



Staff Launch Conference

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1 Session 1

1.1 Do differently

- **QUESTION: What do we need to do differently to ensure the YPLA is a single organisation, speaking with one voice?**
- Work collaboratively [T17]
- Listen and be objective not all telling stakeholders what we want - more listening [T42]
- Work as a national organisation with consistency [T27]
- Not be the DCSF or the LSC [T31]
- Stop being the LSC [T17]
- Ensure consistency by working as one organisation. [T15]
- Be more open and clear about what we do [T7]
- An intranet that works [T13]
- YPLA is a new organisation focusing on young people. We need to focus on young people having consistent values [T35]
- Work [T14]
- Work more coherently regionally and nationally [T24]
- Collaborate as one organisation [T44]
- Improve communication (should be easier in a smaller organisation) [T29]
- We've no longer got the purse strings - will need to work differently as whole new approach to relationship building [T42]
- Good communications between all parts [T46]
- Improve consistency [T36]
- Stop having regionalisation - all work the same across the country. All have same structures etc. Give same message from each region. [T30]
- Greater interaction front line and back line. [T17]
- Work as one body not a national office and nine regions all doing their own thing [T31]
- Communicate effectively [T28]
- Work with the local authorities and understand where they are [T44]
- Being clear ourselves before communicating to external partners/stakeholders [T20]
- Good practice shared openly [T6]
- Communicate better with regions [T4]
- Being a more sharing culture [T45]
- Regions to understand that we are a national organisation. [T30]
- Good communication internally and externally [T17]
- Handle data & mgt information consistently [T18]
- Work more closely across regions [T14]
- Smarter communication, both internally and externally [T41]
- Work smarter because we're smaller [T42]
- Up-to-date who's who guide [T13]
- Develop a single team - across geographies, functions, and all other organisational boundaries [T11]
- Have CIRI [T14]
- Get Local Authorities to work closer together [T17]
- Lose the them and us culture between National Office and regions [T40]
- Recognise we have a lot of expertise on which we can build > [T37]
- Eliminate the them and us culture [T3]

- Work as a single organisation [T41]
- Get rid of 'them and us' [T11]
- Strategic area reviews which include stakeholder mapping, current provision mapping, provider mapping, local economic needs and drivers, HE and infrastructure etc [T43]
- Local [T17]
- Be clear about what we're going to do and stick by it [T20]
- Share good practice and avoid duplication of effort - needing simple systems and processes to facilitate this. [T15]
- CL [T14]
- Integrate quickly with academies [T44]
- Take advantage of being small and being able to work together [T24]
- Understanding where everyone fits in. Because we are about Young People the difference is that we will be focused on this. [T35]
- Consistency of message [T29]
- Avoid silo working [T39]
- Don't make change for changes sake [T20]
- Each region needs a channel in to national office [T4]
- Avoid competitiveness [T39]
- Stop tinkering [T20]
- Work more collaboratively.....no more 'silos' [T26]
- Better communication in dispersed teams [T43]
- Longer term strategic view across the organisation so everyone buys into it - through dialogue across the organisation - not regional, not national but together - looking further ahead when planning [T27]
- Being driven bottom-up rather than totally top down, 'finding a voice' [T36]
- Central source of accurate information - YPLA-wiki? this would hold info for all areas of the YPLA [T5]
- Create a single identity [T11]
- Build on what works well rather than creating new things for the sake of it [T24]
- Issue clear guidance [T29]
- Remembering that these young people will become adults and bearing this in mind. [T35]
- Ensuring commitment from providers/the sector [T19]
- Being honest about we can and cant do [T18]
- Stop the 'them and us' mentality (regional/national offices) [T2]
- Need to talk to ourselves to discover what our own voice is. [T16]
- Understanding how the new system fits together, understanding tensions etc [T42]
- Getting the LAs to share good practice better [T17]
- Accept not the LSC [T33]
- Be impartial - no favourites [T11]
- Recognise we have been through change before therefore we can learn from that experience [T37]
- Being assertive with ministers/officials rather jumping when told [T20]
- We need to fully understand how all aspects of the organisation works. [T46]
- Clarity of functions - less working in regional silos. National reporting structure for functional leads. develop regional networks [T14]
- Clarity in terms of people's positions and posts [T17]
- More job specific development and learning for YPLA staff [T29]
- Get our database sorted [T41]

- Although we focus on young people, lets not forget about some of those older learners we are still responsible for [T36]
- Avoid duplicating work - that may result in different results! [T39]
- Consistent national approach with regional flexibility [T6]
- More transparency - do not favour providers/LAs. More open minded about what organisations can offer. [T30]
- For consistency need to know who equivalent colleagues are across country [T13]
- Working as one not as national office plus nine regions [T44]
- Challenge upwards and downwards [T20]
- We need to take a step back and let LAs find their own feet and not make LAs work in the same way. We should be there to support [T35]
- Build networks, consider ways of working, understand things are done differently, information reported in a consistent manner [T22]
- The LSC said it was one organisation and wasn't. we need to both aspire to be one body and make it happen [T31]
- Have a clear list of who undertakes what functions across the organisation [T14]
- Change from being directive to being collaborative [T11]
- Consistency in data sharing protocols [T19]
- Intervene where appropriate. [T30]
- Not working in isolation anymore. Not having academies or any other area 'separate'. [T16]
- Work more inclusively and collaboratively [T12]
- Be responsive to Local Authorities [T24]
- Communications challenge - knowing who to get the message to and how [T42]
- Not allow different messages to be given in different parts of the YPLA [T45]
- Build better understanding of business cycle - everyone [T27]
- Stop thinking from the top-down [T39]
- Understanding who does what - ensuring the YPLA know who the right people are internally so that we can direct people to the right person [T17]
- Stop tinkering with things, as this is not efficient. There would be great support for this, but much of this involves management of DCSF, e.g. making late changes to allocations. [T5]
- Have mechanisms in place that enable communication o [T37]
- Develop a common culture between regional and national offices/teams. [T2]
- No longer have a 9 regional ways plus one national way of doing things. One message - consistent [T9]
- Consistency across the organisation so messaging is consistent [T20]
- Regional diversity with national consistency [T24]
- Acros [T37]
- Academies need to key in to regional intelligence and work better with national office and the YPLA will need to learn more about academies - clarity [T4]
- Working through and with others rather than just ourselves [T42]
- Step back from providers and facilitate the building of the relationship with LAs [T43]
- Electronic handbooks all staff understand each others roles [T28]
- Don't change just because we don't like the answer [T20]
- National office to be more supportive for the regions [T46]
- Improve cross-functionality at the centre. [T2]
- Be clear why we want to be one organization - learners want this [T31]
- Update [T41]
- Communicate better and more often [T13]

- There needs to be consistency and a national approach whilst still doing the best for the young people in your area. We can't end up with the many regional and local approaches we ended up with in the LSC but there has to be room for local flexibility in resourcing and approach. [T34]
- Working with clarity [T23]
- Step back (a bit!) from the operations of our partners - and trust them to do their job [T11]
- Learner support needs to be understood and understand other areas of YPLA and how they fit into the bigger picture [T22]
- Conflict resolution with fewer levers? [T42]
- Keep the database updated [T41]
- Good PR - to give better public relations = value we are going to give to LAs - how to maintain that [T17]
- Consistent processes [T19]
- Use evaluation to inform change! [T20]
- Better understanding of how the organisation works as a whole - no silo working [T27]
- Fully understand own roles and the role of the YPLA - dynamics etc [T43]
- Get real with timescales and understand resources available to us. Minimise risk of "making it up as we go along". [T5]
- Clarity of all the roles and functions. Across the entire organisation. Need to be able to recognise who does what, regardless of job title and structures. [T48]
- Be braver in challenging decisions we don't agree with but accept and have determination to carry through decisions that are made [T7]
- Equitable funding across the funding streams - recognising bigger is not better. Think about the 3rd sector and smaller providers. [T30]
- Can't be all things to all people [T20]
- Cross functional working and understanding relationships [T23]
- How best to communicate and who to communicate with [T18]
- Communication is key - we need mechanisms in place to enable that across the organisation and help to innovate [T37]
- Think about the impact on the learner first. [T2]
- Getting used to working as a smaller team - compared to LSC's overblown structures [T27]
- Understand the business - bring NO and regional functions together [T5]
- Make use of the networks already in place [T9]
- Better communication (national to regional). More timely communication. [T3]
- We need to take small steps rather than throwing everything out. Encourage LAs to take this journey rather than making sweeping changes [T35]
- More clarity about how the shared services work. [T30]
- Stand up to the department / politicians - decisions have a knock on effect to the way Regions/ national offices - timeframes sometimes unrealistic- more proactive and less reactive [T40]
- Know our partners and treat them accordingly [T24]
- Lead by example [T7]
- Integrate the three arms of the YPLA - LS, academies, 16-19 [T31]
- More efficient use of resources [T41]
- Involve operation with policy development [T20]
- Encourage good guidance, don't be prescriptive [T26]
- Getting something that is coherent nationally but that feels relevant in all local areas. A combination of consistency and flexibility is key. Fair but not one size fits all. [T16]
- Need to have consistency of approach with providers. Possibly use networks to assist with this, particularly in specific subject areas. [T15]

- Good communication both internally and externally. [T30]
- Recognise the value the YPLA can give - think positive rather than negative and stop thinking of the past and look forward [T17]
- Improve our relationship building [T12]
- Improve transparency [T2]
- Spend more time discussing how we can improve things for young people and less time on processes and systems - more of a risk now we are furthered removed from providers and people [T14]
- Clear messages from SMT [T45]
- Continue to minimise the national regional divide and value both parts equally [T46]
- Consistency and lines to take for everyone in terms of enquiries from the public especially where there are conflicting messages between age ranges, 16-19, 19-25 and beyond [T22]
- Communicate in a simple language [T23]
- Closer working and planning - people seeing how their work in one area is broadly related to another. no silo working [T6]
- Ensure more standardised ways of working [T29]
- Remove the silo mentality once and for all! [T20]
- We must communicate more effectively - internally and externally - across all points [T11]
- Recognising diversity across regions within national parameters [T27]
- Reach a steady state, so that we understand what works and what doesn't work. reflect on what we have done/ evaluate performance [T5]
- Getting better sense of how regions are working [T6]
- More supportive and trusting with Local Authorities [T24]
- Clarity of vision - improve the service - interpret the information for 3rd parties rather than our own use [T36]
- Is transition the right word - are we always going to be evolving? Is someone going to say - the YPLA is here. [T17]
- Use technology more to avoid unnecessary travel. [T15]
- Need to understand our partners better [T46]
- Up the minimum performance level. [T2]
- Respond quickly and change quickly [T17]
- Communicate more with different parts of the organisation [T33]
- Achieving consistency is the greatest challenge and revising working practices to reflect what our customers/partners want. [T37]
- Establish different set of relationships [T18]
- There are a number of key/core messages. We need to move away from working in silos and focus on core messages [T48]
- Encourage LAs to work together in a culture of competition [T11]
- One organisation [T17]
- Regionally build credibility with local authorities where a relationship is weak and provide support [T4]
- Single mindedness [T45]
- Becoming the vehicle rather than the end product [T36]
- Building inclusion despite being geographically dispersed and doing different roles [T27]
- Get better at using our data to drive what we want from our partners [T9]
- Challenge local authorities to join up 14-19 planning and commissioning with Connexions etc - facilitate the join up [T43]
- Change culture on how we work together [T23]
- Be a lot slicker in the guidance we issue [T31]

- Retain links with knowledgeable colleagues going to LAs [T42]
- Better communications technology between regions / national / LAs [T26]
- Be able to meet timetables as there will be much bigger impacts if we miss our timings [T24]
- Develop strong and successful RPG [T43]
- Understanding politics [T42]
- Draw on talents elsewhere in the organisation [T7]
- More networks between regions [T6]
- Help us to understand what our added value is. [T2]
- Getting to know who to contact nationally and regionally for expertise and background knowledge as everyone is bringing something to the YPLA and we need to utilise that [T44]
- Clarity and consistency of operation and reporting [T43]
- Be aware of what is happening in the organisation [T23]
- Building trust more effectively [T19]
- Get things out faster [T31]
- Adapting to the context [T33]
- Local and national! [T42]
- Be clear about our data [T24]
- Clarity of governance structures [T6]
- In control of our own destination - ensure good links with SFA but ensure that YPLA is own organisation with policies and strategies. [T17]
- Trust is key - but how do we ensure the whole system is trustworthy? [T11]
- Consistency across all 152 local authorities through clear standards, simple systems and effective communications [T25]
- Not patronising young people [T20]
- Treat local authorities as customers [T7]
- The LSC was meant to be one organisation but had distinctive regional and local offices but now we are one organisation. How do we speak with one voice when regions are each distinctive. Develop links with different regions to understand the best ways of working [T35]
- Gathering information regionally to get consistency. [T16]
- Single voice [T23]
- Being proactive rather than reactive - building rather than fire fighting [T27]
- Recognise that the different roles of the YPLA may require different ways of working (EMA, top-down, national consistency; supporting LA commissioning, regional/local flexibility) [T39]
- Less secrecy - information being let out a bit at a time and not being able to see the full picture, there should be more trust - this will assist with relationship with the provider [T40]
- Greater openness, more transparency behind decisions [T3]
- Ensure adequate communications within the YPLA [T18]
- Accountability - one person - decision making process, consistency, delivering the same message through clear government structure. Bottom up approach. [T10]
- Improve communications with partners [T14]
- About sharing best practice [T35]
- Making time for induction [T28]
- Clear lines to take and a risk of being marginalised in a shared service, e.g. Learner Support. It is very important to keep shared service areas in mind, and how the focus is on both young people and adults [T22]
- Think before we act [T12]
- Be seen as professionals and experts especially in the data support role [T43]

- Good practice internally with YPLA [T17]
- Clarity within funding guidance [T27]
- Position ourselves behind local authorities to prevent us from having to bend over backwards [T5]
- Develop expertise that have perhaps left to go to LAs and fill the knowledge gaps [T44]
- Better tools for presentation [T19]
- Improve internal comms in order to achieve clarity. [T37]
- Need to focus on those things that will really make a difference, don't bite off too much. [T48]
- Understanding each others problems / issues [T26]
- Networking and better communication [T23]
- Proper induction to the new ways of doing things [T20]
- Communication is the key - it needs to be two way, we need to listen to the view of learners. We need to be consistent at both national and regional levels [T21]
- Clarity post 19 and pre 19 - overlap and working with SFA and LAs. Policies coming from different sources etc. clarity for providers working with 2 or more organisations. [T30]
- As well as communication in and out of the centre, there needs to be communication across regions to share best practice (and what doesn't work). This communication needs to be effective not just circulating a paper or a pack of case studies, see the good work in practice? [T34]
- To develop consistent messages within the organisation. Need the right people within the right groups, and need straightforward information within the groups. Adequate representation. Reinforce corporate identity. [T8]
- Communication should be better as a smaller organisation [T23]
- Unified organised process manual/documentation [T20]
- Identify existing good practice and communicate that to ensure maintained [T43]
- Present info externally [T18]
- Greater simplicity in all systems, frameworks and structures [T25]
- Consultation [T45]
- Good communication and decisions to make sure teams across the country are working in the same way [T41]
- Effective internal communications, accommodating our dispersed staff [T25]
- Need to act consistently nationally [T32]
- About having a core way of working and adding something extra to meet customer needs [T35]
- Local networks will disappear, so need to be re-established for learner support. understand balance between responsiveness and stability [T5]
- Need to treat data consistently for all provider types. [T16]
- Make sure we add value [T7]
- Have a clear explanation of the role of national office and the role of the regions (the two aren't separate they should be connected). [T8]
- Work in collaboration with SFA to see the whole picture - for instance progression [T32]
- Good internal comms - understanding our various terms - e.g. we currently have different definitions of 'commissioning' [T25]
- Rehearse internally what our external messages is going to be [T25]
- For academies, the way of working will be very different so more communication is perhaps necessary when moving into the YPLA [T36]
- Decision making needs to be upwards and downwards [T33]
- Supporting staff to facilitate changes in working [T36]
- Academies now moving to more strategic relationship, very much direct currently [T32]
- How does an adult programme such as PCDL fit into the YPLA [T37]

- Concentrate on the added value. And be sure that we provide what they need. And leading /enabling/empowering them to where they need to be. [T48]
- Listen to our customers and be responsive [T36]
- Sharing information and expertise with partners rather than providers [T32]
- Be strong enough to say no [T20]
- Start challenging the department [T38]
- Better business planning [T38]
- Influencing LAs not leading them. [T48]
- Consistency at regional/national level of priorities [T38]
- Need to do internal communications differently. E-mail overload but you still miss the key points! [T16]
- Ensuring LAs focus on young people learning [T48]
- We must let go of the LSC and move on. Re evaluate relationships with providers. It's time for change. [T21]
- Sharing knowledge and working collaboratively [T47]
- Consistent/cohesive reporting/management Information systems to ensure credibility and trust. [T38]
- More trust in individuals at all levels [T7]
- Draw knowledge and expertise across the organisation (who is who) [T47]
- Develop a functional organisation chart, so people/teams know who to communicate with [T41]
- Working as one unit and breaking down regional barriers [T47]
- Share case studies and sharing practice [T47]
- Each area having a better understanding of what is happening in other areas within the organisation [T7]
- Closer link between what we say and how we fund [T48]
- Integration of learner support MI, RIAS, business performance [T5]
- Share data differently to avoid duplication of work [T34]
- Embrace change and look for the positive solutions. We need to work more strategically and make better use of time and resources. Implement the policies ourselves i.e. employ more apprentices! [T21]
- Work smarter and more efficiently to counteract the lack of resources [T34]
- Increase transparency. let us know when there are problems and communicate when things are going very well [T5]
- Make the YPLA a "great place to work". bring people together, for work and social reasons [T5]
- Improve understanding our roles in detail externally but particularly internally [T32]
- Challenge business owners on their responsibilities [T5]
- Invest more in permanent staff, rather than consultants [T5]
- Ensure we are getting the right message from learners, we don't want to just be told what is right by DCSEF [T48]
- Create a soft landing for LAs [T5]

1.2 Stop

- **QUESTION: What should we stop doing?**
- Stop working in silo [T23]
- Agree with above point [T6]
- Tinkering [T11]
- Stop working in silos [T2]
- Duplication [T9]
- Thinking like the LSC [T11]
- Stop tinkering; change for the sake of change [T42]

- Stop writing 200 pages guidance documents [T31]
- Thinking like the LSC [T27]
- Duplicating effort [T17]
- Decide what we need [T42]
- Thinking someone else will do it if we don't [T28]
- Complaining [T17]
- Assuming everyone is the same [T27]
- Stop having one expert - knowledge to be more dispersed [T44]
- Stop being the LSC [T40]
- Managing providers we not longer fund direct [T31]
- Stop being a victim and get on with the job [T17]
- Stop being the LSC [T3]
- Stop silo working [T27]
- Reduce complexity in communication [T19]
- Stop holding on to close relationships with colleges. [T15]
- Moaning [T31]
- Stop trying to do everything [T14]
- Stop changing our minds [T24]
- Working in silos [T43]
- Hand holding with providers [T46]
- Changing for the sake of change [T20]
- Stop assuming Ministers know best. [T2]
- Stop bickering and complaining [T17]
- Stop bureaucracy [T28]
- Stop moaning and get on with it [T42]
- Stop thinking LSC and start thinking YPLA [T17]
- Steady state needs to be maintained [T20]
- Stop NO dictating funding allocations and participation volumes [T10]
- Bureaucracy for the sake of it [T27]
- Stop complaining [T3]
- Duplicating work and reinventing the work [T23]
- Stop external complaining [T24]
- Duplicating effort [T2]
- Stop being woolly [T9]
- Challenge ministers who make policies on the hoof [T12]
- Stop being introspective relating to transition [T14]
- Stop rubbishing the LSC not everything was bad [T6]
- Stop being negative [T3]
- Get on with it - stop looking back and moaning!!!! [T30]
- Stop being competitive / pessimistic [T26]
- Developing policy that is too aspirational and not operationally achievable [T20]
- Stop deferring and being as bureactive as before [T4]
- Stop duplicating [T46]
- Stop buying in systems from external bodies [T18]
- Stop assuming others have the responsibility [T23]

- Stop thinking the change as a threat but rather an opportunity [T17]
- Doing things for the sake of doing things [T41]
- Stop 11th hour deadline changes [T19]
- Stop creating bureaucracy!!!! [T30]
- Stop duplication [T26]
- Stop moaning and start doing [T23]
- Assumptions that job descriptions are clear, but does everyone understand their role and responsibilities. [T22]
- Stop blanket emails [T41]
- Stop fretting about the political future [T18]
- Stop assuming that if you send the same request out to different people, you'll get a faster response. [T2]
- Stop being the LSC [T35]
- Stop worrying about the future and be positive about the present [T3]
- Using acronyms [T29]
- Reply all [T2]
- Stop being on the back foot - step forward and take the leadership role [T40]
- Stop pandering to ministerial whim [T20]
- Ban reply all on emails where possible [T41]
- Stop being planners [T46]
- Stop compromising on systems and infrastructures [T17]
- Having a national office regional office split [T27]
- Looking backwards [T24]
- Just doing things because that is the way it has always been done - need to reflect and evaluate and use evidence-based practice [T43]
- Stop using jargon [T41]
- Working in silos. Organisations need to look beyond their core remit to ensure they meet the best needs of all learners. [T16]
- Stop duplication [T42]
- Stop not meeting our own deadlines. [T35]
- Thinking that local authorities are incompetent [T27]
- Having to work stupid deadline and having to backtrack later [T12]
- Stop writing long documents [T19]
- Being too centralised [T24]
- Stop doing old role (and learn to type) [T26]
- Stop working in silo's [T45]
- Management by committee - give individuals who are the experts the power to decide - stop being afraid to delegate [T39]
- Being on the back foot [T31]
- Saying 'yes' just because that's what's expected [T11]
- Stop the countdown clock [T3]
- Stop fire fighting [T9]
- Stop national-regional divide [T43]
- Stop being inflexible - remember we are here for the learners. Stop thinking about what we did 10 years ago. [T30]
- The way information is disseminated - over communication and communication to be more focused [T44]

- Rumours can cause problems by the speed they circulate and is a danger of Chinese whispers as opposed to clear direction on your role [T22]
- Stop using jargon. Use plain English. [T2]
- Publishing 100 page documents [T25]
- Working smarter - less meetings [T10]
- Stop holding onto the past [T23]
- Using inconsistent language (with LAs) [T29]
- Stop ignoring advice from people that are involved in operation/front line [T20]
- Fire fighting [T27]
- Don't assume that people know the detail of what you may be an expert in [T6]
- Stop being compliant [T2]
- Remember we are a government organisation and therefore will always be at risk of change. [T30]
- Stop being a national office and nine regions and start being the YPLA [T44]
- Less unnecessary beurocracy to enable more dialogue [T7]
- Stop working in isolation [T19]
- Stop being the LSC [T41]
- Reduce the time lag for messages going from national office to LEAs and back again. Can't afford delays in the system. [T16]
- Stop being afraid of change [T13]
- Stop thinking we are going to be managing providers [T23]
- Using apostrophes incorrectly [T31]
- Over complication [T12]
- Don't let existing local links weaken and disappear [T43]
- Stop using jargon and acronyms if possible [T4]
- What can we stop to break the national/regional divide? [T11]
- Stop taking the easy option - just because they shout loudest don't respond to them first! [T20]
- Wasting money [T27]
- Stop Geoff Russell's emails [T3]
- Stop being the LSC [T42]
- Stop complaining about oracle [T33]
- Stop issuing instructions [T46]
- Stop thinking the worst [T13]
- Stop mistrusting local authorities [T9]
- Stop regional competition [T19]
- Stop forgetting to share. Regionally and Nationally. Stop forgetting to communicate. [T30]
- Stop trying to be the sole leaders of the process. Being the YPLA is about being a supporter of this [T35]
- Stop holding on to old responsibilities learn to let go [T14]
- Stop panicking with pots of money - keep looking at a local level - to make sure money is spent in the best way possible for our young people [T40]
- Stop constant organisational re-structuring [T43]
- Division of national and regional areas [T45]
- Working directly with providers (exc ISPs and Academies) [T5]
- Also stop being tec/ fefc [T42]
- Endless meetings for meetings sake with no clear outcomes - need to work smarter with technology and pairing etc with clear agendas [T34]
- Fewer overlapping meetings clearer definition of responsibility [T7]

- Stop dwelling on the LSC [T46]
- Being negativity and project positivity [T12]
- stop favouritism (within teams) [T26]
- I am not going to stop complaining about oracle [T6]
- Stop focusing on providers and focus on the local authority [T43]
- Stop relying on one person or one region to resolve issues and try to resolve issues more practically [T44]
- Stop dictating from the centre [T2]
- Oracle [T29]
- Reply to all on email - only send to those people that need to know! [T34]
- Deadlines are pushed back and back so the important things which we do are squeezed [T35]
- Stop favouritism within teams [T2]
- Duplication of effort [T12]
- Stop blaming other people and take responsibility - no excuses [T43]
- Stop asking everyone [T33]
- Innovate packaging of information in most suitable form - web based, pdf, paper ... [T25]
- Stop oracle! [T2]
- Being provider's friends - different relationship needed in future [T27]
- Stop short term initiatives [T19]
- Stop having meetings in group function [T23]
- Consistency on performance - i.e. how we view it [T6]
- Stop working in isolation. [T30]
- Yes yes stop oracle please [T42]
- Oracle (just in case you missed the previous point) [T11]
- Stop using papers -one dimensional: use other means of communication [T4]
- Stop directing - start enabling [T18]
- Stop having all national meetings 200 miles away from home [T27]
- Stop in-house competition - "my data is better than yours", "we need more money than you", etc... [T5]
- Stop being the LSC and be the YPLA [T33]
- Stop playing good cop bad cop [T9]
- Stop assuming issues will be resolved quickly and there will be instant action as transferring colleagues may not be able to respond to issues as quickly as they could have done within the LSC [T44]
- Shorten communications [T20]
- Culture of late working [T24]
- Stop saying yes to everything. As an organisation we need to prioritise and get jobs done. [T30]
- Academies to stop working independently and aim for greater integration. [T15]
- Include people in clear information, be quicker in communications [T22]
- Stop changing things [T46]
- How stop the political dimension? [T6]
- Having unrealistic expectations about new initiatives and assuming success will happen [T43]
- Stop changing the T&S system and making it more difficult! [T2]
- Being an organisation at 2 levels - be one organisation wherever you work [T12]
- National leadership to enable regions to work together and stop regions going alone. [T37]
- Stop doing what partners are used to the LSC doing and there is no need in the future [T3]
- Changing systems and expectations during the year / at last minute [T25]
- Thinking that we have THE answer - and accept that we have AN approach [T11]

- Stop being so reactive - slow down to think and ensure we get it right [T17]
- Stop thinking about academies being completely different [T9]
- Stop being the poor relation to the SFA [T2]
- Stop analysing the spend on smaller amounts of money such as January guarantee and focus on large pots of money such as SSF - who seem to receive without scrutiny [T40]
- Stupid access rules to buildings [T24]
- Stop committee responsibility and enable individual responsibility [T7]
- Unnecessary meetings [T41]
- Stop Coventry being the central place, for many of us, reaching London is so much easier. [T22]
- Having so many meetings, use video conferencing instead! [T29]
- Stop working in silos [T7]
- Feeling responsible for SFA business [T39]
- Focussing on providers, and start focussing on learners and partners [T45]
- Zonal pay systems [T42]
- Stop re-acting be pro-active (don't waste time) [T26]
- Stop being prescriptive about the structure [T22]
- Lets call ourselves as the YPLA (not regional not national) [T8]
- Stop focussing on systems; start focussing on what may be in a young person's best interests. [T37]
- Duplication and people doing the same thing twice, or nine times [T48]
- Planning meetings so not always Coventry and London. Look at other places. [T8]
- Stop guessing what other people are doing [T41]
- Strip away the complexity so that our partners have a clearer line of sight from the strategic priorities to the resources/funding given on the ground [T32]
- Stop prescriptive attitude, to allow us to develop trust in our partners [T32]
- Stop doing what we have always d [T47]
- Stop doing what we have always done [T47]
- Prevent duplication [T47]
- Stop 'one size fits all' - each region / customer is different [T47]
- Allow the system to bed in before we start trying to change things. Only change if we can see the benefit for young people. [T37]
- Going native. We need all to be on message [T48]
- Stop using our cars - use technology better [T47]
- Stop doing the old job and start doing the new one [T47]
- Stop wasting time and money! [T30]
- Focus on building the YPLA team - we don't know enough about what each other does> [T37]

1.3 One thing

- **QUESTION: Which one thing that we could do that would the most difference?**
- Communicate [T28]
- Trust in each other's ability [T28]
- Encourage personal development [T28]
- Greener communications [T10]
- Video conferencing [T10]
- Thorough staff inductions [T28]
- Less travel for regional meetings [T10]
- Get rid of the long school holiday to reduce the neet problem [T14]

- No oracle please [T10]
- Never be afraid to ask/question why? [T28]
- Have the courage to challenge! [T28]
- Share good practice [T19]
- Openness and HONESTY [T28]
- Challenge with evidence. [T2]
- Being more proactive [T4]
- Complete transparency [T6]
- New approach to new organisation [T13]
- Valuing staff opinions [T13]
- Write documentation in simple English and edit correctly. [T2]
- Contact details [T29]
- Teach T28 to count!! [T5]
- Review our whole performance management - are the processes suitable? [T6]
- Give change a chance (cheesy slogan!) [T20]
- No acronyms [T28]
- YPLA to maintain its integrity [T4]
- Knowing who does what, where and when [T48]
- Getting the right focus - outward focus rather than inward - advising but working with local authorities and partnerships and concentrating on young people after all it's about them and not about us [T44]
- Ensure we have a strong reporting system. [T38]
- Understanding wider environment; identifying relevant levers etc [T42]
- Make ourselves indispensable to LAs [T14]
- As an employee wants to see evidence of how well we are doing. [T38]
- Communication both internally and externally to manage perceptions [T12]
- Share expertise [T38]
- Doing it simply and effectively and getting it right first time. Don't tinker! [T16]
- Value our professionalism and expertise [T2]
- Clarity on information management and distribution of that! [T6]
- Clarity, some stability. So that we can be very clear externally what we are bringing to the table [T48]
- Strong Business Intelligence [T38]
- Focus on the learner and make everything centre on that - for real this time. [T9]
- Value for money for the learner [T2]
- Be enablers and pragmatic [T4]
- Focus on the how and not the what [T22]
- Staying focused on the key issue which is primarily to raise the participation age but everyone needs to be involved [T44]
- Work out a way to both challenge (have impact and influence up front) and implement policy. [T15]
- Accessible MI internally [T38]
- Trust, help and support local authorities to get their commissioning spot on [T3]
- Accessibility of data (and what data is available) [T29]
- Clarity on roles of GO and the YPLA and make it consistent [T22]
- Shared datasets across all organisations - SFA, YPLA, NAS [T6]
- Consistently empower local authorities through clear explanations of their roles, simplifying systems (e.g. learner MI, [T25]
- Listen to learners [T40]

- The relationship may be different in terms of supporting/influencing LAs - shift in relationship [T10]
- We need to listen and then effect the most appropriate change. [T34]
- New choices for learners [T45]
- Challenge the department [T40]
- Ensure we are realistic about expectations - of staff, activity, outcomes - and creative and cooperative in our working [T43]
- Improve governance, accountability, decision-making and communication of these decisions within appropriate timescales [T5]
- Collaboration, working effectively with all partners [T46]
- Determine our expertise and our added value [T14]
- Better intranet and use of intranet [T13]
- Be really clear on our role internally and how it interacts with our partners, LAs and providers whilst managing expectations [T36]
- Clarity [T23]
- Sort out pay banding [T6]
- Here here to clarity [T29]
- Support short term secondments to help staff development and partnerships [T3]
- Build effective and strong partnerships with stakeholders [T27]
- Solution focussed [T46]
- More interaction with providers to acquire feedback, listening to providers as well as learners [T22]
- Create a single organisational culture - different from the Department, different from the LAs, different from the LSC - that is tangible and not simply statements on paper [T11]
- Stop tweaking such as changing E2E to FL [T40]
- Set achievable timescales for delivery rather than cramming in too much in a short time [T20]
- Working as a single coherent organisation with good communication to ensure consistency across all areas. [T30]
- Treat learners as stakeholders [T31]
- A more diverse senior leadership team. [T2]
- Support - guidance not clear as to how we offer this. Clarity - how do we offer? Will there be rules? [T10]
- One owner approach - clear lead role on each aspect of work [T25]
- Trust our own people [T40]
- Having the right and effective infrastructure and data systems in place so that we can provide good and useful data - saving money now may not save money in the future. Also that internal and external communications are effective across the country. We also need to ensure that we build on good practice and don't lose the good work already done as well as the good relationships that have been built. [T17]
- Communication improvement - all viewed as equal [T22]
- Using systems better for better communication [T13]
- Products? [T10]
- Internal and external clarity [T46]
- Develop a mature relationship with the Department(s) [T18]
- Greater openness and transparency in terms of the processes and factors that have led to decisions. More transparency and openness. [T8]
- Really stand up to the depts. and stop them interfering to the degree they do now! [T6]
- Better quality and use of Business Intelligence/Evidence to achieve fairness and consistency across the sector e.g. funding, quality. [T38]
- Each one of us go back into a learning institution one day per year to understand the quality of the learning of the experience [T22]

- Clear governance, clarity of roles and responsibilities. Must work smarter as one organisation. [T23]
- Taking decisions in good time. That applies to government ministers too! [T16]
- Value our different strengths and ways of working, while organising to pull in the same direction [T39]
- Better integration with LAs - 14-19 and 0-19 agenda [T13]
- Sort out job descriptions! [T30]
- Manage expectations [T10]
- Support but also 'trust' Local Authorities to execute their responsibilities in their own way [T35]
- Present data and MI in a consistent and clear format [T18]
- E2E to Foundation Learning is kludging not tinkering [T29]
- Need to be different - moving away from the LSC to be the YPLA [T44]
- Simple, clear systems to ensure all commissioning responds to prioritised needs [T25]
- We have to go forwards with enthusiasm - to want the YPLA to work [T39]
- Academies to be part of the whole organisation [T26]
- Communication challenge internally especially because dissipated so far and wide [T22]
- Take a leadership role, champion the national change agenda [T14]
- Harmonize funding formula across all sectors [T31]
- Articulating our professional knowledge, experience and qualifications where appropriate [T32]
- Strong single voice to get messages across [T45]
- Bring back E2E [T2]
- Sort of job descriptions - problem of compounding problems from theme 7 [T6]
- Opportunities for National/Regional job swaps [T29]
- What is our intervention? What if LA don't want us? [T10]
- Start listening more [T32]
- Linking up agendas so that we don't exist in isolation and we can support each other and the LAs [T13]
- Sort out job descriptions! [T2]
- consistency in all areas, including structure, job roles and bads [T30]
- Build up a better relationship with LAs from both sides, and having named contacts. Identify key people in LAs that you need to work with [T22]
- -bands! [T30]
- Quickly establish credibility with LAs - focus on quick win [T25]
- Give YPLA some teeth [T10]
- Ensure effective, disciplined and concise communication at all levels and across all partners [T24]
- Quick win - e.g. inclusion, LLDD [T25]
- Understand the whole sector [T41]
- Let them know that we are indispensable!! [T10]
- Place emphasis on the value added of the YPLA - show that we provide more than just the money [T13]
- Keep to timelines and make them sensible! [T22]
- Review office locations in light of travelling and working [T6]
- Get further away from policy and more to delivering. no mistakes in the first 12 months evolve and develop faster than all our partners [T33]
- We don't tell... we explain and advise! [T44]
- Young people at the centre of what we do [T47]
- Create an environment which embraces internal challenge until decisions are made then adopt corporate responsibility and an acceptance that we may not get it quite right [T7]
- Review job descriptions and roles at the appropriate time i.e. not straight away [T46]
- Make sure we understand what our organisation is aiming to do [T47]

- (Score update) Liverpool 4 - Man Utd 0 (Torres, 85) [T6]
- Understand more about one another's roles [T18]
- Taking ideas working in the regions and see if they could be rolled out, and change the funding systems [T45]
- To work together to a common aim (ONE team) some teams feel un-empowered [T26]
- Understand our partners [T47]
- Fewer meetings, or more streamlined communication. [T8]
- Provide local authorities with the data and intelligence and be clear why they need it, what it tells them and how they can use it [T3]
- Be ambassadors for all young people [T41]
- Understand our own and each others roles [T47]

2 Session 2

2.1 LAs

- **QUESTION: How can we ensure that LAs have an appropriate level of influence on YPLA decision making?**
- Regional planning group [T44]
- Representation on YPLA Board [T11]
- Representation at top level [T23]
- Effective regional planning groups [T14]
- Good management of RPG [T47]
- Understand how LA's tick [T5]
- External Advisory Group equivalent [T32]
- Effective SRGs and Regional Groups [T46]
- LAs use the experience of the staff transferring to them [T43]
- Decide/ agree what 'appropriate level' of influence is [T42]
- Keep and renew relationship with ex-LSC employees. [T16]
- Challenging via RPGs [T11]
- Regional network and both LA sub-regional network - we listen and feedback both ways [T36]
- By giving them the right amount of information at the right level at the right time [T15]
- Isn't this question the wrong way round? [T37]
- Q implies YPLA making decisions above local authorities [T6]
- Effective use of RPGs [T24]
- Find out what LAs need via the RPG and effective consultations [T14]
- How can we ensure that YPLA has an appropriate level of influence on LA decision making [T45]
- Building operational network for specific functions [T47]
- Keeping contact and relationships going with our current LSC colleagues moving into the LAs [T22]
- Effective communication from the RPG [T29]
- Keep networks going with former LSC colleagues who are aware of former policies? keeping communication lines open [T44]
- First things first: define what an "appropriate level of influence" actually is. [T39]
- Use/specification of strategic analyses [T11]
- Involving local authorities in task and finish groups / boards [T40]
- Don't just rely on formalised arrangements. [T16]
- Direct contact [T12]

- Effective SRGS and RPGs that then feed into the YPLA [T17]
- Listen [T12]
- Keep communication channels open [T36]
- Utilise skills and knowledge transferring to LA's [T28]
- Help them to learn [T19]
- Being involved from the start [T47]
- Ensure DCSF obtain appropriate input from Las [T42]
- Ensure that LAs have a role in commissioning the data and analysis they need to plan and commission [T43]
- What is 'appropriate' level? [T41]
- We need greater clarity on what the role of the government office is in relation to LA performance management. [T37]
- Representation at SRG and RPG appropriate [T17]
- Keep relationships with transferees to LAs [T46]
- Commissioning Support colleagues at region are important in supporting LAs and ensuring mechanisms such as: RPGs and SRGs work effectively [T4]
- Why isn't this question the other way round? [T27]
- Ensure the LA understand what the YPLA does and understanding the 'line' between the roles of the YPLA and LA [T24]
- LA's will be very different. How can we get a collective agreement about how we work together? LA's need to understand what and how to commission - some are excellent, others lag behind. YPLA needs to support this [T5]
- Research data [T33]
- Provide help and support to LAs at a time when they might be nervous about their new role. [T16]
- Make best use of experience of LA transferring staff [T18]
- Maintain empathy - we need to aim to understand each others aspirations and constraints [T36]
- Effective functional work stream relationships [T14]
- Through commissioning support teams and the regional planning group/sub-regional groups - these are the formal structures. How do they influence through those? Through plans they produce [T35]
- Stop a local agenda dominating a region [T42]
- YPLA needs clarity over what decision making powers we have and where they sit - this question can be answered differently depending on YPLA function [T20]
- Behave as a mature commissioner [T2]
- Good relationship management [T41]
- Can we treat them more like customers, rather than us decide how much information they should access from us [T32]
- Appropriate sub groupings bringing together common interest [T7]
- Relationship building [T12]
- Making sure that the LA's understand the policy through communication in a consistent manner [T45]
- Keep communications /effective dialogue with LA's [T28]
- Dominating [T42]
- Get structure of RPG right. Have specialist groups and right people on these. [T6]
- having a common language [T19]
- Appropriate mechanism in place feeding from the bottom up through RPG and through national groupings e.g. LLDD [T34]
- Regional and national networking. [T3]
- Sometimes not the right people. Need to ensure they are right people to represent learners [T17]

- Effective RPG, equipped with the right intelligence, make sure they are clear where we plan to go before we are committed to go there [T31]
- Shouldn't the question be the other way round? [T30]
- Need to be clear on what decisions the LA's can influence and areas they cannot influence [T40]
- Get local authorities to work together and then to work with us [T6]
- Need to ensure information fed back and data fed in [T17]
- YPLA to give support and understanding, particularly to understand the levers [T24]
- Work out how our governance structure works [T9]
- Trusting to make own decisions [T33]
- YPLA need to give right IAG to the LAs [T17]
- Valuing the expertise of those who have been doing the work in the past. [T2]
- Making sure la's are aware and understand the national agenda [T44]
- Encourage them to use the qualities and experience of the LSC staff transferring to them. Make sure they have good information and intelligence [T21]
- Develop roles of SRGs [T18]
- Early days, lead them through the system but allow them to take a greater lead in future [T32]
- Sharing expertise [T33]
- Formal consultation on new policy [T34]
- Having the right people at the right level making decisions [T23]
- Take emphasis off budget [T17]
- Iterative discussions between LAs and YPLA [T27]
- We need to understand how much input LA's will have - will it be a strategic or operational relationship? [T5]
- Provide sufficient support [T19]
- Which are YPLA decisions to make [T40]
- The 9 regional directors need to formalise communications and ongoing consultation with local authorities, using SRGs and RPGs, which will then inform YPLA decisions [T25]
- Working with LAs on distilling down to core influences [T36]
- Presentation of information management [T46]
- Make sure provision right in the host Local Authority area rather than their own local authority area [T17]
- Increase the clarity about what LAs can and can't influence. [T2]
- Analysis - evidence with narrative sharable. More structures, YPLA, Local Government that share communication. SRG and RPG - key YPLA representation. [T8]
- Effective networks in place at a local level [T34]
- Collaborative working [T17]
- Ensure accurate, consistent, comparable and meaningful data [T24]
- The sub groups of the SRG are important in influencing [T4]
- Engage nationally with representative organisations including LGA. [T15]
- New formal and informal consultative ways of working [T25]
- Group meetings to give LA's a chance to input have been well-received and LA's have had an opportunity to comment and shape YPLA output [T5]
- The representation on the sub groups of the RPG, with the right agenda [T22]
- YPLA needs to work with ADCS and LGA [T11]
- Share data & MI and develop a partnership [T32]
- Equitable approach to advice and support [T42]
- Data sharing takes places between Local Authority areas [T17]

- Customer focused information and effective and timely comms at operational and strategic level [T10]
- Need to influence before the event. LAs need to be joined up particularly with their economic development function to ensure that they are able to identify local need for skills. This will influence commissioning decisions [T35]
- Very good communication between YPLA and Local Authorities [T41]
- Ensure that all LAs, regardless of size, are represented and heard at the RPG [T29]
- Secondments opportunities both from YPLA to LAs and vice versa in order to understand each other [T14]
- LA input regionally and nationally [T23]
- Find the right person in the LA with the relevant expertise and experience to feed in [T7]
- Making sure the right LA individuals are invited along or included at the right level [T9]
- Understanding that there are only so many 'sweets in the box' [T2]
- Short term secondments to understand roles and potential constraints [T36]
- Build trust and respect in the relationship [T27]
- If targets are reached then it's good but if targets are not met then criticism will be placed on our models. collectively if targets are missed then it's something we're doing wrong which needs to be revised and improved going forward [T44]
- Selling the 'products' in order to engage the LAs [T14]
- Benchmarking important - looking at top 10 and comparing against performance [T17]
- Change of mindset. Led by local staff rather than telling them exactly what to expect and how it should be done. [T16]
- Collaborative working through RPG [T43]
- Change the style of dialogue [T34]
- Don't assume one LA speaks for all [T7]
- LA representation on the Board [T46]
- Are LA reps able to 'speak' on behalf of their LA/elected members and operate across a region via the RPG? [T37]
- Combined view of what our priorities are. [T2]
- Building appropriate relationships not dictating [T42]
- LAs need good intelligence from the YPLA to ensure decision making is informed and trust is gained [T4]
- Need to be clear of expectations of each other, recognise differences between regions [T18]
- Consultation on data sharing and listening [T12]
- Ask the LAs what their view of 'an appropriate level of influence' is [T11]
- Right channel of communications with YPLA [T45]
- Recognising where the contribution of Local Authorities is made in the Regional Dialogue [T35]
- Same as others...relationship building [T3]
- Build relationships and trust that allow for early communication [T7]
- Making sure we have top quality strategic analysis and data [T14]
- Know (and communicate) where the YPLA wants/expects LAs to make decisions [T39]
- Be honest with local authorities on what they can influence and what they cannot [T25]
- LA key strength is in being the force on the ground [T43]
- Totally disparate view of YPLA from LA's - some just want the \$\$ and feel the YPLA is not needed; others want YPLA to do everything - we need to support YPLA's, focussing on those in most need. LA's are our customers - we should treat them as such [T5]
- LA's influencing decisions about academies [T40]
- LA reps on product development groups [T10]
- Lines of responsibility need to be more clearly defined [T41]

- Use existing mechanisms to get views back to the centre [T18]
- How much should areas such as learner support/ academies listen to local authorities? [T5]
- Sub-regional groups need to be made up of a broader membership than just ex-LSC staff - people with something extra to add to the issues from a local authority's point of view [T35]
- Involve the LA officers through the ADCS at regional level [T11]
- Through LAs 14-19 Plans and Local Commissioning Plans [T22]
- Develop strong relationship by meeting regularly, but still maintaining a fallback of intervention [T32]
- Ensure they understand the demand/supply side - demonstrate they understand learners need and that there is the appropriate provision [T24]
- Capacity building [T38]
- Consultation - continuous and not tokenistic (need to show how their views have been considered) [T25]
- Clarity about decisions that the YPLA are responsible for. Which decisions can the LA influence? [T8]
- Good quality intelligence and support [T38]
- Need to fit together the various networks. Get clarity over roles and responsibilities; how will we work with LA's? [T5]
- Formal communication structure and informal contacts through functional expertise. some LAs will gain less expertise than others and will need more help [T26]
- Ensuring LA representation on appropriate YPLA decision making groups - nationally, regionally and locally [T20]
- Are the local authority the people that speak on behalf of the learner? [T32]
- Need to offer a personalised, tailored service for LA's, taking into account what their requirements are. [T5]
- Use the learner panel [T32]
- Listen to and act on the feedback we are encouraging learners to give us. Link this process to the planning cycle and make sure that is timely. Develop new ways of communicating using new technology and also communication at an appropriate level. [T21]
- Making more flexible provision available [T7]
- There need to be formal structures for engagement. [T8]
- Get feedback directly from young people about their experiences rather than paying consultants to provide [T7]
- Score update: Liverpool 4 - Man Utd 0 (Torres, 86) [T6]

2.2 Young People

- **QUESTION: How can we ensure young people have an appropriate level of influence on YPLA decision making?**
- Correct contacts within LA,SRG [T48]
- Gibr [T47]
- Give yp a voice [T47]
- Step 8 [T33]
- See Emma's slides [T29]
- Using RPG to influence decisions relevant for that region - i.e. NEET, growth) [T48]
- Maintain national and on line learner panel [T17]
- Use the online panel [T9]
- Communication and deliver what's needed in line with industry as well as learner requirements [T36]
- Maintain regional learner panel [T17]
- With providers and LA then interpreted by srg [T31]
- Providers keeping up learner voice [T17]

- Make more use of the Youth Parliament. [T2]
- Having a voice on regional planning group [T33]
- More integration of connexions into LAs [T29]
- Ensure they have the right to be heard [T36]
- Harness the NUS [T2]
- Through YPLA Board [T46]
- Learner involvement strategy that includes a range of learners including LLDD etc [T17]
- Use what is already - capture existing information and use it in analysis [T47]
- We need to make sure we can hear the voice of the vulnerable groups of learners e.g. young offenders, young parents etc [T30]
- Learner voice on every RPG [T34]
- The on line learner panel [T12]
- Proper understanding of IAG [T9]
- Ensure LAs take account of learner's views in their commissioning [T42]
- Forums [T45]
- Panels and committees in the new organisations [T44]
- Use the online panel to test ideas, hear opinions, etc [T3]
- L [T41]
- Ensure that YP are engaged with panels, committees, planning etc [T28]
- Through a Learner sub group of the RPG [T22]
- Is there a gap in academy learner voice? [T17]
- Get full representation of learners in regional groups / SRGs/ RPGs etc - 6 out of 9 not good enough [T27]
- Work more closely with NUS [T45]
- Commissioning directors to talk to young people [T23]
- Talk to them and listen to them [T19]
- Make more use of the learner voice within Ofsted reports [T2]
- How are local learner issues represented [T35]
- Fully engaging young people's reps [T14]
- All regions should have a learner representative on their board [T40]
- Engage with Learner Panel [T41]
- Framework for Excellence learner surveys [T2]
- We already have YP voice built into FFE - maintain this. Are QCF and SSCs, who pull the strings re qualifications engaged YP enough in their development [T6]
- Don't tinker for the sake of it if there are already systems that are working. [T16]
- The learner panel on-line excludes young people in custody as prison estates do not have internet access. [T30]
- Ensure providers engage more with YP to offer what is required. [T15]
- Not tokenistic [T25]
- Include learner representation on YPLA groups - as is already done in some places. [T11]
- Show responsiveness to learner opinion [T3]
- Learning from destination data [T7]
- Employing apprentices [T14]
- Closer links with learner reps, e.g. NUS [T3]
- Recognise the knowledge that young people have about the curriculum and qualifications [T41]
- YPLA awards for learners [T17]

- Practical solutions rather than government initiatives which may not influence young people to participate [T44]
- Include in strategic analysis [T19]
- Get views from non learners [T25]
- Do they really need to get involved in the wiring of the system? [T27]
- Learner voice heard through local 14-19 partnerships so can be heard in planning and commissioning decisions [T43]
- YPLA events to have learners participating [T17]
- The learner voice needs to be representative of all learners, inc vulnerable groups [T9]
- Balance learner choice with learner reality. [T2]
- Encourage LAs to listen learners - student governors [T46]
- Multi agency engagement strategy [T38]
- Ensuring young people's voice is heard at national, regional and local level [T41]
- conferences / consultations for learners rather than just providers [T34]
- Regional lead for learner communications [T11]
- Bring young people closer to the policy side of operations [T36]
- Let's use existing mechanisms such as LA young people's panels. [T37]
- Using [T4]
- Learning from choices young people make about where they choose to study [T7]
- Getting learners engaged who are hard to reach / more difficult to engage [T40]
- YPLA has to engage with the learner panel [T12]
- early local commissioning statement - get YP voice in here when this work is going on [T6]
- build on existing forums which YP are part of e.g. Young Peoples' councils, parliaments, student councils etc [T27]
- Collect appropriate information but recognise the limit/realism of involvement [T20]
- innovate getting the views of those at risk of disengagement [T25]
- Ensure learners know what's available to them. [T2]
- use internships [T14]
- listen to the learner and allow the learner to direct [T45]
- Can we 'give them' something rather than just talking to them. Proactive engagement not just talking shops [T24]
- Qualitative analysis of provision - we could get better - we don't currently analyse retention. [T17]
- Good quality IAG [T41]
- use the multiple routes that already exist but don't try to engage directly at a local level [T31]
- Doing something with the research / learner surveys / results [T40]
- Learner panels better than endless surveys [T43]
- use the networks and learner voice orgs that are already out there to find out what is working and what needs to change [T34]
- lack of clarity on YPLA role on this [T13]
- Colleges and other providers interact with learners everyday - feedback link on IAG etc? [T42]
- Is the FfE the most appropriate way to capture learner views? [T17]
- engage with local authorities [T19]
- Local LA staff understanding the views of local people. In the past learners were represented at council level - but this should not be a one off thing but continued influence. LAs should be engaging with young people in their patch to understand what they want. There are some LAs in the Black Country who go out and consult with young people on an annual basis, this approach could be used nationally [T35]
- See Emma's slides [T23]

- more joined up services for young people so that no other issues are getting in the way of their learning [T9]
- Find a way to listen to young people who are not the middle class articulate. [T2]
- Using LA intelligence from Boards where Young People are represented to inform YPLAs decision making [T4]
- feedback loop to the learner panel and acknowledging what they say [T12]
- clear communications (both ways) [T42]
- young people's rep on the RPG [T14]
- Joining up messages and information coming from LEAs and other sources to help present a coherent picture to DCSF to inform their high level policy making. [T16]
- Get YP voice through providers when they're involved in early parts of commissioning plan development during the summers/autumn [T6]
- Find some more Emmas! [T11]
- The employer voice is louder than the learner - responding more to employer than learner [T40]
- Ensuring the message about new opportunities get through to parents [T41]
- promote the voice of young people within YPLA [T36]
- be prepared for negative responses from learners and have a way to respond rather than only listening if they li [T24]
- Do not underestimate yp - give them opportunities to 'take control' of some of our meetings/activities. [T37]
- More emphasis on YPLA colleagues going out to Learners as opposed to asking them to come to us [T22]
- Need involvement in various fora, not just one learner panel. However, we always focus on the brightest, most articulate learners who are fully engaged. We need to engage the un-engaged - how do we do this? We need a NEET-catcher!! [T5]
- supporting emmas recommendations [T48]
- budget for research [T13]
- targeted learner reaction surveys, focussed on learner types, specific provision, what works, what doesn't [T25]
- LA's have been removed from capturing this age of learner views for a long time - we need to work with them to get better at this [T17]
- FfE surveys and Ofsted Thematic surveys [T22]
- Use the national student survey to increase our understanding and model good behaviour. [T16]
- learner representation on RPGs [T3]
- Clarity of information collected via IAG systems and how it's used - recognising the key influencing factors [T20]
- encourage LA's to listen to the learner [T45]
- QIIAG at primary [T38]
- How do we maintain the voice of young people going forward? [T36]
- using the expertise of other organisations in engaging with YP [T14]
- carefully constructed longitudinal surveys [T25]
- More options / guidance for learner careers [T40]
- encourage 3rd sector to listen to learners [T45]
- engaging parents and carers as another influence on decision making [T18]
- It's about the consultation period and putting into context what the young people have to say and listening to what they say. collective data from representatives of each area to voice the young peoples views [T44]

- Most providers have a method for feeding back issues of young people but there should be coordination to ensure consistency of what is asked... how does FfE fit into this. If there is going to be a consultation strategy there does need to be some formalisation particularly for those within specialist colleges. [T35]
- Ensure the voice of LLDD is not missed (at all levels of disability) [T17]
- This engagement is resource-intensive and costly, so YPLA has to be aware of this. Can we get the most disaffected learners engaged in shaping YPLA policy direction? [T5]
- Consult NEETs via LAs, Connexions, 3rd sector organisations, etc. - if we don't talk to them on the most basic level, how can we engage them in learning? [T11]
- encourage LA's to listen to the 3rd sector [T45]
- Promote LAs to be responsive to learners. may in turn impact on YPLA [T3]
- feedback from connexions [T44]
- involve YP in ministerial decision making (by the time it gets to LA/YPLA) it may be too late to influence/change [T24]
- We can understand the wants of the learner by proper analysis of travel to learn, e.g. level, geography, curriculum type, subject. Also Connexions have a better understanding of YP demands [T32]
- key role for YPLA in IAG [T25]
- nationally consistent framework for young people's engagement with regional flexibility [T10]
- programmes need to be very responsive and reactive to YP needs; work with other organisations inc Princes Trust, etc [T5]
- Framework for Excellence [T10]
- We need to find out what the barriers are for the non-motivated/non-achievers. Where research has been done on this area, the findings must be disseminated. [T30]
- at least 1 'emma' per college/provider to gage greater learner voice [T48]
- We need to talk to the third sector to reach the most disengaged learners. [T30]
- embrace new technology [T10]
- Emma's speech summed it up! [T8]
- local feedback on provision [T48]
- YP group could be incredibly powerful for YPLA to harness.... another great lobbying organisation for the YPLA to utilise to influence senior DCSF/ Ministerial colleagues [T5]
- Harnessing those young people who are not engaged enough to come forward as representatives on Learner Voice panels. Make sure the panel is truly representative of all learners including those who are either disengaged or not as articulate as others [T22]
- strong relationships with connexions to reach young people who may be difficult to reach - it's about closing the gap between learner and organisations to make sure learners are engaged and involved in the processes [T44]
- mechanisms needed to get formal / informal feedback from providers / schools / yp to take integrate / take into account diverse requirements [T26]
- Encourage youth parliament [T46]
- we focus on young people not learners [T18]

2.3 USP

- **QUESTION: What is the Unique Selling Point (USP) of the YPLA?**
- Expertise of its people [T2]
- Expertise of staff [T47]
- Small but perfectly formed [T47]
- Act as a broker / facilitator / impartial mediator [T47]
- Make sense of learning environment [T47]
- range of expertise [T33]

- Ear of Government [T47]
- Share LA best practice across the country [T33]
- Unique in that we are focussed on Young People [T29]
- The single, consistent national conduit [T46]
- Clear focus [T19]
- Must be relevant to LA to ensure they can use / trust us [T47]
- Its staff: their skills, expertise and determination [T39]
- Budgetary control of the system - the paymasters [T27]
- Academies have a regional interface for the first time [T29]
- Championing young people's learning? [T27]
- Experience, simple as [T6]
- Skills and expertise [T23]
- Capacity to use our advocacy for young people wisely. [T2]
- Knowledge and expertise of the system as it has been [T27]
- Our capacity to take a helicopter view [T2]
- Custodians of national consistency and coherence [T31]
- A group of experienced individuals with a diverse range of skills and knowledge [T4]
- Wider perspective of the system [T27]
- Compact and bijou [T6]
- Expertise and the people [T17]
- Intelligent intelligence! [T36]
- Our logo [T19]
- New organisation - supportive [T17]
- Staff knowledge and experience [T3]
- Collective knowledge and experience [T12]
- Knowledge and experience [T6]
- It should be intelligent intelligence! [T20]
- Manageable size of organisation to allow integration [T28]
- We are not the LSC [T41]
- Knowledge and experience in funding education [T45]
- Les Walton [T25]
- Have intelligence; bigger picture [T42]
- Apolitical [T42]
- The knowledge, experience, data and analysis that we bring with us [T43]
- We are impartial [T41]
- Professionalism [T28]
- Single focus on young people [T40]
- Independent body that isn't the funder [T17]
- Sees the whole picture [T24]
- Knowledge and experience being bought forward (but understanding that it could need to be used differently!) [T20]
- Impartiality [T11]
- Free consultancy in respect of wider picture [T27]
- Corporate history/knowledge [T32]
- We could help local authorities to broker their relationships [T41]

- Knowledge and expertise of 14-19, commissioning of education and skills, strategic analysis of skills issues. [T35]
- That nice man from Newcastle :-) [T2]
- Understanding of how commissioning works [T3]
- Energy and creativity [T45]
- YPLA in the centre of YP learning and has a unique overview [T47]
- Impartiality [T3]
- Carry forward the LSC's greatest hits [T25]
- We've got Gareth Griffiths [T9]
- In a year they (LAs) won't need us anymore once the knowledge has been transferred [T27]
- Data intelligence [T4]
- Focus on young people [T23]
- The learner is at the heart of the work of the YPLA - we can focus on the learner [T17]
- Scale of the YPLA - smaller more streamlined - can all come together [T40]
- The experience of the old system(s) without the constraints of it [T11]
- Learning as go along and have a perspective using our knowledge and experience [T35]
- Deliver on a wide funding base allowing local areas to deliver national solutions [T31]
- 16-19 is our primary focus [T14]
- Academies is a new USP [T4]
- Not being area based - we are a national organisation [T41]
- Experience of 150 local authorities [T19]
- We have a lot of expertise, we are impartial and consistent [T18]
- Jointly owned by DCSF & LEAs. [T16]
- Expertise of data (ILR) [T3]
- Provider of information [T13]
- One organisation working for Young People [T15]
- Expertise and experience of elements of the system. Impartiality. [T37]
- Focused on young people and determined to make a difference [T43]
- Ability to change as the Government agenda changes - we should be able to quickly adapt and communicate effectively to the LAs [T17]
- Opportunity to feedback when things don't go quite to plan [T40]
- Broad range of skills and expertise of individuals supported by an excellent knowledge of the data assets of the LSC. [T38]
- Supportive [T13]
- Only agency with a statutory focus on young people [T9]
- Young People's Liberation Army [T14]
- Have been good at developing partnerships and making links with LAs and other stakeholders to get people together and gain consensus [T35]
- ID & share good practice [T47]
- Single voice [T45]
- The experience and knowledge and of staff. [T8]
- Facilitating improvement [T47]
- LAs need us! [T13]
- Championing Young Peoples Learning [T22]
- Strength in depth - not just at Leadership Level but across the whole organisation. A lot of expertise transferring to the YPLA [T17]

- YPLA totally focused young people [T6]
- Ability to share best practice across the country quickly. [T16]
- Draw on intelligence from across the country [T7]
- YLPA NO - on one floor so more opportunity to network / speak to people - improve communication [T40]
- Range of expertise and knowledge [T42]
- Use limited budgets for maximum impact on yp [T25]
- Integration of academies, so the YPLA is now a link across all types of providers [T24]
- Entirely focussed on young people. [T21]
- Conduit [T38]
- Head start on the data and support la's with relevant benchmarking data [T44]
- The LSC legacy [T44]
- We now have the potential to bring about consistency working/approaches across the regions. Single organisation - single voice. [T30]
- The capacity for being non-Coventry centric [T2]
- Keeping public servants in work since 2010! [T22]
- Save them money [T13]
- Flexible consultancy - hands-on if asked, background support if sufficient [T32]
- Young Peter Lauener's Army [T28]
- Without the YPLA we would be back to the postcode lottery [T37]
- Seeing the national big picture [T27]
- Single focus on young people - and as a result the opportunity to integrate better with other young people's services [T11]
- Free at the point of use. [T37]
- Deflect the heat from the Department! [T20]
- Relationships with former LSC employees which closes the gap between the organisations [T44]
- Provide an independent wider picture [T12]
- Ensures consistency - national level playing field. If there was no YPLA there would be a fragmentation and inconsistencies, locally, regionally nationally (postcode lottery) [T24]
- Use our Skills to Provide - USP [T30]
- We need a selling point to the incoming party - The Green Party... [T6]
- Provider neutral [T44]
- Good intellectual skill, cognitive ability [T40]
- DCSF dependent on YPLA to provide good and accurate data to ensure value for money - we need to ensure this is right so that we can keep moving forward the agenda to improve all young people's lives. Because we are an independent body - we can challenge effectively [T17]
- Single focus (young people) and collective memory. [T8]
- Bring coherence, strategic frameworks, specialist expertise [T10]
- We are the glue for the sector [T34]
- We can provide standardisation across the country through safe experienced hands [T6]
- Greater concentration of skills and knowledge [T40]
- Directly put money in the learner's pocket [T18]
- Prevent local commissioning becoming parochial. [T16]
- The first and only structured body focused on young peoples learning [T22]
- We dare to care [T18]

- Local knowledge. Understand and responsive to the differing needs of Local Authorities in our respective areas [T3]
- Data expertise is a great USP. We have great capacity to provide a top-quality analysis service to customers/ stakeholders provided we work wisely. But, we have to change what we have been doing as the LSC. This can then shape the direction and work of LA's. [T5]
- Seriously though, a clear message to the conservatives on us if they get in [T6]
- Commission curriculum rather than the provider - therefore unique to supporting the learner [T44]
- Getting LAs the money on time! [T32]
- Specialist knowledge in very narrow fields e.g. LLDD [T42]
- Building national Academy capacity [T27]
- Expertise and knowledge built up over years of working in this environment to support our partnerships [T7]
- Simpler organisational structures [T43]
- Expertise currently within YPLA. [T48]
- Slimline and focused organisation [T26]
- Provide national consistency based on local knowledge [T3]
- We contribute to the education and economic wellbeing of this country [T17]
- New organisation / new approach [T26]
- Provide the focus in young people's learning needs [T12]
- Impartiality - not a provider ourselves [T32]
- Academies - expertise of staff in the team [T17]
- Ensuring money provides a place in learning/education in line with the raising participation [T48]
- Narrowing the gap/raising achievements using current expertise [T48]

3 Icebreaker

• **QUESTION: If the YPLA were a book, film or television programme, what would it be and why?**

- | | |
|---|--|
| • Thomas the Tank engine [T6] | • Dr who [T33] |
| • Thomas the tank engine [T47] | • Close encounters of the 3rd kind [T45] |
| • Thomas the Tank Engine [T17] | • War and Peace [abridged version] [T6] |
| • Blue Peter [T28] | • The good the bad and the ugly [T34] |
| • Eastenders [T4] | • Star Trek [T24] |
| • Thomas the tank engine a really useful engine [T35] | • Hello mum [T5] |
| • Thomas the tank engine [T21] | • Fawlty Towers [T3] |
| • Gone with the wind (!!!) [T11] | • Thick of it [T19] |
| • Titanic [T23] | • Groundhog day [T34] |
| • Thomas Tank [T8] | • Mission Impossible [T41] |
| • Thomas the tank engine [T14] | • Great expectations [T29] |
| • Fawlty towers [T5] | • Lost [T20] |
| • Yes Minister [T6] | • Fawlty towers [T28] |
| • The mission [T1] | • In the Night Garden [T39] |
| • Mission Impossible [T24] | • Great Expectations [T18] |
| • Fawlty towers [T38] | • The Archers, it will go on for years! [T24] |
| • Star trek entering into the unknown [T28] | • The great escape [T28] |
| • Grange hill [T19] | • Star Trek beam me up scotty [T37] |
| | • Bob the builder - can we fix it, yes we can [T9] |

- Thomas the Tank Engine [T15]
- Harry potter temple of doom [T7]
- Casualty [T29]
- Casualty [T45]
- Close encounters (of the LA kind) [T11]
- Chitty Chitty Bang Bang - the inventor was misunderstood but in the end it worked [T31]
- Great Expectations [T8]
- The Apprentice [T3]
- A tale of fourc [T1]
- Forever young [T44]
- Great Expectations [T24]
- Britain's got talent [T25]
- Carry on regardless [T40]
- Catcher in the rye [T2]
- Grange hill [T45]
- Pilgrims progress [T27]
- A tale of four cities [T1]
- Sliding Doors [T24]
- Wacky races [T41]
- Back to the future, [T10]
- Great expectations [T12]
- Reggie Perrin [T28]
- War and Peace [T31]
- Liverpool 3 - Man utd 0 [T6]
- High Noon [T25]
- Saving Private Ryan - under fire but with a goal to reach [T16]
- The Godfather, we'll make them an offer they can't refuse [T48]
- X factor [T25]
- Groundhog Day [T3]
- Lord of the Flies [T36]
- Being Human [T30]
- Britain's Got Talent [T35]
- The Lord of the Rings - keeping everyone in the circle [T32]
- War and Peace [T47]
- Ready Steady Cook [T20]
- No Way Out [T31]
- Star Trek [T18]
- Great expectations [T42]
- The young ones [T44]
- Alice in wonderland [T14]
- Survivors [T30]
- Please Sir [T41]
- Masterchef [T28]
- Great escape [T17]