

Figure 1. Phases of the LSS

<p style="text-align: center;">Top-down planning approach</p> <p style="text-align: center;">2001-2004</p>	<p style="text-align: center;">Top-down market model</p> <p style="text-align: center;">2005-2007</p>
<ul style="list-style-type: none"> • Unification of the new LSS • Level playing field • Area-based planning • Some local funding discretion • Promise of greater stability (e.g. 3-Year Plans and funding) 	<ul style="list-style-type: none"> • Organisational 'simplification' • 'Prioritisation' • 'Self-regulation' • 'Demand-led' approach and funding • <i>Agenda for Change</i>, Foster, Leitch

Figure 2. Recent policy texts on the learning and skills sector

- 1) *14-19 Education and Skills* (DfES 2005)
- 2) *Realising the Potential: A Review of the Future Role of Further Education Colleges* (Foster 2005)
- 3) *Further Education: Raising Skills, Improving Life Chances* (DfES 2006)
- 4) *Skills: Getting on in Business, Getting on in Work* (HMG 2005)
- 5) *Learning and Skills: the Agenda for Change* (LSC 2005)
- 6) *Framework for Excellence: A Comprehensive Performance Assessment Framework for the Further Education System* (LSC 2006)
- 7) *Prosperity for All in the Global Economy: World-class Skills* (Leitch 2006)
- 8) *The UK Government's Approach to Public Service Reform* (PMSU 2006)
- 9) *Pursuing Excellence: The National Improvement Strategy for the Further Education System* (QIA 2007)
- 10) *Delivering World-class Skills in a Demand-led System* (LSC/DfES 2007)
- 11) *Building on Progress: Public Services* (PMSU 2007)
- 12) *Raising Expectations: Staying on in Education and Training Post-16* (DfES 2007)
- 13) *Place-Shaping: A Shared Ambition for the Future of Local Government* (Lyons 2007a)
- 14) *Machinery of Government: Departmental Organisation* (Cabinet Office 2007)
- 15) *World-class Skills: Implementing the Leitch Review of Skills in England* (DIUS 2007)

Figure 3. Four major policy themes in the LSS (2005-2007)

'Simplification'

'Prioritisation'

A 'demand-led system' - 'market making' and 'contestability'

The 'drive for quality and excellence' - 'specialisation', 'personalisation', 'clarity of mission', 'the trust agenda' and 'self-regulation'