The Future of Further Education

Colleges and Communities; Funding and Governance

Improvement through Partnership

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Competing Paradigms:
Changing Ideological Conceptions of Governance

	"TRADITIONAL" PUBLIC ADMINISTRATION	"NEW" PUBLIC MANAGEMENT	NETWORKED GOVERNANCE
CONTEXT	Stable	Competitive	Continuously Changing
POPULATION	Homogeneous	Atomised	Diverse
NEEDS/ PROBLEMS	Straight-forward, defined by professionals	Wants, expressed through the market	Complex, volatile and prone to risk
STRATEGY	State and producer centred	Market and customer centred	Shaped by civil society
GOVERNANCE THROUGH:	Hierarchies	Markets	Networks and Partnerships
REGULATION BY:	Voice	Exit	Loyalty
ACTORS	Public Servants	Purchasers and providers. Clients and contractors	Civic leaders
THEORY	Public Goods	Public Choice	Public Value

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Public Good	Public Choice	Public Value
Top Down	Bottom Up	Negotiated
Superior Wisdom	The Market	Partnership
Big Government	Centralization	Big Society

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There are three key parts to the Big Society agenda:

Community empowerment: giving local councils and neighbourhoods more power to take decisions and shape their area.

Our planning reforms lead by DCLG, will replace the old *top-down planning system* with real power for neighbourhoods to decide the future of their area.

Opening up public services: our public service reforms will enable charities, social enterprises, private companies and employee-owned co-operatives to compete to offer people high quality services.

The welfare to work programme, lead by the Department for Work and Pensions will enable a wide range of organisations to help get Britain off welfare and into work.

Social action: encouraging and enabling people to play a more active part in society.

National Citizen Service, Community Organisers and Community First will encourage people to get involved in their communities.

The Government is acting in concrete ways to deliver on its commitment to localism, growth and the Big Society. We are freeing local authorities from targets, guidance and duties.

This includes revoking guidance on the two tier code and the whole statutory guidance *Creating Strong, Safe and Prosperous Communities*.

It also includes plans to repeal the two main remaining statutory duties covered in it (**the Duty to Involve and the Duty to Prepare a Sustainable Community Strategy**). We want to encourage authorities and civil society to collaborate more, including greater involvement for voluntary groups as well as small businesses in the running of public services.

- Clear, transparent and agreed measures of performance for partnership colleges will be established;

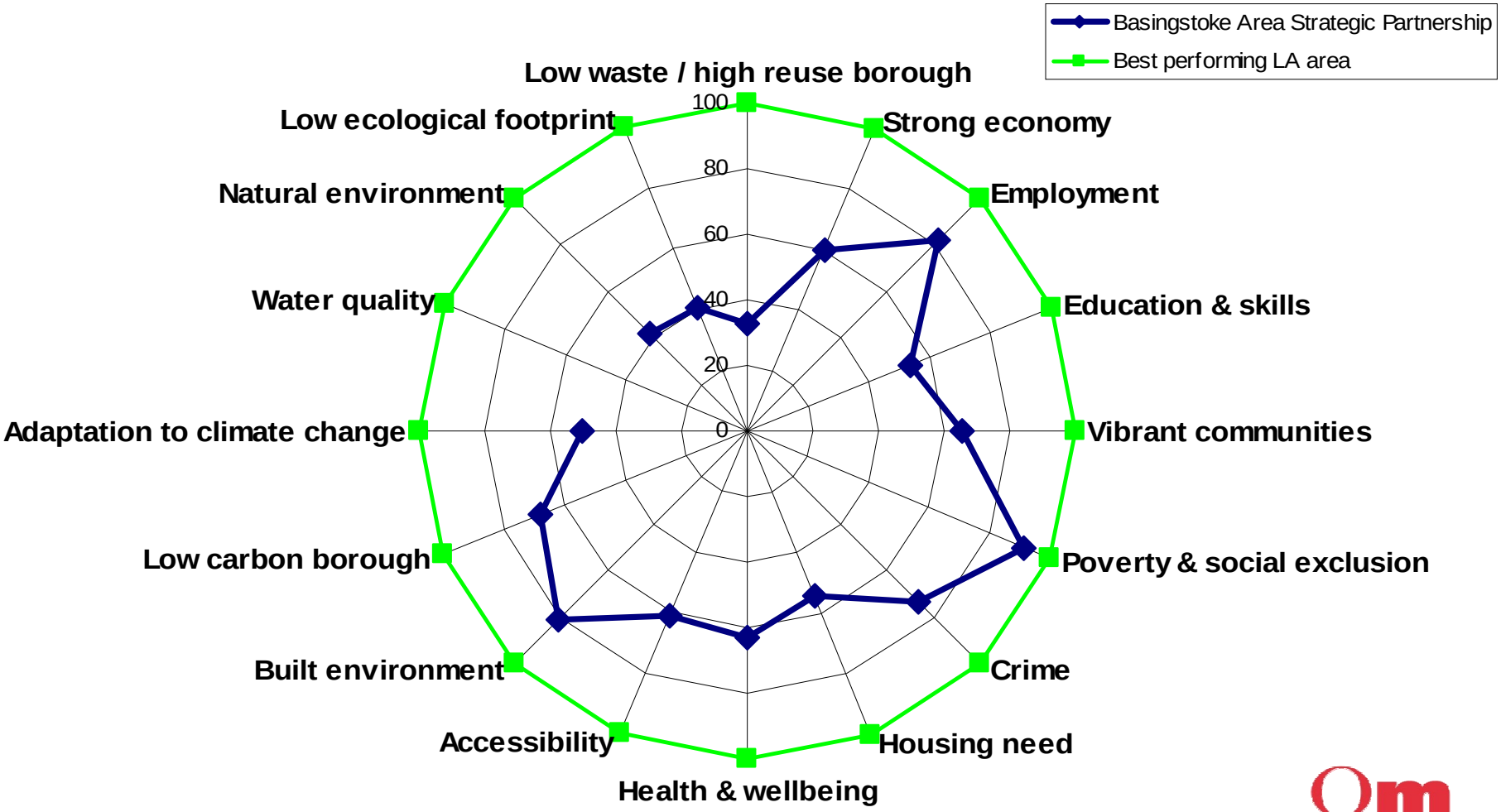
- Where any one of the 11 sixth form colleges is identified as underperforming according to such measures, the first action external to the college should be to use the expertise and support available in the other 10 sixth form colleges;

- Building on their history of strong partnership working, the 11 colleges wish to formalise their collaboration on quality assurance and improvement through this Concordat;

- Membership of the partnership will require an undertaking that, should an individual college be identified as giving cause for concern, it will accept support from fellow member colleges; and that support will be forthcoming from member colleges, all of which will have been signatory to the Concordat.

Basingstoke Area Strategic Partnership
Sustainable Communities Footprint

BASP Footprint in relation to other Local Authority Areas



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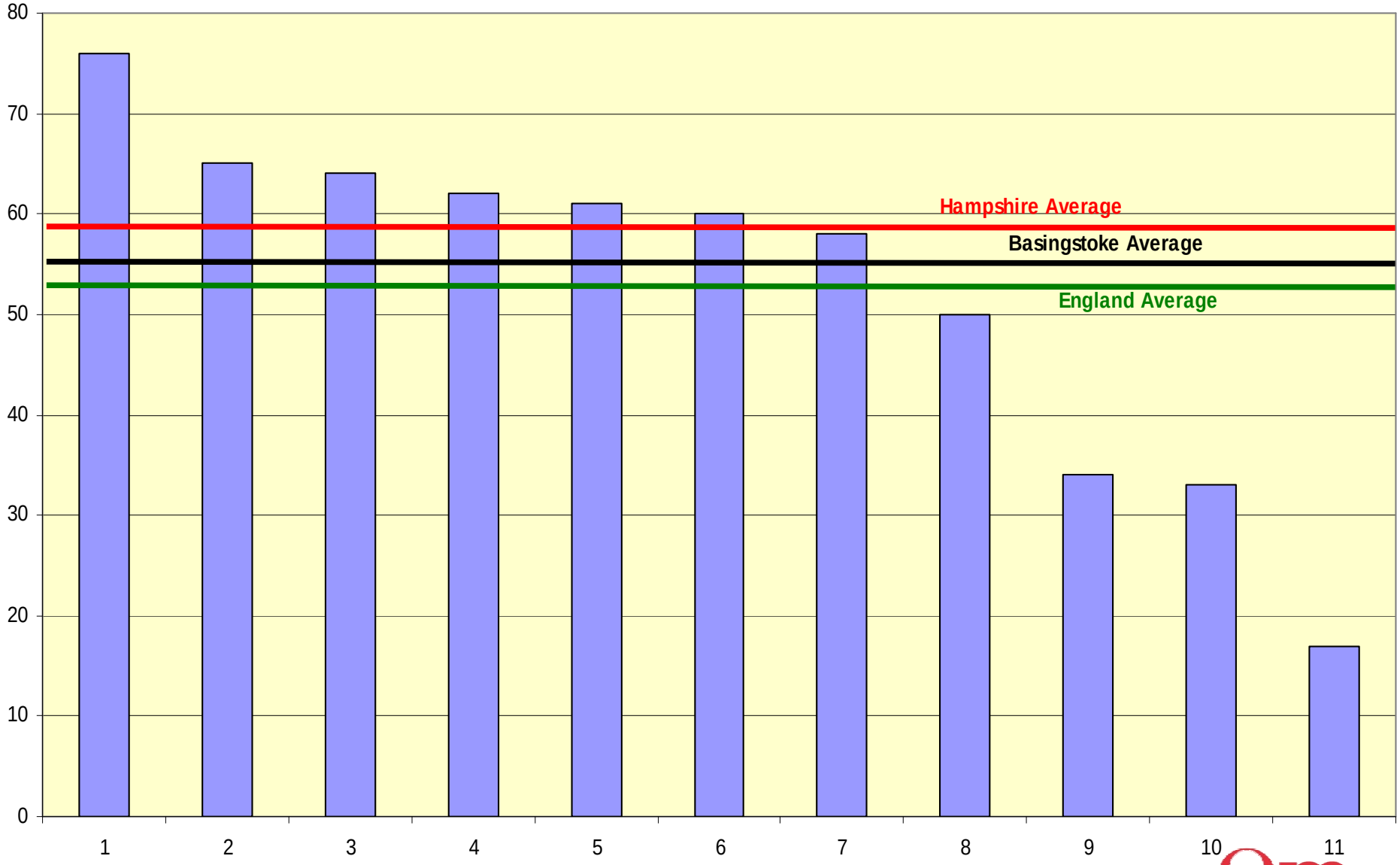
Basingstoke GCSE 2010 (5 including English and Maths)



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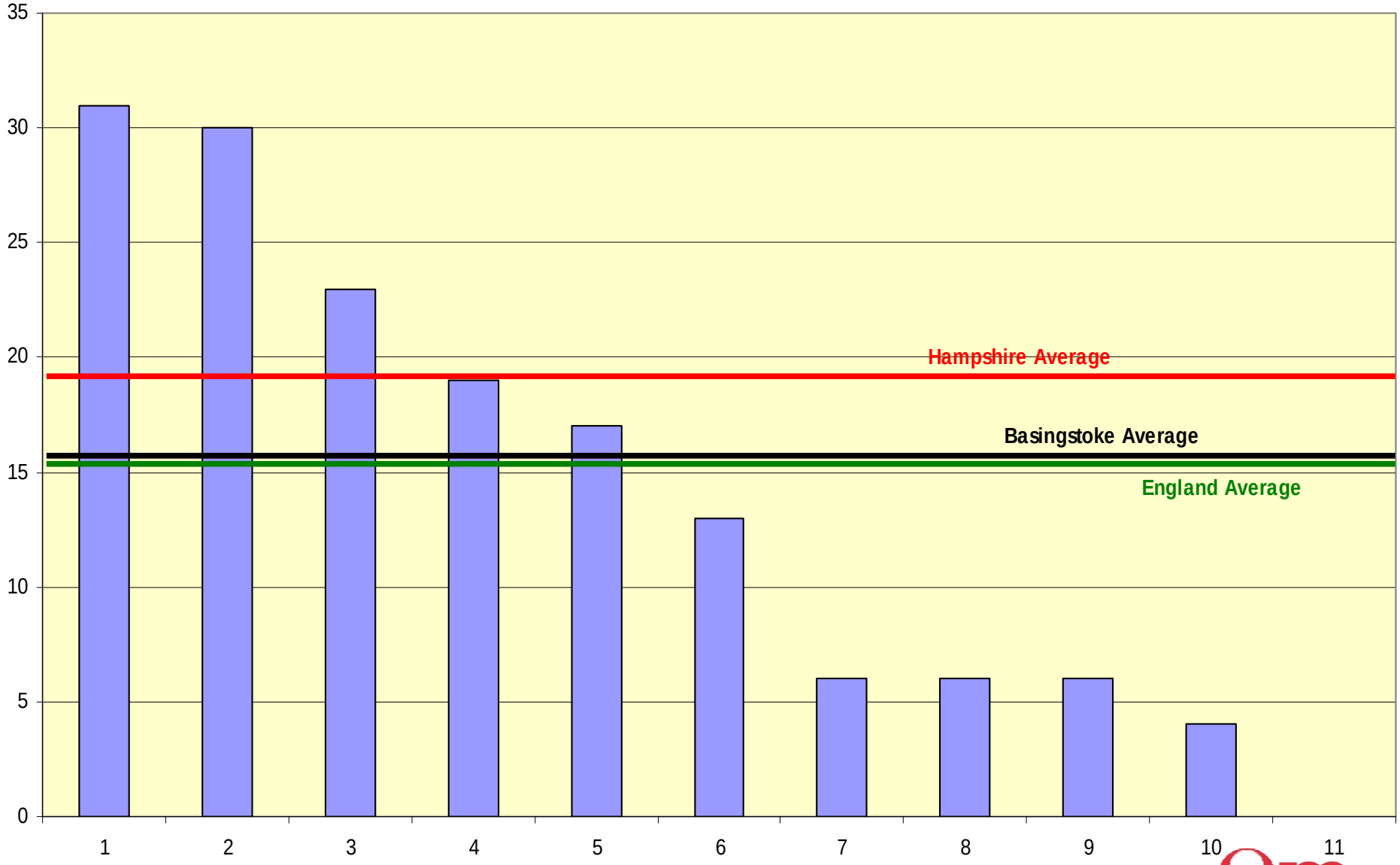
Basingstoke English Bacc. 2010



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- Clear, transparent and agreed measures of performance for partnership members will be established;

- Where any one of the 14 partners is identified as underperforming according to such measures, the first action external to the school or college itself should be to use the expertise and support available in the other 13 institutions;

- Building on their history of strong partnership working, the 14 partners wish to formalise their collaboration on quality assurance and improvement through this agreement;

- Membership of the partnership will require an undertaking that, should an individual institution be identified as giving cause for concern, it will accept support from partners; and that support will be forthcoming from partner institutions, all of which will have been signatory to the agreement.

- IAG
- Teaching School Partnership
- Audit of Strengths and Weaknesses

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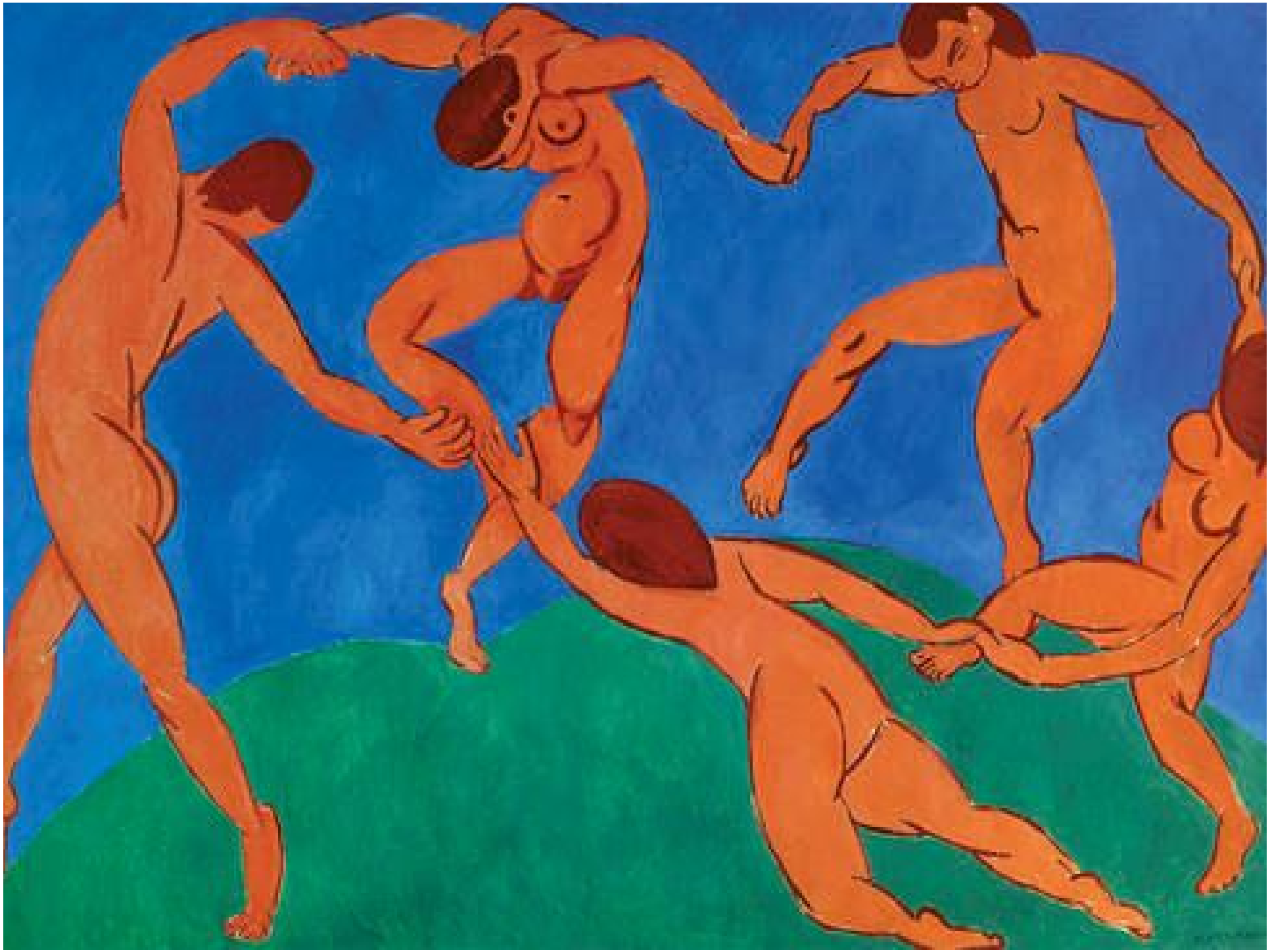

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