

# How can *the information authority* help further education in a changing landscape?

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the  
informat<sup>i</sup>on  
authority

setting data standards  
for further education

# How can *the information authority* help further education in a changing landscape?

- Introduction to *the information authority*
- Reducing data bureaucracy
- Working with new organisations post-MoG
- Engaging with local authorities
- Dealing with new requests for data
- Conclusion
- Discussion

# How can *the information authority* help further education in a changing landscape?

## About *the information authority*

- **Our remit:** *The information authority*, working with the Data Service, will improve the quality and use of data; reduce bureaucracy and increase accountability to users and sponsors
- **Who we are:** The board members - DCSF; LSC; HEFCE: ALP; AoC; Ofsted; Asset Skills; LLUK, LGA; Ofqual; DIUS; HOLEX and provider practitioners.
- **How we work:** The decision-making board is supported by a small operational secretariat.

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## Reducing data bureaucracy

- 1) Our independent provider Data Burden report highlighted key issues
  - **Key themes arising from the data burden report :**
    - Ad hoc data demands duplicating information already supplied
    - Inconsistencies in LSC data audit requirements
    - The volume of data collection required for ESF and TtG funding
  - **Steps we have taken so far:**
    - All organisations have been asked to respond formally to the report and action plans have been put in place.
    - An independent investigation is being carried out around reducing paper-based learner documentation in line with audit requirements.
    - We have instigated work with awarding bodies around their data requirements.
  
- 2) Improvements have been made to the ILR process.

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## Working with new organisations post-MoG

- We will be pro-active – to meet the information needs of local authorities, SFA, YPLA, to let them know what information is already available to them, and to prevent a proliferation of data requests.
- We will establish close relationships with the Skills Funding Agency and the Young People’s Learning Agency – as we have with the Framework for Excellence programme, the National Apprenticeship Vacancy Matching Service, the Integrated Employment and Skills Team .
- Gathering all requirements and commissioning standard reports that meet the needs of data users rather than duplicating effort.

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## Engaging with local authorities

- Over 2008-10, local authorities will take an increasing role in further education. *The information authority* will work with all stakeholders during this transition.
- LGA is already represented on *the information authority* board
- *The information authority* will attend the LGA and ICES conferences to begin increasing awareness
- Support from providers will help – referring data requests from local authorities on to *the information authority*
- *The information authority* and the Schools Star Chamber will increasingly work together.

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## Dealing with new requests for data

- We have established processes to handle data.
- An open, transparent and consultative process was used to consider changes to the 2009/10 individualised learner record (ILR).
- We use published criteria to make decisions.
- We encourage and facilitate consultation and collaboration.
- Key to all decisions is that the benefits of gathering data outweigh the burden on providers.

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## **Conclusion**

- Within the changing FE and training landscape our remit remains the same – ensuring coherence and consistency in data requests, and freeing up more time and resources for learning provision.

## **Discussion**

- What issues do you see on the horizon?
- What concerns do you have about the MoG changes?
- What contact have you already had with local authorities?