

A commitment from  
**The Children's Plan**



department for  
**children, schools and families**



# Contents

|   |           |
|---|-----------|
| <b>Foreword – Jim Knight</b>  | <b>1</b>  |
| <b>Executive Summary</b>  | <b>2</b>  |
| <b>1. Purpose of report</b>   | <b>5</b>  |
| <b>2. The challenge of delivering 14–19 reforms in rural areas</b>                | <b>8</b>  |
| <b>3. Emerging solutions to delivery issues in rural areas</b>                    | <b>13</b> |
| <b>4. Support for rural areas to deliver 14–19 reforms</b>                        | <b>23</b> |
| <b>5. The underpinning data and analysis</b>                                      | <b>33</b> |
| <b>Annex – Generic job description for 14–19 Transport and Access Coordinator</b> | <b>38</b> |



# Foreword – Jim Knight



The programme of 14-19 reforms is as ambitious as it is vital. It is seeking to do nothing less than ensure that every young person in England is given the best possible opportunity to succeed in education, in work, and in life. Against the backdrop of a changing global economy and the emergence of new industries and technologies, it is imperative that we prepare young people for the world they will face as adults.

We are introducing new qualifications – Diplomas and functional skills – expanding Apprenticeships, and streamlining the qualifications system, so that young people will have clearer routes to follow. The reform programme will culminate in 2013 with the national entitlement in place across the whole country, and a raised participation age taking effect.

Just as I am committed to these essential reforms, so I am committed to rural areas, and to the cause of making sure that young people in rural areas are able to enjoy the benefits of these reforms. I recognise, however, that whilst our commitment is to all young people, the approaches taken to enact these reforms must take account of local circumstances. In particular, rural areas have a different set of challenges to meet to make a reformed 14-19 system – and hence a better chance of success in life – a reality for every young person.

These challenges are well understood: dispersed populations and settlements; less well-developed transport infrastructures; and, more micro and small businesses. What is equally apparent is the experience that rural areas have in meeting these challenges and the creativity that is already being shown to help young people access new provision. I have witnessed this in my constituency in Dorset and in other places across the country. Indeed, I am delighted that the proportion of schools in rural areas delivering Diplomas from 2009 will be around the same as in urban areas. This demonstrates real progress.

Through this report, we are seeking to help rural areas build upon this experience and creativity by providing a range of tools and examples of good practice that can be adapted to the local context. I am also announcing £3 million in funding for a 14-19 Transport and Access Coordinator in the most rural local authorities, as well as a £20 million capital investment for the rural areas with the most significant delivery challenges.

I believe that this mixture of sharing good practice and providing central guidance and support will ensure that rural areas are well placed to implement the 14-19 reform programme and improve the learning and support offer for their young people.

# Executive Summary

Through this report, we look at the delivery of 14-19 reforms in rural areas, considering the challenges they face and exploring a range of solutions that local areas are already taking forward to meet these challenges.

We are committed to supporting every area to deliver the programme of 14-19 reforms, so that every young person is able to benefit from the improvements to the system, to help them succeed in education, work, and life. At the same time, we recognise that rural areas face distinct challenges in implementing 14-19 reforms, including:

- low population density;
- lack of transport infrastructure;
- long distances between homes, schools, and colleges;
- lower proportion of larger employers; and
- lack of employers in some sectors.

We have gathered a substantial amount of data to better understand the delivery challenges. These data show us that, whilst there are some similarities between rural areas, there are also significant differences which mean that there is no single approach to delivery that will be appropriate to all. Moreover, local areas have been involved with the practical details of ensuring that their young people access

education and training for decades, and will have a depth of local knowledge that is impossible to replicate at national level.

That is why this report is not prescriptive about what should be done. Instead it proposes a number of possible solutions, based upon existing good practice, and provides a selection of planning tools to help local areas arrive at the right solution for them, focusing on two key issues:

- ensuring access to provision; and
- securing sufficient employer engagement.

These represent the cornerstone of the 14-19 reform programme. Rural areas, working through the 14-19 Partnership, must ensure that young people are able to access the right provision and that employers are fully engaged in Apprenticeships, Diplomas, and work experience, to be sure that every young person is given the best opportunity to succeed.

## Finding the right approach

This report includes information on a wide range of solutions that local areas are already applying, with case studies where relevant. Some of the solutions we have investigated include:

- 14-19 Transport and Access Coordinator;
- mopeds for young people over 16;

- e-learning;
- common and block timetabling;
- mobile provision;
- peripatetic teachers and lecturers;
- boarding provision;
- working with Education Business Partnerships;
- engaging public sector employers;
- different consortia configurations by Diploma line; and
- skills centres and satellite campuses.

This is not intended to be an exhaustive list. There is a great deal of creativity and innovation shown by local authorities, schools, colleges, employers, and young people themselves to meet delivery challenges, and we must continue to encourage this.

We have developed a typology that suggests possible solutions, based upon the type of rural area being considered, to six key delivery challenges:

- employer engagement;
- involving Further Education Colleges;
- transporting young people to take Diplomas;
- finding other ways to meet transport challenges;
- building the critical mass for delivery; and
- providing the facilities.

### Support for local areas

To further help 14-19 Partnerships determine the right approach for their circumstances, this report offers support in three areas:

- pump-priming support;
- tools to assist the planning process; and

- information sharing and other support.

### Pump-priming support

We are providing short-term funding through two routes to help develop sustainable solutions to delivering 14-19 reform. First, we are offering to fund the post of 14-19 Transport and Access Coordinator until March 2010 in the 40 most rural local authorities. This role will work to match transport and 14-19 provision. Areas that have trialled such a role have seen an improved transport approach and have enjoyed efficiency savings. Second, we have set aside £20 million to fund capital projects in the 20 most rural areas to help deliver 14-19 reforms. We are looking for innovative approaches to delivery that will prove to be sustainable in the longer term.

### Assisting the planning process

Local areas will be best placed to know the best approach to deliver 14-19 reforms, taking into account local circumstances. To support them we have created three planning tools. First, we have worked with local authorities to develop a planning checklist, which considers how to approach the development of solutions, and highlights the key conversations that need to take place. Second, we are providing local maps to the 40 most rural local authorities, presenting key information related to 14-19 delivery. Third, we have developed an employer analysis tool that shows employers by Diploma line and by size of employer at a local district authority level.

### Information sharing and other support

We are able to go some way in sharing good practice and supporting local areas, but it is better that rural areas work together to find solutions to delivering 14-19 reforms. To facilitate this, we have established a rural pairing scheme, which

links local authorities based upon their similarity across a range of characteristics. As part of this we will provide a small amount of funding to cover the costs of visits. Alongside this, our 14-19 Rural Advisor will continue to provide direct support to rural areas.

### 14-19 Partnerships

We refer throughout this document to the 14-19 Partnership as the body that can best lead in determining strategy for 14-19 for a whole area. The 14-19 Partnership can be defined by its strategic role in:

- agreeing the local vision for 14-19;
- developing and articulating strategies for the full range of 14-19 priorities; and
- supporting Diploma consortia so that they are ready to deliver.

### Actions for rural areas

Based upon this report, we encourage rural 14-19 Partnerships to:

- establish the post of 14-19 Transport and Access Coordinator using centrally provided support;
- use the information in Chapter 3, the typology, and the case studies in this report to help devise local solutions;
- use the planning checklist in Chapter 4 to review current activity and plan future activity;
- use the local authority level map to help with planning;
- use the employer analysis tool to access information about the local employer base ([www.dcsf.gov.uk/14-19/rural](http://www.dcsf.gov.uk/14-19/rural));
- take part in the Rural Pairing Scheme using centrally provided support;
- make use of the Department's 14-19 Rural Advisor (via your local authority 14-19 coordinator); and
- continue to innovate and work with one another to share good practice and help improve the chances of all young people.



# 1. Purpose of report

The 14-19 reform programme is ambitious, seeking to create a new qualifications entitlement across every local area. We are doing this to ensure that every young person is given the best opportunity to succeed in education, work and life.

We recognise that rural areas will have to meet distinct challenges in delivering the reforms. Therefore, through this report we are looking at these challenges, helping to share good practice, and offering support to rural areas as they implement 14-19 reforms.

We have produced this report because we are committed to supporting every area to deliver the 14-19 reform programme, not least the national entitlement to Diplomas from 2013. We recognise that the logistics of delivery are different in rural areas, with lower population densities, fewer large employers, and greater distances between homes, schools, and colleges. We know that this is a significant issue, with around one in five young people in England living in rural areas.

We also recognise that we cannot be prescriptive about solutions. There are significant differences between rural areas as well as commonalities. The local circumstances will determine the best way for the reforms to be delivered, and we will continue to support local areas to find the right solutions for them.

To help local areas, this report sets out the different sources of advice and support that exist, and includes a number of tools that will assist areas to plan and implement 14-19 reforms. It also builds upon the work of the interim report (published in November 2007 – [www.dcsf.gov.uk/14-19/rural](http://www.dcsf.gov.uk/14-19/rural)), taking the data from that report and from subsequent work to produce a series of national and local maps highlighting key aspects of delivery.

Some of these tools are available to all via this report. Others will only be available initially to the 40 most rural local authorities, as listed in Table 1.

We refer throughout this document to the 14-19 Partnership as the body that will lead 14-19 strategy development for a whole area. The 14-19 Partnership can be defined by its strategic role in:

- agreeing the local vision for 14-19;
- developing and articulating strategies for the full range of 14-19 priorities;
- supporting Diploma consortia so that they are ready to deliver.

Further information on 14-19 Partnerships can be found at [www.dcsf.gov.uk/14-19](http://www.dcsf.gov.uk/14-19).

**Table 1: list of 40 most rural local authorities by density of 14 and 15 year olds**

| Local authority          | Density Rank | Local authority              | Density Rank |
|--------------------------|--------------|------------------------------|--------------|
| Northumberland           | 1            | West Berkshire               | 21           |
| North Yorkshire          | 2            | Warwickshire                 | 22           |
| Cumbria                  | 3            | East Sussex                  | 23           |
| Herefordshire            | 4            | Northamptonshire             | 24           |
| Shropshire               | 5            | Derbyshire                   | 25           |
| Devon                    | 6            | Leicestershire               | 26           |
| Lincolnshire             | 7            | Buckinghamshire              | 27           |
| Rutland                  | 8            | Worcestershire               | 28           |
| Wiltshire                | 9            | Staffordshire                | 29           |
| East Riding of Yorkshire | 10           | Cheshire                     | 30           |
| Cornwall                 | 11           | Bedfordshire                 | 31           |
| Norfolk                  | 12           | Hampshire                    | 32           |
| Dorset                   | 13           | West Sussex                  | 33           |
| Somerset                 | 14           | Isle of Wight                | 34           |
| Cambridgeshire           | 15           | Nottinghamshire              | 35           |
| Suffolk                  | 16           | Essex                        | 36           |
| North Lincolnshire       | 17           | Kent                         | 37           |
| Gloucestershire          | 18           | Lancashire                   | 38           |
| Oxfordshire              | 19           | Bath and North East Somerset | 39           |
| Durham                   | 20           | North Somerset               | 40           |

This lists shows the local authorities with the lowest number of 14 and 15 year olds per square mile. This is a simple approach, used purely for the purposes of this report and the ensuing support. It is not an official definition of rural local authorities.

# 2. The challenge of delivering 14-19 reforms in rural areas

Across the country, 14-19 Partnerships are implementing 14-19 reforms, including rising to meet two key challenges:

- ensuring access to provision for all young people in an area; and
- securing sufficient employer engagement to realise the ambition of new qualifications.

Meeting these challenges will be more difficult for 14-19 Partnerships in rural areas as they contend with: low population density; a lack of transport infrastructure; long distances between homes, schools, and colleges; a low proportion of larger employers; and a lack of employers in some sectors.

There are differences between and within rural areas that will dictate what the most pressing issues are, and what the most appropriate solutions might be. We have developed a typology which matches potential solutions to different rural settings.

The aim of the 14-19 reform programme is that every young person should be enabled to make a success of their life through education and training. A key part of this is making sure that every young person is able to access a programme of study that will enable them to succeed and progress.

The new curriculum and qualifications entitlement means that no single institution will be able to offer the complete range of opportunities, and young people will often be accessing provision from more than one school, college, or work-based learning provider. Employers will need to be engaged more extensively than ever before.

This presents challenges to all providers and especially to those in rural areas, which must take account of a combination of some or all of the following characteristics:

- low population density;
- lack of transport infrastructure;
- long distances between homes, schools, and colleges;
- lower proportion of larger employers; and
- lack of employers in some sectors.

These challenges can be appreciated when looking at Map 1, which shows the area from which Haydon Bridge Community High School in Northumberland draws its pupils, super-imposed over London to give a sense of scale.

Map 1: Catchment area for Haydon Bridge Community High School super-imposed over London



In short, rural 14-19 Partnerships may find it more difficult to establish the critical mass of students, providers, and employers to deliver 14-19 reforms. The evidence from the first Diploma Gateway process seems to reinforce this point, with a lower proportion of schools from rural or rural sparse areas approved for delivery from September 2008, in comparison with urban areas. However, as Table 2 shows, there was a significant increase following the second Diploma Gateway process, demonstrating progress in meeting rural delivery challenges:

Table 2: Proportion of schools delivering Diplomas by type of area

| Type of area | From 2008 | From 2009 (cumulative) |
|--------------|-----------|------------------------|
| Urban        | 27.9%     | 70.7%                  |
| Rural        | 16.6%     | 68.9%                  |
| Rural sparse | 13.2%     | 73.6%                  |

In order to build the critical mass needed for delivery, rural areas will need to find ways to:

- ensure adequate access to provision, either through transporting young people or by finding alternative approaches that remove the need for young people to be moved; and
- secure sufficient employer engagement within the local area, or find ways to access employers from further afield.

## Typology

We have developed a typology that considers what approaches might work in different rural contexts. To make this easier to use, we have simplified the wide variety of rural areas into four representative ‘types’:

**Market town:** Typically a significant settlement, generally with an established history, acting as the focal point for the local area. This includes being the transport hub (for shopping and business), with a reasonably sized population, several secondary schools and probably an FE College, with catchment areas into the countryside. Will act as the main Diploma hub for area.

**Community of villages:** Typically a group of villages with reasonable transport connections to one another, although not always direct, and which collectively support a secondary school population. Less likely to have an FE College. Looking to deliver significant parts of the Diploma between villages, with some buy-in from outside.

**Rural suburbia:** Typically villages that are unequivocally rural in terms of population density, local industry, and so on, but which are geographically close to a major town or city. Will be predominantly looking to nearby urban area for delivery of Diplomas.

**Remote homesteads:** Typically small settlements or isolated homes with little or no education provision nearby, relying on other areas to provide Diplomas. Will be looking at longer travelling distances and facing some of the most challenging delivery circumstances for 14-19.

Using these representative ‘types’, the typology plots a range of ideas and solutions against six key delivery challenges:

- Transporting young people to take Diplomas – how can young people best be moved around in areas with poor transport infrastructures?
- Finding other ways to meet transport challenges – what non-transport approaches can be used to avoid having to move young people long distances?
- Employer engagement – what is the best way to encourage employers to become involved?
- Building the critical mass for delivery – how best can the necessary number of schools, colleges, employers, and young people be gathered together?
- Providing the facilities – what facilities should be built to help deliver 14-19 in rural areas?
- Involving Further Education – what approaches might work to engage FE Colleges?

This typology should be used with the more detailed description of how solutions might work in chapter 3, and will be a useful tool to help rural 14-19 Partnerships consider which approaches might work best within their local context. It is not an exhaustive list of solutions, and we continue to encourage rural areas to think creatively about meeting delivery challenges.

## Typology

|                              | Transporting young people to take Diplomas  | Other ways to meet transport challenges   | Employer engagement   | Building the critical mass for delivery  | Providing the facilities  | Involving Further Education   |
|------------------------------|---|---|---|--|---|---|
| <b>Market town</b>           | <ul style="list-style-type: none"> <li>● Use town as transport hub – bring in young people</li> <li>● Subsidising routes</li> <li>● 14-19 Transport and Access Coordinator</li> </ul> | <ul style="list-style-type: none"> <li>● E-learning</li> <li>● Common timetabling</li> </ul>  | <ul style="list-style-type: none"> <li>● Work with Education Business Partnership (EBP)</li> <li>● Use employer analysis tool</li> <li>● Use town as hub</li> <li>● Use public sector employers</li> </ul>  | <ul style="list-style-type: none"> <li>● Focus on town as delivery hub</li> </ul>  | <ul style="list-style-type: none"> <li>● Upgrade facilities on existing sites</li> <li>● Town skills centre</li> <li>● Build on light industrial area</li> </ul>    | <ul style="list-style-type: none"> <li>● Engage FE in town</li> <li>● If no FE: <ul style="list-style-type: none"> <li>● Establish satellite campus</li> <li>● Joint skills centre</li> <li>● E-learning</li> </ul> </li> </ul> |
| <b>Community of villages</b> | <ul style="list-style-type: none"> <li>● Mopeds</li> <li>● Dial-a-ride service</li> <li>● 14-19 Transport and Access Coordinator</li> </ul>   | <ul style="list-style-type: none"> <li>● Common timetabling</li> <li>● E-learning</li> <li>● Peripatetic teaching</li> <li>● Mobile facilities</li> </ul> | <ul style="list-style-type: none"> <li>● Work with EBP</li> <li>● Use employer analysis tool</li> <li>● Focus on small employers</li> <li>● Use public sector employers</li> <li>● Use employers for multiple Diplomas</li> <li>● Use employers outside area for work experience</li> </ul> | <ul style="list-style-type: none"> <li>● Establish viable consortia to meet demand</li> <li>● Different consortia by Diploma line</li> <li>● Buy-in provision for low demand Diplomas</li> </ul> | <ul style="list-style-type: none"> <li>● Skills centre</li> <li>● Mobile facilities</li> <li>● E-learning</li> <li>● Build facilities in strong subjects</li> </ul> | <ul style="list-style-type: none"> <li>● Include nearest FE College in common timetable</li> <li>● Skills centre</li> <li>● Peripatetic FE lecturers using school facilities</li> <li>● Mobile facilities</li> </ul>            |

|                          | Transporting young people to take Diplomas   | Other ways to meet transport challenges  | Employer engagement  | Building the critical mass for delivery   | Providing the facilities   | Involving Further Education  |
|--------------------------|--|--|--|---|--|--|
| <b>Rural suburbia</b>    | <ul style="list-style-type: none"> <li>Tap into nearby urban offer – create common pick-up points and transport to urban area</li> <li>Mopeds</li> <li>Subsidising routes</li> <li>14-19 Transport and Access Coordinator</li> </ul> | <ul style="list-style-type: none"> <li>Common Timetabling with urban area</li> <li>Peripatetic teaching</li> <li>Mobile facilities</li> </ul>  | <ul style="list-style-type: none"> <li>Work with EBP</li> <li>Use employer analysis tool</li> <li>Tap into nearby urban offer</li> <li>Cross-border working</li> </ul>   | <ul style="list-style-type: none"> <li>Join with nearby urban offer</li> <li>Different consortia by Diploma line</li> </ul>   | <ul style="list-style-type: none"> <li>Tap into nearby urban offer</li> <li>Build facilities in strong subjects</li> </ul>           | <ul style="list-style-type: none"> <li>Use FE College in urban area</li> <li>Mobile FE provision if demand sufficient</li> </ul>   |
| <b>Remote homesteads</b> | <ul style="list-style-type: none"> <li>Factor in inevitable longer journeys</li> <li>Bespoke minibus service dependent on pupils in each subject</li> <li>14-19 Transport and Access Coordinator</li> </ul>                          | <ul style="list-style-type: none"> <li>Block provision in external provider for work-based elements</li> <li>Boarding with external provider for work-based elements</li> <li>E-learning</li> <li>Mobile facilities</li> <li>Peripatetic teaching</li> <li>Common timetabling</li> </ul> | <ul style="list-style-type: none"> <li>Work with EBP</li> <li>Use employer analysis tool</li> <li>Block provision in external provider for work-based elements</li> <li>Boarding with external provider for work-based elements</li> </ul> | <ul style="list-style-type: none"> <li>Different consortia by Diploma line</li> <li>Buy-in provision for low-demand Diplomas</li> <li>Establish wider scope for critical mass – including adult learners, skills support, and higher education teaching.</li> </ul> | <ul style="list-style-type: none"> <li>E-learning</li> <li>Mobile facilities</li> <li>Build facilities in strong subjects</li> </ul> | <ul style="list-style-type: none"> <li>E-learning</li> <li>Block provision in external FE College</li> <li>Boarding provision in external FE College</li> <li>FE skills centre in strong subjects</li> <li>Focus on schools</li> </ul> |



# 3. Emerging solutions to delivery issues in rural areas

There is no single solution to effective delivery of 14-19 reforms in rural areas, but there are a range of solutions already demonstrating their worth across the country that can be adapted depending upon local needs and circumstances. The priorities are to ensure that every young person is able to access provision and that employers are engaged effectively.

In some cases, this means finding ways to transport young people around a rural area, for example by employing a 14-19 Transport and Access Coordinator to create a coherent transport plan based upon a common timetable, or by using community transport. In other cases, using a combination of mobile provision, peripatetic teaching, and e-learning can mean that young people do not have to move around to access the course of their choice.

The Education Business Partnership (EBP) is the first port of call for the local authority, 14-19 Partnership, or consortia interested in improving employer engagement. They can help to match employers with education and training offers, making use of existing networks and public sector employment opportunities.

Rural areas will need to use innovative approaches to establish viable delivery models, for example buying-in provision from outside the area, or building joint skills centres between schools and colleges.

Although we cannot prescribe a single solution to rural delivery issues, we can categorise types of solution and illustrate how they are already working, based upon good practice that is already taking place around the country. This chapter explores some of these solutions – by topic – in more depth, so that rural 14-19 Partnerships can consider how they might be applied within their area.

## Ensuring access to provision

The new curriculum and qualifications entitlement will need to be provided across a local area. This means ensuring that every young person is able to access provision. However, there are inevitable transport challenges in rural areas. In many cases, this will mean that it is more effective and efficient to find ways for young people to access provision without moving them. In other cases, there are viable transport solutions already in place for 14-19 delivery, even in remote rural areas.

Underpinning either approach is common timetabling. This is critical for Diploma delivery across the country and particularly important in rural areas where the need to minimise transport during the school or college day is a must. Instead, with designated 'Diploma days' shared across institutions, a young person will only ever

have a return ‘home to institution’ journey each day, removing the need for additional transport to be provided.

With a common approach in place, areas can benefit from having a 14-19 Transport and Access Coordinator as a dedicated resource to coordinate transport arrangements to help deliver 14-19 reforms. The coordinator acts as a crucial liaison between the general 14-19 team and the transport team within a local authority, to help ensure that transport planning takes full account of the patterns of provision across an area. The coordinator should work with schools and colleges to ensure the most efficient and effective transport arrangements. **We will help both the 14-19 teams and the transport teams in the 40 most rural local authorities (as listed in table 1) by funding 14-19 Transport and Access Coordinators for eighteen months from September 2008. We will provide £50,000 per year to fund this post.** A generic job description can be found in the Annex to this report.

As well as looking at the more traditional methods of moving young people, for example school buses, the coordinator might consider more innovative approaches, for example, taking advantage of existing community

transport schemes, such as ‘Dial-a-ride’. These are responsive transport schemes already in use in a number of areas, whereby local residents can access local authority operated services on-demand, either individually or in groups. More flexible than a traditional timetabled route, this benefits the user and also means that the local authority is not running under-used services just to keep a timetable. Dial-a-bus schemes need not be restricted to young people, but can be most effective when serving the whole community, creating a more sustainable passenger base.

Some areas are providing mopeds as a targeted approach for certain groups of post-16 students. These have been successfully employed to allow young people to make shorter journeys where public transport is not sufficient or timely. This is less suitable for longer journeys, particularly when these would be taking place during hours of darkness over winter, for example.

### Case Study – Transport Coordinator in Cumbria

Cumbria is home to some of the most rural parts of the country. To meet challenges around transport, Cumbria has appointed a Transport Coordinator and established five 'Travel to Learn' partnerships around which provision is based. The Transport Coordinator works with the home-to-school transport team and the 14-19 team to help to ensure that transport arrangements are suitable to the needs of young people. This has meant that no student has been denied access to provision in their non-home institution due to problems with paying for transport for over four years.

The Transport Coordinator helps to bring together a range of different approaches:

- using the five 'Travel to Learn' partnerships as the focus for transport arrangements, including involving Further Education;
- helping to identify specific days for students to undertake courses in non-home institutions (common timetabling);
- moving staff rather than students where that is most sensible (peripatetic teaching);
- a 'Wheels to Learn' scheme for post-16 learners in West Cumbria;
- devising and implementing bespoke solutions for individuals or small groups, for example using minibuses;
- the provision of bus passes for 16-19 year-old students if they live more than three miles from their chosen school or college; and
- student ownership of funds in some cases to enable them to organise their own transport.

Not only has the Transport Coordinator been able to make significant improvements in the accessibility of provision and the journeys that young people are making, but they have also been able to achieve efficiency savings that have more than covered the cost of the role.

### Case study: Mopeds – a part of the transport solution for some young people?

There are a number of schemes in different parts of the country that subsidise the loan of mopeds to young people in rural areas to enable them to access employment or study. The schemes include extensive training, provision of protective clothing, insurance cover, servicing of the machines, and regular contact and check-ups from the scheme's staff.

One example is in Lancashire, where Lucy, a 17 year-old, attends Preston College on a Media course. She lives with her mum and sister in Kirkham and was really struggling with the eight mile journey to college and was at risk of losing her placement until her local Youth Centre told her about 'Wheels 2 Work'.

Lucy referred herself to the scheme by telephoning a Project Worker. An appointment was made to visit Lucy at home and discuss 'Wheels 2 Work' with her mum. Lucy fulfilled the required criteria and was accepted on to the scheme. She took her compulsory basic training but needed more training as she lacked confidence on the road.

Lucy has had her moped for just over three months now and loves the freedom and confidence her moped has given her. Lucy says "Apart from getting me to College on time, I have been able to visit friends I haven't seen since moving to Kirkham. I am really grateful to 'Wheels 2 Work' for all the help and support given."

Some participants use their mopeds as the only means of transport to college, while others, often living in the most remote places with very long journeys, use them as a 'link bike' to a station where they are then able to catch a train.

Although there are viable transport solutions, in many cases it may be more desirable to find ways to minimise the number of longer journeys that a young person will need to make in order to access provision. In combination, these approaches can provide an effective and efficient way of delivering education and training.

E-learning can play an important role in supplementing a programme of education or training, providing more flexible ways for young people to access provision. For example, this might be through direct online learning; that is the creation of modules to be taken online via an area-wide Virtual Learning Environment. Or it could be through using ICT to offer video-conferencing facilities, so that a young person can view lectures remotely, either at home or in a nearby institution. A blended approach to learning, using the best of e-learning alongside other teaching methods, is already common across the country, and rural areas can build upon the best practice here to ensure that young people, even in remote areas, are able to access

provision. Approaches should take account of the speed and degree of connectivity, which are sometimes less developed in rural areas.

Becta is the national body promoting the effective use of ICT and e-learning to help deliver education. More information can be found at [www.becta.org.uk](http://www.becta.org.uk).

As alternatives to transporting young people to provision, a mixture of peripatetic teaching and mobile provision means that the education or training comes to the young person, either at their home school or college, or at another convenient location, for example a skills centre. In practice, this will generally mean that a mobile facility or peripatetic teacher will visit rural schools in an area on a rotating basis so that young people can access the specialist facilities needed to undertake a course. As well as being more convenient for the young person, the costs of moving provision or staff can be lower than those involved in moving a class of young people from different starting locations.

### Case study: Peripatetic teaching

The West Dorset Rural Federation has been formed between local schools, colleges, and training providers to provide more appropriate work-based learning for students. Weymouth College provides specialist staff as peripatetic teachers to work with students at a school site two days per week.

This approach means that:

- students benefit from the experience and expertise of the staff in delivering vocational qualifications;
- college staff, though not always used to teaching pre-16 groups, operate different teaching styles more geared up to an applied approach;
- assessment and accreditation of courses can be dealt with by experienced practitioners; and
- excellent links are now established with the college, providing progression routes for students, so participating young people are less likely to leave education or training.

Before acceptance onto a course students are put through an application process that involves interviews with college and school staff. The experience of peripatetic colleagues at this stage has prevented students being accepted on courses that may not be fully suitable to their needs and ability.

From September 2008 the West Dorset Rural Federation intends to expand the number and variety of courses on offer to students, including practical countryside studies, blacksmith and welding training, equine studies, catering and floristry.

Of course, there will still be times when it is best for young people to access provision on a particular site, even if this means them travelling long distances. To minimise the inconvenience of repeated long journeys, local areas can consider a mixture of block timetabling – where a set period, for example one week per term, is set aside for specialist learning at a particular facility – and boarding. As well as minimising the travel for the young people concerned, these approaches also enables a local area to make maximum use of a facility, so that different cohorts of young people are using it at any one time.

### Engaging employers

Employers have a central role to play in the delivery of the Diploma, in raising the participation age, and in expanding Apprenticeships. They are already involved in the design of the qualification, leading the Diploma Development Partnerships, working with Higher Education and others to develop the content for Diplomas to ensure that it meets both their needs and those of universities. They also need to be involved at a local level in the education and training of young people.

This will be more difficult to achieve in a rural environment where employers are more likely to be dispersed, there are fewer large employers, and there are likely to be some employment sectors not present. These mean that rural

### Case study: Boarding provision at Haydon Bridge Community High School, Northumberland

Haydon Bridge Community High School is a 13-18 comprehensive school of around 1,000 pupils, coming in from more than 700 square miles of rural west Northumberland.

The school provides boarding provision four nights per week for up to 60 students at nearby Ridley Hall (which is leased by Northumberland County Council). To receive boarding provision funded by the local authority, students must live within the school's catchment area and have a home-school journey of more than a certain time. Students from outside this area can board but have to fund accommodation costs. The students are cared for by a team of qualified staff.

As part of the local 14-19 consortium, Ridley Hall and its extensive grounds are planned to be used as a work-based centre for Diplomas in Environmental and Land Based Studies, Hospitality and Sport & Leisure.

This facility has made a significant contribution to increasing post-16 retention rates. Boarding at Ridley Hall develops the personal and social skills of students who come from isolated settings. They leave as well-rounded independent individuals who settle more quickly into university life or the world of work as compared with their non-boarding peers.

As students only board Monday to Friday, Ridley Hall is used as a venue for educational conferences. Revenue from this is re-invested to maintain the building and facilities.

areas may have to be more creative in securing employer engagement, and will have to focus more strongly on engaging small and medium employers (SMEs). Though potentially more difficult, there are real advantages to getting SMEs on board. In engaging employers who collectively reflect local economic circumstances, it helps to ensure the relevance of learning, increasing the motivation of young people. Local employers are also likely to be aware of the skills gaps in the area and have an interest in attracting more people into the sector. Each school and college sits within a community and has myriad existing links to employers through its board of governors, through parents, through contractors and through existing partnerships to support work-related learning. These contacts can be used to engage employers.

The EBP should be the first port of call for a local authority, 14-19 Partnership, or consortium to organise effective employer engagement. The EBP will be experienced in bringing together employers to explore ways in which they can get more closely involved with schools and colleges, ensuring that young people are exposed to the right kind of employer opportunities. More information about local EBPs, including contact details, can be found via the National EBP Network (NEBPN) at <http://www.nebpn.org/>.

### Case Study: EBPs work in rural areas

There are some common approaches to employer engagement in rural areas, given that typically over 90 per cent of employers can be classified as Small to Medium Enterprises (SMEs).

EBPs will make best use of the existing structures within the local authority, often dividing large local authorities into smaller groups linked to 14-19 Partnerships. Key stakeholders are involved, for example, Connexions, Chamber of Commerce, work-based training providers, regeneration organisations, sector employers, schools, colleges and EBP District Coordinators. These groups meet regularly and act as an information forum. All information is then fed up to a strategic level.

In Staffordshire, each group has a 'hub' school which coordinates employer data. This can be accessed by young people, teachers, the EBP, and other external bodies. Most new work experience placements are found by the school or a young person through family contacts.

In Lincolnshire, the EBP carries out the initial work with employers and allows the groups to follow this up. Each group has a coordinated approach to engage employers, and the impartiality of the EBP helps in producing an area-wide strategy and the spread of good practice.

Rural EBPs actively look at ways to use all potential opportunities with employers, not just those which are obvious. For example, an engineering company will also have a reception area, an office, sales staff and an accounts department; a care home will have catering, a grounds person, as well as administration and accounting.

Where small employers can only offer a day placement, this is used as part of a combination with other employers. To minimise student travel, EBPs are developing new ways for young people to access a vocational curriculum, for example, using employers who are mobile, such as mechanics, or an ambulance for health care opportunities. These employers can travel to the institutions reducing the need for student travel.

A rural local authority and other public sector bodies can play a direct role in providing education and training opportunities for young people. Indeed, in some rural areas the public sector is one of the largest employers. It can be used for all aspects of Diploma delivery, including work experience. This means making use of the whole range of local public services, including those provided by the council, the Primary Care Trust (PCT), and so on. Local authorities and 14-19 Partnerships are encouraged to work with their EBP to think about opportunities for work experience with organisations contracted to provide council services – it could be built into the tender process as a condition of awarding

the contract. Also, areas should think creatively about the options presented by public sector and other employers. For example, a PCT or hospital trust can provide valuable support and work experience for the Society, Health and Development Diploma, but might also be able to support the Business Administration and Finance Diploma (through the HR and finance departments), or the Sport and Leisure Diploma (through the physiotherapy department).

Another approach for those rural areas that are close to a large urban area is to tap into the employer base within that town or city. This is particularly true where the urban centre is the focus for employment for the local rural

community, as commuter routes are likely to be well established, and the employer base in the immediate area is likely to be under-developed. This can be done working with the local EBPs, including from the urban area, and working in partnership with institutions in the neighbouring local authorities to coordinate demand and approaches to employers.

Of course, we want employers to play their part too. There are a range of ways that employers can get involved, including: working with teaching staff to develop learning content; going into the classroom; taking part in options evenings or careers evenings to talk about the nature of the job and working lives; getting involved in project work, competitions or as mentors; donating resources; allowing small groups of students to video the working environment as a resource for others to use and so on. 14-19 Partnerships might consider making use of the national network of inspiring and enthusiastic employer speakers, available to speak at local events. For more information, visit <http://www.dcsf.gov.uk/14-19/decn>.

### Building the critical mass for delivery

For the teaching of a qualification to be viable, it is imperative that a sufficient number of young people want to take it within an area. Rural areas, with lower population densities and greater distances between institutions, will have to plan carefully to establish the 'critical mass' for each Diploma line.

So, as a starting point, it is vital to ensure that planning assumptions are based upon viable consortia, in terms of numbers of learners, institutions, and employers, to enable an area to establish viable consortia to meet demand. Rural areas will have to be more flexible in their approach here than urban areas, in some cases

having different consortia by Diploma line, with larger consortia for less popular lines or where specialist facilities are less readily available.

In some cases, the geography of an area will mean that a rural 14-19 Partnership can focus on drawing young people into a town, for example in those areas with a central market town acting as the centre for education and employment. The 'critical mass' can be established in one location, bringing in young people from the surrounding countryside. This involves careful planning with schools and FE sites in the town, as well as the local EBP.

In other cases, it may be that a 14-19 Partnership needs to establish a wider scope to develop the 'critical mass'. Diploma facilities and staff do not need to be restricted to use by the 14-19 age group and, where necessary, the number of 14-19 learners in an area can be supplemented by adult learners, pre-14 learners, and even HE provision in order to establish the 'critical mass' for delivery, including using the same staff to teach a range of learners.

Another option is to buy-in provision that is hard to establish within a local area. It can make sense for young people from such an area to travel to neighbouring consortia or authorities for aspects of Diploma provision. This could usefully be combined with common timetabling alongside the neighbouring local authority, and possibly with block timetabling and boarding provision in that authority.

### Providing the facilities

Ensuring that young people are undertaking Diplomas in world-class facilities is a challenge for all areas. For rural areas, they must achieve this against a backdrop of lower learner numbers and often smaller schools, making it potentially more difficult to create the right facilities. At the same



time, they are also less able to utilise employer or Higher Education facilities. This will necessitate the innovative use of capital funding. This might be, for example, by providing mobile facilities, or by improving the e-learning infrastructure across a local area. Investment in these areas can have a bigger impact than a more traditional approach to building facilities at fixed locations.

Many rural areas have particular strengths that they can play to, focusing on strong provision. This is perhaps most obvious in the Environmental and Land-Based Diploma. By building a facility that provides a world-class environment for this Diploma line, not only will local learners benefit, but this facility can be made available to learners from neighbouring areas, perhaps in conjunction with local learners moving in the other direction for Diplomas with lower demand.

Another approach is to upgrade existing sites, including using sites other than secondary schools or colleges for facilities if this makes practical sense. For example, expanding facilities in a middle or even a primary school kitchen to allow effective teaching of the Hospitality Diploma could improve accessibility and provide good value for money.

### **Involving Further Education**

Further Education is a key partner in the delivery of 14-19 reforms, but in rural areas the distance that young people may have to travel to access an FE college can feel prohibitive. Aside from the block provision, boarding, peripatetic teaching, and mobile provision discussed above, all of which can effectively involve FE, there are other ways that FE provision can be brought closer to rural learners.

One option in common use is a satellite campus in a strategic location. Many FE colleges – some from within the local authority and some from neighbouring local authorities – already have satellite campuses in rural areas, to maximise access. Typically small, and focused on certain types of provision popular in those rural areas, this is a model that can be expanded as the new curriculum and qualifications entitlement comes on stream. In particular, there is the scope for colleges to become involved in joint skills centres. These centres, established in locations that are accessible for those in rural areas, offer specialist facilities linked to a ‘cluster’ of subjects with common themes – for example, combining Engineering, Manufacturing and Product Design, and Construction and the Built Environment. This maximises the impact of the facilities, and encourages the involvement of a wider group of institutions, as well as access by adult and other learners.

### Case study: North Suffolk Skills Centre

This flagship skills centre, which opened in September 2007, brings together a range of organisations to provide applied learning opportunities to young people in a rural part of Suffolk. The centre has initially focused on priority skills sectors for Suffolk/Eastern Region (construction, engineering, food and hospitality) and also offers learning in ICT, media, health and social care, and hair and beauty. In 2007/8, over 150 14-16 year olds from the partner secondary schools attended programmes.

It is led by the North Suffolk 14-19 Partnership which is using the Skills Centre to:

- develop learners' skills and economic potential by providing better access to vocational learning, targeting the 13-19 age range and the local adult community;
- seek to meet key local and regional objectives regarding the reduction of disadvantage in areas remote from key services, tackling social exclusion by improving employability of young people in rural areas and for hard-to-reach groups; and
- influence mainstream funding towards leveraging investment and matching funding.

Halesworth was selected as the optimum location because the area has:

- a low qualification base at Level 2;
- the need to diversify skills as agriculture/food decline as key sectors;
- poor access to training and Further Education due to rurality and poor infrastructure; and
- an established education provider partnership with good employer links and good understanding of the role skills-based learning can play in raising achievement and improving life chances.

# 4. Support for rural areas to deliver 14-19 reforms

Rural areas have a long history of ensuring that young people are able to access a wide range of high quality provision, and there are already excellent examples of local initiatives to implement 14-19 reforms. We want to encourage the good work that is already taking place in many 14-19 Partnerships and provide guidance to those areas that are less well developed in terms of 14-19. To these ends, we are announcing a range of support to rural areas:

- pump-priming support;
- assisting the planning process; and
- information sharing and other support.

## Pump-priming support

We are providing additional funds to help support the delivery of 14-19 reforms in rural areas:

- a 14-19 Transport and Access Coordinator in the 40 most rural local authorities (as listed in Table 1); and
- a £1 million capital investment for each of the 20 most rural local authorities (as listed in Table 1).

In addition, the Diploma Grant already allocates an additional £120 to pupils from sparse areas taking a Diploma from September 2008.

## Transport and Access Coordinators

Transport and Access Coordinators will work to bring greater coherence to existing transport systems at a strategic level. We believe that post-holders will be able to find efficiency savings that outweigh the costs of employment, thereby proving to be sustainable into the future.

We will help both the 14-19 teams and the transport teams in local authorities by funding 14-19 Transport and Access Coordinators for eighteen months from September 2008. We will provide £50,000 per year to fund this post in the 40 most rural local authorities as listed in Table 1. A generic job description can be found at the annex to this report.

## £20 million capital investment for the 20 most rural local authorities

We will provide up to £1 million in capital funding for each of the 20 most rural local authorities, as listed in Table 1. This is in recognition that these areas will have the most significant delivery challenges as they are the most rural areas.

We intend that this funding should promote innovative solutions to the challenges of Diploma delivery in rural areas, and that the good practice learnt will be shared across the country.

In order to access the funding, local authorities will need to send a short proposal of two sides of A4, explaining how they will invest the funding to increase accessibility, improve collaboration between providers, or reduce delivery costs. Some examples might be: use of ICT, mobile provision, boarding or residential provision, and skills centres. We welcome other innovative proposals.

In addition, all proposals should include at least 10 per cent matched-funding from local employers – either in cash or in kind.

Proposals must be received by the Department no later than Friday 1 August 2008, and should be sent in both hard copy and e-mail to:

Jayne Turner  
DCSF  
8th Floor  
Moorfoot  
Sheffield  
S1 4PQ

e-mail: [jayne.turner@dcsf.gsi.gov.uk](mailto:jayne.turner@dcsf.gsi.gov.uk)

### **Assisting the planning process**

Understanding the particular challenges in each area is an important element of planning for successful delivery. There is no centrally determined blueprint for how reforms should be implemented, and it is unlikely that any two delivery models will be identical. We have worked with a group of rural local authorities and providers to develop a number of tools that will help rural areas develop their own solutions to delivery challenges:

- a planning checklist;
- local authority level maps for the 40 most rural local authorities; and
- an employer analysis tool, to enable local areas to analyse, by Diploma line, the numbers and size of employers in an area.

## Planning checklist

Good strategic planning at 14-19 Partnership, local authority, and regional level is needed to ensure successful delivery. This is something that every local authority across the country – urban and rural – is already doing to a significant extent.

We have worked with a focus group of local authority 14-19 coordinators from rural areas to develop a simple strategic planning checklist, considering the specific issues rural areas face. This will help 14-19 teams plan the implementation of reforms locally, and to engage key stakeholders elsewhere within the local authority and across the area.

The planning checklist has been created to promote a clear vision, considering the phased implementation of reforms against the need to plan provision, capital needs, transport needs, and workforce development. These plans will need to be set within the wider context of support for children and young people across an area. Again, this is not an exhaustive list, and local areas will develop their own approaches and solutions to meet their individual circumstances.

| Have we...   | Points to consider  |
|--|---|
| Used data to inform planning and modelling?                  | <ul style="list-style-type: none"> <li>● Modelling of Diploma uptake to be based upon an analysis of demographic data up to 2015, current patterns of course take-up by sector, pre- and post-16, and student surveys.</li> <li>● Modelling should inform transport and facilities planning, and should analyse current 'travel to learn' patterns.</li> <li>● Local employment data should be included, aligned to local economic assessments.</li> <li>● Undertake an audit of current and planned 14-19 facilities.</li> <li>● Share provider performance data where appropriate.</li> </ul> |
| Developed an integrated approach with the County Council?    | <ul style="list-style-type: none"> <li>● Align 14-19 provision with wider transport planning.</li> <li>● Influence capital strategy to help achieve 14-19 objectives.</li> <li>● Involve members of the Council in strategy development and in 14-19 Partnership.</li> <li>● Use the resources of the County Council to support employer engagement, either directly as an employer or through economic development role.</li> </ul>  |
| Developed an integrated approach within Children's Services? | <ul style="list-style-type: none"> <li>● Establish inclusive 14-19 Partnership, including commissioning, capital, transport and finance teams.</li> <li>● Develop clear responsibilities for 14-19 across Children's Services, and integrate with the 14-19 Partnership.</li> <li>● Develop a clear relationship with out-of-county providers and their position in the 14-19 Partnership.</li> </ul>   |
| Developed an integrated approach with school improvement?    | <ul style="list-style-type: none"> <li>● Link 14-19 with overarching 11-25 vision.</li> <li>● Develop explicit relationship with Secondary National Strategy and other schools' support services.</li> <li>● Link to work of School Improvement Partners.</li> <li>● Agree 14-19 Partnership protocols allowing learners to move within and between delivery partnerships.</li> </ul>   |
| Got strong links outside the area?                           | <ul style="list-style-type: none"> <li>● Develop cross-border planning protocols with neighbouring local authorities, linked to 'travel to learn' areas.</li> <li>● Involve out-of-county providers in the 14-19 Partnership.</li> <li>● Involve regional organisations in 14-19 Partnership, including the regional Learning and Skills Council, Regional Development Agency, and Government Office.</li> </ul>  |
| Considered other issues?                                     | <ul style="list-style-type: none"> <li>● Develop a coherent strategy for employer engagement, working with local and national EBPs.</li> <li>● Align 14-19 work with development of integrated youth support service.</li> <li>● Work on raising aspirations in identified groups of learners, particularly those vulnerable to becoming not in employment, education, or training (NEET).</li> <li>● Consider the capacity and skills of local providers to deliver what is needed.</li> </ul>   |

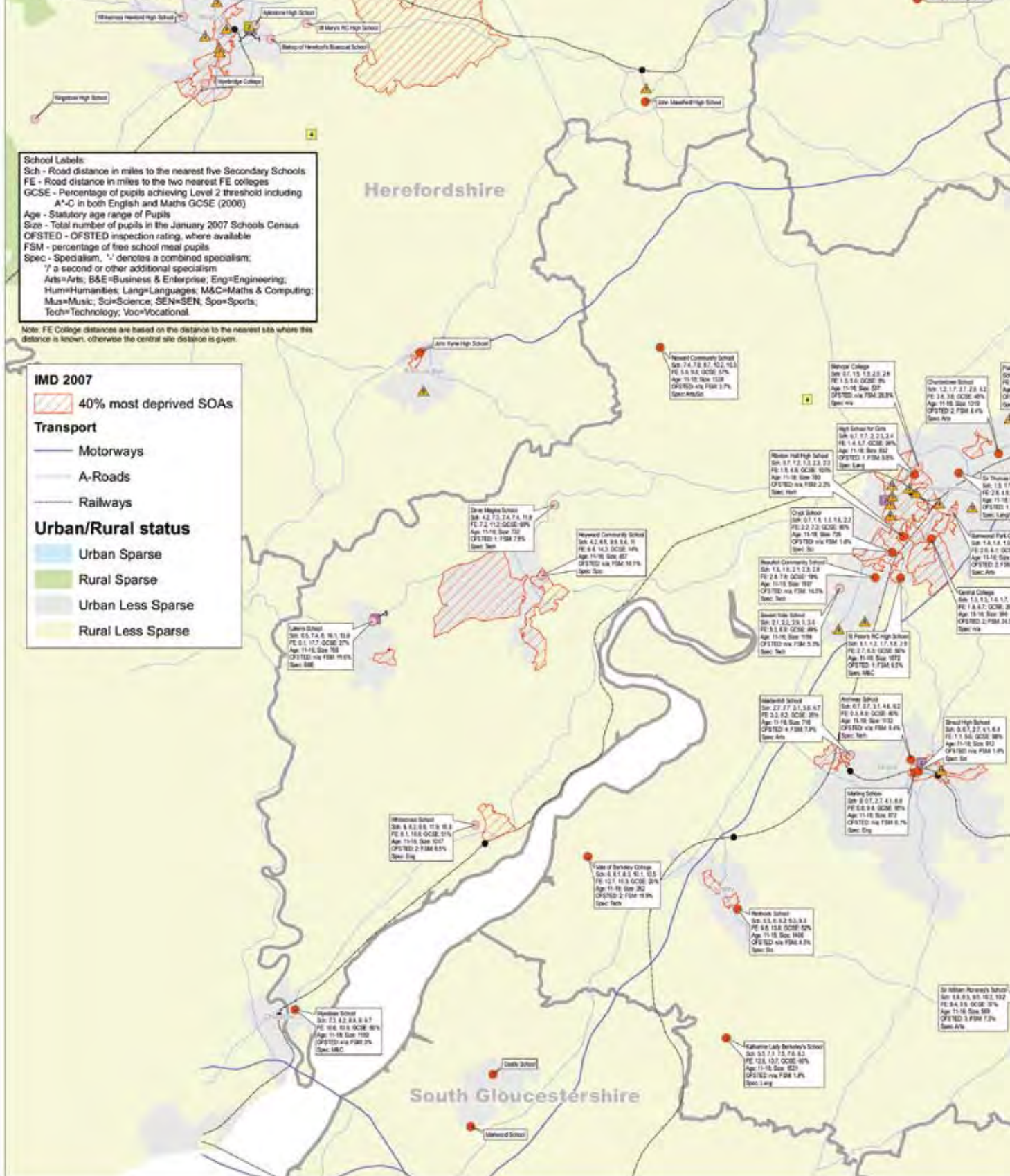
### Local authority level maps

The interim report contained an initial map showing the national distribution of population density and Diploma delivery. We have updated that map, showing the national picture following the results of the second Diploma Gateway and have placed a revised version on the 14-19 website ([www.dcsf.gov.uk/14-19/rural](http://www.dcsf.gov.uk/14-19/rural)).

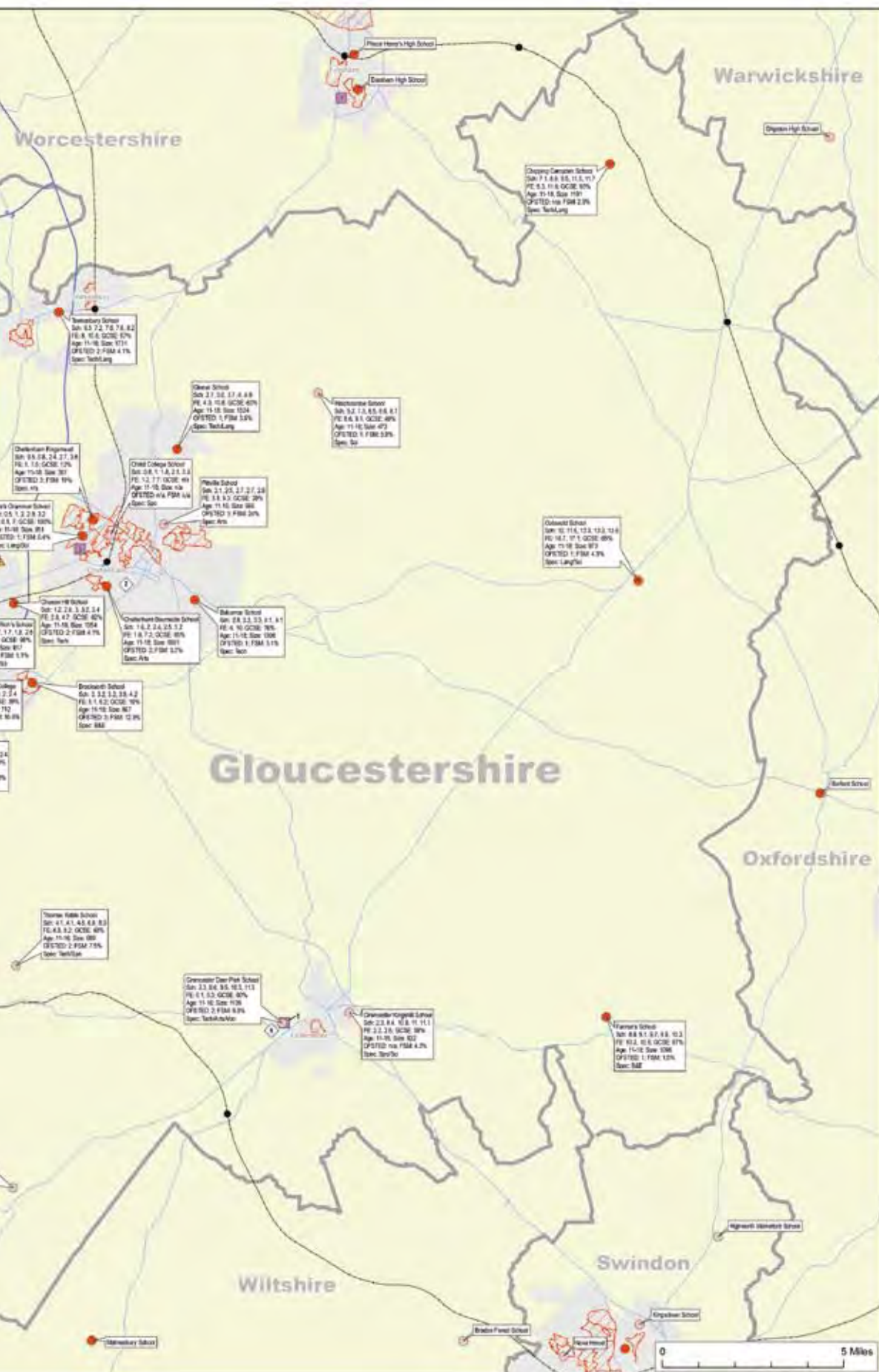
As this map shows, we now anticipate that, from September 2009, there will be 106 schools in rural sparse areas involved in the delivery of one or more of the first ten Diploma lines. There will be only one local authority from our list of the 40 most rural (Table 1) not involved in delivery by that point.

We have worked with a group of rural local authorities to develop local authority level maps showing key data for the delivery of 14-19 reforms including: population density; location of and information on schools, colleges, and work-based learning providers; deprivation; key road and rail links; and information for neighbouring local authorities. Map 2 shows the results of this work for Gloucestershire.

# Diploma Delivery and local data for Gloucestershire







### Institutions

#### Secondary Schools

- Has Sixth Form
- No Sixth Form

#### Post-16

- 6th Form College
- General FE
- Land-based FE
- Special
- ◇ HE Institution
- ▲ Training Provider

- #### Gloucestershire
- HE Institutions** ○
- Royal Agricultural College
  - University of Gloucestershire
- FE Institutions** □
- Cirencester Tertiary College
  - Gloucestershire College of Arts & Technology
  - Gloucestershire College of Arts & Technology
  - Hargrave College
  - Royal Forest of Dean College
  - Stroud College
- Training Providers** ▲
- Bridge Training
  - Clarkson Evens Ltd
  - Gloucester City Council
  - Gloucestershire Training Group Ltd
  - J-P Training
  - Prospect Training Services
  - Protocol Skills Ltd
  - Rapid Training Ltd
  - Somerset Education & Equestrian Centre
  - The Furniture Recycling Project
  - The Framework Inn Project
  - Touchstone Learning And Skills
- #### Other LAs
- #### Herefordshire
- FE Institutions** □
- Hereford College of Arts
  - Hereford Sixth Form College
  - Herefordshire College of Technology
  - Herefordshire College of Technology
- Training Providers** ▲
- Acorns To Oaks
  - CSV West Midlands
  - Herefordshire Group Training Association
  - Herefordshire Primary Care Trust
  - Kath St. Peters Academy
  - SPGL Travel Ltd
  - Riverside Training
- #### Worcestershire
- FE Colleges** □
- Evesham and Malvern Hills College

department for children, schools and families

We will provide a local map to the 40 most rural local authorities (as listed in Table 1).

The local map shows the key information about schools, colleges and work-based learning providers, including the distances between them. As well as providing a visual stimulus to aid planning and engage officers and members within a local authority and others from across the area, we will also make available a CD-ROM of these maps for local authorities that are a part of the Ordnance Survey Mapping Services Agreement and use the same mapping software (ERSI Arc Map V9.1). This will allow them to add their own details such as consortia boundaries, federations, centres of vocational excellence, and so on.

Once each map has been produced, it will be posted on the 14-19 website ([www.dcsf.gov.uk/14-19/rural](http://www.dcsf.gov.uk/14-19/rural)). Local authorities will be able to access their map online, and view neighbouring maps to aid cross-border working.

### Employer analysis tool

There are a number of ways that rural areas might successfully secure employer engagement. In addition to information in this report, we are developing a general support package on employer engagement for all Diploma providers, including a handbook for consortia to be published shortly. This will include guidance and support on communications, planning, on-call support from the DCEN, and targeted consultancy from some of the best EBPs for particularly challenging areas.

Before local areas can decide the best way to engage employers, it is important to understand the make-up of local employers. That way, assessments can be made about what approaches might work best, and whether to look outside the immediate area for any sectors that are not present.

To help with this, we have developed a tool which shows employer data by Diploma line and locality. It can be accessed via [www.dcsf.gov.uk/14-19/rural](http://www.dcsf.gov.uk/14-19/rural). The tool gives us the size of employers for each Diploma line by size bands:

| Type of employer | Number of employees |
|------------------|---------------------|
| Micro            | 1                   |
| Small            | 2-4                 |
|                  | 5-10                |
|                  | 11-50               |
|                  | 51-100              |
| Medium           | 100+                |

The employer analysis tool shows employers by Diploma line across a local authority, and within a local district authority. These data can be displayed as raw data or as a bar chart. Chart 1 gives an example of this for Creative and Media in High Peak in Derbyshire.

Local areas can use this tool to identify the nature of the employer base in an area, to aid local planning, and of course, to inform the conversation with the local EBP.

### Information sharing and other support

Sharing of good practice and supporting rural areas to deliver are critical if we are to ensure that the 14-19 reform programme is delivered effectively across England. There are already a number of ways in which good practice in 14-19 delivery is being shared and support is being given. In particular, we have been running a series of learning visits, which have proven to be both very popular and successful.

In addition, we will:

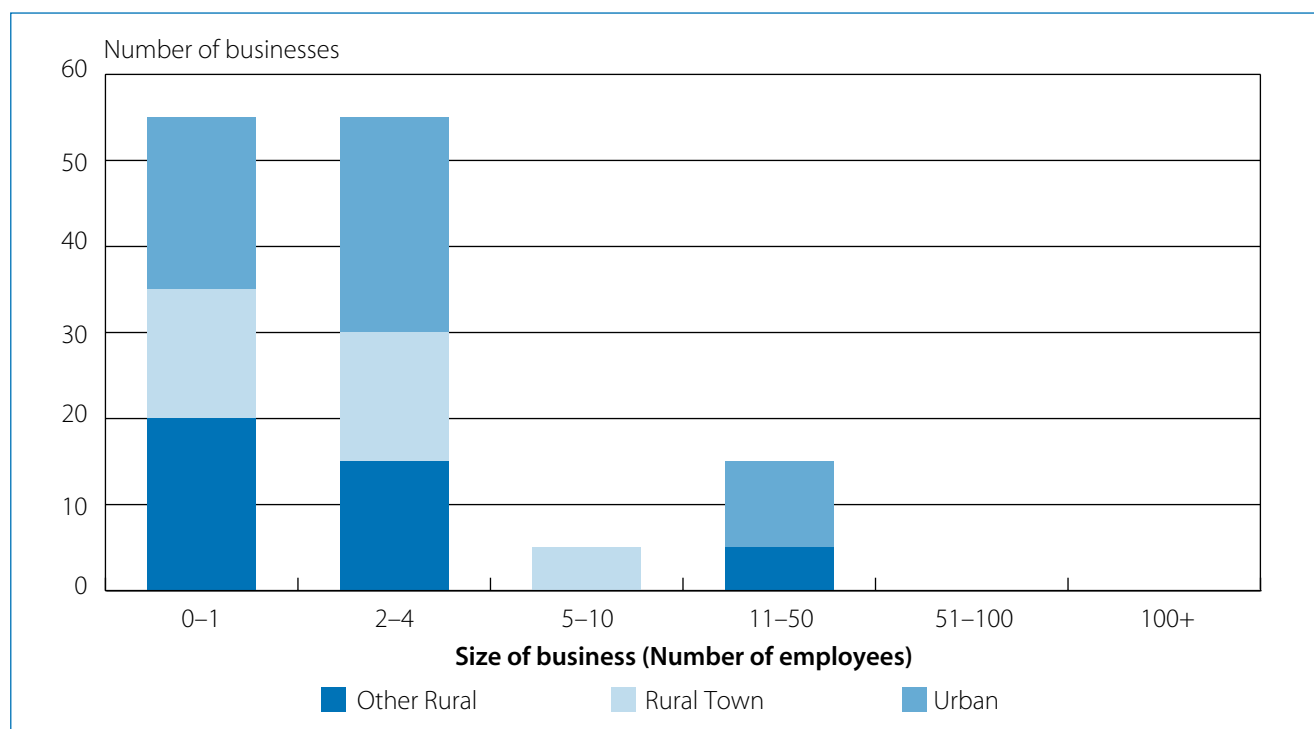
- establish a rural pairing scheme; and
- continue to make effective use of our 14-19 Rural Advisor.

### Rural pairing scheme

We will establish a rural pairing scheme that will match rural local authorities according to the similarity of their contexts. The objective of this will be to provide mutual support and challenge, and share emerging good practice, while at the same time complementing the learning visits programme.

Pairs have been established by looking at a mixture of statistical information and local intelligence to find the most useful combinations. We will make funding available to enable pairs to meet regularly and effectively.

Chart 1: example of bar chart from the employer analysis tool



The pairing scheme will be managed by the 14-19 Rural Advisor, who will be contacting each pair shortly with more information. We anticipate that activity will start in the autumn term. The proposed pairs are:

|                                     |  |
|-------------------------------------|--|
| North Yorkshire and Derbyshire      | Devon and Norfolk                                |
| Bedfordshire and Herefordshire      | Essex and Kent                                   |
| Buckinghamshire and Durham          | Cumbria and Cornwall                             |
| Lincolnshire and Oxfordshire        | Gloucestershire and West Sussex                  |
| East Sussex and Worcestershire      | Shropshire and Somerset                          |
| Hampshire and Lancashire            | Northumberland and the East Riding of Yorkshire  |
| Nottinghamshire and Staffordshire   | Dorset and Suffolk                               |
| Cambridgeshire and Northamptonshire | Rutland and the Isle of Wight                    |
| Cheshire and Warwickshire           | Bath and North East Somerset, and West Berkshire |
| Leicestershire and Wiltshire        | North Somerset and North Lincolnshire            |

### 14-19 Rural Advisor

In recognition of the particular nature of delivery in rural areas, we have appointed an advisor for three years to work with rural local authorities as they implement 14-19 reforms. The advisor has already been working with local authorities to provide appropriate support in analysing the distinct issues they face, and to discuss potential solutions. Our advisor will work with the 14-19 Regional Advisors also in place, as well as the Department. He will use the content of this report, including the tools provided and the maps being produced, to continue to provide support and guidance, and can be contacted at [jim.tirrell@dcsf.gsi.gov.uk](mailto:jim.tirrell@dcsf.gsi.gov.uk).

# 5 The underpinning data and analysis

The data we have gathered shows that we are already seeing an improvement in the number of rural areas involved in delivering Diplomas.

Using a methodology developed solely for this report, we estimate that around 29.6 per cent of maintained schools can be considered to be 'rural' and 3.4 per cent 'rural sparse'. This means that there are 106 maintained schools in the most rural category – 78 of which will be involved in Diploma delivery from 2009.

Data from the Department for Transport shows clearly that people in rural areas have to travel further and for longer to access provision, are less well served by public transport, and are more likely to own cars.

## The pattern of Diploma delivery

Rural areas were under-represented following the first Diploma Gateway. Although a reasonable proportion of consortia from rural local authorities submitted applications, and received approval

to deliver from September 2008, most of these were based around an urban area in a rural local authority. We identified only four predominantly rural sparse consortia that received approval to deliver via the first Diploma Gateway.

We are pleased to see that initial analysis of the data from the second Diploma Gateway shows a marked improvement in the number of rural areas with approval to deliver from September 2009. As Table 3 shows, the cumulative proportion of schools in rural areas delivering from 2009 is now around the same as the proportion of schools in urban areas.

The same picture is reflected at local authority level. From 2009, Diplomas will be delivered by at least one maintained mainstream school in all but one of the 40 most rural local authorities. As can be seen in Table 4, this compares favourably to the position of local authorities as a whole.

So progress is encouraging, with rural schools and local authorities getting ready to deliver Diplomas, building momentum for delivery of the

**Table 3 – Proportions of each type of school delivering Diplomas from 2008 and 2009**

| Area         | From 2008 | From 2009 <sup>(1)</sup> |
|--------------|-----------|--------------------------|
| Urban        | 27.9 %    | 70.7%                    |
| Rural        | 16.6 %    | 68.9%                    |
| Rural sparse | 13.2%     | 73.6%                    |

(1) Note this figure does not include category 3 schools from Gateway 1 who successfully meet the conditions to delivery from 2009.

national entitlement by 2013. We will analyse the data further, for example to test whether there are differences in the number of young people involved, or the number of Diploma lines being offered in rural and urban areas.

### Classifying rural areas

For the purposes of this report, we have defined areas using the Office of National Statistics (ONS)/ Department for Environment, Food and Rural Affairs (DEFRA) classification of settlement types (see Chart 2).

The classification is based on the population density of an area, as well as the wider local

context, including population densities in surrounding areas. For example, if an area with a low population density is surrounded by areas with a high population density then it is likely to exhibit more urban characteristics, as opposed to an area with a low population density surrounded by other low population density areas.

### Classifying 'rural' schools

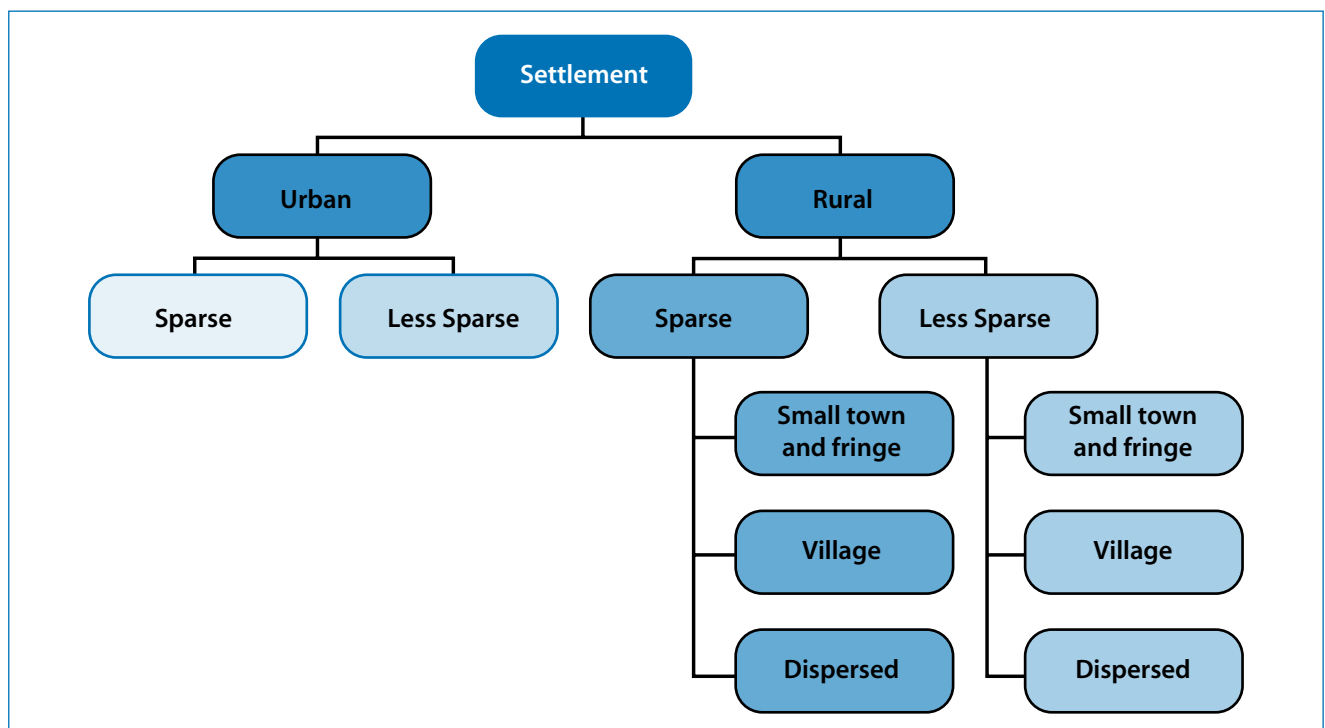
On the national map, we have listed schools as urban, rural, or rural sparse, using the ONS/ DEFRA classification. Rather than doing this based upon the postcode of the school, which would not include schools located in urban areas

**Table 4 – Number and proportion of local authorities with at least one maintained mainstream school delivering Diplomas from 2009**

| Area              | Number delivering from 2009 <sup>(2)</sup> | Total | % delivering from 2009 |
|-------------------|--|-------|------------------------|
| All LAs           | 139  | 150   | 92.7%                  |
| 40 most rural LAs | 39   | 40    | 97.5%                  |

(2) Note this figure does not include category 3 schools from Gateway 1 who successfully meet the conditions to delivery from 2009.

**Chart 2 – Structure of rural and urban classification (ONS/DEFRA)**



but serving a sizeable rural pupil population, we have used the postcodes of 14-15 year-olds actually attending the school. This means that if a school has more than a certain percentage of pupils on its roll who live in rural sparse areas, we have classified it as a rural sparse school. This approach suggests that there are 29.6 per cent of maintained schools classified as rural, and 3.4 per cent of maintained schools as rural sparse.

We have identified the 106 schools in the rural sparse category. Of these, we anticipate that 14 will be involved in delivering Diplomas from 2008, and 78 from 2009, showing clear progress.

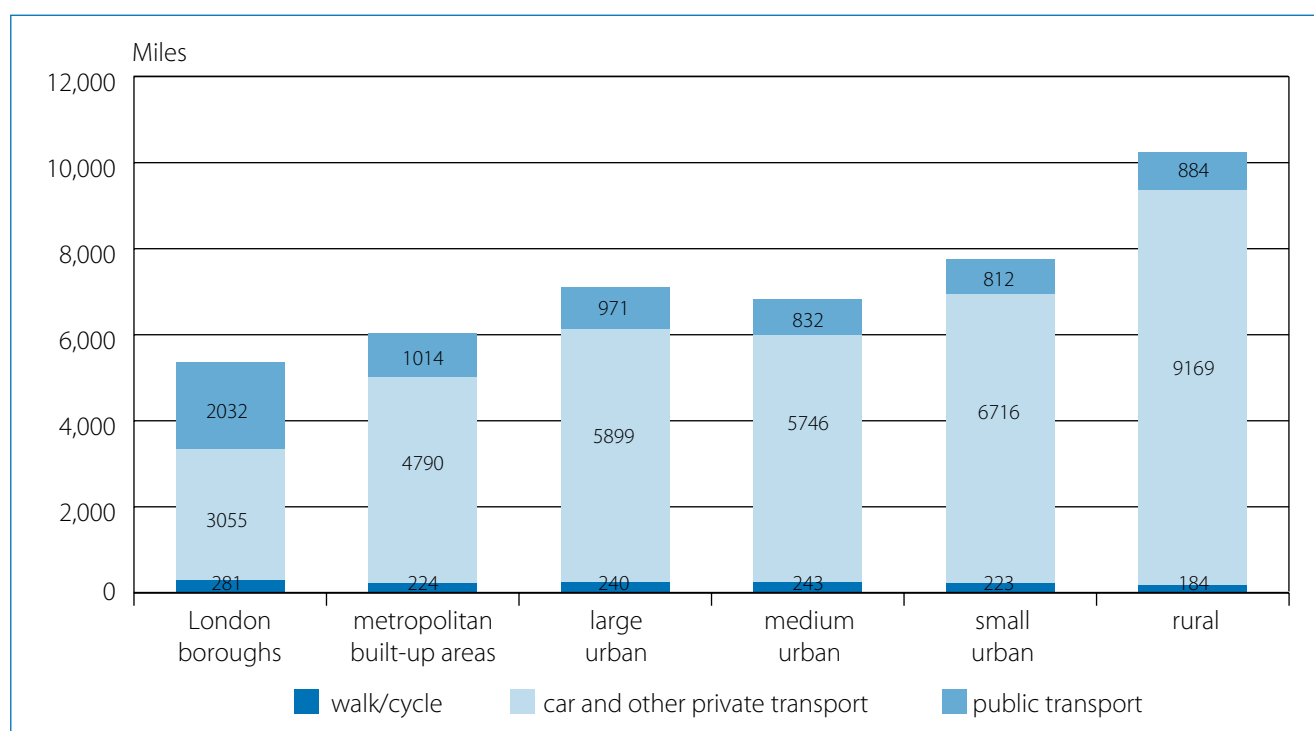
### Data on transport in rural areas

The Department for Transport (DfT) has a great deal of information on travel patterns in rural areas, gathered via the National Travel Survey. Although this uses a slightly different categorisation of different types of rural area, it is helpful in showing us some of the key facts about the reality of rural transportation.

**Distance travelled** – Chart 3 shows that average total distances travelled by people living in rural area exceeds 10,000 miles per person per year compared to 6,000 miles for people in metropolitan areas and just over 5,000 miles for people in London boroughs. It also shows that, whilst people living in rural areas travel much greater distances, the distances travelled by public transport are amongst the lowest of the different groups and the proportion travelled by public transport is much lower than the most urban areas.

**Distance and Diploma delivery** – Given that Diplomas are to be delivered by consortia of schools, colleges and work-based learning providers, the distances between different institutions is important. Our analysis shows that the average travel distances between institutions in rural less sparse areas tend to be two to three times those faced in urban areas, and in rural sparse areas they are about six times greater. DfT data shows that, from 2002–5, the average

Chart 3: Distance per person per year by mode and area type for all journeys



**Type of area:** The Department for Transport (DfT) uses a slightly different classification of areas for their factsheets: households are classified according to whether they are within an urban area of at least 3,000 people or in a rural area.

Urban areas are subdivided as follows:

*London boroughs – the whole of the Greater London Authority;*

*Metropolitan built up areas - built-up areas of former Metropolitan Counties;*

*Large urban – self-contained urban areas over 250,000 people;*

*Medium urban – over 25,000 but not over 250,000 people;*

*Small urban – over 3,000 but not over 25,000 people;*

*Rural – all other areas including urban areas under 3,000 people.*

distance 11-16 year olds in rural areas travelled to get to school was 6.1 miles. This is roughly twice as far as the average for urban areas.

**Car ownership** – The longer distances that are travelled in rural areas mean there is a greater tendency to travel by car. 89 per cent of households have access to a car in comparison to 61 per cent in London. Rural areas also have the highest proportion of households with multiple cars at 52 per cent. Chart 4 illustrates these differences.

**Access to bus services** – the combination of lower population densities, longer travel distances, and greater access to cars, means that public transport services are less frequent in rural than in urban areas. The DfT’s ‘bus availability indicator’ is based on whether a household is within thirteen minutes’ walk of a bus stop with an hourly or better service. In 2005, the proportion of people in rural areas that met this requirement was 54 per cent compared with 89 per cent in small urban areas and over 90 per cent in medium or large urban areas.

Chart 4: Household car ownership by area type

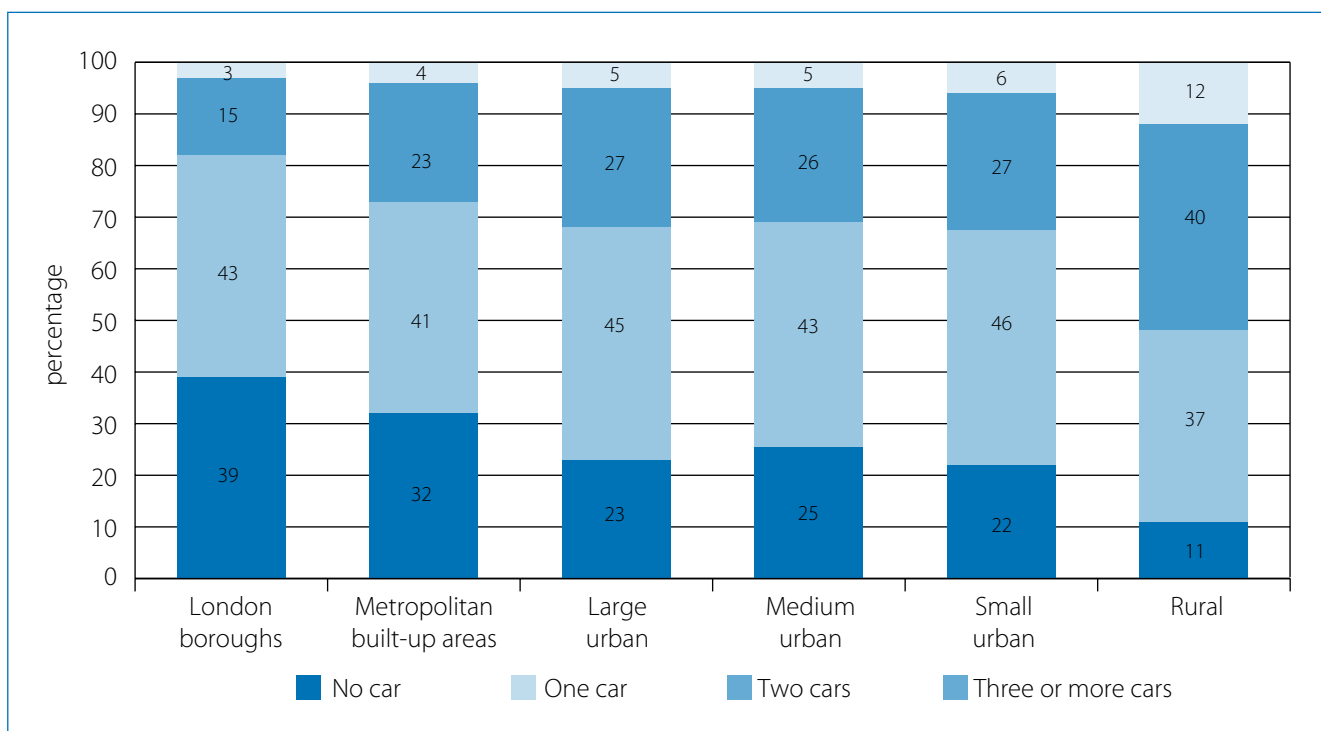
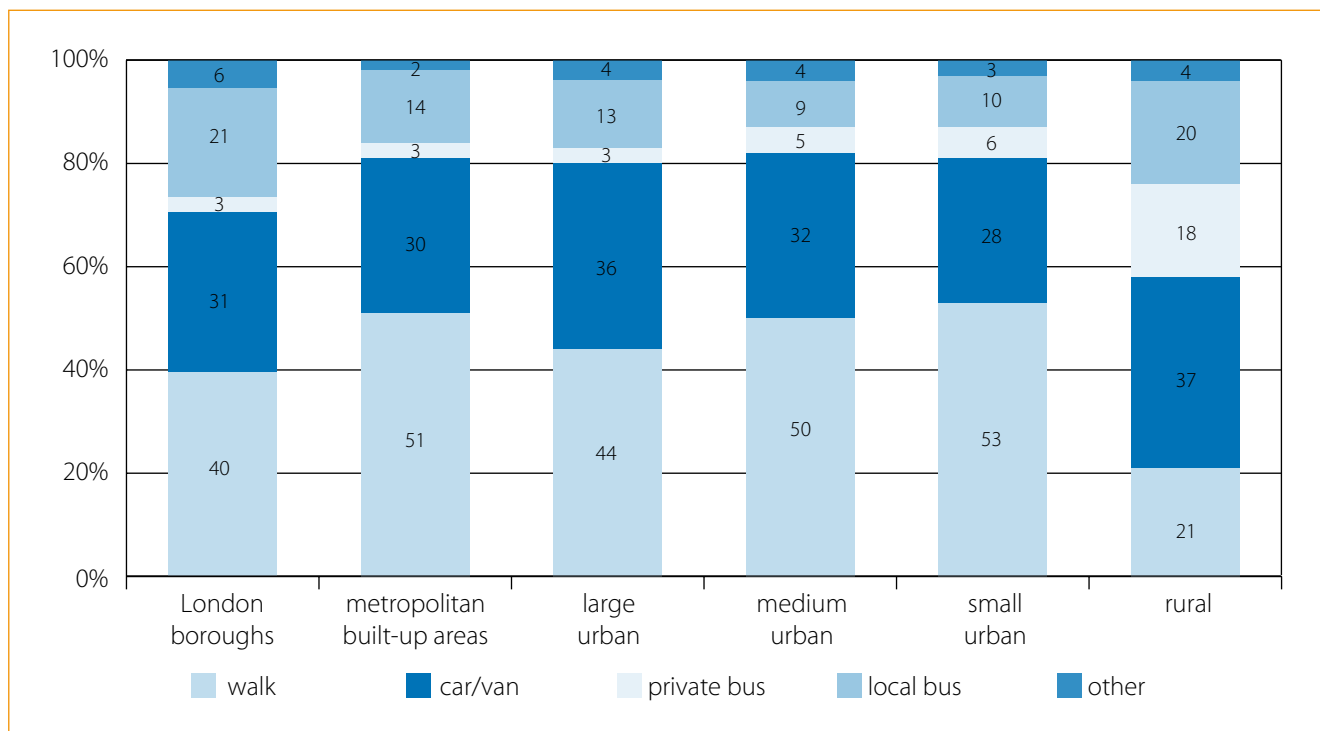




Chart 5: Proportion of trips to school by main transport mode and area type: 2002–05



**Travelling to school** – it takes longer to travel to the nearest school in rural areas. This is reflected in the National Travel Survey, which finds that the proportion of rural households with children of secondary school age that are within 15 minutes of a secondary school is lower (29 per cent) than the proportion among urban households, which ranges from 66 per cent in large urban areas to 77 per cent in London.

Together, these factors combine to influence the travel choices made by children in rural areas. As Chart 5 shows, a higher proportion travel by private coach or bus (18 per cent) compared with urban areas (3 per cent), and a lower proportion walk to school (21 per cent) compared to metropolitan areas (51 per cent).

### Employers in rural areas

Rural areas tend to have more sole-trader, and micro and small businesses. This actually means that there are proportionately more employers per head of population in rural areas (26 per cent more employers in rural less sparse and 66

per cent more employers in rural sparse areas, in comparison with urban areas). This breaks down as:

In rural less sparse areas, in proportion to their populations:

- 38% more one-person operations;
- 45% more enterprises employing 2-4 people;
- 31% fewer enterprises employing 51-100 people; and
- 40% fewer enterprises employing more than 100 people.

In rural sparse areas, in proportion to their populations:

- 54% more one person operations;
- 123% more enterprises employing 2-4 people;
- 31% fewer enterprises employing 51-100 people; and
- 56% fewer enterprises employing more than 100 people.

# Annex – Generic job description for 14-19 Transport and Access Coordinator

## Purpose of job

To undertake the audit, research, analysis and networking tasks associated with developing transport for collaborative teaching programmes across the local authority. This will assist in enabling young people in the 14-19 age range to exercise the widest possible choice by minimising barriers due to the availability of transport.

## General accountabilities

- 1 To develop and implement processes and procedures that maximise the range, type, links and frequency of transport options that enable area wide 'travel to study' collaborative provision.
- 2 To establish and maintain sound relationships within the local authority, the LSC, Connexions service, Area Strategic Management Groups, schools/colleges, transport operators and other agencies to ensure that satisfactory outcomes are achieved.
- 3 To contribute to the aims, objectives and aspirations of the team in a positive manner at all times.

## Principal accountabilities

- 1 Work with all relevant organisations and individuals to ensure the transport needs of

collaborative provision are recognised within policy development.

- 2 Establish the scale of demand for transport in developing and sustaining collaborative provision in both Key Stage 4 and post-16.
- 3 Ascertain the current use, sources and methods for resourcing transport for collaborative provision.
- 4 Research the range of existing and potential sources of transport and the ability to network transport arrangements.
- 5 Investigate potential alternative means of transport in the public and private sectors including community buses, tourist transport links, car pools, and so on.
- 6 Support a range of pilot transport arrangements that extend collaborative provision, use existing and potential transport networks, link Key Stage 4 and post-16 requirements and can be sustained beyond the life of the pilots.
- 7 Control, monitor and maintain central databases, spreadsheets and general filing systems for recording activity, expenditure and entitlement to ensure data is as reliable and as comprehensive as possible for use by the 14-19 team and the transport team, as well as more widely in the local area.



You can download this publication or order copies online at  
[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

Search using the ref: DCSF-00560-2008

Copies of this publication can be obtained from:

DCSF Publications  
PO Box 5050  
Sherwood Park  
Annesley  
Nottingham NG15 0DJ  
Tel: 0845 60 222 60  
Fax: 0845 60 333 60  
Textphone: 0845 60 555 60

Please quote the ref: 00560-2008DOM-EN

D16(7650)/0608/13

© Crown copyright 2008

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged. For any other use please contact [hmsolicensing@opsi.gsi.gov.uk](mailto:hmsolicensing@opsi.gsi.gov.uk)

**75% recycled**  
This leaflet is printed  
on 75% recycled paper

 **recycle**  
When you have finished with  
this leaflet please recycle it



department for  
**children, schools and families**