

LSC Simplification Plan 2009-10



Leading learning and skills

Introduction

This Simplification Plan summarises the key steps we are taking to simplify and streamline requirements and processes in the FE and Skills system.

The LSC recognises that perceptions of complexity and excessive bureaucracy can act as a barrier to individual and employer engagement in publicly funded learning. We are committed to simplifying and improving our systems and processes in the interests of learners and businesses. We are also committed to reducing unnecessary administrative costs in our own operations, and in the operations of the colleges and providers that we fund, so that more resources can be allocated to the front-line.

In July 2009 the UK Commission for Employment and Skills published an assessment of progress in implementing the recommendations they made in 'Simplification of Skills in England' (October 2008). The assessment indicates that some success has been achieved and employers are reporting a reduction in some elements of bureaucracy related to funding and contracting. However, there are still concerns about a range of issues including organisational complexity and the impact of the Machinery of Government changes. As we move towards the dissolution of the LSC in April 2010 and the establishment of the Skills Funding Agency and the Young People's Learning Agency we will work with Department for Business Innovation and Skills and the Department for Children Schools and Families to ensure that bureaucracy is minimised in the new arrangements. Where practicable we will review and streamline existing processes as part of the transition.

Progress in 2008-09

Our 2008-09 Simplification Plan identified three key programmes to be the focus of simplification measures: Train to Gain, Apprenticeships, and Framework for Excellence. In addition, actions were taken to simplify and streamline some underpinning processes, both generally for all providers and specifically in relation to large employers delivering to their own workforce

Some of the actions taken are highlighted below and further details can be found in Annex B.

Train to Gain

- Simplified, national procurement processes that incorporate the Demand Led Funding principles were used for procurement and allocations in spring 2008 for 2008/09 academic year contracts.
- Train to Gain funding guidance was aligned with other funding streams for 2008/09 academic year funding.
- The Qualified Provider Framework which allows rolling access to the tendering process has been used for Train to Gain tendered provision from autumn 08.

- All new initiatives in response to the economic downturn have been introduced using existing processes, systems and protocols to be bureaucracy neutral (e.g. Train to Gain flexibilities from August 08, SME flexibilities from November 08, SME Units from January 09).
- The skills brokerage service was transferred to Regional Development Agencies with simplified ways of working from 01 April 09.
- Standard paperwork for learner induction and enrolment, reducing 23 documents to just four, has been developed by practitioners and made available to all providers from April 09.

Apprenticeships

- The national online Apprenticeship Vacancies system was introduced from December 08 as a simple, single point of access for employers and individuals.
- The National Apprenticeship Service has been established from April 09 as a single unit within the LSC (and subsequently the SFA) with end-to-end responsibility for apprenticeships.
- During the ongoing development of the NAS a number of areas have been kept under review to ensure that bureaucracy is minimised throughout the entire apprenticeship process.

Framework for Excellence

- An independent review of Framework for Excellence in November 2008 identified provider concerns about the burden of reporting, in particular the cost and burden of administering the Learner Views survey as a separate exercise from providers' own business processes.
- The opportunity for providers to link up their own provider survey at the end of the Framework Learner Views Survey will be available for Version 2. The survey will be delivered online, with a paper-based capability where it is impossible for learners to undertake an online survey.
- Further development of the Framework for Excellence will lead to a flatter, simpler structure based on a core of general indicators applicable to all post-16 provider types, augmented by sector specific indicators.

Underpinning processes

- The reduction of funding streams from six to three (16-18, adult responsive and employer responsive) was implemented for the 08/09 academic year.
- A national contract register has been introduced and a review of contract documentation has removed 40 different funding schedules from provider contracts in 2008/09. For 2009/10 all contract documentation will be produced nationally to ensure consistency.
- A Qualified Provider Framework was introduced from October 2008 which means that a provider only has to apply to tender once and at a time of their convenience.
- National contracting was introduced in 2008/09 starting with the nine largest providers who will have single contracts for all their employer responsive provision across the country.

- The Identifying and Managing Underperformance policy has been issued bringing together the application of minimum levels of performance and the LSC's Statutory Intervention policy into a single process.
- Health and Safety guidance has been produced allowing greater scope for providers' professional judgement to be used from autumn 08.
- The Qualifications and Credit Framework is being implemented using the MIAP learner record and links are planned to skills accounts and the adult advice and careers service so that information only needs to be provided once by the learner.
- The MIAP programme has delivered £18 million of shared service efficiencies in 2008/09 with the Unique Learner Number underpinning the deployment of 14-19 diplomas, skills accounts and offender learning.

Large employers delivering to their own workforce

- An Electronic Platform has been developed which enables employers with a suitable internal HR system to identify and track individuals by their payroll number thus removing the need for a 'wet signature' and the need to store hard copy information. Trialed from August 08.
- An 'Employer Contract' has been developed that removes a large number of the requirements within the standard LSC contract that are not relevant to employers whilst still meeting appropriate legal requirements.
- Awarding Bodies have been influenced to amend their verification processes to enable employers to take responsibility for the quality assurance that would occur naturally within the business.
- An overarching 'quality mark' has been developed to ensure that an employer's internal training function meets the requirements of the 'Associate Teacher' standard without the employer having to qualify each individual that comes into contact with learners in their own workforce.
- An 'Open Book' contracting system has been implemented through which payment processes can be amended to meet employers requirements (e.g. payment on achievement rather than monthly payments), this in turn has reduced some of the reporting and audit requirements.

Priorities for action in 2009-10

Train to Gain and Apprenticeships remain the major programme areas for the focus of simplification measures to ensure that bureaucracy and complexity do not act as a barrier to engagement by individuals and employers. A survey of Train to Gain providers is being undertaken in summer 09 and this will provide a baseline of bureaucracy against which future improvements can be measured, as well as identifying priority areas for future action.

A report from the Institute of Directors, based on a survey of their members in May 2009, highlighted that employers find the constant changes associated with the skills system to be a significant issue. Applying the principle of using existing processes wherever possible for new initiatives will help to minimise bureaucracy caused by the inevitable change of a responsive system.

The IoD report also identified employers' concerns about the number of different skills programmes and the different terms, conditions and payment schedules for these. Similarly, the UKCES progress assessment in July 2009 identified funding and contracting systems as requiring further work to ensure simplicity, clarity and inter-regional consistency. Some of the actions already taken in 08-09 to simplify and clarify contracting, to remove unnecessary schedules from contracts and to standardise paperwork and contract management across regions have started to address these issues although their impact has yet to be seen on the front-line. We will continue work on simplifying and streamlining underpinning systems and processes, and developing new shared services that will help reduce the administrative burden on colleges and providers. This will focus on contracting and payments; audit and financial assurance; performance management; and data requirements and collection.

The National Employer Service will work with colleagues across the LSC to ensure that the particular circumstances of large employers delivering to their own workforce are taken into account and that standard processes designed for other types of provider are modified as necessary.

Whilst communication is not in itself a simplification measure the clarity, consistency and ease of access to information is a key enabler to ensure that process changes have their full impact on the end-user. Therefore the way in which measures are communicated will be considered as part of their implementation.

Details of the proposed actions are in Annex A.

Monitoring and Reporting

It has become clear through the review of the LSC's 2008-09 Simplification Plan that there has not been a consistent focus on identifying and quantifying the benefits of simplification and bureaucracy reduction measures. A number of actions for 09-10 will seek to establish baselines in relation to the costs and perceptions of bureaucracy in order to be able to quantify and demonstrate impact on learners, employers and providers as well as reporting the implementation of process changes.

We will continue to report progress on simplification actions to the Bureaucracy Reduction Group and the *Information Authority* and seek the support and challenge they provide to identify unnecessary bureaucracy and opportunities for simplification.

- The Bureaucracy Reduction Group reviews the operation of existing policies and scrutinises the design and implementation of new policies to challenge unnecessary administrative burdens in the FE and Skills system. It does this in close co-operation with the key sector stakeholders and partners: DBIS, DCSF, LSC, Ofsted, Ofqual, QCDA, LSIS and BECTA.
- The *information authority* sets and regulates data standards for all organisations involved in further education and training in England.

Annex A - LSC Simplification Actions for 2009-10

Initiative	Nature of burden	Description of simplification measure	Outcomes – (including sector to benefit)			Estimated cost saving (admin/policy)
			Learner	Employer	Provider	
Train to Gain	<p>Funding complexities still remain</p> <p>Multiple contracts/ funding schedules</p> <p>Inconsistencies in regional approaches to performance management</p> <p>Communication of changes to front-line not always clear or timely.</p> <p>Changes to policy at a national level may introduce bureaucracy locally</p>	<p>Removal of separate high and low rates of funding (August 09);</p> <p>A single contract for Train to Gain providers covering all Train to Gain activity nationally (phased rollout from August 09);</p> <p>Roll out of a consistent National Performance Management Framework (August 09);</p> <p>National communications plan. SFA account manager approach will give a clear line of sight from national decisions to implementation (from April 2010 – shadow running from Sept 2009)</p> <p>Reconstitute the Train to Gain Bureaucracy Review Group with stakeholders to oversee the ongoing scrutiny of bureaucracy within Train to Gain and measures to reduce it (autumn 2009).</p>		<p>Clarity and simplicity of contracting</p> <p>Consistent requirements across all regions</p> <p>Improved communication and clarity about requirements</p> <p>Ability to flag concerns about bureaucracy directly and have them addressed quickly – resulting in fewer barriers to engagement</p>	<p>Clarity and simplicity of contracting</p> <p>Consistent requirements across all regions</p> <p>Improved communication and clarity about requirements</p> <p>Ability to flag concerns about bureaucracy directly and have them addressed quickly – resulting in reduced costs and more efficient use of resources</p>	<p>Impact assessment and evaluation of bureaucracy measures being undertaken across 2009-11. Baseline survey of 450 TtG providers summer 2009 established overall bureaucracy rating of 7.6 (out of 10) although this was lower when individual processes were considered. Further quantitative measures (e.g. time to contract) are being investigated.</p>

Initiative	Nature of burden	Description of simplification measure	Outcomes – (including sector to benefit)			Estimated cost saving (admin/policy)
			Learner	Employer	Provider	
Apprenticeships	Inconsistent requirements from different organisations involved in issuing certificates	NAS will be the single organisation fully accountable for certification. Pilot of new web based system from August 09.	Simpler process for issuing certificates. Fewer duplicate requests for data.	Simpler process for issuing certificates. Fewer duplicate requests for data.	Simpler process for issuing certificates. Fewer duplicate requests for data.	Not quantified – potential for provider survey to establish baseline?
	Overlap and duplication of employer engagement activity	NAS fieldforce will work with providers to increase the number of employers they work with, directly with employers where appropriate, and with those who are already engaged with employers on skills development. KPIs will be put in place for referrals to business link and TtG brokerage service (date)		‘No wrong-door’ approach means that wherever the first point of contact is in the skills system employers will be able to get what they want	Providers work with employers will be enhanced	
	Lack of clarity about role of NAS and commissioning role of local authorities for pre-19 apprenticeships	NAS Learner Services will link into YPLA and LA/sub regional groups, taking market intelligence from VMS and the employer side to these groups to inform commissioning. The national commissioning framework will clarify roles and responsibilities (consultation autumn 2009, implementation April 2010)	Sufficient apprenticeship places commissioned to meet guarantee		Clarity of decisions	
	Potential duplication and confusion for learners in relation to vacancy matching service and common application process	Looking to integrate VMS with Common Application Process. Pursuing possibility of filling in one form for CAP which could be pre populated to VMS (development work relies on	Fewer duplicate requests for data			

Initiative	Nature of burden	Description of simplification measure	Outcomes – (including sector to benefit)			Estimated cost saving (admin/policy)
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	for young people. Increasing numbers of IT systems in place which need to talk to each other	funding availability). Memorandum of Understanding in place for Connexions and Job Centre Plus for referral of learners (date?) User group and Stakeholder group in place to identify bottlenecks due to VMS and CRM. VMS will be integrated with SFA shared platform at appropriate point in the future.	Clear routes into apprenticeships and progression routes afterwards			
Contracting and payments	Multiple systems in LSC for planning, allocations and payments leading to complexity for providers and cost for LSC Duplication of information requested for contracting for different types of provision Multiple contracts for different type and/or location of provision	Settlement system – account management, funding rules, performance management, national contracts register, provider accreditation from April 2010. Accredited provider register from April 2010. Once providers are accepted onto register they will only have to update information annually. Move to single contracts and multi-year delivery for providers in line with single point of contact approach through SFA account managers.		Shorter times to set up contracts? Reduced requests for information Reduced paperwork and administration burden	Clear and consistent information about status of funding, removal of manual processes Reduced requests for information Reduced paperwork and admin burden	£12.6m savings over 5 year period 2009-2013 (system savings only – efficiency savings still to be quantified)

Initiative	Nature of burden	Description of simplification measure	Outcomes – (including sector to benefit)			Estimated cost saving (admin/policy)
			Learner	Employer	Provider	
Audit and financial assurance	<p>Lack of clarity about what evidence needs to be kept, in what medium and for how long.</p> <p>Requirements for hard copies of forms are inappropriate for businesses/ providers that are e-enabled.</p>	<p>Inclusion of Q&A to clarify guidance for 2009-10, revised guidance for 2010-11.</p> <p>Project to develop a framework for the acceptable use of electronic records including learner identity verification and collection and storage of learner data. Pilot from Sept 09</p>	<p>Fewer requests for duplicate information. Streamlined 'learner journey'</p>	<p>Reduction in requests for information.</p> <p>Use of existing systems. Streamlined involvement in 'learner journey'</p>	<p>Reduced cost of storage of evidence.</p> <p>Ability to generate evidence from own business processes, removal of manual processes that could introduce errors</p>	To be quantified as part of electronic records project
Performance Management	<p>Performance management not consistent and not proportionate to risk</p> <p>Data gathering arrangements for Framework for Excellence inconsistent with providers' own arrangements, particularly the learner survey.</p> <p>Too many potential</p>	<p>Single performance framework based on Framework for Excellence for all post-16 providers. SFA account managers will have all performance data available. (From April 2010 - shadow SFA from Sept 2009).</p> <p>Providers will be able to link up their own provider survey at the end of the Learner Views Survey for 09/10. The survey will be delivered online, with a paper-based capability where it is impossible for learners to undertake an online survey</p> <p>Revised Framework to have</p>	<p>Should allow more flexible learner input</p> <p>Consistent and</p>	<p>High quality provision earns a light touch, and poor quality provision would see a set of swift and robust interventions.</p> <p>Should result in greater flexibility and efficiency for providers</p> <p>Consistent and</p>	Not costed	

Initiative	Nature of burden	Description of simplification measure	Outcomes – (including sector to benefit)			Estimated cost saving (admin/policy)
			Learner	Employer	Provider	
	<p>indicators mean that customers find it difficult to use Framework for Excellence to make choices</p> <p>Overlapping inspection and accreditation systems all of which on the surface appear to be accessing the same information</p>	<p>flatter simpler structure with core indicators applicable to all providers and specific indicators depending on type of provider. Clarify indicators used to inform customer choice and indicators used for performance management by funders.</p> <p>Work with DBIS, DCSF, DWP, Ofsted, Ofqual, and local authorities to eliminate duplication and clearly communicate purposes of different systems.</p>	<p>comparable measures across different providers to inform choice. More likely to make 'right' choice.</p> <p>Fewer requests for duplicate information</p>	<p>comparable measures across different providers to inform choice. More likely to make 'right' choice.</p> <p>Fewer requests for duplicate information</p>	<p>comparable measures to enable benchmarking and support quality improvement</p> <p>Fewer requests for duplicate information</p>	
Data and reporting requirements	<p>Duplicated requests for data due to lack of coordination between different agencies and bodies.</p> <p>Unscheduled data requests outside of Data Service collections</p> <p>Duplicate data requests as learners access different programmes</p>	<p>Data Service will act as single point of data collection and will share information with other agencies on behalf of providers.</p> <p>LSC project to identify unscheduled data requests and agree an 'endorsed list' of requirements to be collected through the Data Service. Any requests outside of this list can be challenged by providers. (Date?)</p> <p>The ULN will provide a consistent identifier for linking and transferring data. Future opportunities to share the</p>	<p>Reduction in requests for information.</p> <p>Reduction in requests for information.</p> <p>Information only needs to be provided once. LR has all</p>	<p>Reduction in requests for information.</p> <p>Reduction in requests for information.</p> <p>Employees will be able to access their own records through the</p>	<p>Reduction in requests for information.</p> <p>Clarity about information requested and its purpose, ability to challenge 'ad-hoc' data requests.</p> <p>No need for new identifiers for new programmes (e.g. offender learning,</p>	<p>Skills Accounts will be sharing the Learner Record service from 2009/10. Learner Record</p>

Initiative	Nature of burden	Description of simplification measure	Outcomes – (including sector to benefit)			Estimated cost saving (admin/policy)
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		service with the apprenticeship VMS, QCF, EMA and DCSF Identity Assurance are currently being explored. The Learner Record brings together information in one place already collected by education bodies to provide a lifelong record of educational participation and achievement. Pilots from ?	information in one place that learner can share with education providers, Information, Advice and Guidance (IAG) services and employers.	ULN/LR so employers would not need to keep paperwork	diplomas, skills accounts etc.). Reduction in manual input of data so fewer errors.	shared service efficiencies will be calculated once fully developed. This is expected to be a minimum of £2 million development costs and £1 million ongoing operational costs.
Large employer direct delivery to own workforce (through NES)	Systems for funding, record keeping, QA etc designed to meet needs of providers not employers. Extra bureaucratic burden limits possible expansion.	Ongoing actions to address needs of large employers (as discrete group), delivering apprenticeships and Train to Gain to own workforce	Very large numbers of employees able to access accredited training programmes in the workplace	Training programmes embedded in the workplace, enabling employers to demonstrate the return on investment and expand numbers	Providers bid directly to employers on commercial basis, reducing confusion and increasing quality, relevance and flexibility of programmes.	TBC

Annex B: Simplification achievements in 2008-09

Initiative	Nature of burden	Description of simplification measure	Outcomes – (including sector to benefit)			Estimated cost saving	Delivery
			Learner	Employer	Provider		
Train to Gain	Inconsistent procurement processes. Providers with a national presence have a number of different regional contracts	Activity will be procured through a mix of negotiation and OCT activity. Contracts beginning in 08/09 will have indicative 3 year allocations TtG procurement will be integrated in new LSC approach to procurement for 09/10 (see below)			Clarity and simplicity of contracting	Cost savings not quantified for 2008/09.	Flexibilities have been agreed to allow providers to operate on a multi-regional basis up to a limit of 200 learners per region without needing a separate regional contract in 08/09. Single contracts being trialled by top 9 WBL providers in 08/09. Over 40 different funding schedules have been removed from provider contracts in 08/09. TtG funding guidance aligned with other funding streams from 08/09 Introduction of Qualified Provider Framework in October 2008 means that a provider will only have to 'apply' to tender once and at a time of their convenience. No current plans to
	Complex funding system	All LSC funding will be brought within three streams to provide a standardised system.			As above	Work in 2009/10 will attempt to define more quantifiable measures.	
	Separate systems for QCA to accredit employers to award own quals, and for LSC to approve training orgs for receipt of public funding.	Explore possibility to implement mutual accreditation of employers who have been accredited to award own qualifications automatically to be able to be an accredited provider of publicly funded training.		Costs reduced and more efficient use of resources			

Initiative	Nature of burden	Description of simplification measure	Outcomes – (including sector to benefit)			Estimated cost saving	Delivery
			Learner	Employer	Provider		
	Regional variations in requirements.	Standardise approach to contract and performance management (including audit). Base requirements on providers' own business processes.		Single approach regardless of location in England	Single approach regardless of location in England		integrate with QCA accreditation of employers as these are based on different criteria Production of standard documentation unifying 23 separate forms into 4 forms plus guidance on use that is aligned to existing data entry systems and developed with practitioners. New initiatives within TtG able to use same documents
Apprenticeships	Lack of clarity for employers and learners about opportunities available and how to engage with them.	The new National Apprenticeships Service aims to provide a one-stop-shop for learners, employer and providers to engage in apprenticeships.	The vacancy matching service will simplify expressing an interest in taking up an apprenticeship . We are working to align this service with the 14-19 area prospectuses that provide information about	The vacancy matching service will help simplify the way employers engage in offering apprenticeships This will involve aligning of systems and process with NES and TtG to ensure a 'no wrong door'	The vacancy matching service will streamline the relationship between the provider and the employer	Not quantified	National Vacancy Matching Service in place from December 2008. By end March 2009, over 45,000 candidates had registered of which 12% had made at least one application. By July 2009 99,000 candidates registered on the system. Of these, 15,000 candidates had applied, and more than 45,000 applications have

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	Payment schedules for Apprentices do not suit employers' own systems.	Offer employers the choice of payment schedules to meet their preference, including payment of lump sums on final presentation of invoice by large employers rather than monthly invoicing and payments.	opportunities available to young people in an area.	approach for employers. Cost savings could be achieved		Not quantified	been made in total; 797 candidates have been successful in applying for an Apprenticeship through the VMS. 'Open Book' contracting system in place in 08/09 through which we can amend the payment processes to meet employers requirements More radical changes will have to wait until 2009/10 as this requires significant development.
Framework for Excellence	Constituent data gathering arrangements could be burdensome and/or inconsistent with providers' own arrangements. Overlapping inspection and accreditation systems means that an employer can get several visits all of which on the surface	1. Use of IT-based arrangements (eg web-based surveys) 2. Integration as far as possible with providers' own arrangements. Work with DIUS, Ofsted, QCA, Ofqual to clarify purposes of different systems to eliminate duplication. Align FfE with DWP Star rating; post-16 achievement and	Should allow more flexible learner input Fewer requests for data Consistent and comparable measures across	Should allow more flexible employer input Fewer requests for data and visits. Consistent and comparable measures	Should result in greater flexibility and efficiency for providers Fewer requests for data and visits Consistent and comparable measures to enable benchmarking	To be implemented in 09/10 Not quantified	Agreement reached in 08/09 that learner survey in 09/10 will be more flexible and integrated with provider's own processes. New Ofsted inspection framework for learning and skills (published July 09 after consultation) clarifies relationship between Ofsted inspection and FfE.

Initiative	Nature of burden	Description of simplification measure	Outcomes – (including sector to benefit)			Estimated cost saving	Delivery
			Learner	Employer	Provider		
	appear to be accessing the same information	attainment reporting; school inspections and CAAs; and SSC endorsement schemes.	different providers to inform choice. More likely to make 'right' choice.	across different providers to inform choice. More likely to make 'right' choice.	and support quality improvement		Further work required to communicate differences, and rationale.
Large employer direct delivery to own workforce through NES	Systems for funding, record keeping, QA etc designed to meet needs of providers not employers. Extra bureaucratic burden limits possible expansion.	Development of plan to address needs of large employers, delivering apprenticeships and Train to Gain to own workforce, as discrete group (links to Secretary of State's Bureaucracy Busting Action Plan)	Very large numbers of employees able to access accredited training programmes in the workplace	Training programmes embedded in the workplace, enabling employers to demonstrate the return on investment and expand numbers	Providers bid directly to employers on commercial basis, reducing confusion and increasing quality, relevance and flexibility of programmes.	Increased numbers of apprenticeships delivered e.g. MacDonalds 6,000 learners, Sainsbury's 1,500 learners	Development of 'Employer Contract' that meets legal requirements but removes clauses that are not relevant to employers; developed an on-line Skills for Life support programme that employers can embed into their in-house intranet system enabling all of their employees to access support; new assessment methodology trialled which enables the employer to embed the expertise within their own workforce and use their existing paperwork to support audit requirements; influenced Awarding Bodies to amend their verification processes to enable employers to take responsibility

Initiative	Nature of burden	Description of simplification measure	Outcomes – (including sector to benefit)			Estimated cost saving	Delivery
			Learner	Employer	Provider		
							for the quality assurance that would occur naturally within the business; developed an overarching 'quality mark' against an employers internal training function which means the employer does not have to qualify each individual who comes into contact with the apprentice to associate teacher standard.
Simplifying funding, procurement, contracting and contract management	Too many funding streams with different requirements	Reduction of funding streams from 6 to 3: 16-18, adult and employer	Increased responsiveness to learner demand	Single funding stream for employer-facing work. Increased responsiveness to employer demand	Clearer link between policy objectives and funding, providing a basis for the MoG transfer of funding responsibilities	Not quantified	Implemented for 2008/09 funding year
	Multiple contracts for national providers	Reduction in number of contracts received by providers – aim is to move to single contracts and for multi-year delivery		Reduced paperwork and administration burden	Reduced paperwork and admin burden	Not quantified	Regional contracting introduced in 2008/09. Single contracts for 9 largest providers from 2008/09
	Duplication of information requested for contracting for	Streamlining procurement process through national contracts register and qualified provider		Reduced paperwork and administration burden	Reduced paperwork and admin burden	Not quantified	National contracts register from 2008/09. QPF from October 2008.

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			Learner	Employer	Provider		
	different types of provision Contract management not proportionate to risk	framework LSC is leading an approach to contract management, monitoring & compliance where high quality provision earns a light touch, and poor quality provision would see a set of swift and robust interventions from the LSC.			Reduced requirements for high performing providers. Clear actions for under-performing providers		Identifying and Managing Underperformance policy published December 2008 including application of minimum levels of performance and the LSC's Statutory Intervention policy
Data and reporting requirements	Duplicated requests for data due to lack of coordination between different agencies and bodies. Requirements for hard copies of forms are inappropriate for	The MIAP project will deliver data sharing across the post-14 education sector, inc HE and across the UK through new internet based services. Benefits will be: reduction in the amount of data collected; reduction in new identifiers and simplification of the interface between providers and new programmes; simplification of the management of component qualifications in Diplomas and QCF. Introduction of electronic signatures (on ILR) allowing use of electronic platforms, initially by large	Joint working with QCA to develop a single interface for learners and providers for QCF quals. A new project to reduce ILR data collection based on the presence of the ULN Only providing data once to employer	Reduction in requests for information. Employees will be able to access their own records through the ULN/LR so employers would not need to keep paperwork Use of employers existing systems and	Included in new LSC systems to reduce the need for new identifiers including OLASS, NAVMS Skills Accounts. Work is being undertaken with Connexions to reduce the September Guarantee collection. Once operational for large employers,	MIAP benefits realisation identifies Shared service efficiencies of £18 million realised in 08/09 through sharing of the LRS with QCA for the Diploma Aggregation Service and LSC for OLASS and Skills Accounts. To be quantified as part of the E-records	Requirement for ILR for academic year 08/09 Learner Record to be incorporated in NAVMS and Skills Accounts for 09/10 academic year. OLASS system released for Sept 2008. QCF functionality will be developed from September 08. Launch of learner portal to allow learner control of data sharing by September 2009. Implemented for large employers who demonstrate appropriate systems.

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	businesses that are e-enabled.	employers who can demonstrate appropriate systems for this. <i>Work with information authority to identify potential for all providers to move to electronic signatures and electronic storage of documents</i>		data thus reducing administration costs	then consider roll out for other providers	project	Three employers approved by June 2009, 5 partway through approval process. Report from <i>ia</i> received January 09. LSC proposal for electronic records project to extend employer work to all providers developed subsequently. E-records project team established June 09, pilots with providers to start September 09.
Funding Audit	Audit burden Lack of clarity re what info needs to	Review how LSC gains assurance on funding given to providers. We aim to improve the existing efficiency and effectiveness to ensure we target and use our audit resources appropriately to provide maximum assurance with minimum bureaucracy. Inform all LSC-contracted providers inc employers		Will help to	Will help to remove		Draft report January 2009 identified possible issues in relation to introduction of demand-led funding. Ongoing work required to establish overarching assurance framework – linked to development of SFA and YPLA and need for consistent approach. <i>ILR Funding</i>

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	be kept, in what medium and for how long	what paperwork is needed for audit purposes and what can be destroyed.		remove excess paperwork	excess paperwork		<i>Compliance Advice and Audit Guidance for Providers</i> published in October 2008
Capital	The LSC has a due diligence approach which results in a comprehensive process for the allocation of capital funds.	Where small scale capital funding is allocated on a formula funded basis, we will continue to use simplified processes as with the energy efficiency grants.			Framework agreements have been introduced to simplify the contracting process for colleges.	Not quantified	Capital allocation process delayed in 2008/09. Development of revised allocation process and prioritisation criteria for projects from 2010/11 will allow consideration of simpler processes.
14-19 Work related Learning Review	Different systems for engaging business with learning, resulting in multiple approaches to employers for work placements and other forms of engagement.	DCSF are delegating funding to LAs to ensure the formulation of a strategic plan to provide education-business links across the 14-19 phase.	Better quality and integrated provision of work related learning opportunities.	Fewer calls on time; more effective and directed use of resources; more sector specific contributions to learning.	Strategic planning of work related learning opportunities	Savings to the wider network by avoiding and removing duplication of effort - Not quantified	Work-related learning guide published 2009 – clarifies requirements e.g. for CRB checks. Quality standard for work experience published 08 – clarifies roles and responsibilities e.g. in relation to H&S (NB DCSF lead on these, LSC has contributed)