

EDUCATION AND LIFELONG LEARNING COMMITTEE

THE NATIONAL COUNCIL – ELW_a AND COMMUNITY CONSORTIA FOR EDUCATION AND TRAINING - A GUIDANCE NOTE FOR 2002-3

In my Report to Committee of 26 June (ELL-12-02 (p.1)), I promised to make available to Committee the National Council-ELW_a's guidance note on Community Consortia for Education and Training (CCETs) for 2002-3.

The final guidance, which was very much shaped by the discussions and comments made at the CCET annual conference in April, is now attached. It covers, amongst other things:

- The role of the CCETs
- Their membership and operation
- The role of the National Council and its Regional Committees vis-à-vis CCETs
- CCET annual recommendations
- The support that the National Council will provide for CCETs during 2002-03

The guidance has been sent to each CCET and is also available on the National Council's website at www.elwa.org.uk

Jane Davidson
Minister for Education and Lifelong Learning

**The National Council – ELWa and
Community Consortia for Education and Training**

A Guidance Note for 2002-03

1. Introduction

- 1.1 Community Consortia for Education and Training (CCETs) have an important role to play in developing the kind of partnership and collaborative approach to the provision of learning that really can and will create benefits for learners. Successful partnerships take time to develop, but it is encouraging to see that all CCETs have made real progress over the last year. The National Council recognises and appreciates the commitment and hard work that many have put in to make this happen.
- 1.2 This Guidance paper outlines the role of CCETs and their relationship with learning providers, the National Council and its Regional Committees. It also provides guidance on the opportunities that CCETs will be offered to contribute to the development of learning in Wales during 2002-03 and the support the National Council will offer them over the year. We very much hope that it provides focus and steers the way for the continued development of CCETs and their relationship with the National Council.

2. Background - The Role of CCETs

- 2.1 The role of CCETs is to facilitate the appropriate development of post-16 learning provision within their areas. They are about identifying what works, what does not work, where duplication and unhelpful competition can be removed and where opportunities can be created within their local areas. They should *“deliver tangible benefits across Wales that providers working separately cannot deliver”* (The Minister for Education and Lifelong Learning, 14 March 2001) and thus add value to the way that learning provision develops in Wales.
- 2.2 CCETs' span of interest should include all types of post-16 non-higher education learning provision, including EU supported provision. They should take into account pre-16 learning provision where it is relevant to the transition between pre and post-16 learning. They should take into account both non-HE and HE provision where relevant to widening participation.
- 2.3 Throughout all their activities CCETs should seek to address a number of overarching aims for the development of learning provision:
- Promoting new learning opportunities responsive to local need;
 - Widening choice and levels of participation;
 - Raising service standards and improving quality;
 - Achieving targets;
 - Enhancing the delivery of provision;
 - Bringing on new providers where necessary;
 - Cutting waste, unnecessary duplication and removing nugatory competition.
- 2.4 CCETs will undertake their role through:
- Producing persuasive and influential Recommendations that are made available to the National Council, the Assembly Government, other funders of post-16 learning (e.g. EU local partnerships) and learning providers on how post-16 learning provision should develop within their areas;
 - Influencing learning providers and stakeholders that operate in the CCET area to adapt the totality of provision in response to the National Council's national and regional priorities; and

- Facilitating collaborative activities amongst learning providers that bring tangible benefits to post-16 learners.
- 2.5 The National Council wants Consortia to make robust and persuasive recommendations that are capable of influencing the shape and development of local learning provision. We will seek to engage Consortia at the formative stage in Recommendations to adjust the balance or range of local provision. This will include Recommendations for the creation or expansion of facilities and Recommendations for re-focusing, cutback or closure where appropriate.
- 2.6 The role envisaged for CCETs is, therefore, substantial. It requires them to have in-depth understanding of the needs of learners, the local economy, communities and the quality and relevance of existing learning provision, together with regard to other local plans, in particular Local Authority Community Development Plans and European Local Action Plans. It also requires them to have considerable understanding and cooperation amongst their members.

3. Membership and Operation of CCETs

- 3.1 The appropriateness of the membership and operation of CCETs is crucial to their success. Successful CCETs will have a broad membership of learning providers, and related organisations. They will function as open and inclusive partnerships, consult widely in their local areas and always place the needs of individuals, communities and employers at the forefront of their considerations. CCET members should avoid focusing narrowly on their own organisational interests, but instead work as corporate members furthering the directions and activities of the Consortia.
- 3.2 The membership of CCETs should include a balanced representation of the breadth of post-16 learning providers that operate within the CCET area (e.g. private sector providers, further education providers, Welsh medium providers, voluntary providers, sixth forms). CCETs must ensure that the Recommendations they put forward are based on proper consideration of the views of all types of providers and are not overly biased by any particular one. Indeed, CCETs should aim to engage and include contributions from all providers that operate within their area, including those that may not be locally based.
- 3.3 It is crucial that CCETs also engage with organisations that are or could be important to the effective delivery of learning provision in the locality. This could include organisations that represent or already have good links with potential learners and thus are able to provide CCETs with insights into the needs and attitudes of learners, how learners might be better engaged or how provision might be further integrated with other types of activities. Such organisations will certainly include Careers Wales and Job Centre Plus. It will also include a range of others, which will vary depending upon the learning priorities of the CCET area (e.g. unions, the WDA, business forums). CCETs should strive to enable such organisations to input into the work of the CCET in ways that are effective, efficient and appropriate to the organisation in question. It will be appropriate for some to be represented on the CCET and/or its sub-groups, whilst for others it will be more appropriate for them to input through attendance at specific and special CCET meetings or through involvement in the CCETs wider consultation/communication activities.
- 3.4 CCETs should be seeking to consolidate and develop their methods of operating. To this end, we would like to see CCETs:

- ❑ Make effective use of sub-groups or task and finish groups as means of spreading the workload of the CCET and enabling involvement of a wider group of practitioners;
- ❑ Establish and maintain open and visible lines of two-way communication and consultation with other locally operating learning providers and related organisations;
- ❑ Engage in appropriate local fora (e.g. EU local partnerships, Community Planning groups and Young People's Partnerships) to ensure that CCET Recommendations and activities are consistent and integrated with other local plans and developments.
- ❑ Develop further cross-CCET collaboration;

3.5 The National Council acknowledges that effective CCET chairs are likely to devote much time and effort to the role. We appreciate and are grateful to the contributions of all CCET chairs, but especially to those who are independent of learning providers and related organisations (some of whom might be business people). Such individuals can bring particular benefits to role of the CCET chair, including greater objectivity and impartiality. In acknowledgement of this, the National Council will offer independent CCET chairs funding to cover their travel and subsistence expenses associated with CCET business, together with payment for their valuable time contribution. Further details of this funding will be available from the National Council shortly. The provision of this funding will be reviewed prior to the development of next year's Guidance Note.

4. The Respective Roles of CCETs, the National Council's Regional Offices and Regional Committees

4.1 It is important that CCETs, the National Council and providers have a clear and shared understanding of the respective roles of CCETs, providers, the National Council's regional offices and Regional Committees and the relationship between them. A clear and mutual understanding of these issues is essential to all parties working together effectively.

4.1.1 The National Council and its regional offices have primary responsibility for the strategic planning, funding and developing of post-16 learning (other than Higher Education). It has the decision-making responsibilities for allocating scarce learning resources between competing learning needs and priorities. The Council will carefully consider CCETs' Recommendations in making its planning and funding decisions. The National Council will consult CCETs on various policy and initiative developments and enable CCETs to participate in various pilot projects as outlined in section 6 below. This year the National Council will also lead in taking forward a review of CCET development and effectiveness (in collaboration with CCETs and others), the findings of which should usefully inform the future development of CCETs. An extract from the National Council's remit letter for the year 2002-03 outlining what the National Assembly expects of the National Council in relation to CCETs is shown in Annex 1.

4.1.2 Regional Committees exist to advise the National Council on the matters relating to education and training in their areas. By the end of September 2002 they will each prepare a Regional Statement of Needs and Priorities (RSNP), which is fully consulted upon with CCETs, to inform the National Council's strategic and operational planning and the CCET's activities. Amongst other responsibilities, Regional Committees will advise the Council on CCET Recommendations and

provide feedback to CCETs on their Recommendations. Working with the National Council's executive, they will also develop a close relationship with each CCET and help facilitate partnership working across CCETs.

- 4.1.3 CCETs have responsibility for engaging all locally operating learning providers and related organisations in their activities. They are to recommend to the National Council, other funders of learning provision and individual learning providers how local post-16 learning provision might be shaped and developed to better fulfil local needs and meet the national and regional priorities of the National Council. They also have a role in encouraging collaborative arrangements that advance these priorities amongst providers within and across the CCET area. CCETs do have the freedom to work across the pre and post-16 divide and, therefore, might wish to address issues related to the transition of young people from compulsory education into other forms of learning or employment.
- 4.1.4 Providers and related organisations should recognise that they have a part to play in shaping local learning. They should engage themselves with the work of CCETs and develop their own individual and collaborative provision to reflect local need and the National Council's national and regional priorities.
- 4.2 Consequently, the National Council (together with its Regional Committees), CCETs and individual learning providers all have crucial roles to play in achieving the massive changes to learning within Wales that are being sought by the Assembly and by the National Council itself; the National Council cannot achieve the changes sought without the active cooperation of providers (through CCETs) and some CCET members have indicated that their Consortia would be unable to make the difficult decisions related to reducing areas of nugatory duplication and competition without the help of the National Council's Regional Committees and regional offices.

5 The Measurement of Success of CCETs and their Relationship with the National Council

- 5.1 CCETs have progressed to varying degrees and in varying ways since their formation. The establishment of fully collaborative and effective Consortia is a challenging task, which will take a number of years to fully develop. We recognise this and will seek to help CCETs develop.
- 5.2 Ultimately, in time, the success of CCETs and their relationship with the National Council might be considered as where:
- National Council plans, RSNPs, evaluations, etc. clearly inform CCET activity and Recommendations;
 - CCET Recommendations are meaningful and persuasive enough to influence the plans, funding and delivery of the National Council, other funders of learning and of individual learning providers;
 - The National Council and other funding for learning development and delivery is allocated on the basis of CCET Recommendations;
 - CCETs have enabled significant improvement in learning achievement within their areas;
 - CCETs have enabled more effective and efficient use of resources within their areas;
 - CCET Recommendations address all post-16 provision in their areas not just additional project based moneys that may be made available;
 - CCETs and National Council regard each other as effective partners in the development of local learning provision.

6. Opportunities that CCETs will be offered to contribute to the Development of Learning in Wales During 2002-03

- 6.1 A key task for CCETs is the development of their Annual Recommendations, which will replace the Interim Partnership Plans produced last year. These are to be submitted to the National Council by the end of November 2002. Further detail on these Recommendations is given in section 7 below.
- 6.2 By the end of July 2002 CCETs will be expected to satisfactorily complete the projects for which they are currently receiving CCET Development funding.
- 6.3 During 2002-03 the National Council will offer CCETs a number of other opportunities to contribute to the development of learning in Wales:
- 6.3.1 CCETs will be offered the opportunity to engage in pilot developments, such as those related to:
- Community Learning Accounts;
 - New funding models;
 - Free education to NVQ Level 3;
 - Evolving new partnerships between different types of providers and stakeholders.
 - E-learning
- 6.3.2 They will be expected to assist Regional Committees in the development of Regional Statements of Needs and Priorities.
- 6.3.3 They will also be consulted by the National Council on the major inter-related national policy and other developments, enabling CCETs to provide input to the National Council on the appropriateness to their local area of the developments/changes. The issues that the CCETs will be given the opportunity to shape in this way include:
- A common Quality Assurance Framework;
 - National Planning Framework for all Providers;
 - The Learning Infrastructure of the Future;
 - National Funding System;
 - National Performance Measures and Targets;
 - Practitioner Development;
 - The infrastructure for supporting Welsh medium provision;
 - Regional and local developments e.g. any college or school restructuring.

7 CCET Annual Recommendations

- 7.1 Within this Guidance Note the National Council has sought to refine the planning requirements of CCETs in line with their developing role and the experiences of CCETs in compiling Interim Partnership Plans last year.
- 7.2 By the end of November 2002 CCETs will be expected to produce Recommendations on the delivery and development of learning within their locality. The aim of these Recommendations should be to recommend to the National Council, to learning providers and to other funders of learning provision how learning should be delivered and developed within their locality. The National Council will carefully consider these Recommendations when developing its corporate plan,

operational plan, funding allocations and other strategic policies and initiative development as appropriate.

7.3 The CCET Recommendations should:

- Outline how the totality of learning provision (including Welsh medium provision) in the area might best develop in response to the National Council's Corporate Plans and RSNPs
- Identify methods of achieving significant improvements in learning achievement and in the effective and efficient use of resources;
- Include outline Recommendations covering the coming three-year period and more detailed Recommendations pertaining to the coming one-year period.
- Be consistent with the overarching aims for developing learning provision that CCETs should seek to address (outlined in paragraph 2.3 above)
- Consider and highlight linkages to the Council's cross-cutting themes of sustainability, equal opportunities, bilingualism and social inclusion.
- Identify where cross CCET collaboration will be developed to address like needs;
- Reflect the result of widespread consultation with and involvement of locally operating learning providers, related organisations and partnership forums;
- Be agreed by all of the above or, if agreement is not possible, it must identify the areas of disagreement and the reasons for the disagreement;
- A succinct document, with supporting data contained in Annexes;
- Be the logical culmination of the work of the CCET during the year rather than an annual burden;
- Cover all post-16 non-HE learning provision in the CCET area (see paragraph 2.2 above);
- Be meaningful and persuasive enough to influence the National Council and other learning funders and providers;

7.4 Where CCET Recommendations achieve this, their Recommendations will be expected to be reflected by providers in their:

- Individual organisational plans/bids submitted to the National Council;
- Multi-organisational collaborative bids to the National Council's Learning Challenge Fund (which will replace both the CCET Development Fund and the Innovation and Development Fund). CCETs will be provided with details regarding the Learning Challenge Fund and how to access it by the end of July;
- Bids for EU funding support.

7.5 A draft template for CCET Recommendations is given in ANNEX 2.

8. Support that the National Council will Provide for CCETs During 2002-03

8.1 The National Council will provide the following support for CCETs over the coming year:

- Secretariat support by National Council staff, in agreement with your regional office. This will include arranging CCET main meetings (with accompanying translation facilities as and when required) and taking and distributing notes of these meetings;
- Each CCET will be allocated a named senior officer from within the appropriate National Council regional office (see ANNEX 3). These officers will be responsible for strategically guiding and supporting the work of the CCETs at and in-between CCET meetings. They will represent the

National Council at main CCET meetings and at sub-group meetings that require National Council strategic input. They will serve as the initial and main contact point for CCETs within the National Council. They will have timely knowledge of a broad range of issues that will enable them to assist the development of CCETs in ways consistent with wider activities. For example, they will be knowledgeable on issues like:

- Policy, funding and other developments by the National Council;
 - Discussions at the appropriate Regional Committee;
 - The activities of local partnerships (e.g. the local EU Partnership, Communities First Partnership, etc.)
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- ❑ Funds to cover project management costs clearly associated with collaborative projects that are managed by the CCET, funded by the National Council and that will deliver learning outcomes. (See point 6.3.1 above for examples of the project opportunities that CCETs will be given).
 - ❑ Consistent skills and labour market information for each CCET area, designed to assist CCETs to deepen their understanding of their local area and to draw comparisons and contrasts across other CCET areas. In order to ensure the appropriateness of this information, CCETs will be consulted in summer 2002 about the type of skills and labour market information they would appreciate and the format in which they would prefer to receive it. The information will then be provided to CCETs by the end of September 2002.
 - ❑ Other skills and labour market research findings as available;
 - ❑ Information on the learning providers and nature of learning that the National Council supports within the local CCET area;
 - ❑ Aggregated information on participation in learning by different types of learners supported by the National Council within the local CCET area;
 - ❑ Activities that will facilitate cross CCET communication. E.g. The National Council web-site www.ELWa.org.uk will be developed to provide information on activities of CCETs and some cross-CCET events will be convened to encourage networking and exchange of knowledge and ideas.
 - ❑ Each CCET will be offered up to £8k to help with the development of their 2002-03 Recommendations. This funding has been specially sourced to help with the development of Recommendations whilst CCETs themselves are still developing. As partnership working becomes more established, the task of developing CCET Recommendations will ease. Therefore, this funding will be significantly reduced next year and withdrawn thereafter. The funding is not to be used on research activity or to contribute to the staff costs of member organisations of the CCET. However, it can be used to:
 - Purchase *independent, impartial* support to *facilitate* the development of the Recommendations, and/or
 - Costs associated with communicating/consulting on the Recommendations with learning providers and other stakeholders who are not central members of the CCET

ANNEX 1

EXTRACT FROM THE NATIONAL COUNCIL'S 2002-03 REMIT LETTER

Community Consortia

22. I want the Council to develop further its capacity to relate effectively to Community Consortia for Education and Training - maintaining a strategic overview of their overall range and capability, supporting and guiding them in local planning for service delivery, fostering and promoting best practice, and developing a Consortium model for excellence.
23. I also want the Council to ensure that Consortia are fully engaged at a formative stage in proposals to adjust the balance or range of local proposals for re-focusing, cutback or closure where appropriate. I urge the Council to make effective use of Consortia in helping to shape the development of local learning provision.
24. The recent Audit of CCET Membership signalled a review of CCETs to be undertaken during the summer 2002. I want to see this completed by the end of September taking account of early action by the Council to revise the guidance to CCETs and provide more intensive strategic support to Consortia aimed at helping them all to succeed. In recognition of the Council's pivotal role in supporting CCET development and effectiveness, I want the Council to lead in taking forward the review, in collaboration with the Assembly, Estyn and CCETs.

**(Jane Davidson AM
Minister for Education and Lifelong Learning)**

ANNEX 2

CCET Annual Recommendations A Template for the Documents

Section 1. Introduction

A maximum of 1.5 pages in length.

It should introduce the CCET and the area the CCET covers. In doing so, it should identify the skills and learning challenges/strengths of the CCET area by drawing upon and/or adding to the issues identified in the RSNPs.

Section 2. Overview of the Learning Provision Currently Available in the CCET area

A maximum of 4 pages in length.

It should summarise the post-16 learning provision available within the CCET area and assess its strengths and weaknesses, particularly in respect of the National Council's national priorities and cross-cutting themes (sustainability, equal opportunities, bilingualism and social inclusion) and the priorities outlined in the relevant RSNP.

Section 3. Recommendations for the Medium Term

A maximum of 3 pages in length.

It should provide outline Recommendations on how learning provision in the CCET area should develop over the coming 3 years.

Section 4. Priorities for Action for the Forthcoming Year

A maximum of 1 page in length.

This section should list what the CCET recommends are the key priorities for action for developing the learning infrastructure within the CCET area over the forthcoming year. Such priorities might include improving the provision of learning related to a particular skills area, or improving the targeting of provision to particular learner groups, etc. They should clearly contribute towards achieving the National Council's national and regional priorities.

Section 5. Addressing the Priorities for Action

This section should include one page per key priority identified in Section 4.

It should describe the key priorities and make recommendations regarding how they should be practically and realistically addressed.

This section might be set out as follows:

<u>Key Priority:</u>
<u>Description of priority and the benefits that the actions suggested will deliver:</u>
<u>Link to the National Council's national and regional priorities and cross-cutting themes:</u>
<u>Fundamental means of addressing issue:</u> I.e. identify the relevant issues from the list below: <ul style="list-style-type: none"><input type="checkbox"/> Promote new learning opportunities responsive to local need;<input type="checkbox"/> Widen choice and levels of participation;<input type="checkbox"/> Raise service standards and improve quality;<input type="checkbox"/> Achieve targets;<input type="checkbox"/> Enhance the delivery of provision;<input type="checkbox"/> Bringing on new providers where necessary;<input type="checkbox"/> Cut waste, unnecessary duplication and remove nugatory competition.

<p><u>Degree of consensus amongst CCET</u> i.e. Confirmation that the priority and means for addressing it has the full agreement of all CCET members or, if not, explain the differences of views.</p>
<p><u>Key Success Measures</u> Describe how the progress/success of the proposed changes will be measured</p>
<p><u>Description of how it is Recommended that the Priority should be addressed</u> This should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Detail any new or enhanced partnership and cross CCET boundary activities that should be developed to improve the current provision; <input type="checkbox"/> Identify where delivery of the required provision/development will require upfront capital or staff development; <input type="checkbox"/> Detail how any National Council investment in this issue might help lever additional resources to support the required learning developments. <input type="checkbox"/> Detail how learning providers operating within the area will adapt their existing provision to support the required learning developments. <input type="checkbox"/> Provide a timescale for action.

Section 6: Other Recommendations for the Forthcoming Year

A maximum of 8 pages in length.

This section should provide any further recommendations the CCET wishes to make for the forthcoming year.

It might be set out as follows:

<u>Provision</u>	<u>Link to Priorities</u> i.e. to the National Council's national and regional priorities or cross-cutting themes	<u>Recommendation</u> e.g. regarding which providers should be contracted to deliver the provision or on any developments that should be sought in this delivery.

ANNEX: The Learning Providers that Operate in the CCET Area

A list of all the organisations that are involved in delivering post-16 learning within their local area and a brief description of the nature of delivery of each.

ANNEX 3

Key National Council – ELWa Contact Details for CCETs

CCET	Region	Nominated National Council Senior Officer	Telephone Contact	E-mail Address
Dolen Dysg Dinbych	North Wales	Joan Vaughan	01745 538524	VaughanJ@elwa.org.uk
Flintshire		Joanne Tincella	01745 538683	TincellaJ@elwa.org.uk
Wrexham		Joanne Tincella	01745 538683	TincellaJ@elwa.org.uk
Cwllwm Conwy		Joan Vaughan	01745 538524	VaughanJ@elwa.org.uk
Y Gamfa	Mid Wales	Branwen Thomas	01745 538584	ThomasB@elwa.org.uk
Powys		To be confirmed	TBC	TBC
Ceredigion		To be confirmed	TBC	TBC
Neath/Port Talbot	South West	Tony Potts	01792 354229	PottsT@elwa.org.uk
Carmarthen		Spencer Conlon	TBC	TBC
Swansea		Chris Williams	TBC	TBC
Pembrokeshire		Bernie George	01792 354221	GeorgeB@elwa.org.uk
Cardiff - Capitalearning	South East	Simon Cartwright	01443 663886	CartwrightS@elwa.org.uk
Caerphilly		Mark Woods	01443 663664	WoodsM@elwa.org.uk
Brigend		Michael Kendall	01443 663916	KendallM@elwa.org.uk
Blaenau Gwent		Heather Ross	01443 663865	Rossh@elwa.org.uk
Merthyr		To be confirmed	TBC	TBC
Monmouthshire		To be confirmed	TBC	TBC
Newport		Brian Foster	01443 663666	FosterB@elwa.org.uk
Rhondda Cynon Taf – Bro Dysg		Gary Jones	01443 663735	JonesGL@elwa.org.uk
Torfaen		To be confirmed	TBC	TBC
Vale of Glamorgan - VCET		Christopher Hare	01443 663817	HareC@elwa.org.uk