincoln University of Bedfordshire University of Glamorgan De Montfort University Northumbria University Bournemouth University University of Central Lancashire Southwark College
Engineering	Manchester University Sheffield University University of Cambridge Loughborough University Staffordshire University University of East London University of the West of England Durham University Birmingham University

<i>Diploma</i>	<i>Higher education involvement in Diploma Development Partnerships</i>
Creative and Media	Bournemouth Media School Brighton University Bath Spa University De Montfort University HE Academy
Construction and the Built Environment	Anglia Ruskin University Aston University De Montfort University Kingston University Leeds Metropolitan University London South Bank University Loughborough University Middlesex University Nottingham Trent University Oxford Brookes University University College Northampton University of Bolton University of Brighton University of Central England University of Central Lancashire University of East London University of Glamorgan University of Greenwich University of Kent University of Plymouth University of Reading University of Salford University of Sheffield University of Wales Institute Cardiff University of the West of England University of Westminster Manchester Metropolitan University University of East London University of Sunderland Thames Valley University Staffordshire University
Land-based and Environmental	Aberystwyth University Askham Bryan College Bicton College Bishop Burton College College of West Anglia Hadlow College Harper-Adams University College Leeds University Lincoln University Newcastle University Reading University Writtle College University of Dundee Liverpool John Moores University Plymouth University
Manufacturing and Product Design	University of Leeds Preston College University of Nottingham Leeds Metropolitan University Aston University North Trafford College Halesowen College Stourbridge College Leeds Thomas Danby College North Nottinghamshire College University of Lincoln
Hair and Beauty Studies	Norwich City College Blackburn College of FE and HE Gateshead College of FE and HE Derby College University of Derby New College Nottingham Bromley College of Further and Higher Education Birmingham College of Food, Tourism, and Creative Studies

<i>Diploma</i>	<i>Higher education involvement in Diploma Development Partnerships</i>
Business Administration and Finance	Oxford University Newcastle University Nottingham University Birmingham University Manchester University University of Essex University of Bradford Lancaster University Nottingham Trent University Manchester Metropolitan University University of the West of England University of Bournemouth University of Central Lancashire Croydon College
Hospitality	City of Westminster College Manchester Metropolitan University Oxford Brookes University Birmingham College of Food, Tourism, and Creative Studies Sheffield Hallam University Bournemouth University Thames Valley University Walsall College Derby University University of Central Lancashire Leeds Metropolitan University Leicestershire College Wolverhampton University Stratford-upon-Avon College Plymouth University
Public Services	Anglia Ruskin University University of Worcester Bradford College University of Bedfordshire University of the West of England University of Northumbria University of Chester University of Wolverhampton University of Kingston University of Westminster University of Portsmouth University of East London University of Lincoln University of Birmingham University of Gloucestershire University of Leeds De Montfort University University of Central England University of Cardiff University of Swansea Birkbeck College, University of London Newcastle College University of Hull
Sport and Leisure	University of Gloucestershire Dearne Valley College Loughborough College Solihull College City of Wolverhampton College Telford College of Art and Technology Tyne Metropolitan College Richmond Upon Thames College Seevic College Lakes College West Cumbria University of Coventry Oxford Brookes University University of Bath University of Glamorgan Uxbridge College Birkbeck College, University of London University of Derby Nottingham Trent University Leeds Metropolitan University

<i>Diploma</i>	<i>Higher education involvement in Diploma Development Partnerships</i>
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Retail	Kingston University Thames Valley University Henley College University of Loughborough Leeds Metropolitan University Manchester Metropolitan University University of Bournemouth Staffordshire University Oxford Brookes University Nottingham Trent University University of Brighton University of Central England University of Northampton HE Academy
Travel and Tourism	Coulsdon College Croydon College Carshalton College Bromley College Orpington College Bexley College Birmingham College of Food, Technology, and Creative Studies University of Brighton Burton College University of Derby Highbury College Huddersfield Technical College Hull College Leeds Metropolitan University Manchester Metropolitan University Middlesbrough College North Hertfordshire College Palmer's College Solihull College University of Southampton South Nottingham College South Trafford College Stanmore College Thames Valley University West Thames College Worcester College of Technology
