

National Commissioning Framework 2011/12 Outline and Key Principles

Introduction

Developing the commissioning of learning provision is an essential element in achieving the ambitions set out in the Children's Plan. New arrangements must ensure that young people have the choice and offer of learning they want and need to help them remain engaged in learning up to age 18 and beyond.

The National Commissioning Framework (NCF) will set out the core requirements for planning, commissioning, procuring, funding, and accountability of the education and training of 16 - 19 year olds, young people up to age 25 where a learning difficulty assessment is in place, and young offenders in youth custody. A draft version of the full NCF will be published for consultation and access by all stakeholders in October 2009. The final version will be published, subject to the passage of the Apprenticeships, Skills, Children and Learning Bill, by the Young People's Learning Agency (YPLA) in April 2010, as statutory guidance.

This outline, published in advance of publication of the full draft version, is intended as a general statement of the key principles and main elements. Those elements, and the underpinning detail, are **subject to development and changes**. We are working with representatives from across the sector to review and develop the full NCF.

The arrangements described in the NCF for planning, commissioning, procuring, funding and accountability will relate to the academic year 2011/12, meaning that the processes will be operational from the latter part of 2010.

This outline sets out:

1. A summary of the new **16 - 19 system**, including key **policy** and the **roles and responsibilities** of the major participating organisations.
2. The **objectives** for and **expectations** of the NCF.
3. The key **principles** for the operation of the NCF.
4. An outline of the **key stages in the core commissioning and funding system**.
5. How provision will be contracted, paid and accounted for.

1. Summary of the New System

Introduction

From April 2010, responsibility for securing enough suitable education and training provision for all young people, including those aged 16 - 19, and young people up to age 25 where a learning difficulty assessment is in place, as well as young offenders in youth custody will pass from the Learning and Skills Council (LSC) to local authorities. In addition, the Young People's Learning Agency (YPLA) will be established as a Non-Departmental Public Body (NDPB) to support local authorities in discharging their planning and commissioning functions as well as to ensure funding and budgetary control within the system.

Context for the changes

The transfer of responsibility for 16 - 19 provision to local authorities is an essential element of the Government's long term strategy to make the UK the best place in the world for children and young people to grow up. It will put in place the infrastructure to enable every young person to access the most individually appropriate, engaging and high quality provision, and will give local authorities the tools they need to deliver the best outcomes for

young people. This will:

- Place all 0 - 19 commissioning under the leadership of local authorities enabling local decision-making.
- More fully integrate the commissioning of services and provision for young people, putting in place learning routes and integrated services to facilitate access to the 14 - 19 entitlement and support learners.
- Make delivering services and provision for the most vulnerable young people an absolute priority and at the heart of the commissioning process.
- Deliver full participation for all young people who are 17 by 2013 and who are 18 by 2015, with appropriate attention to travel to learn patterns and flexibility in learning provision for those in employment or volunteering full time.
- Provide greater focus on the role of local authorities and Children's Trusts as champions of improved opportunities for young people resident in their area.
- Provide improved access to learning opportunities through implementing the Common Application Process.

Further information on the shape of the young people's learning network is illustrated in Figure 1.

The role of local authorities

Local authorities are at the heart of the new network. They are best placed to secure services as they are close to the community, have experience of strategic local leadership and are democratically accountable to local people. They will also need to collaborate in groupings at sub-regional and regional level, to ensure that strategic planning and effective commissioning decision making across local areas is aligned and comprehensive.

Local authorities' role as Strategic Planners will include:

- Planning to meet local resident learning needs.
- Planning to meet collective learning needs reflecting travel to learn patterns (this includes acting as advocates for young people who travel across boundaries to learn in order to drive up quality, retention and achievement).
- Planning to take account of multi-stakeholder requirements – parents and carers, employer, communities and partner agencies.
- Convening and supporting collaborative working through the Local Area Agreements, Children's Trusts and 14 - 19 Partnerships.

Their role as Lead Commissioners within sub-regional groupings and/or Regional Planning Groups (SRGs and/or RPGs) will include:

- Meeting the needs of all who learn in local authority areas (this includes learners with specific needs – e.g. Learners with Learning Difficulties and/or Disabilities (LLDD), young offenders and other vulnerable young people).
- Working sub-regionally and regionally to agree the mix and balance of learning to reflect travel to learn patterns.
- For those in jobs without training, ensuring that the needs of both employers and the young people in employment are met.
- Working with schools, academies, colleges, independent and third sector providers as strategic planning partners in order to agree high quality provision.

Local authorities will work collaboratively at regional level through Regional Planning Groups (RPGs) with key partners to address the regional strategic education and skills needs.

In addition to the above, local authorities will have a crucial role in raising aspirations through:

- Delivering on the commitment to raise the participation age, improving attainment targets for Level 2 and 3, and reducing the Not in Education, Employment or Training (NEET) cohort.
- Effectively delivering Every Child Matters outcomes for all young people by joining up services and integrating their strategic commissioning role within Children's Trusts.
- Supporting transition throughout a learner's journey, including the availability of flexible provision with dates and times of attendance tailored to learner needs and circumstances.
- Managing the market and ensuring provider quality is maintained and raised for 16 - 19 learning provision.

Local authorities will, with some exceptions, also be responsible for contracting with providers, and for assuring the payments that they make. Exceptions include Apprenticeships, any direct YPLA contracting, and any instances where local authorities agree to contract at the level of SRGs or RPGs.

The transfer to local authorities of responsibility for commissioning learning provision for 16 - 19 year olds, those up to 25 for those with a learning disability assessment and young offenders adds to their existing children's services commissioning role. Via Children's Trusts, local authorities plan and commission all services for young people, including childcare, health, schools, Connexions, social care, youth support, youth offending and support for young people aged up 19 with a special educational needs statement.

To enable local authorities to take on their new duties for 16 - 19 learning, the intention is to transfer staff from the LSC with the appropriate expertise, knowledge and skills to deliver the new commissioning requirements. This transfer will take place formally in April 2010, with the staff affected working in shadow mode with local authorities from October 2009. We will also ensure that local authorities are supported through the developing role of the YPLA.

The role of the YPLA

The YPLA will principally be a supporting and enabling body, designed to assist local authorities in fulfilling their new duties, individually and through SRGs and RPGs. In particular, the YPLA staff based in each region will provide planning and commissioning support, standardised data sets and information, analysis and specialist expertise on funding and on provision to support vulnerable learners (LLDD, Young Offenders, and others at risk of exclusion from learning). The YPLA will be established with a Board, which will be representative of the sectors it serves.

The YPLA's responsibilities in respect of 16 - 19 provision will be to:

- Ensure budgetary control of and financial accountability for the £7 billion being transferred to local authorities in order to enable them to carry out their new functions.
- Provide a national commissioning framework to help local authorities to commission provision.
- Promote consistency, simplicity, and transparency in planning by providing a national

statement of priorities as well as developing and operating the national funding system.

- Ensure systems are flexible enough to meet differing learner and employer needs.
- Provide strategic analysis services to support the planning and commissioning process.
- Provide data on participation, attainment and economic development in local, sub-regional and regional levels.
- Work with the RPGs, Regional Development Agencies (RDAs) and other regional partners, to provide information on future skills needs both for young people and for adults, as well as any other economic and labour market intelligence.
- Advise and support the work of the RPG.
- Work with local authorities to support and facilitate the production of commissioning plans at local, sub-regional and regional levels, ensuring their coherence and fit within the national budget.
- Manage the programme of capital investment in 16 - 19 learning.

The YPLA will also fund, challenge and support open Academies on behalf of the Secretary of State.

The role of Government Offices (GOs)

The GOs already have a key role carrying out 14 - 19 progress checks and supporting and challenging local authority performance. This role will become even more important in ensuring that the new delivery arrangements achieve the range of improved outcomes envisaged for young people. Additional 16 - 19 posts in GOs will provide the necessary 16 -19 policy and performance expertise to ensure that the best interests of young learners are central to the new arrangements and that these arrangements support local authorities in the delivery of the entitlement, the raising of the participation age and achievement of PSA and LAA targets.

Regional Planning Groups

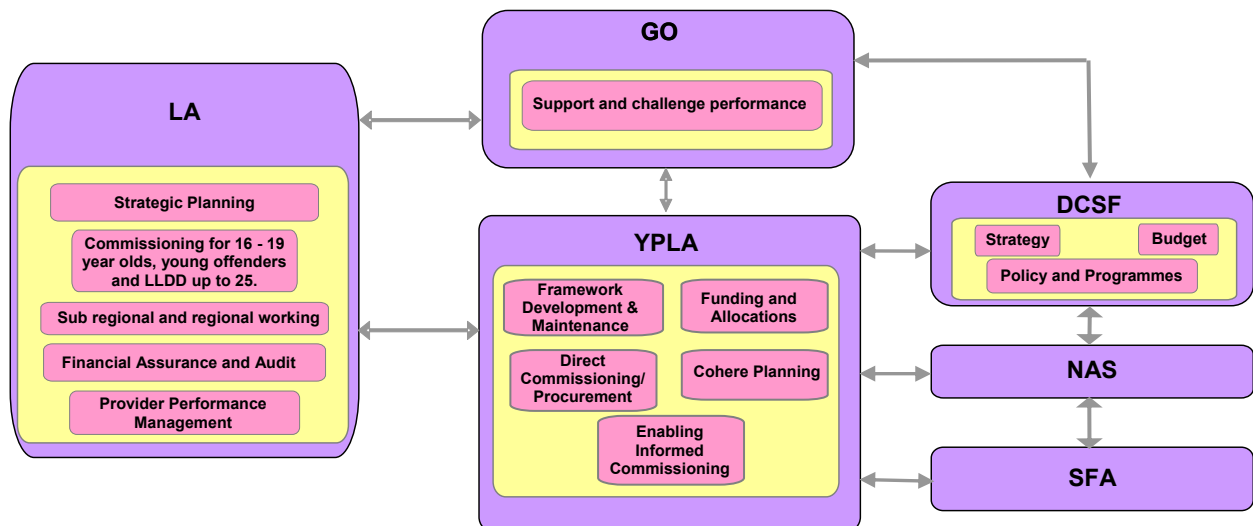
Regional Planning Groups (RPGs) will play a crucial role in bringing together partners in order to address the regional strategic learning and skills agenda. RPGs will review 16 - 19 commissioning plans to ensure that they are coherent, reflect and contribute to regional priorities, can be funded within the indicative regional budget, and will support participation for all young people and the delivery of entitlements.

14 – 19 Partnerships

14–19 partnerships under the strategic leadership of local authorities will continue to play a central role in developing and delivering local 14–19 plans.

Figure 1, The Young People’s Learning Network

The diagram below describes the core elements of the young people’s learning network that will continue to drive improvements in participation and attainment.



The new system involves delivery partners working in the following ways:

- Local authorities, working within strategic partnerships, including 14 - 19 partnerships, anticipate, shape and plan young people's learning, focusing in particular on those young people not currently participating in learning.
- YPLA, working with sector partners, sets out the national priorities (including the budget) and overarching frameworks that are equitable, fair and transparent to all in the system and support local authorities to deliver
- YPLA and local authorities (as a part of SRGs and RPGs) ensure that the aggregate of commissioning decisions fit within local, regional and national budgets.
- RPGs set out regional priorities and any regional commissioning requirements.
- Local authorities and providers ensure the mix of provision delivers the entitlement, regional skills needs, and ensure all young people are supported to attend high quality, relevant provision.

The system will ensure that:

- The informed needs of young people and employers drive commissioning decisions.
- A high quality provider base is developed and maintained.
- Local authorities and providers are funded in a timely fashion and with resources to deliver the agreed identified demand.

2. NCF Description and Objectives

The NCF describes the overall process for planning, commissioning and funding 16 - 19 education and training. It also provides guidance in relation to young people up to age 25 where a learning difficulty assessment is in place and young offenders aged 10 - 18 in youth custody.

It describes the roles and responsibilities of statutory bodies and other stakeholders.

The NCF will be issued (subject to the passage of legislation) by YPLA as statutory guidance (with non-statutory elements), and will incorporate:

- Mandatory elements, such as deadline dates for submission of data and for agreeing allocations.
- Guidance on how the process can best be managed.
- Background information and advice, and links to further details.

The main objectives for the commissioning process are to:

- Determine the education and training needs of all young people in each area.
- Ensure that provision is made available to enable all young people to progress in learning, including delivery of the learner entitlements.
- Ensure that the quality of provision at least meets minimum standards (e.g. of accreditation), and continues to improve.
- Ensure that provision is commissioned within the framework of the national funding system.
- Ensure that provision is affordable within national and regional budgets.
- Enable the respective parties to the commissioning process to deliver their responsibilities for handling and accounting for the revenue and capital funds invested in young people's learning.

3. Key Principles

The development and operation of the NCF will be guided by a set of key principles.

- The system will operate in the interests of the learner, addressing learner choice and diversity, and will ensure access to learner entitlements and curriculum pathways for all young people.
- The system will take into account the needs of employers and employability.
- Funding will follow the learner, and will be based upon the national funding formula and applied at the level of the provider.
- The system set out in the NCF is designed to produce consistency in key features such as the timing of allocations, outcomes (including the offer to learners), data submissions and flows, and the funding formula / rates.
- The NCF will provide and encourage flexibility for local authorities and other partners in the process, including how learner and economic needs are defined and what provision is commissioned.
- Decisions on provision must be based upon analysis of future needs, and the requirements of the reformed curriculum, ensuring that there is sufficient and appropriate provision for all young people.
- The system must be transparent and fair.*
- Commissioning should be impartial and provider neutral, securing high quality provision from the most appropriate quality assured providers.
- The system must deliver value for money. Accountability will be secured with minimum bureaucracy.

* Concepts such as value for money, fairness, transparency, etc., will be underpinned where required by firm criteria.

It is acknowledged that the impact of curriculum reform and new cohorts of learners may lead to different patterns of need, and, as a result, different patterns of provision.

4. Summary Description of the Main Elements of the Process

Set out below are the main elements of the core commissioning and funding systems. The intention is to provide stability through the early phases of the major changes as we work towards more transformational change by 2013, in order to establish the conditions necessary for the raising of the participation age.

The development phase for the NCF will also produce guidance on managing processes, so that there are clear definitions of the steps, the decision points, roles and responsibilities, funding flows, and the supporting data and information systems.

NB: All dates in the following section are indicative, and subject to change.

Establishing Planning and Commissioning Priorities

National planning and commissioning priorities will be determined annually by Ministers and will be communicated via the DSCF and YPLA Statement of Priorities and the national YPLA Commissioning Statement. It is expected that PSA targets and trajectories, for example the 'narrowing the gap' indicator, will be defined for local authority areas.

Regional Planning Groups (RPGs) will set out regional priorities to support local planning.

Locally, and across travel to learn areas, 14 - 19 partnerships, led by local authorities, will determine their priorities based upon national policy and targets and regional priorities, and taking into account analysis of local economic and learner needs. Children and Young People's Plans (CYPPs) will need to reference the local 14 - 19 strategic assessment for the area, and commissioning will take account of the priorities and needs analyses set out in the CYPP.

Planning Provision

Priorities will be set out in initial local Commissioning Statements and shared within Sub Regional Groups (SRGs)[†]. SRGs will aggregate demand for places and ensure alignment and coherence of initial plans and their fit with learner entitlements across the sub region. Local authorities identified as lead commissioners will ensure providers are involved in the commissioning process and understand how and on what basis commissioning decisions are being made.

Data from Options planning and from the Apprenticeships vacancy matching service will inform the dialogue on Apprenticeships commissioning between local authorities and the National Apprenticeship Service (NAS).

The impact of any major planned capital developments will be taken into account.

Commissioning and Funding Allocations Process

(The dates for the various stages of the process remain to be confirmed).

The key stages in the process are as follows:

[†] In some parts of the country the RPG may play the role of the SRG.

- The overall national levels of funding for 16 - 19 provision (including rates, volumes and overall budgets) will be confirmed in the DCSF Grant Letter to YPLA, and the annual Statement of Priorities..
- The system will continue to use the national funding formula approach used by the LSC, although the rates and other variables within the formula will be subject to review.
- In October, YPLA will provide an initial funding position, based upon historical allocation data, for each local authority and in summary for SRGs and RPGs. This will aggregate the funds, learner numbers, and Standard Learner Numbers (SLNs) allocated to institutions to establish the overall funding position for each local authority.
- There may, depending upon budget availability and circumstances, be an indicative distribution of additional funds and SLNs to local authorities and RPGs, taking account of factors such as changes in the cohort size and plans for the overall mix and balance of provision.
- YPLA will publicise the national base rate funding and creates updated funding positions for each institution and authority.
- Through November and December, lead commissioners will establish their commissioning intentions, involving providers, and taking into account a range of issues, including: the overall budget; baseline positions and the consolidation of sustainable in-year growth; learner and employer needs; provider plans and aspirations; any statements of national, regional and local priorities; rates of progress towards meeting the learner entitlement and reducing non participation in learning; and progress in meeting quality improvement targets.
- RPGs, SRGs and lead commissioners will assess the extent to which proposed activity is likely to meet targets, and will work with 14 - 19 partnerships and providers to develop commissioning plans.
- SRGs and then RPGs will moderate local commissioning plans in February and March, prior to the presentation of commissioning plans to the YPLA. By the end of March, following review of the overall plans by the YPLA, allocations to providers will be confirmed. Should a policy of in-year reconciliation of payments based upon performance be adopted in future, then budgets may be adjusted in-year.

Elements of this new process will tested and trialled during the shadow year 2009/10.

Commissioning for 16 - 19 provision in existing Academies will take place as for other providers, and they will be key partners in local 14 - 19 partnerships. As with other providers, commissioning will take place in the context of local and regional priorities and plans, and the Secretary of State's guidance. When agreed, Academy places will feature in the local authority commissioning plan.[‡]

Most providers (schools, Academies, F.E. Colleges, private and third sector bodies) will already be part of the system. New providers may be added through, e.g. open and competitive tendering for new Apprenticeships or Entry 2 Employment (E2E)/Foundation Learning Tier (FLT) provision.

[‡] There is a presumption that new Academies will be established with sixth forms. However, local authorities, SRGs, RPGs and the YPLA will be consulted before the Department makes a decision, and the process will take account of the range and quality of existing provision.

Funding Arrangements and Flow

Local authorities will, for the most part, commission and procure provision via negotiation. Under this process, we would expect local authorities to confirm SLNs to providers in March, and then, through April to July, funding agreements will be put in place.

Any provision to be procured by open and competitive tender would be identified by October of the year prior to the start of delivery in August, with decisions on providers to be contracted with being made by May.

In exceptional circumstances, the YPLA and RPGs may also commission provision direct from providers via both negotiation and open competitive tendering (OCT) on behalf of local authorities. The YPLA will fund LLDD independent specialist providers for a transitional period. Funding for Academy places will flow direct to the Academy from the YPLA.

Payments for all provision will start in August, the payment instrument (e.g. contract, grant, or grant in aid) being dependent upon the nature of the provider and the legal status of the body issuing the instrument.

A range of statutory and regulatory instruments will apply to providers. The YPLA will act as unique regulator of designated sixth form colleges on behalf of the Charities Commission and the Secretary of State.

Payments Process and Reconciliation

YPLA and local authorities will use three basic payment and reconciliation processes depending upon the type of provision and the circumstances of the provider:

- 1) Payments based on estimated need across the year (profile).
- 2) A mix of payments on profile and in arrears based on actual performance.
- 3) Payment in arrears on data or invoice.

DCSF and YPLA will consider, alongside local authorities and providers, how in-year reconciliation of payments based upon performance could operate in the context of national commissioning and funding arrangements for 2010/11 and beyond.

Financial Assurance and Control

Financial assurance arrangements will be established with the following objectives:

- Put in place the minimum burden commensurate with good stewardship.
- All publicly funded learning outcomes have been validly delivered and are eligible to be funded (assurance obtained from funding audit).
- For grant-in-aid and grant funded provision, providers have spent earned public funds with regularity and propriety (assurance obtained from regularity audit).
- Providers maintain satisfactory internal control over the public funds they receive (assurance obtained from internal audit).
- Providers maintain satisfactory financial health to be able to deliver publicly funded learning provision (financial assessment).

Local authorities, YPLA and the Skills Funding Agency will establish a financial regulatory and audit framework that will minimise the burden on providers whilst providing full assurance on the use of public funds. The framework will make the maximum use of existing assurance, exchange of the results of assurance and one funding audit of each provider covering the needs of all stakeholders.

Role of the Lead Commissioner

Local authorities will be responsible for commissioning 16 - 19 provision from School Sixth Forms, Academies, Sixth Form Colleges, General FE Colleges and independent and third sector providers. LAs working in their SRG will need to determine who is to be the lead commissioner for each of the providers in the SRG area, which will normally be the local authority in which the provider is located (the Host LA).

The lead commissioner will be responsible for ensuring that the needs of feeder authorities, including those across the travel to learn area, are understood and reflected in the Statement of 16 - 19 Commissioning Priorities, and for working with providers on negotiated and competitive commissioning.

YPLA Direct Commissioning

Local authorities are the strategic commissioners of provision for young people. However, YPLA has power, under the ASCL Bill, to commission education and training in a small number of exceptional cases, including:

- From the small number of national providers for whom it may be appropriate to commission at national rather than local level, including, for example and where appropriate, National Skills Academies and independent specialist providers for LLDD.
- Where sub-regional groups of local authorities are not yet ready to take on this role.
- Where a local authority is failing or is likely to fail to fulfil its duties to secure sufficient education and training for 16 - 19 year olds, young people up to age 25 where a learning difficulty assessment is in place, and young offenders in youth custody (in sections 15ZA and 18A Education Act 1996).

Commissioning 16 – 19 Apprenticeships

Local authorities, via their Sub Regional Groups, or Regional Planning Groups where the RPG plays this role, will work closely with the National Apprenticeships Service (NAS) to identify the level of demand from learners and employers and the requirements of national target trajectories, ensuring that suitable Apprenticeship opportunities exist within each area.

Local authorities will work with their 14 - 19 partnerships to review current performance and activity and to identify where changes may need to be made to the mix and type of provision available within the area. NAS will identify expected regional and area target trajectories, demand from employers and learners, and the overall budget within which operations must be managed. Local Authorities, through RPGs, and NAS will agree the overall Apprenticeships provision likely to be required to meet the needs of young people locally.

Plans will be agreed between NAS, YPLA and local authorities to meet the demand for Apprenticeship places; this will include an indication of the broad mix and balance of sectors and levels likely to be required, which NAS will use to inform the procurement process with providers.

Data

The commissioning processes for 16 - 19 provision will be supported by relevant and timely data. The YPLA will have a dedicated Integrated Analytical Service based in each region which will provide consistent and required data for local authorities, SRGs and RPGs to support the planning, commissioning and performance management process. The data collected will be based upon the Individual Learner Record and Schools' Census which will enable local authorities, Government Offices and the YPLA to analyse activity across

programmes, between providers and by both curriculum and geographical areas.

Schools, colleges and other providers will be required to submit data within agreed time frames to meet the requirements of the commissioning cycle. The arrangements and systems for data collections will be managed by the FE Data Services and the Schools Data Services.

There is no intention to change the core sources of data in the immediate future, but changes will be made to the timings of returns to prevent delays in the commissioning cycle.

National systems for controlling and managing planning, allocations and budgets will be put in place.

Complaints and Issues Resolution / YPLA Powers and Intervention Policy

Systems will be put in place to address complaints.

The YPLA will hold reserve powers to provide for the event that a local authority is not able to carry out its commissioning function and ensure that young people and providers are not disadvantaged because of this.

Performance Management

There is a clear framework for performance management, focussed upon assessing provider performance and supporting improvements in standards.

Individual providers are responsible for their own performance and quality, but will be held accountable for delivery of commissioned provision. All post-16 providers will be assessed annually against a clear set of national measures. Performance assessments will not focus solely on achievements, but will seek to provide a more rounded picture of a provider's performance, taking account of all important factors which may influence learner outcomes.

Commissioning decisions will start from a position of transparent, up-to-date, information. Until the Framework for Excellence (FfE) becomes fully established for use across all post-16 providers, we will expect local authorities to draw upon a range of available performance evidence, including available FfE datasets, the post-16 Achievement and Attainment Tables and inspection reports.

The harmonisation of success rates for use in schools will take time to develop and the likelihood is that these will not be available until 2012. In the interim, we will expect local authority commissioning decisions to be based on available comparable evidence. For example, considering achievement or pass rates where they are comparing colleges with schools, or alternative success rates where they are comparing colleges with another.

YPLA will provide data on performance to the local authority, GO, SRG and RPG at identified times in the year in order to support the commissioning process. Local authorities will be responsible for using this data to commission high quality provision and to work with providers to ensure that the provision they secure is appropriate and meets quality standards.

Local authorities will use available performance evidence to analyse and evaluate where there are areas of weakness and of particular strength. They will then approach commissioning decisions with a clear focus not only on filling gaps and responding to growth or shifting demand, but also on tackling and eliminating poor provision.

Interventions relating to each provider's performance will be overseen by a single sponsoring agency:

- Schools will be the responsibility of the host local authority.
- Sixth form colleges will be the responsibility of the host local authority.
- Academies will be the responsibility of YPLA, acting on behalf of the Secretary of State.
- General FE colleges will be the responsibility of the Skills Funding Agency.
- Apprenticeships provision will be the responsibility of National Apprenticeships Service.

Learners with Learning Difficulties or Disabilities (LLDD)

The commissioning of provision for young people aged 16 - 19 and young people up to age 25 subject to a learning difficulty assessment may in some areas require a more detailed consideration – relating to the interaction of the assessment, commissioning, funding allocation and procurement processes – than is possible within an outline document. However the essential stages of the commissioning process will be as follows:

- Local authorities plan for LLDD/SEN provision through strategic analysis in liaison with YPLA and 14 - 19 planning routes referred to elsewhere.
- YPLA provides an indicative budget to RPGs for provision for learners subject to learning difficulty assessments.
- Local authorities draw up proposals on placement decisions for resident learners.
- These proposals are aggregated and considered for the extent to which learner entitlement could be met, the extent to which a local authority's duty could be met and is affordable. There is aggregation at sub regional and regional level to ensure coherence and affordability of proposals, identifying suitable provision within the sub region, regional or national level where this doesn't exist at local level, supported by YPLA specialist advice and moderation to achieve best value. The RPG will endorse proposals.
- YPLA considers coherence of local and sub regional planning to be assured of entitlement delivery, and considers affordability nationally to achieved best value.
- When plans are agreed, local authorities identified as lead commissioners will procure provision as appropriate from school sixth forms, from sixth form colleges, from FE colleges and other providers. YPLA will procure provision where it is agreed that this is best done at a national level, e.g. from Independent Specialist Providers (ISPs).
- Payments are made by local authorities and YPLA to providers under the appropriate funding instrument.

Young offenders in youth custody

Responsibility for securing education and training in public sector Young Offender Institutions (YOIs) will pass from the LSC to the YPLA in April 2010, and this responsibility is due to pass to local authorities from September 2010.

It is planned that local authorities will also take responsibility for securing education and training in private YOIs, Secure Training Centres and Secure Children's Homes. Implementation timescales will vary dependent on the nature and content of current contractual arrangements. Once this occurs, it will mean that local authorities will be

responsible for planning and commissioning learning provision to meet the needs of all young people aged 10 - 17 (and some young people aged 18 who are near the end of their sentence) in youth custody.

Local authorities with youth custody establishments in their area will lead on planning and commissioning youth custody provision through strategic analysis, in liaison with YPLA and wider 14 - 19 planning routes, in relation to the number of places in juvenile custody in their area, the general needs and age ranges of young people detained and in the context of the wider regime and facilities in the custodial establishments...

In support the YPLA will:

- provide guidance for the core requirements for education and training in youth custody;
- ensure coherence of plans for learning for young people in youth custody across the country;
- provide a dedicated budget for learning provision for young offenders in youth custody, allocated using a funding formula and the number of places for young offenders in youth custody in the local authority area.

Further Information

Further information on the National Commissioning Framework can be obtained from: Roger Langdon in the Department for Children, Schools and Families – email: roger.langdon@dcfs.gsi.gov.uk

The new 16 - 19 collaborative commissioning cycle

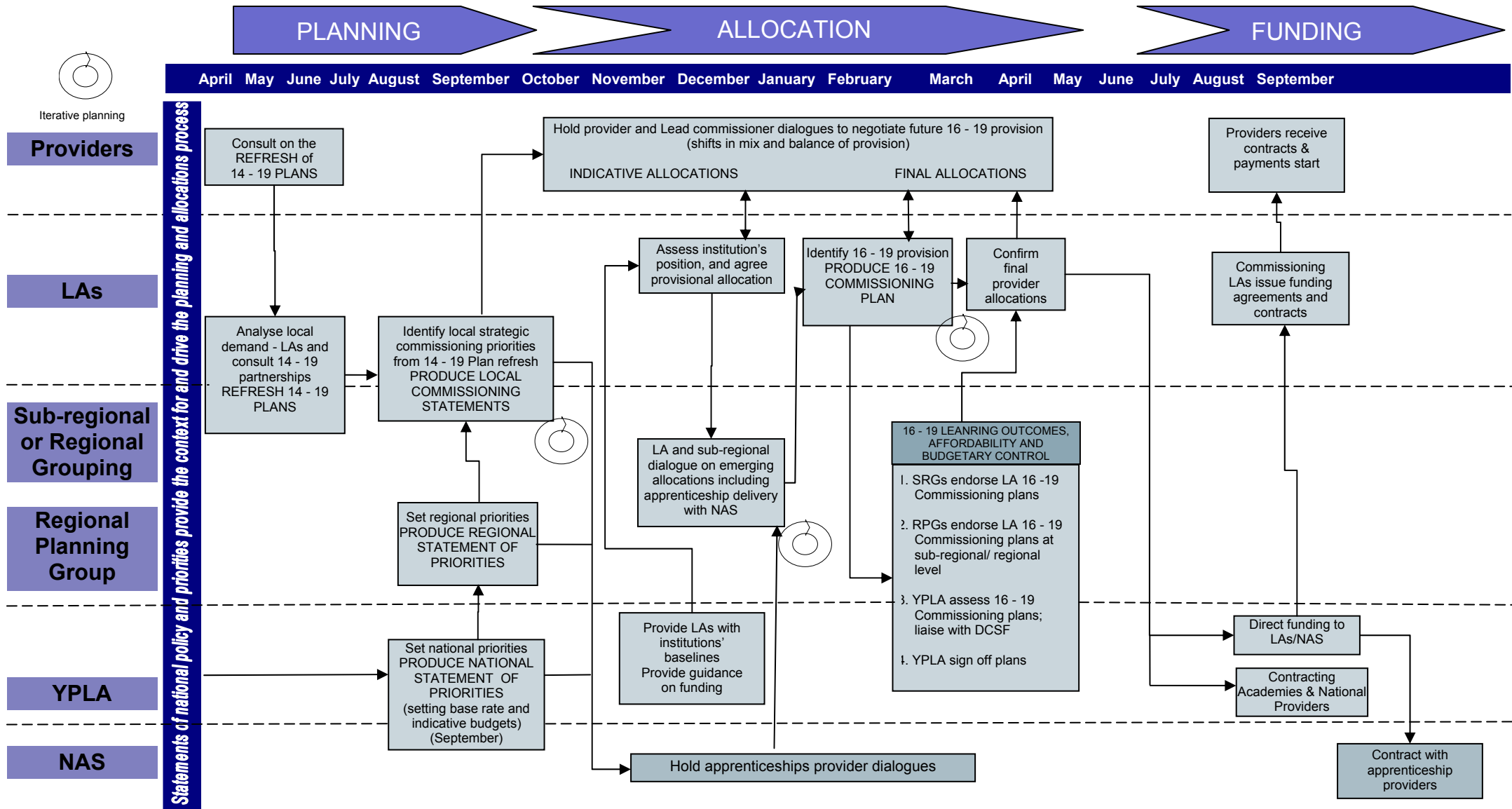


Figure 2: Commissioning Process