

Realising the Potential: A review of the future role of FE Colleges: How DfES and LSC are addressing Sir Andrew Foster's recommendations.

An annex to the White Paper: Further Education: Raising skills and improving life chances

No	Foster Recommendation	Response	White Paper Reference
	<i>The Achievement Imperatives (pages 13-40)</i>		
R1	<p><u>The Purpose Imperative</u></p> <p>The Government articulates a core role for FE colleges, in particular GFECs, in supplying economically valuable skills. General FE, tertiary and specialist colleges should adopt as their primary purpose improving employability and supplying economically valuable skills.</p>	<p><u>Accept.</u> We propose a refocused primary mission for the sector on employability and economically valuable skills embedded through new funding and performance incentives. We will ensure that this skills focus is clear in individual providers' missions. Sixth Form Colleges will retain their distinctive form of specialism, academic achievement and progression for 16-19 year olds.</p>	<p>Chapter 2 Para 2.4 – 2.9</p> <p>Para 2.25 – 2.32</p>
R2	<p>The Government recognises that a primary focus on skills does not exclude other significant purposes in promoting social inclusion and facilitating progression.</p>	<p><u>Accept.</u> Social inclusion and community purpose are still important roles for colleges and training providers. The sector will continue to offer opportunities for second-chance learning and personal development and to play an important role in ensuring learners progress as appropriate into further learning or work.</p>	<p>Chapter 2 Para 2.35 – 2.36</p>
R3	<p>The Higher Education Funding Council for England (HEFCE) and LSC, colleges and universities should expedite work to ensure clear learner pathways exist across the country to enable progression to higher levels.</p>	<p><u>Accept.</u> We will continue to work with LSC, HEFCE, employers and providers to increase the demand and supply of HE in FE to ensure more locally delivered vocational HE programmes which are part of high quality progression pathways.</p>	<p>Chapter 2 Para 2.39 – 2.43</p>
R4	<p>The Learning and Skills Council should give consideration to implementing the recommendations of its review by Peter Little of learners with learning difficulties and/or disabilities.</p>	<p><u>Accept.</u> A sub-committee of the LSC's equality & diversity committee is taking this forward.</p>	<p>Chapter 4 Para 4.17 – 4.18</p>

R5	An independent organisation should review the recruitment processes for Chairs of FE colleges to assess their effectiveness and make recommendations to the Government.	Accepted and developed. We propose to develop, in consultation with the sector, a revised governance framework. The consultation will include questions about how governors, including chairs, are appointed.	Chapter 7 Para 7.42
R6	The Learning and Skills Council recruits the services of a senior executive search firm who will specialise in strengthening the numbers of employees from diverse backgrounds coming forward for competitive interviews in non-executive and senior management roles.	Accept. We have asked LLUK to report annually on the workforce diversity profile, and with partner agencies and Trade Unions, plan further actions. The LSC is considering further action as part of its <i>agenda for change</i> .	Chapter 4 Para 4.34
R7	The Centre for Excellence in Leadership (CEL) and other partners should expedite and augment the Black Leadership Initiative and the outstanding recommendations of the Commission for Black Staff in FE.	Accept. We will extend, from 2006, the eligibility criteria for subsidies for CEL programmes and services to include groups currently under-represented in leadership positions.	Chapter 4 Para 4.34
R8	The Learning and Skills Council should support general programmes of diversity awareness training within colleges.	Accept. The LSC will work with CEL and QIA to take this forward and its equality and diversity committee will monitor.	Chapter 4 Para 4.34
R9	<u>The Quality Imperative</u> The LSC should, working with FE colleges, develop an intensive one year development programme for the under-performing colleges who are in the failing category. The QIA and CEL should give major support to these institutions during this period. Those colleges or departments that do not pass a re-inspection should be made the subject of a contestability review, organised by the LSC, which could result in the removal of services, changes in management or the closure of the college.	Accept. We will intervene rapidly and decisively to tackle failure and underperformance. The LSC will give notice to improve (usually 1 year) to underperforming providers or source alternative provision. Such providers will be expected to work with a QIA improvement advisor and CEL (where appropriate) and to produce an improvement plan. Where sufficient improvement is not achieved, the LSC will take appropriate action which could include securing alternative provision or new management from another (public or private) provider which could be via contest/competition.	Chapter 5 Para 5.2 – 5.8
R10	The QIA and the LSC should develop a new self-assessment model for FE colleges as a foundation for movement towards self-regulation. It should be based	Accept. We propose a new approach to college and provider performance assessment based on a single package of indicators demonstrating quality,	Chapter 5 Para 5.13 – 5.19

	upon a broader set of measures of success and indicators of impact, and a set of benchmarks including value for money.	responsiveness and financial performance. When taken together these provide an overall assessment of value for money. The LSC will be consulting on these indicators.	
R11	As many of the ideas come directly from staff working in FE colleges, the QIA should consult widely on a national quality improvement strategy and then publish it as a firm framework for implementation by colleges.	Accept. The QIA is developing a national quality improvement strategy and has already held discussions on it with a number of stakeholders. It will be consulting further and extensively and will publish a high level document in June and a detailed strategy in the Autumn.	Chapter 4 Para 4.3 - 4.4
R12	The Government should further rationalise the oversight, inspection and accreditation bodies	Accept. We have already achieved simplification and economies of scale, including through the QIA's role as a single commissioner of quality improvement services and the merger of Ofsted and ALI. The work of CEL and LLUK will be integrated into the Quality Improvement Strategy and we will consider the models needed to take forward workforce development issues in the longer term. Also, the QCA is working with awarding bodies and others to rationalise the requirements of the qualifications system.	Chapter 4 Para 4.2 Chapter 5 Para 5.10, Chapter 7 Para 7.31- 7.32
R13	The Government should expedite plans to relocate Standards Unit resources with the QIA.	Accept. Aspects of the Standard Unit's work which are delivery programmes, for example delivery of Teaching and Learning Resources, will be transferred to the QIA from the beginning of April 2006 as planned	Chapter 4 Para 4.3 Chapter 7 Para 7.31
R14	The Government should introduce compulsory return to business/industry refresher weeks for all vocational lecturers.	Accept. We are introducing a requirement for CPD from September 2007. We will expect all vocational lecturers to demonstrate that they have maintained appropriate knowledge of sector developments. This may include a range of structured courses, as well as other forms of CPD such as coaching and shadowing.	Chapter 4 Para 4.26
R15	The Government's CSR agenda should be expanded to cover employers encouraging their employees to take an active part in skills training either by being assessors and or becoming visiting lecturers/trainers in colleges.	Accept We will introduce a new Business Interchange programme to offer teachers and trainers structured business experience and industry experts to give time to colleges and providers.	Chapter 4 Para 4.30

R16	The Government should consider a new policy for giving incentives to those in employment to become vocational tutors and visiting lecturers.	<u>Accept.</u> We propose to introduce a flexible support package for institutions seeking to recruit teachers/trainers, as well as managers from outside the sector.	Chapter 4 Para 4.30
R17	The Government and the QIA should ensure long-term continuous improvements in teaching and learning by extending the national teaching and learning change programme to cover other key areas.	<u>Accept.</u> The QIA will be taking forward the national teaching and learning programme and developing resources and an associated subject coaching support programme for a new set of curriculum areas.	Chapter 4 Para 4.5 - 4.8
R18	The Government should ensure that the new qualifications requirement on all college lecturers is not placing too many barriers in the way of vocational specialists entering teaching. The qualification framework should be reviewed and a new category of vocational tutor should be developed.	<u>Accepted and developed.</u> We are addressing the issues of vocational specialists in a number of ways. These include looking at potential barriers to vocational specialists entering teaching, and how they might be minimised, in our pilots of the Initial Teacher Training reforms due to be introduced from September 2007. The Qualified Teacher Learning and Skills status we are introducing includes a 'passport' level which qualifies a person for occasional teaching without having to undertake the full qualification route. We wish to avoid unhelpful labelling of teachers in the FE system and are therefore not proposing naming a new vocational tutor category.	Chapter 4 Para 4.22 – 4.23
R19	The Government should consider undertaking value for money studies, including asset utilisation, and bringing forward proposals for efficiencies in procurement.	<u>Accept.</u> Alongside proposals to develop a benchmarking service and introduce improved performance indicators (chapter 5), we will also publish research on asset utilisation and extend the use of the eMandate estates data benchmarking tool which will help inform and improve value for money in estate management. This will build on the floorspace efficiency assessment, using ILR data, which the LSC already conducts. Also, a procurement development team has been established within the LSC to work closely with the Centre for Procurement Performance to provide advice and guidance, improve procurement practice and measure efficiency gains.	Chapter 5 Para 5.25

R20	<u>The Learner Imperative</u> FE colleges should be required to collect learners' views in a consistent and systematic way as a key way of improving college provision. FE colleges should be required to publish this information annually in a learner report, together with their plans for addressing the issues. The LSC should aggregate this nationally and publish it.	Accept. We expect all colleges and providers to have a learner involvement strategy which is published and monitored. They will be required to use the LSC's National Learner Survey, which is carried out and published annually, as a basis for their own regular learner surveys and follow up actions.	Chapter 3 Para 3.12
R21	FE colleges should also consult learners on major issues impacting on their learning environment. This should be part of a college learning entitlement.	Accept. We expect all colleges to set up a Student Committee and other providers to have mechanisms for engaging learners collectively. Learners will also influence national policy development through a new National Learner Panel, and there will be at least two learners on governing bodies.	Chapter 3 Para 3.12
R22	The Government should expedite its reforms of information, advice and guidance to improve services to learners.	Accept. We will publish the results of our review of advice and guidance services to adults by end 2006 and are reforming careers guidance for young people including Connexions (Youth Matters Green Paper).	Chapter 4 Para 4.11 - 4.12
R23	The Government and LSC should introduce a requirement on providers to provide an objective shared service to help learners find appropriate courses (part of their requirement to collaborate).	Accepted and developed. We are considering this alongside the development of the local 14-19 prospectuses and will issue interim guidance to providers in Autumn 2006. We also propose that all providers have a 'learner support framework' and that Information Advice and Guidance (IAG) should be available to learners through their own ICT learning space.	Chapter 4 Para 4.10 -4.13
R24	The LSC should establish local and national learner panels to provide a stronger learner voice in determining local needs.	Accept. A new National Learner Panel will be established to advise on policy development. And we expect providers to have effective mechanisms for engaging with learners, including through student committees.	Chapter 3 Para 3.12
R25	The Government should ensure that there is more training for learner representatives in colleges to ensure they are equipped to participate effectively.	Accept. We will extend the national programme of training for learner representatives.	Chapter 3 Para 3.13

R26	<p><u>The Employer Imperative</u></p> <p>The Government and the LSC should consider what further action should be taken to improve engagement between colleges and employers when it receives the advice of the Leitch Review of Skills next year.</p>	<p>Accept. The new Train to Gain programme will make the FE system more responsive to employers. We will consider what further action needs to be taken in the light of Lord Leitch's findings and recommendations.</p>	<p>Chapter 3 Para 3.15 – 3.16</p>
R27	<p>In the meantime, colleges should look at what more they need to do to improve their offer to employers both in terms of the pool of employability and skills, and in their response to specific employer needs.</p>	<p>Accept. The LSC working with SSCs and other employer organisations will develop new standards of vocational excellence which are recognised throughout the sector. Also, we will work with partners to develop a new good practice framework to support colleges and providers in developing more systematic and professional strategies for working with employers.</p>	<p>Chapter 2 Para. 2.17</p> <p>Chapter 3 Para 3.23 – 3.28</p>
R28	<p>And employers need to think more systematically about their medium term skills needs and discuss these with their local college or other provider.</p>	<p>Accept. We expect Sector Skills Agreements to become the mechanism for setting out the skills priorities for each sector. We are looking to employers to lead on the design of specialised diplomas for 14-19 year olds and their involvement. This recommendation is also being taken forward through the Leitch review.</p>	<p>Chapter 3 Para 3.19, 3.37 - 3.39</p>
R29	<p>Consideration is given to establishing local or regional Work and Skills Boards of senior employers to help Regional Skills Partnerships and providers identify gaps in future demand and supply of skills.</p>	<p>Accept. We already have in place a number of mechanisms for identifying gaps and proposing solutions. A lead role in this is played by SSCs. We are proposing in a small number of major cities some trials to bring together Jobcentre Plus, the LSC, the City Council, the Regional Development Agency and major employers to agree how collectively they can use their funds in pursuance of shared objectives to help those without jobs gain the skills that employers value for jobs that employers want to fill. The DfES, the DWP and the ODPM will be working together to invite proposals to run such trials.</p>	<p>Chapter 7 Para 7.37 - 7.38</p>
R30	<p>The Government and the LSC should continue with its programme of reforms including the Skills Strategy and the LSC's agenda for change, but these should be reviewed in the light of the Leitch recommendations.</p>	<p>Accept. The Leitch Review is one of the drivers of the reforms set out in this White Paper. We will continue to review our skills strategies and reforms following the publication of the Leitch recommendations in Summer 2006.</p>	<p>Chapter 1 Para 1.16</p>

R31	The Government should continue to support union initiatives to improve skills development including the new Union Academy and ULRs.	Accept. This is established policy. We expect ULRs to play a significant role in steering individuals to appropriate courses.	Chapter 3 Para 3.8 – 3.9 Para 3.28 – 3.29
R32	<u>The Reputation Imperative</u> The Government and the LSC should promote widely the clear purpose and strong brand for FE linked to the skills mission and there needs to be a long term consistency in this promotion.	Accept. Focussing the sector on employability and economic impact as its primary mission will strengthen its image and reputation. We will address Government and LSC promotion of this purpose as part of the reputation management review – see R34 below.	Chapter 8 Para 8.8 – 8.10
R33	All college principals should be active locally in promoting their services and the college brand and vision to local stakeholders. Principals of the larger FE colleges, in particular, should take on a promotional role at regional and national level.	Accept. We welcome steps colleges are already taking to raise their own profile, including through the 157 group of large urban colleges.	Chapter 8 Para 8.10
R34	The DfES, LSC and AoC should be invited to bring forward proposals for reputation management.	Accept. We have commissioned a review of reputation management to look at how Government, LSC and colleges could improve the way colleges, providers and the system are promoted. The review will include developing proposals for a communication strategy for the FE system.	Chapter 8 Para 8.9
	<i>Improving Management and Funding (pages 41-55)</i>		
R35	<u>Local Provision</u> The Government and the LSC ensure that the development of managed provider networks at local level is co-ordinated across the country in a systematic, rather than opportunistic way, in particular to support the Government's 14-19 plans.	Accept. This recommendation is addressed in the 14-19 implementation plan.	Not in White Paper
R36	The Government should introduce a requirement on all providers to collaborate to make this happen.	Accept. Our proposals for greater specialisation will create networks of specialist institutions. These networks will link to the wider 14-19 networks required to deliver the new specialised diplomas.	Chapter 2 Para 2.20

R37	Colleges should work together, to improve learner pathways and to realise the opportunities for economies of scale, development and innovation through shared services within a network.	Accept. We will support new collaborative partnerships to increase efficiency and promote delivery including through new powers to collaborate and to innovate in the Education and Inspections Bill.	Chapter 5 Para 5.22 – 5.25
R38	The Government should provide financial incentives to local networks and to individual colleges and their governing bodies to cover the initial cost of forming provider networks for sharing services.	Accepted and developed. We will continue to support local capacity building and the cost of collaboration for the 14-19 entitlement. The LSC, working with the Centre for Procurement Performance, will consider the potential role of financial incentives as part of a strategy they are developing to support networks in sharing services, within the constraints of available resources.	Chapter 5 Para 5.25 Chapter 6 Para 6.11
R39	Over time the market, particularly employer provision, should be opened up to those best able to deliver.	Accept. We will develop a more active approach to encouraging new providers into the sector by giving the LSC a clear remit to secure choice and diversity of provision and by extending competitions beyond 16-19 education.	Chapter 5 Para 5.29 – 5.33
R40	Capital support and help with initial start-up costs should be provided in special circumstances to prospective providers to assist market entry.	Accept. New providers will be eligible for additional funding support, including access to capital funding, where that is required to build their capacity.	Chapter 6 Para 6.40
R41	All tenders and competitions should be advertised regionally and in some cases nationally to allow national providers, other providers, or indeed colleges outside the local area to bid for new provision.	Accept. Where competitions take place, they will be open to existing and new providers meeting clearly specified criteria set by LSC in consultation with OFSTED and the QIA.	Chapter 5 Para 5.34 -5.35
	<u>Separation of Functions</u>		
R42	The LSC ensures as part of its agenda for change reforms, local LSCs implement the commissioning functions set out in the report.	Accept. The LSC will be implementing this along with R43 as part of their <i>agenda for change</i>	Chapter 7 Para 7.34
R43	Provider functions and commissioning functions should be appropriately separated, conceptually and practically.	Accept. See R42	Chapter 7 Para 7.34, 7.29
R44	College governance arrangements should not be changed, but the Government, with FE colleges, should take steps to improve the diversity of governing bodies. The Government should also develop a guide	Accept. We will consult on a new governance framework which clearly articulates the roles and responsibilities of governing bodies and includes consideration of its composition.	Chapter 7 Para 7.39 – 7.42

	to good governance to underpin the new purpose and clarity roles and responsibilities.		
R45	<p><u>The Strategic Architect</u></p> <p>The Government gives a stronger focus and interest in FE colleges, and what they can offer.</p>	<p><u>Accept.</u> Our proposals for a clear mission and action to drive up quality and responsiveness will strengthen the position of colleges and place them at the centre of our agenda for skills. We will work with the sector to promote that purpose widely and to raise the profile of colleges and providers..</p>	<p>Chapter 2 Para 2.4 – 2.9</p> <p>Chapter 8 Para 8.8 – 8.10</p>
R46	<p>The Permanent Secretary consider leading bi-annual conferences with the director generals and the heads of agencies and other non-departmental bodies to focus on learner benefit and national interest, with an emphasis on joined-up policy and operations.</p>	<p><u>Accepted and developed.</u> We propose to set up a Ministerial Standing Group on Further Education to be chaired by Minister of State for Lifelong Learning and include DfES Permanent Secretary and other bodies.</p>	<p>Chapter 7 Para 7.23</p>
R47	<p><u>The Learning and Skills Council</u></p> <p>The LSC should develop its operational leadership role of the system, including a key regional role between the national body and localities.</p>	<p><u>Accept.</u> The LSC are implementing this as part of their <i>agenda for change</i>.</p>	<p>Chapter 7 Para 7.33 - 7.38</p>
R48	<p>The Government should establish a yearly review of activity at regional level and hold the system to account. (To be conducted by an independent scrutiny body).</p>	<p><u>Accept.</u> We agree the need for external and independent assessment of progress. We will discuss with partners how best to achieve this within a framework for performance management and the annual reporting of progress to Government.</p>	<p>Chapter 7 Para 7.36</p>
R49	<p><u>DfES and the LSC</u></p> <p>The central roles of the LSC and DfES should be refined so as to lighten the impact of centralised control and monitoring and minimise duplication and undue central demands.</p>	<p><u>Accept.</u> We are restructuring our staffing, clarifying respective roles and refining the relationship. We will be updating our concordat to reflect this. We will be publishing it on both the DfES and LSC websites. The Bureaucracy Reduction Group has been broadened and strengthened to make it more effective in scrutinising</p>	<p>Chapter 7 Para 7.25 - 7.29</p>

		demands placed on the FE system and identifying unnecessary burdens. We are also improving the Impact Assessment process across all education sectors."	
R50	The roles of the LSC and DfES, so refined, need to be clear and complementary and this should be manifest in a relationship based on trust and openness.	<u>Accept.</u> See R49.	Chapter 7 Para 7.25 -7.29
R51	LSC and the DFES should review their formal concordat to ensure the refinement and clarification proposed above are in place.	<u>Accept.</u> See R49.	Chapter 7 Para 7.25 -7.29
R52	LSC, DfES and other organisations take further steps to ensure that significant resources are relocated to services for learners.	<u>Accept.</u> The DfES are making significant savings through new organisational structures and ways of working in line with Sir Peter Gershon's recommendations. The LSC as part of its <i>Agenda for Change</i> programme are reducing staff numbers by 1,100. These, alongside rationalisation of the quality improvement, inspection and qualifications arrangements are designed to release more resources to front line services.	Chapter 7 Para 7.27
R53	<u>Funding</u> The building blocks, of a national learning model, and underpinning context and assumptions should be brought together into a single document which is published on a regular basis.	<u>Accept.</u> To ensure greater transparency in national and local resource allocation and target setting we propose to develop a new 'national learning model' and produce a 3 yearly national learning and skills assessment.	Chapter 7 Para 7.44 – 7.46
R54	This document should set out greater clarity about what the public purse will support in full, what the public purse will subsidise and what the Government considers individuals and employers might pay for in full.	<u>Accept.</u> We propose to rebalance the contributions of the state, individuals and employers and introduce a clear fee regime for adult learners.	Chapter 6 Para 6.18 – 6.30
R55	The Government should lead a national debate on this important issue which leads to a broader	<u>Accept.</u> We propose to draw together elements of the planning process, including information on the demand	Chapter 7 Para 7.46

	understanding with key stakeholders of the key principles underpinning public funding of learning, but also raises awareness about skills development and training amongst the wider general public.	for and supply of skills, into a nationally agreed skills assessment which will be debated as part of the national learning model (R53) and Ministerial Standing Group (R46). The national debate on skills proposed above will highlight shortage areas.	
R56	In certain circumstances government will need to stimulate the market and therefore proposals should be drawn up to consider how students/trainees can be encouraged into shortage subjects.	Accept. Improvements we are introducing to Information, Advice and Guidance will help encourage learners in to priority subjects.	Chapter 3 Para 3.16 – 3.19 Chapter 4 4.10 - 4.13
	<i>Improving Inspection and Information (pages 57-62)</i>		
	<u>Rationalising the Inspection Regime</u>		
R57	There should be a single inspectorate and the ALI corporate knowledge and experience is celebrated and embedded in the new organisation.	Accept. This was announced in December 2005.	Chapter 5 Para 5.10
R58	The new inspection organisation develop a 'state of the art' inspection methodology which incorporates the learner experience, corporate governance, impact and value for money criteria, alongside the essential quality and outcome measures.	Accept. We expect the new inspectorate to develop a modern inspection methodology that reflects the new relationship with providers and takes account of the new measures of success outlined in Chapter 5.	Chapter 5 Para 5.11 , 5.13
R59	This inspection activity should also include a strong element of area assessment, community and business impact.	Accept. This is being built into the inspection framework of the single inspectorate.	Not in White Paper
	<u>Improving Information</u>		
R60	The LSC, supported by the DfES, establishes clear information standards across the learning and skills sector including comparative data on value for money.	Accept. We will be establishing a single mechanism for setting information standards and data and reporting requirements for the sector.	Chapter 7 Para 7.17 - 7.20
R61	In line with these standards, there must be urgent rationalisation and simplification of the data collected	Accept. We will introduce new arrangements for agreeing annual information requirements managing	Chapter 7 Para 7.17 - 7.20

	as a priority as it is at the heart of good management and resource utilisation.	information requests from providers to minimise bureaucracy.	
R62	<p>The Government should consider whether this role is best fulfilled by:</p> <ul style="list-style-type: none"> • giving it to HESA; • giving it to the LSC; • or a single data agency covering both HE and FE and perhaps extending to other education sectors. <p>A key consideration would be the ability to deliver a more efficient system within 18 months.</p>	Accept. We propose to set up an operational body or data agency to implement the data requirements and sector standards described in R60. We are exploring options, including this body being HESA or the LSC. This, in conjunction with the LSC's <i>agenda for change</i> proposals on data collection, should bring significant benefits within 18 months.	Chapter 7 Para 7.20
R63	The LSC should develop plans to ensure that all colleges have access to – possibly through shared services – state of the art management information systems along the lines of the EHWLC model. Colleges should look forward to a definite reduction in the data burden.	Accept. DfES and LSC will consider this as part of the overall improvements to managing information.	Not in White Paper
R64	<u>Streamlining the Qualifications Process</u> The QCA accelerates the pace of change towards the Framework for Achievement as it brings much needed clarification.	Accept. We are working with the QCA to ensure the Framework for Achievement is developed and introduced as quickly as possible. QCA will be publishing a specification in Spring 2006 and trialling it from September 2006.	Chapter 3 Para 3.37-3.39
R65	The AoC should help identify the costs to colleges of dealing with awarding bodies.	Accept. We will address the financial burden of the examination system and ensure fees charged by awarding bodies are reasonable. QCA will lead a review of fees charged by awarding bodies which will report in Autumn 2006.	Chapter 7 Para 7.16
R66	FE colleges should use their purchasing power and develop voluntary consortia to negotiate costs with	Accept. We will work with the LSC, AoC and awarding bodies to identify and develop collaborative procurement	Chapter 7 Para 7.15

	awarding bodies so that economies of scale can be realised; and at the same time, seek rationalisation of awarding bodies' administrative requirements.	arrangements.	
	<i>Improving Infrastructure (pages 63-68)</i>		
	<u>Developing the Workforce</u>		
R67	The DfES, working with the AoC and FE colleges, should provide a clear and targeted workforce development strategy within the next twelve months which is published and consulted on prior to implementation.	<u>Accept.</u> We have asked LLUK, as the Sector Skills Council, to develop and consult on a workforce development strategy for the FE sector as a whole. This will form part of the Quality improvement Strategy for the FE system. We expect employer bodies, including the AoC, Trade Unions and other partner agencies to play an important role in developing the strategy.	Chapter 4 Para 4.21
R68	This strategy should record all of the key data concerning workforce numbers, ages, shortages, strengths and weaknesses.	<u>Accept.</u> We believe colleges and providers would benefit from better intelligence on current workforce and future needs and we will, with LLUK and our partners introduce data collection arrangements to allow more accurate projections around supply and retention.	Chapter 4 Para 4.32
R69	The strategy should spell out an approach to deal with: <ul style="list-style-type: none"> • improved and consistent continued professional development including improving vocational expertise; • practical solutions to deal with skill shortages; a clear strategy for addressing the ageing workforce; market based solution to the concerns about current levels of pay. 	<u>Accept.</u> The workforce development strategy will include a CPD requirement (from September 2007) and we will be consulting on suitable arrangements during Spring/Summer 2006. We also propose a range of measures for improving recruitment and retention, including in skill shortage subject areas. Pay is the responsibility of the colleges and providers as the employers.	Chapter 4 Para 4.25 – 4.33
R70	The Government introduces clearer 'standards' and 'measures' for effective leadership that incentivise and reward outstanding work.	<u>Accept.</u> As part of the workforce strategy, LLUK will be producing nationally recognised standards and consulting on the mandatory qualifications for leaders in colleges.	Chapter 4 Para 4.28
R71	The Government introduces new, radical approaches to bring in effective leaders from outside and ensure	<u>Accept.</u> We propose to introduce a flexible support package for institutions seeking to recruit managers from	Chapter 4 Para 4.30

	their success and impact. In the first instance it would be prudent to devise a programme to recruit and train 50 new senior middle managers a year from other sectors.	outside the sector.	
R72	The Government should consider how the synergies between National College for School Leadership, HE Leadership Foundation and CEL could be developed to simplify the leadership landscape, make best use of resources. And the Government should consider whether amalgamation is the best way of doing this.	Accept. We expect the CEL Board to work closely with both the National College of School Leadership and the Leadership Foundation for HE to secure alignment of missions. Looking ahead, we will explore whether there is scope or need for closer integration.	Chapter 7 Para 7.32
R73	Government and colleges find a solution to make leadership development more affordable so more colleges engage.	Accept. CEL will continue to offer a wide range of support for leaders, managers and aspiring managers. We expect individuals and organisations to invest in development for their own benefit but we have asked CEL to review and extend their subsidies for particular groups. We have also asked them to explore the use of technologies to make learning more efficient and accessible.	Chapter 4 Para 4.34
R74	<u>Improving the Estate and IT</u> Capital investment plans follow, and do not determine, clearly defined FE college purposes.	Accept. The development of national and regional capital strategies will support capital investment plans which meet a clearly defined college purpose.	Chapter 6 Para 6.36
R75	The opportunity is taken to use capital expenditure for local collaboration.	Accept. The LSC's capital criteria will be reviewed to ensure that capital investment supports achieving the right mix of local provision and supports collaborative activity.	Chapter 6 Para 6.40
R76	Capital investment is much more closely aligned to national and regional strategies to meet vocational priorities, informed but not driven by a bottom-up analysis.	Accept. The development of national and regional capital strategies will strike a better balance between provider initiated capital projects and those geared to wider vocational priorities.	Chapter 6 Para 6.35 - 6.41

R77	DfES and LSC ensure that the use of e-learning and ICT in teaching and learning and across FE college business systems is actively promoted in their strategies.	Accept. We are addressing this through our e-learning strategy (Harnessing Technology: Transforming Learning and Children's Services) which includes ensuring that education and training providers are e-mature. It will support institutions and their leaders in the strategic deployment of e-learning and ICT to support the delivery of their organisational objectives	Chapter 4 Para 4.8
R78	LSC and DfES to investigate how connectivity for colleges might continue to be supported.	Accepted and developed. The LSC and the Department believe that connectivity charges should eventually become the responsibility of individual providers. Connectivity needs to be seen in the same way as any other utility like water, gas, electricity. Work will take place to identify the most cost effective way for providers to purchase connectivity, taking account of purchasing locally or through centrally negotiated tariffs.	Not in White Paper
R79	LSC and DfES, working with BECTA and others, explore how to stimulate the market for content and increase the amount of good quality material available to FE colleges and give guidance on developing integrated systems and electronic campuses.	Accept. The needs of the sector in terms of e-learning content have been considered in detail by the LSC and DfES, advised by BECTA, and are being taken account of in the context of the Department's e-Strategy. The "Excellence Gateway" will enable providers to more effectively develop their organisations and operate systems that support learners and back office services. Such facilities will allow access to resources distributed in many places and so facilitate the delivery of more personalised content to meet the individual needs of future learners.	Chapter 4 Para 4.8
R80	Capital investment delivers sustainable development objectives.	Accept. The capital investment outlined in Chapter 6 will contribute to the LSC's sustainable development strategy <i>From Here to Sustainability</i> , published in September 2005 Research is underway to conduct a baseline audit of sustainable development practice across the Learning and Skills sector. A Building and Estates sub-group has been established as part of the	Chapter 6 Para 6.41

		strategy development with representatives from LSC, DfES, Colleges and Local Authorities and has identified five key areas to tackle. These are Environmental Management Systems (EMS), Building and Design, Procurement, Biodiversity and Travel.	
	Implementation (pages 69-70)		
	A dedicated Implementation Unit should be set up to manage the implementation of these recommendations, keep colleges and providers informed and encourage them to take action. A user group including learners, employers and communities (including local authorities) should be set up to advise the Unit.	Partially Accept. We will set up a clear, dedicated, joint DfES/LSC programme board to oversee progress and implementation, reporting to the new Ministerial Standing Group.	Not covered in White Paper