

**Department for
Children, Schools and
Families**

**14-19 Transport-
Related Issues and
Solutions: Developing
Practice**

May 2008



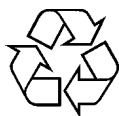
Author & Contact Details

Date: May 2008
Author: John Rodger
Quality Assured by: Michael Dodd

York Consulting LLP
Smithfield House
92 North Street
LEEDS
LS2 7PN

Tel: 0113 2223545
Fax: 0113 2223540

Email: john.rodger@yorkconsulting.co.uk



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1 INTRODUCTION

1.1 This is a companion volume to the '14–19 Curriculum Offer: Transport-Related Issues and Solutions – A Developing Practice Guide for 14–19 Partnerships' report for the Department for Children, Schools and Families.

1.2 This report draws on information collated through 16 case study visits to the following local authority areas:

- Cumbria;
- Dorset;
- East Sussex;
- Hertfordshire
- Liverpool;
- Newcastle;
- Newham;
- North Tyneside;
- Nottingham City;
- Nottinghamshire;
- Reading;
- Shropshire;
- South Gloucestershire;
- Suffolk;
- Wolverhampton
- Worcestershire.

1.3 Section 2 presents a range of developing practice examples organised by eleven themes of enquiry under the following four headings:

- Co-ordination and Planning;
- Transport Initiatives;
- Minimising Travel Requirements;
- Pupil and Parent Initiatives.

2 DEVELOPING PRACTICE

2.1 In this section we provide illustrations of some of the responses that case study areas have introduced to support/address our cross-cutting themes. The allocation of themes across the four areas of activity is as follows:

(1) Co-ordination and Planning

- transport co-ordination;
- collaborative schools;
- timetabling;
- new centre location.

(2) Transport Initiatives

- buses/minibuses/leasing;
- moped/scooter/cycling;
- tickets, cards and discounts.

(3) Minimising Travel Requirements

- e-learning;
- peripatetic initiatives;

(4) Pupil and Parent Issues

- consultation;
- disadvantaged groups

2.2 A key contact is identified for each example to enable interested stakeholders to seek further information.

2.3 Each category has its own sub-section, which begins with a summary of the thematic intervention and a list of the individual activities. Each activity is then presented as a boxed illustration, including contact details for further information.

(i) Transport Co-ordination

2.4 There is a general recognition that potential 14–19 transport difficulties can be addressed through greater co-ordination of partners and increased centralisation of strategy, information and, ultimately, resources. Many localities are already taking steps to improve the co-ordination of transport activities. Examples include:

- conducting research/an audit;
- appointing transport co-ordinators;
- establishing overarching transport groups;
- setting common minimum standards for transport activity;
- developing institution and area-wide transport plans.

2.5 Specific illustrations are as follows:

- 1.1 **Cumbria: 14–19 Co-ordinator**
- 1.2 **Suffolk: Development of Transport ‘Standards’**
- 1.3 **14–16 Transport Audit in Suffolk**
- 1.4 **Worcestershire: Children Services Transport Group**
- 1.5 **Dorset: Transport Research**
- 1.6 **Dorset: Establishing a 14–19 Transport Working Group**
- 1.7 **Dorset: Integrated Transport Unit**
- 1.8 **Dorset: Establishing an Entitlement to a Core Network**
- 1.9 **East Sussex: Transport Co-ordination**
- 1.10 **Shropshire: Costing Transport Options**
- 1.11 **Wolverhampton: Area-wide Framework**
- 1.12 **Dorset: Cost Effectiveness Assessment of Transport Options**

1.1 Cumbria: Transport Co-ordinator

1. 14–19 transport in Cumbria is a key collaborative theme. The 14–19 Partnership appointed a Transport Co-ordinator to organise transport across the county. The Transport Co-ordinator has been instrumental in setting up the five Travel to Learn Partnerships and has generated greater coherence to the system at a strategic level:

- the Transport Co-ordinator undertook an initial audit of 14–19 transport activity across the county;
- the Transport Co-ordinator is part of the Home to School Transport Team, with a particular brief for 14–19 transport including Young Apprenticeships;
- IFP and Young Apprenticeship providers are encouraged to use the Transport Co-ordinator to organise transport to deliver value for money;
- the Transport Co-ordinator mainly uses the five Travel to Learn Partnerships as a focus for the organisation of transport which includes FE;
- Travel to Learn areas identify specific days for students to undertake courses with other institutions, particularly the general FE colleges;
- the Transport Co-ordinator will play a key role in co-ordinating any additional Diploma-related transport.

Contact:

John Ferguson (john.ferguson@cumbriaacc.gov.uk)

1.2 Development of Transport 'Standards'

1. The Rural Transport Group is doing some work to look at developing a “National Minimum Standard for 14–19 Educational Transport”. The intention is that this could be used nationally, on a voluntary basis, to gauge the quality of learner access as it relates to 14–19 transport.

2. Potential categories to be included within the standard are:

- fares and terms;
- journey standards (i.e. journey time);
- 14–19 provision;
- choice;
- flexibility and quality of transport.

3. Although this is not yet operational, it has the potential to provide some clarity around expectations for transport for learners, although some may regard it as too prescriptive or even restrictive.

Contact:

Mary Roche, Transport Policy Manager, Norfolk County Council
mary.roche@norfolk.gov.uk (01603 638155)

1.3 Suffolk: 14–16 Transport Audit in Suffolk

1. In Suffolk, a transport audit was carried out in 2006/07 across three 14–16 programmes: Young Apprenticeships, Increased Flexibility Programme and GOALS. The audit identified that the following transport options are currently in use:

- contract with private coach/bus company;
- public transport (bus and train);
- reserved places on FE buses;
- minibus provided by school;
- private car (teachers and parents);
- taxi;
- walking.

2. Funding sources used to support transport arrangements included:

- LSC funding (YA and IFP);
- ESF (GOALS);
- school budget;
- pupils pay for public transport;
- contract coach funded by school;
- FE College (using IF funding);
- parental contribution.

3. The audit also highlighted that there are some particular aspects that work well (e.g. where there is access to a good public transport infrastructure, central pick-up points and supervision on buses).

4. It provided a vehicle for highlighting the main points of concern regarding the transport of 14–16 year olds in the county, such as costs, sustainability of funding sources, and the reliability of public transport.

5. The outcomes of the audit have been used as a starting point for further debate and discussion around transport.

Contact:

Kay Phillips, 14–19 Strategy, Suffolk. (01473 883008)

1.4 Worcestershire: Children’s Services Transport Group

1. The Children’s Services Transport Group has been set up, on the jurisdiction of the Head of Children’s Services, in a bid to make transport arrangements between the different children’s services more co-ordinated. Previously, nine different groups organised transport arrangements for various groups of children. These groups were merged to make the Children’s Services Transport Group.
2. This group has representatives from the:
 - 14–19 partnership;
 - admissions team;
 - transport organising team;
 - special needs and learner support team;
 - local authority policy group.
3. The group meets regularly to discuss transport concerns that the different groups have.
4. To date, the group has had a number of benefits:
 - the different groups have had the ability to share ideas and transport solutions. For example, the 14–19 partnership intends to use an independent travelling trainer to help them with their transport planning. They heard about this trainer through discussions at the Children’s Services Transport Group;
 - cross-communication between different groups has meant that transport planning is more considerate of specific groups’ needs. As a result of these meetings, the 14–19 partnership is now beginning to think about tailoring its transport plans for different groups who may have particular needs (such as looked-after children) rather than adopting a blanket transport approach;
 - the group is a good place to share information and learn about changes taking place in the transport field;
 - the group has enabled transport planning to be more holistic. As a result of the group, a single county-wide transport policy has been made – rather than nine different ones as was previously the case.

Contact:

Jerry Temple-Fry, 14–19 Education Improvement Advisor/Acting 14–19 Director
jtemple-fry@worcestershire.gov.uk

1.5 Dorset: Transport Research

1. Following an initial transport audit, the 14–19 partnership put forward a proposal for further investigation into transport. The six local consortia have been allocated £5,000 each to consider transport needs for implementing Diplomas by undertaking a research project looking at:
 - partnership characteristics – institutions, partners, current transport arrangements, possible ways of minimising movement;
 - specific issues e.g. distances, transport network, availability/location of courses, costs, timing;
 - accountability and supervision – child protection, supervision agreements, SEN policy, registration and attendance;
 - requirements – location of learning opportunities, movements of transport required;
 - models – suggestions of one or more models of transport network that will be sustainable and cost effective;
 - opinions – collation of views from parents, students and staff to substantiate the research.
2. The outcomes of this research are due to be submitted at the end of March 2008. This work is intended to complement the work of the Timetable Working Group to provide a joined-up strategy for development of 14–19 infrastructure.

Contact:

Linda Wyatt, Senior Inspector, 14–19 (01929 401810)

1.6 Dorset: Establishing a 14–19 Transport Working Group

1. A 14–19 Transport Group has been established to support the emerging transport research projects that are being undertaken by the consortia. This group will meet termly to share good practice, issues, challenges and possible solutions as the transport research projects evolve. All six local consortia must be represented at the 14–19 Transport Working Group.
2. The Transport Group will be responsible for determining how to move things forward. The 14–19 team are keen that the local consortia and partners are engaged in the process and have a key role in shaping future solutions.
3. The 14–19 Transport Group will also be responsible for deciding whether to continue with a separate transport group or whether transport would be better integrated into the local consortia meeting structures.

4. Updates from the research and the final reports will inform the Education (Children's Services) Transport Group of which the 14-19 team has membership. This group identified that it would be beneficial to have 14-19 representation. Other members on the Education Transport Group include:
- Transport Policy Manager;
 - Education;
 - Road Safety;
 - Finance;
 - Passenger Transport;
 - Social Workers;
 - Extended Services;
 - SEN.
5. The 14-19 team will also present the findings of the Diploma modelling exercise, which has been undertaken to forecast pupil numbers and movement, to the Education Transport group, with a view to linking the policies/activity for Post 16, SEN, extended services and the work of the Integrated Transport Unit.

Contact:

Linda Wyatt, Senior Inspector, 14-19 (01929 401810)

1.7 Dorset: Integrated Transport Unit

1. An Integrated Transport Unit will operate from April 2008. It is intended to:
- address how to deploy transport resources;
 - respond flexibly to demands and transport requirements;
 - provide project management capacity;
 - cover a range of transport needs e.g. 14-19, extended schools.
2. It is intended to allow LA transport to respond to need effectively.

Contact:

David Dawkins, Integrated Transport Unit Manager, Dorset County Council (01305 225165) (d.dawkins@dorsetcc.gov.uk)

1.8 Dorset: Establishing an Entitlement to a Core Network (Proposals by the Post 16 Transport Partnership)

1. The concept of a core network is a sufficiently robust and affordable network which covers the majority of need. A proposed template of journeys would be supported by appropriate service provision e.g. early morning journeys operated by Demand Responsive Transport (DRT) in sparse areas.
2. Core need journeys have been identified detailing the inbound/outbound timing and most probably journey type (e.g. employment, training, education, visitors, flexible 14–19 curriculum movements).
3. The cross thematic aspects of public transport provision have been referenced to identify the link to LAA funding blocks should funding arrangements change in the future.
4. The idea of this is that it would overcome issues of viability where numbers are small by combining a number of services e.g. employment and education. It also provides a basis to recognising equitable arrangements across the country.

Contact:

Andy Matthews, Passenger Transport Development Officer, Dorset County Council.
(01305 221736) Email: A.C.Matthews@dorsetcc.gov.uk

1.9 East Sussex: Transport Co-ordination

1. To ensure transport is effectively co-ordinated, one of the 14–19 development managers (Nigel Bullock) has been given the responsibility of arranging transport.
2. Nigel has set up a transport group that includes members of the council transport department. The Head of Passenger Transport (Nick Smith) helps Nigel to ensure that the required provision is in place and operating effectively. Nick also helps Nigel arrange contracts with transport providers. Another member of the council transport department (Geoff Evans) is a part of this group and he acts as a co-ordinator between the 14–19 development group and the council transport department to ensure good links and communication remain.
3. These three meet and communicate on a regular basis and as a result transport has been considered in many Diploma-related decisions

4. Nigel is also responsible for developing a county-wide transport strategy for Diplomas. This will involve creating area wide guidance reports and protocols. He will also try to make transport organisation more efficient. As a part of this Nigel is, over the next few months, collecting all the travel plans in place across the county and attempting to re-organise them so they are more effective.

Contact:

Nigel Bullock, 14–19 development manager (Nigel.bullock@eastsussex.gov.uk)

1.10 Shropshire: Costing Transport Options

1. As in many areas, transport solutions have grown organically as schools and providers respond to different initiatives. The Shropshire North West Schools forum has decided to take stock of how schools are currently organising transport on a school per school basis, with a view to planning a forum-wide approach to transport.

2. The table below show a wide range of per-pupil costs for a relatively low volume of students (67).

School	Day	Year	Weeks	Transport	Miles	No.	Per pupil per day (£)
Marches	Wed	10	37	Minibus (16 seater)	12.5	16	£3.00
	Fri	11	27	Minibus (8 seater)	12.5	5	£7.60
Rhyn Park	Wed	10	37	Coach	20	12	£11.66
	Fri	11	27	Coach	20	15	£9.33
Lakelands	Wed	10	37	Taxi	12.5	4	£10.00
	Wed	10	37	Taxi	8.6	3	£11.66
	Fri	11	27	Taxi	12.5	5	£8.00
	Frin	11	27	Minibus (16 seater)	8.6	7	£10.00

3. The table also demonstrates the extent to which the costs of different modes of transport vary depending on whether their use is maximised. For example, the per student cost of a half full minibus travelling 8.6 miles is the same as a maximum occupied taxi travelling 4 miles further.

Contact:

Janine Vernon, School Improvement Advisor (14–19)

(Janine.vernon@shropshire-cc.gov.uk)

1.11 Wolverhampton: Area-wide Framework

1. The approach in Wolverhampton is that by operating an agreed area-wide framework, schools, colleges and other learning providers are encouraged to collaborate which means that transport becomes a '**change management**' issue rather than a barrier or obstacle that needs to be overcome.
2. The key elements of the area-wide framework are:
 - **CARD** (Choose a Read Deal) – a 14+ entitlement agreement informed by year 9 SAT scores;
 - www.my-iPlan.com – a web-based individual learning plan progressing the personalisation agenda;
 - www.Virtual-Workspace.com – an e-learning platform that offers 24/7 learning support, e-mentoring, on-line tools and CPD for teachers;
 - www.areaprospectus.com – the aggregation of provider learning offers across the area;
 - **contiguous curriculum framework** – schools and providers are operating on an agreed three-day core and two-day option curriculum framework.
3. Transport issues will be addressed on a school-by-school or consortia basis depending on which curriculum framework and model is chosen. Transport issues are simplified as, despite inevitable increased student movement, the focus is on two option days that have been agreed by the 18 schools and other providers in the City.

Contact:

Peter Hawthorne, 14–19 Development Team
(peter.hawthorne@wolverhampton.gov.uk)

1.12 Dorset: Cost Effectiveness Assessment of Transport Options

Background

1. When a minibus was identified as unused by one of the schools in the North Dorset Partnership, it seemed like a good idea to use it across a number of local schools for transporting pupils to collaborative provision. A driver was employed for this purpose.
2. The newly appointed Partnership Coordinator reviewed the transport arrangements and noted a number of weaknesses in this approach:
 - the minibus could accommodate 16 pupils so it was not the most efficient solution if there were any fewer than 16 pupils or any more than 16 pupils;

- there were no costings to check the viability of this solution against any other possible solutions;
- there was no business plan for how the minibus would be used outside of its core journeys – one in the morning and one in the evening;
- maintenance and running costs had not been fully factored into the decision making process.

Assessment of Options

3. On reviewing the costs of the minibus solution against other potential solutions, the Partnership Coordinator discovered that contracts with private transport providers would actually provide a more flexible and cost effective solution. This was the case, in particular, because the transport providers have the ability to match the type of transport to the required number of pupils.
4. The Partnership Coordinator now organises the transport for all the pupils in the local partnership. The schools send information with details of the start and finish times to the Coordinator. The Coordinator then liaises with the transport providers to agree which provides will take which routes, the best possible prices and the most appropriate journey routes.
5. The process of liaison and coordination is ongoing. The Coordinator continually reviews the arrangements in place, and quality assures the transport provision.
6. Due to the volumes of pupils accessing transport across the schools in the locality, the Coordinator is now able to access deals from the transport company in return for the regular work.

Learning Points

7. This example highlights a number of important points:
 - collaboration between a number of schools can generate viable pupil numbers for transport;
 - by building relationships with transport providers, and then using them for multiple journey requests, economies of scale can be gained;
 - the use of a readily available minibus may not necessarily be the most cost effective solution – all options should be considered and costed.

Contact:

Bridget Wright, Coordinator for North Dorset Partnership (be.wright@btinternet.com)

(ii) Collaborative Schools

2.6 We noted earlier that, in the short term, additional travel associated with Diplomas is not as significant a problem as might have been anticipated. One of the reasons for this is that some localities, both urban and rural, already have a history and experience of moving young people between schools. In this context we have come across the concept of collaborative schools and Travel to Learn areas. These provide an ideal building block for future Diploma delivery. Here we consider the following rural and urban illustrations:

2.1 Cumbria: Travel to Learn Partnerships

2.2 Liverpool: Collaborative Schools

2.3 South Gloucestershire: Collaborative Schools and Extensive Inter-site Travel

2.4 Nottinghamshire: The Mansfield Post-16 Schools Consortium

2.1 Cumbria: Travel to Learn Partnerships

1. In Cumbria, 14–19 Partnerships are called Travel to Learn Partnerships. There are five partnerships in operation:

- Barrow;
- Carlisle;
- Eden;
- South Lakeland;
- West Cumbria.

2. Partnerships operate at a high level of collaboration. Learners are described as belonging to partnership areas, rather than individual institutions. For example, in one of the most rural areas – Eden, they describe their learners as Eden Learners rather than learners attached to any particular institution. In this context, learners are the responsibility of the partnership, rather than the individual institutions.

3. Through collaborative working the partnerships have achieved significant economies of scale for a range of courses, particularly A Levels, by creating larger teaching groups made of up students from a number of schools. This collaborative schools initiative builds on the concept of partnership learners.

Contact:

John Ferguson (john.ferguson@cumbriaacc.gov.uk)

2.2 Liverpool: Collaborative Schools

1. Since 2004, secondary schools in Liverpool have been operating as 'collaboratives'. Seven collaborative groupings of schools, geographically close together, have facilitated a wider range of opportunities for pupils. Through these arrangements, schools work together to share resources and pupils are able to undertake different levels at different schools to make up the best use of specialist resources.
2. These arrangements have travel implications, with inter-site journeys organised by exporting schools through a combination of taxis and minibuses. Pupil volumes have been relatively small (mainly IFP), but are on an increasing trend. The average cost per school is approximately £20,000 per year.
3. Liverpool recognises that the introduction of Diplomas will provide an added impetus to collaboration; particularly pre-16. With this in mind, they are in the process of restructuring the collaboratives into four travel-to-learn areas; North, South, East and Central. This will expand the geographical radius of existing collaboratives and will, in some cases, increase journey lengths.
4. As part of this re-shaping process, Liverpool will be reviewing travel plans for each of the four areas. This will impact on centrally co-ordinated bus routes, but will seek to co-ordinate and standardise inter-site travel. Once Diploma volumes have been confirmed, there are plans to conduct a travel audit for each area.
5. The restructuring of the collaboratives is integrated within the Diploma delivery plan. Engineering and construction will be delivered centrally (city-wide) by FE/workbased learning, with some school input. IT, Creative and Media and Social Health and Development will be delivered within travel-to-learn areas, with some (central) FE/workbased learning input. This will dictate future additional travel patterns.
6. In order to ease travel arrangements, Liverpool will be introducing harmonised timetabling based on a three day core/two day (10 hours) option split at KS4. Within the model, there is the flexibility for a second day to include access to existing in-house options. Beyond this, schools will be able to operate their own start and finish times.
7. Liverpool is a good example of an authority moving from a decentralised 14–19 transport model, to an increasingly centralised approach; particularly regarding inter-site transfer and standards of practice regarding supervision.

Contact:

Lesley Chadwick (lesley.chadwick@liverpool.gov.uk)

2.3 South Gloucestershire: Collaborative Schools and Extensive Inter-site Travel

1. The Kingswood partnership is a well developed network of schools that have experience of working closely together to mutual benefit. The partnership has grown organically over the last 20 years.
2. The group formed when schools realised that they would have to collaborate and move learners to be able to maintain a 6th Form. From an initial base of exchanging relatively few students for a limited number of subjects, there is now an area wide prospectus, learners choose the course they would like to study and are then allocated a learning centre.
3. Currently, there are around 900 learners in post 16 education, over half of whom will go to a centre other than their home school for one subject each week. There are a significant number of pre-16 learners on the IFP, KS4 Engagement Programme, or undertaking trial lessons in GCSEs or BTECs at other centres.
4. Schools in Kingswood do not foresee diplomas having a significant impact on the number of pupils travelling between sites, simply because they have a large number travelling already. Diplomas are likely to displace pupils from existing courses rather than create additional transport requirements.

Contact:

Colin Money (CMoney@sblonline.org.uk)

2.4 Nottinghamshire: The Mansfield Post-16 Schools Consortium

1. The Mansfield Post-16 Schools Consortium provides a range of training and education options for young people. In order to improve the choice of post-16 courses available in the Mansfield area, the consortium schools share a coordinated timetable and arrange transport to enable students to move between sites.
2. The Mansfield Learning Partnership (MLP) coordinates the working of the schools' consortium. The Mansfield Schools Consortium is made up of:
 - All Saints School;
 - Queen Elizabeth School;
 - Brunts School;
 - Meden School;
 - Garibaldi School;
 - Manor School;

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- Sherwood Hall School;
 - West Nottinghamshire College.
3. The schools and the college are located in Mansfield, Mansfield Woodhouse, Clipstone and Market Warsop.
4. Inter-site travel for students is provided in the form of two double-decker buses. The buses operate along two linear routes in the morning and evening and at lunchtime. Each bus stops at each of the consortium schools, the route taking up to one hour and twenty minutes. In order to accommodate the inter-site travel, the schools and the college have altered their session times. They are staggered so that the first school (Brunts) starts lessons at 08.30, while the last starts lessons at 09.45.
5. There have been issues with the system however. As well as the cost implications, there have been cases of the buses not turning up in time and students therefore being late for lessons.

Source:

JMP Consultants and Mansfield Learning Partnership

Contact:

Byron Dawson, Mansfield Learning Partnership Coordinator (byron@graydaw.co.uk)

(iii) Timetabling

2.7 The most common non-transport specific intervention to address additional travel involves timetable restructuring and harmonisation. All areas we visited had been active in this area. Typically this involved delivery off-site on the same two-day blocks. Some areas, however, have indicated that they will continue with half-days, irrespective of the travel implications. There are also examples of timetable changes introduced to maximise centre usage.

2.8 Specific illustrations considered here include:

- 3.1 South Gloucestershire: Half-Day Blocks**
- 3.2 Reading: Joint Timetabling and Problems with Half-Day Blocks**
- 3.3 Wolverhampton: Contiguity of Teaching**
- 3.4 North Tyneside: Joint Timetabling Agreement**

3.1 South Gloucestershire: Half-day Blocks

1. Post 16 timetables in the partnership are broken into half day blocks, therefore, transport takes place in the morning, at lunchtime and in the evening. KS4 pupils have a principal learning day so their transport is only required in the morning and evening. There is a further half day specialised learning day, which also requires transport at lunchtime and in the evening.
2. There are no common start and finish times to the school day in the partnership area, transport has to be planned around the various start and finish times. There are some advantages to this. For example, there is a greater lag time available to move pupils at lunchtime – pupils can be transported to a centre during their lunch period and others can then be picked up at the start of their lunch time.
3. Sometimes it can cause disadvantages; they have had to create a ‘minimum lunchtime window’ to give them the chance to move pupils to their learning centre. Some pupils could finish for lunch at 12.50, while the next class is due to start at 12.55 in a different centre.
4. There have been meetings recently to try and work towards common start and finish times for schools. However, transport will not be the driving force behind the changes:

"If the partnership decide to change start and finish times it will be other educational reasons, not for transport."

Contact:

Colin Money (CMoney@sblonline.org.uk)

3.2 Reading: Joint Timetabling

1. Joint timetabling takes place at the area-wide level. All Diploma delivery across the area will take place on the same days and the start and finish times of these days will also be the same (the school day being 08:30 – 15:30).
2. Reading local authority believes that it is this continuity that makes their transport system so simple, particularly the full-day block timetabling approach. This means that technically there will be no 'inter-site' travel as all travel will be from home to the learning site. The benefits of this are:
 - Young people will only ever have to make one round trip a day, reducing the time and cost of travel for young people
 - All travel is before or after the school day, and so the school day itself is not disrupted by travel.

Problems with Half-Day Blocks

3. Reading will remove its half-day timetabling structure at the end of this year because the transport problems created by inter-site travel during the day are too large.
4. The Increased Flexibility programme in Reading offers four sets of half-day learning at two locations at Thames Valley University (TVU). The four half-days were organised on two days to ease transport arrangements; on each day one set of young people are taught in the morning and another set are taught in the afternoon. The morning set must make their own way to TVU and the afternoon set must make their own way back. However, at noon the Reading local authority puts in arrangements for the morning group of young people to be picked up and the afternoon group to be dropped off. Young people are transported by either a sweeper bus or taxi.

Sweeper Bus

5. A coach runs at noon to pick up the morning young people and drop-off the afternoon young people. It picks up the afternoon young people from three schools in Reading (starting at Blessed Hugh Faringdon School, moving on to Reading Girls' School and then John Madejski Academy) and transports them on to TVU. At TVU it picks up the morning young people and drops them off at the

same three schools. A teacher assistant travels with the coach at all times to regulate behaviour on the coach. The distance from the furthest school to TVU is four miles. The coach is hired from a private firm, costs £75 per round trip and transports 40 children per trip. This works out at a cost of £1.88 per pupil per week.

Taxi System

6. Highdown School, on the Oxfordshire border, is too far away for the coach to be able to pick them up. Instead, Reading local authority have set up a contract with a local taxi firm. This taxi firm supplies taxis that pick up the afternoon young people at noon from their school and takes them to TVU. At TVU they then pick up the morning young people and drops them off at their school. The distance from Highdown School to TVU is four miles. The taxis transport six students on one day and 12 students on the other and cost £32 per week. This works out at a cost of £1.78 per pupil per week.
7. Both the sweeper bus and taxis were paid for out of funding that was provided by an area-wide inspection. The authority acknowledges that, without this extra area-wide inspection funding, they would have struggled to pay for IF transport.
8. This system will not be in place next year due to the problems the local authority experienced in delivery. Traffic congestion meant that the mini-bus and taxis would arrive at TVU at different times each day. This often resulted in the afternoon pupils being dropped off at the provision site too early or the morning pupils arriving back at school too late and missing parts of their lessons.
9. To solve this, the authority will be removing their half-day block structure and instead will run with a full-day block structure. This will remove any need for inter-site travel during the day.

Contact:

Peter Shotts, 14–19 Strategy Advisor (Peter.Shotts@reading.gov.uk)

3.3 Wolverhampton: Contiguity of Teaching

1. This example is predicated on contiguity of teaching time (i.e. common adjacent time slots) not common timetabling. This provides flexibility to deliver different options at different institutions.
2. At post-16 the curriculum framework is based on 2½ hour teaching and learning blocks, typically 9:15 a.m. to 11:45 a.m. and 1 p.m. to 3:30 p.m. Pre-16 curriculum models include three days focused on the core curriculum and two

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option days. There are a number of models that are developed depending on whether individual pupils are pursuing a GCSE only curriculum, GCSE and BTEC, a GCSE, BTEC and WBL option or Diplomas.

Wolverhampton Curriculum Models				
Day 1	Day 2	Day 3	Day 4	Day 5
Core Curriculum: English Maths Science PE & RE PDC			Options: GCSE Options (x 4)	
			BTEC (Intro/First	GCSE Options (x 2)
			BTEC	WBL
			Diplomas	
			Reach Programme (Entry/Level 1)	

3. For 2008/09, all providers are working towards core days of Monday, Wednesday, Friday and option days of Tuesday and Thursday. For 2009/10 the option days are likely to be Wednesday and Friday to address capacity issues.

Contact:

John Price, 14–19 Development Team (john.price@wolverhampton.gov.uk)

3.4 North Tyneside: Joint Timetabling Agreement

Introduction

1. All schools that will deliver Diplomas in North Tyneside have signed up to a joint timetabling agreement. The partnership has arranged for Diploma delivery to be on a half-day block, on Tuesday and Thursdays only. This applies to all schools in North Tyneside plus Tyne Metropolitan College. There is a formal or verbal agreement between schools to adhere to this.
2. The motivation to introduce joint timetabling came from North Tyneside's success in securing all 5 Diploma lines. The local authority realised that there was a need to rationalise provision, as it would be inefficient to expect every school to deliver all five lines.
3. The initiative also has the agreement of schools not running Diplomas, for example those providing apprenticeships or sixth form languages. All collaborative activities now take place on Tuesdays and Thursdays.
4. A similar pilot agreement has been in place since 2002 based on joint timetabling to enable joint provision of post-16 minority subjects and was later extended to cover KS4 classes. It was fundamental to rationalising KS3–5 provision.

Operation

5. There has been a recent history of collaboration for post-16 provision. On the back of this the council prepared models for schools that were likely to be acceptable. The council then discussed options with head teachers including the likely impact on timetables, constraints and benefits.
6. The result of these discussions was a recommendation based on OFSTED guidance on the learning hours necessary to deliver Diplomas. This equated to around two full days per week. The parties considered squeezing provision into 1.5 days, but there was no agreement on what days this should include.
7. From September 2008, all Year 10 collaborative activities will be on Tuesdays and Thursdays only. There may be some exceptions where more than two days are required but most will be deliverable within the two days. Transport will be provided using 15–24 seat minibuses and 7 seat people carriers, depending on numbers.

Numbers

8. Projected figures for September 2008 are 1 class of 25 for each Diploma line with the exception of ICT, which will run 2 classes of around 25 students each.
9. Phase 2 and 3 of the Diploma will introduce a number of interesting new lines, but the council expect student numbers to be small initially.
10. Regarding the number of schools active in the agreement, all eleven high schools have agreed to collaborate in some way. Some have not signed up formally to date, but have verbally agreed to provide Diploma lines on Tuesday and Thursdays.
11. Regarding the number of schools providing Diploma provision, approximately half of the schools in North Tyneside have agreed to this. The remainder are waiting to determine the success of provision before signing up. All schools that have signed up to deliver Diploma lines have formally agreed to joint timetabling.

Funding

12. Funding is provided through the LSC.

Benefits

13. The joint timetabling agreement is seen to have a number of transport benefits:
 - it saves on transport movements – more students are moved less often. Without the agreement schools would be using 15 seat minibuses to move 2 or 3 pupils around – which would be inefficient, or would have to rely on private taxis – which may present personal safety issues;
 - it is safer to move students using formal transport at set times of the day,

rather than moving them around at various times;

- it saves staff time and resources by avoiding duplicating provision of Diploma lines.

14. The transport benefits are fortunate, but the primary motivator of the joint timetabling initiative was to enhance the learning experience of students. Specifically:

- to allow quality teaching through allocating provision to schools with greatest expertise and track record;
- to meet students' needs for minority subjects.

Success Factors

15. Joint timetabling agreements have not been easy to implement, as individual schools had to change their timetabling requirements and resisted this initially. The key to obtaining agreement was for the council to employ an existing Depute Head to co-ordinate the process: this individual has an in-depth knowledge of the timetabling process and also knew other deposes.

16. Specifically, the success of implementing the agreement can be attributed to the following factors.

17. The co-ordinator was proactive in speaking to schools face to face regarding the initiative. The personal touch is seen as much more effective than cold letters or emails.

18. As a former deputy head, the co-ordinator was able to relate to the concerns raised by schools. Specifically:

- the cost effectiveness of the initiative;
- whether it would deliver a quality learning experience.

19. The co-ordinator anticipated and prepared for these questions, and conducted research on each school's transport expenditure before contacting them – this allowed him to provide credible estimates of potential cost savings.

20. Where information on existing costs was not available in advance the co-ordinator obtained figures from head teachers and provided them with estimations by return.

21. A quality assurance framework was put into place to guarantee the basics of learning provision.

Potential to Reduce Diploma Transport Demand

22. Joint timetabling offers considerable potential to reduce transport demand following introduction and expansion of Diploma delivery. There will be a

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reduction in the number of journeys, as described above, and the model can be scaleable to meet any future increase in demand for Diploma lines, using a range of vehicles from 7–20 seats.

23. The ability of the initiative to impact on Diploma provision will depend on the vehicle and driver capacity. The council anticipates that there will be no shortage of vehicle capacity, but there may be a shortfall of trained drivers.

Contact:

Mark Paton, Joint Timetabling Co-ordinator, North Tyneside Council (0191 200 1537) John Hoey, Schools Coordinator, NTC (0191 200 5249)

(iv) New Centre Location

2.9 Transport considerations are playing an important role in determining the selection of new learning centres/location of learning. 14–19 Partnerships, particularly those successful in the first phase of Diploma delivery, are currently reviewing their strategies regarding the location of Learning Centres for both existing vocational provision and the lines of learning for the first five Diplomas.

2.10 As travelling costs and travelling time increases, a case can be made for establishing a new centre of delivery. In what circumstances does this become viable? Alternatively, increased demand for specialist learning may necessitate the creation of a new centre. What factors should be taken into account in determining location? These themes are illustrated below, with reference to:

4.1 Worcestershire: Funding Difficulties with New Learning Centres

4.2 East Sussex: Wealden Skills Centre

4.3 Hertfordshire: Learning Centre Location

4.1 Worcestershire: Funding Difficulties with New Learning Centres

1. The local authority recognises that building new learning centres can be more cost-effective than transporting young people, after a few years. However, they also recognise that there is a funding problem over this. Local authorities receive their budget on an annual basis. Whilst building new centres saves money over a number of years, its initial construction cost is significantly higher than the annual transport cost, and so the authority would struggle to pay for the construction of new centres out of its annual budget. The only way to fund the construction is through capital bids, making new centres reliant on this funding stream.

Contact:

Jerry Temple-Fry, 14–19 Education Improvement Advisor/Acting 14–19 Director
(jtemple-fry@worcestershire.gov.uk)

4.2 East Sussex: Wealden Skills Centre

1. Wealden Skills Centre was originally built in order to avoid long distance travel for young people in the Wealden area accessing IF provision. Its model could also be used as a solution for areas in which young people have to travel long distances to access Diplomas.
2. To access IF provision, four community colleges in the Wealden area sent their young people to West Kent FE College in Tonbridge, Kent. This FE College is 20 miles away from some of the community colleges, and inter-site travel times were often up to an hour and a half each way. This meant that, including home-school travel, some young people were travelling for as long as four hours per day.
3. Travel times to West Kent FE College were deemed unacceptable and other alternatives were sought. The four community colleges decided to become an equal partnership, pool their funds and build their own centre that could deliver the IF provision.
4. Whilst difficulties existed, the construction of the new centre was relatively quick, cheap and simple. An old warehouse was found near the four community colleges on an industrial estate in Uckfield and was converted into a skills centre. The site was found in May 2005, ownership was secured in July and conversion took place over the summer; the skills centre was ready to be used in September 2005. The total cost of the conversion was £200,000.
5. The site will be used for the Construction and the Built Environment Diploma in September 2008.
6. Easy access to the skills centre via public transport was a key criterion during the search for a suitable site, and this has been successful. For one college young people travel by bus or train, for another they walk or cycle. The other two colleges still have to transport their young people by mini-bus but the journeys are significantly less than they were before the centre was built; the maximum one-way journey is now half an hour rather than an hour and a half, as it was previously.
7. In addition to time-saving benefits, the skills centre will eventually create cost-saving benefits. Whilst the small numbers of IF and Diploma pupils means that the per-child cost of running the skills centre is currently roughly similar to that of transporting them to an FE College, the centre thought that in a few years, once Diploma numbers had increased, the per-child cost of the centre would be

less than transporting them to an FE College.

8. The partnership also cited other benefits to this model. The community colleges like the autonomy they have in delivering and planning the courses. The young people like the idea that the centre belongs to them, which they would not feel in an FE College.
9. The partnership thinks that this is a very good model to use in areas where an FE College is situated far away, particularly in rural areas where transport arrangements are more difficult. Whilst it involves more work at the beginning, the long-term benefits are reduced travel-time for the young person, reduced costs for the community colleges and more autonomy for both the community colleges and the young people.

Contact:

Lin Lucas, Centre Manager (llucas@beacon.e-sussex.sch.uk)

4.3 Hertfordshire: Learning Centre Location

1. In the South East Hertfordshire Strategic Area Partnership Group (SAPG), diplomas have been planned on the basis of providers being in the right area to minimise the need for transport. To this end, funding has been channelled to a school in the north of the area (Sele School) to develop construction facilities, a college in the south is also delivering construction and they will send staff to the school to deliver the course there. The school received £120,000 to develop and establish a construction facility at the school which will be used for IFP, Young Apprenticeship and Construction Diploma purposes. This will minimise transport of pupils: "*it is much easier to transport one tutor than it is to transport a whole group of students*" and reduces the time spent travelling by pupils.
2. The consortium rules will require a 50/50 split in terms of pupils using the construction facilities between pupils from the home school and those located elsewhere. Sele School was chosen to receive the grant of £120,000 because of the level of interest shown in construction by pupils at the school: one in four pupils said that they were interested in the sector and the school will have 15 pupils following the Construction Young Apprenticeship programme from September.

Contact:

Myra Baldock (mbaldock@hrc.ac.uk)

(v) Buses/Minibuses/Leasing

2.11 Our analysis has highlighted the critical area of inter-site transfer. With the introduction of Diplomas, more young people will be travelling to different sites of learning and between sites of learning during the day. In highly urbanised areas, where distances are short, this does not present too much of a problem; often young people can walk. Where distances are more significant, young people have to be transported. With small numbers, this can be dealt with by taxi and/or school minibus. The responsibility rests with each exporting school.

2.12 As the numbers of young people being transferred increases, stand-alone centre-specific strategies become increasingly less viable. Some of our case studies are already experiencing or anticipating higher traffic volumes and have taken steps to address the situation. Generic interventions include:

- minibus sharing;
- minibus leasing;
- service bus hubs;
- public transport integration;
- access and sweeper buses.

2.13 Improved co-ordination discussed in the previous section is an essential pre-requisite to the establishment of these types of initiatives. As the numbers of travelling young people increases, the level of planning sophistication and the modes of transport will have to adjust to fit e.g. larger buses. The approaches considered here mark only the beginning of the process.

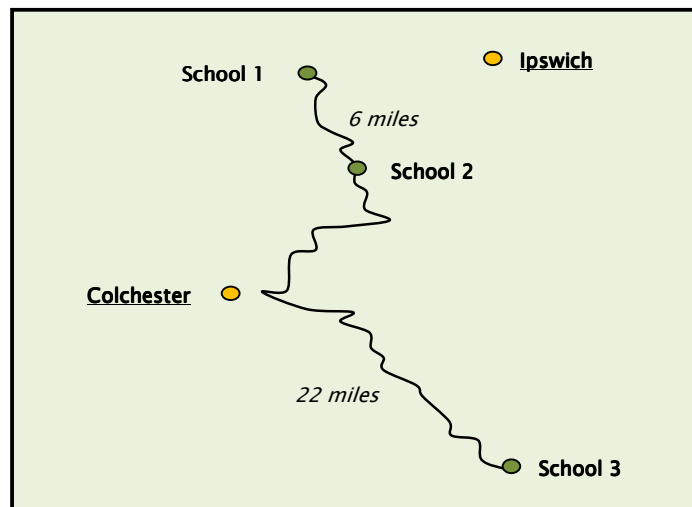
2.14 The highlighted illustrations are as follows:

- 5.1 Suffolk: Minibus Co-ordination Pilot**
- 5.2 Suffolk: Dealing with Behaviour on Buses**
- 5.3 Newcastle: Secure Service Buses**
- 5.4 South Gloucestershire: From Taxis to Minibuses**
- 5.5 Worcestershire: Mini-bus Pooling in the ContinU Consortium**
- 5.6 Worcestershire: Bus Sharing in the Malvern Area**

- 5.7 East Sussex: Eastbourne and Hailsham Federation Mini-Bus Leasing
- 5.8 East Sussex: Plumpton “Hub” Coach System
- 5.9 Dorset: College Access Bus
- 5.10 North Tyneside: Transport Brokerage Scheme

5.1 Suffolk: Minibus Co-ordination Pilot

1. A minibus pilot is currently operating in South Suffolk. Around 100 pupils from three schools share four Key Stage 4 vocational areas. The Year 10 pupils move between the three schools on one day and the Year 11 pupils on another day.



2. The pilot involves two minibuses, which start at the two schools at the most distant points of the journey as detailed in the map above (school 1 and school 3). The pupils travel into their home school first where they then transfer to the minibus. The minibuses leave the starting point schools at 9.00am. They meet at the middle school and drop-off or transfer the pupils and each continues the journey to the final school. The young people are dropped at their provision by 9.45 am. They return to their home school by 3.15 pm at the latest in order to catch transport home.
3. The system is currently being trialled as a pilot. So far, this has worked well and could relatively easily be expanded for a greater number of young people. The travel times are reasonable – it takes a maximum of 45 minutes including the drop-off. This model also allows the pupils to travel into their home school using their usual school transport, and therefore does not require any alternative or additional arrangements in that respect.

4. It costs around £520 per day for the two minibuses, and is currently funded by the LA as a pilot.

Note: The map is not drawn to scale and distances/travel times are approximate.

Contact:

Kay Phillips, 14–19 Strategy, Suffolk (01473 883008)

5.2 Suffolk: Dealing with Behaviour on Buses

1. In order to address problems with poor behaviour on college buses for post-16 travel, one college in Suffolk has two plans underway:

- implementation of a **learner charter for behaviour on buses** – this builds on the existing college learner charter and will be put in place for 2008/09;
- **training for the bus drivers** on “managing challenging behaviours”. There have been some positive responses to this idea and it is planned for the Spring term in 2008.

2. The effects will not be seen until the following year, however the Curriculum Manager is confident these two approaches will alleviate some of the problems with behaviour, and also reduce the time staff spend dealing with disruptive behaviour.

Contact:

Jenny Milsom, Otley College, Suffolk (01473 785543)

5.3 Newcastle: Secure Service Buses

Introduction

1. Newcastle has dedicated scholars’ buses for students. These buses cover specific home–school routes, although they are also open to the public to use. The services are commercially operated but their existence is secured by Government funding.

2. The provision is based on need. In addition to living over three miles from school, students must meet at least one of the following criteria:

- Have a home–school route not served by any commercial bus services;
- Have a home–school route that takes at least 40 minutes by public transport;
- Bus provision on their home–school route has insufficient capacity;
- Buses on their home–school route are at the wrong times;
- At least 5% of the school roll must use the service.

3. Because Newcastle has relatively good public transport provision, the above tend to occur when the home–school journey starts or ends in an outlying area at the edge of the city, far from an arterial route, or involves radial (cross–city) travel. It also meets a need for students travelling to specialist schools with wide catchment areas, for example Roman Catholic schools.

4. The initiative was introduced in 1986 following the deregulation of bus services.

Operation

5. The bus service is run on an open basis, in other words the service is open to the general public.

6. NEXUS provide the bus service through Stagecoach and Go North east, and the local authority provide students with free bus passes for this service.

Numbers

7. Although numbers by local authority are not available, the services are used by approximately 25,000 students per day.

8. The buses serve around 100 schools with 104 buses and involve 400 journeys per day.

Funding

9. Funding comes from the NEXUS central budget, which is funded through central Government. NEXUS receive a fixed budget per year that must include the secure services. Funding is not proportional to the number of buses run.

Success and Potential for Diploma Transport

10. The initiative has been successful in terms of uptake. Buses are usually oversubscribed at the start of the school year, but numbers level off. The increase in parental choice has resulted in an increase in longer home–school journeys in recent years with a corresponding increase in demand for secure bus services.

11. The potential of these buses to transport Diploma students has not been formally discussed. However there are a number of potential benefits.

12. Diploma uptake may result in students undertaking longer home–learning centre journeys as they travel to providers delivering their Diplomas of choice. This is likely to increase the number of students for whom the home–learning centre journey qualifies for a secure service under the criteria above.

Contact:

Richard Rook, NEXUS (0191 203 3303)

5.4 South Gloucestershire: From Taxis to Minibuses

1. The South Gloucestershire Partnership has moved from being reliant on taxis to minibuses over the past 3–5 years. Previously, students would say:

“6th Form has been fantastic apart from the transport problems”.

2. Taxis were unreliable and expensive. This led to the introduction of the minibus service to replace taxis.

“Previously, there could have been five taxis picking students up at each of the various centres to take them to a class somewhere else. Now, we only need to use one minibus which can go around each of the five centres and pick up pupils to take them to the same class. The cost savings are clear and were clear to the schools when they first got involved.”

3. Some schools did not have a minibus when the partnership put the proposal to them. However, when they looked at the potential cost savings they were quickly convinced. There was a clear cost saving to be made over a two year period from buying and running mini-buses rather than using taxis to transport pupils. Schools have found that 80% of the time the minibus is not used by the partnership; therefore, it is free to be used by the school as they wish. The partnership had to convince schools that buying minibuses was economically viable and that the partnership took priority over the schools for use of the minibuses.

4. One learning centre – a sport college – decided to buy three minibuses as they had significantly more need for them (with various sports fixtures throughout the week). Therefore, they have one minibus which is used predominantly for their sports fixtures, one which is used by the partnership and one which is used across both purposes.

5. Ideally, each school will have more than one driver. Drivers fill a variety of different roles within a school (e.g. caretakers or science technicians).

“It is now much easier to pursue any problems that arise with transport. Each of the drivers are employed by schools in the partnership so they are available if there are any issues that we need to discuss like buses being late because of road works etc.”

6. There can be times when there are too many pupils moving from one site to another; when the system reaches these “pinch points” they have to use a coach to transport pupils. The coach can also be used efficiently; by picking up and

dropping off pupils along the way they can get 100 pupil journeys out of the coach. Each school is invoiced for their share of the coach, based upon the number of pupils from their school who were transported by the coach. When the number of pupils moving between sites increases, the use of coaches is also likely to rise.

“There are obviously economies of scale. By using a coach, we only need to have one escort rather than one for each minibus, for example. By organising 100 pupil journeys in the coach we can reduce the amount we charge each school per pupil. There is the additional bureaucracy saving for schools; we organise the coaches centrally and send out an invoice to schools for the cost – all they have to do is pay us.”

Contact: Colin Money (CMoney@sblonline.org.uk)

5.5 Worcestershire: Mini-bus Pooling in the ContinU Consortium

1. The ContinU Consortium is a consortium of schools that collaborate to improve their learning. In the consortium, all transport planning takes place solely at the consortium, rather than individual school, level. The consortium examines all the necessary routes in the area and maps out the most efficient routes possible. Based on the routes, the decision is made on how many mini-buses will be needed to do these routes and at what times. This is effective because transport planning is centralised, rather than leaving each school to organise its own transport arrangements.
2. One particularly efficient element is that school mini-buses are pooled, so that the consortium can then request the use of a school mini-bus and its driver to transport young people – even if they are from a different school. This avoids repetitive journeys by numerous schools. The pooling of school mini-buses is not seen as a problem as transport is seen as a consortium-wide, rather than individual-school, responsibility.

Contact:

Rob Chadwick, Director of ContinU Consortium (rchadwick@continuu.org.uk)

5.6 Worcestershire: Bus Sharing in the Malvern Area

1. In the Malvern area, the council transport department have worked with a school to devise a system whereby the same bus is used for home-to-school and inter-site travel, in order to reduce travel times.
2. At the moment, groups of students from two high schools will have to travel to Eversham and Malvern Hills College, 20 miles away, to access Diplomas. The concern is that one group of young people already live a far distance from their home school, and so will have to travel on two long journeys.

3. In order to reduce this, the council transport department have planned how the same bus will be able to take the young people based far-away from their home to Evesham and Malvern Hills College. The bus picks up the young people based far-away from their homes and takes them to their home school. At the school, half of the young people get off and the other half (the ones learning Diplomas) stay on the bus as it travels to pick up young people from the second high school. It then takes them all to Evesham and Malvern Hills College. By only having one bus, this removes any time spent waiting for another bus, and hence reduces the total time young people from the far-away area have to spend travelling.

Contact:

Jerry Temple-Fry, 14–19 Education Improvement Advisor/Acting 14–19 Director
(jtemple-fry@worcestershire.gov.uk)

5.7 East Sussex: Eastbourne and Hailsham Federation Mini-Bus Leasing

1. The Eastbourne and Hailsham Federation plans to lease its own mini-bus for Diploma provision, rather than relying on school mini-buses, as it thought this would be a better system.
2. The Eastbourne and Hailsham Federation is a collaborative arrangement in which schools in the Eastbourne and Hailsham area work together to improve their delivery of learning. The Federation needs to provide transport for Diploma students who will travel between two schools in the same day for the Engineering Diploma being delivered in September 2008. The plan in place is that young people will use public transport to make their own way to the morning school, will be transported by mini-bus to the afternoon school and then make their own way back from the second school using public transport.
3. An interesting element of this model is that the Federation will lease a mini-bus from a private firm rather than using school mini-buses, as is often the case. They see this as a more beneficial way of arranging inter-site transport because:
 - They have a guaranteed mode of transport and do not have to worry about losing the mini-bus to school-based activities (such as residential trips). The competition over mini-buses could be a cause of tension between, and within, schools. For example, a teacher at another school responsible for IF transport planning said:

“The trouble with mini-buses is everyone wants them at the same time. I am very unpopular in the school, particularly with the PE department, because we’ve had to restrict the use of the school mini-bus for other fixtures such as sports.”

- By removing this element it is making collaborative relationships within the partnership easier.
 - They have the freedom to use a mini-bus for other Diploma-related activities, such as day trips to employers.
 - They have the option of transporting some young people to the Diploma sites in the mornings and evenings if the pupils are struggling to reach the sites by public transport.
4. In short, it means their choices over how to deliver the Diplomas are not constrained by transport issues.

"Having full control over one mini-bus means that transport will not affect our Diploma delivery."

5. The Federation intends to use this model for other Diplomas in future years, such as Health and Beauty Studies, Land Based and Environmental Studies and IT. The mini-bus can transport 15 young people at a time and so in a few years, as Diploma-numbers grow, more mini-buses will have to be leased.

Contact:

Barry Samways, 14–19 Manager of Eastbourne & Hailsham Federation
(barrysamways@btopenworld.com)

5.8 East Sussex: Plumpton "Hub" Coach System

1. Plumpton College is not easily accessible by public transport and so arranges its own coach system for its 16+ pupils, that the 14–16 group can buy into. This coach system is innovative because the college arranges its own network that feeding schools buy into, rather than the usual system in which individual schools organise their own transport to get to the deliverer. The complexity and size of the coach system demonstrates how transport arrangements can be successfully organised for a large number of pupils from a large catchment area. Thus, it is a good model that can be taken on board by institutions with smaller mini-bus systems, who are worried about their necessary mini-bus system expansion in line with larger numbers of Diploma pupils in the future.
2. Plumpton College is a land-based college that serves the East Sussex, Eastbourne and West Sussex areas. Its pupils are dispersed across these counties and some pupils are based as far as 30–40 miles away. As Plumpton College is not easily accessible by public transport, this poses a large transport challenge.

3. To solve this problem Plumpton College have devised a complex “hub” coach system. Coaches are hired from a private firm. The college plans coach routes that move pupils from the areas where they live to the college. These coach routes have pick-up points that are well-known and easy to reach points for pupils to get to. Thus, the pupils leave their home and walk or get the bus to the local pick-up point where a coach comes and takes them directly to the college. The coaches also stop at the college’s nearest train station (five miles from the college), so that some pupils can travel by train and then make the remaining journey by coach. The coaches work very much like conventional buses and have set timetables so pupils know when they need to be picked up. Effectively, then, the college is filling the gap that is left by public transport provision.
4. This is a complex system because the pick-up points are constantly re-devised. Each year the pupils applying to college courses live in different areas and so each year the convenient pick-up points have to be re-arranged.
5. As the catchment area for the college is large, some pupils have to travel for long periods of time. The best-case situation is pupils have to travel for 20 minutes each way to and from the college. The worst-case scenario, for pupils leaving from the Eastbourne area, is that pupils have to travel for one and a half hours each way to and from the college.
6. One particularly innovative facet of this system is that the deliverer, rather than the home school, arranges the transport. This is because its 16–19 learners are based solely at the college and so, because public transport is not available, the college has to put a transport system in place. It makes logistical and economic sense to expand this system for 14–16 learners and so it is the college, not the home schools, that organises transport arrangements. Schools that have pupils using the college’s coach system then pay for some of the running costs of the system.
7. In contrast to many other school/college-organised transport systems, the 14–16 pupils do not have to register at their home school in the morning first, but rather make their way from home straight to Plumpton College. The College then takes its own registers and informs the home schools of any absences by 10:30 that same morning. This makes transport provision far more efficient as pupils only have to make one journey in the morning, rather than the two they would otherwise have to make if they were going to their home school first.
8. This transport system can be seen as an evolution of the mini-bus system that many other deliverers have in place. It has the same fundamentals of mini-bus systems (schools/colleges organising their own transport to fill public transport gaps) but operates with a larger catchment area and picks up more pupils. It could therefore be regarded as the solution for many other schools/colleges who

are worried that their mini-bus systems will not be able to cope with the large numbers of Diploma pupils in the future.

9. Plumpton College thinks that its system will be able to cope with predicted Diploma pupil numbers for the next few years. However, beyond that, their system could struggle to cope with the expected numbers. They think that the future solution would be for more collaboration to take place between learning institutions. More schools could buy into the system – that way Plumpton College could expand its provision and have the necessary funds.

Contact:

Maurice Shorten (maurice.shorten@plumpton.ac.uk)

5.9 Dorset: College Access Bus

1. Students from North Dorset access provision across the County but often face difficult linking journeys which have the potential to deter them to either take up college or mean that they withdraw from their programme of study early.
2. The Bournemouth, Dorset and Poole Post 16 Transport Partnership has made arrangements with the Community Transport organisation, NORDCAT, to offer a minibus which will aim to cover the area and offer access to bus and train links at key transport hubs – Blandford, Shaftesbury, Stalbridge and Gillingham.
3. The bus has been managed on a flexible basis i.e. students phone the NORDCAT call centre number to arrange access.
4. The bus is available to students on a free basis, but is reviewed in October. The main aim is to offer the transport to allow students to get through the first few weeks of term during which they can investigate other arrangements and gain the motivation to pursue the course.
5. Agreement for the arrangements is initially to last for three years from 2007.

Contact:

Andy Matthews, Passenger Transport Development Officer, Dorset County Council.
(01305 221736) Email: A.C.Matthews@dorsetcc.gov.uk

5.10 North Tyneside: Transport Brokerage Scheme

Introduction

1. The Transport Brokerage Scheme is a pilot minibus sharing initiative operating in the more rural north west of North Tyneside. Here three schools – Seatonburn College, George Stephenson High School and Longbenton High School – have collaborated to jointly deliver sixth form teaching, and jointly use three minibuses to transport students between schools. The initiative was introduced in January 2007 with the key aim of moving sixth form students efficiently between schools.

Operation

2. There are three shared minibuses, running three times per day Monday to Friday.
 - Early buses run 8:15 to 9.45
 - Lunch time buses run 12:45 to 1:20
 - Afternoon buses run 3:15 to 3:55
3. The core of the service is provided by two buses, with a third picking up extra work. One of the core buses is owned by Seatonburn College and the other two have been leased from the council's Community Transport Service. The buses provide school to school/school event transport only, there is no home to school provision. The core buses follow set circular routes each day, travelling in opposite directions:
 - Bus 1: Longbenton – George Stephenson – Seatonburn – Longbenton
 - Bus 2: George Stephenson – Longbenton – Seatonburn – George Stephenson.
4. The buses are also used for other events for example sports, theatre and university visits. This minimises the time buses spend off the road and results in more efficient use of resources than if each school owned/leased and ran its own minibus.

Numbers

5. The service is open to lower and higher sixth form students aged between 16 and 18. Buses have 15–16 seats and usually operate at around 50% capacity

Funding

6. The initiative is a joint venture between North Tyneside Council, NEXUS and the participating schools, with all contributing funding. Seatonburn college supplies one of the buses and therefore pays less to the funding pot.

Benefits

- Pooling minibuses looks to be proving a cheaper method of transport than schools owning and operating minibuses in the long run. A similar initiative

in Knowsley, Lancs estimated that it costs around £6,000 pa per school to operate a pooled minibus scheme, compared with around £24,000 pa to own and run a minibus of their own.

- Schools report that the TBS reduces their expenditure and workload
- Allows students to travel between schools and access a wider range of subjects than it would be possible to deliver within one school.
- Sometimes a school will require the use of more than one minibus, for example to move students to a school event. Pooling the minibuses means that this capacity is usually available outside core travel hours.
- The TBS co-ordinator acts as a one stop shop for all the schools travel needs and can negotiate substantial discounts on the hire of larger capacity buses for major events. This is a substantial saving as hiring buses or coaches from private operators can be prohibitively expensive for schools.

Current Situation

7. The council are currently trying to expand the initiative to cover other schools throughout North Tyneside. It is hoped that more minibuses can be purchased to meet the potential increase in travel demand following the introduction of the Diplomas.
8. Longbenton and George Stephenson schools have recently purchased a minibus each to replace the minibuses leased from the Community Transport Service. These new minibuses are being added to the TBS pool and should help to reduce the operating cost of the initiative in the long run. It is also a sign of the schools' commitment to the TBS.

Potential to Reduce Diploma Transport Demand

9. The TBS has acted as a pilot for using pooled minibuses to address 14–19 travel after the introduction of Diplomas. Initial feedback suggests that this would be successful – student and school feedback from the TBS has been that it has been immensely helpful in allowing students to study a wider range of subjects, through joint provision and joint timetabling between schools. It provides quick, safe and convenient travel between the three sites.
10. As Diploma provision will be focused on Tuesdays and Thursdays, this would free up a minibus fleet to be used for other purposes, such as extra-curricular activities. There is also the potential to use the TBS to substitute for taxi travel for SEN students in the future.
11. The potential to expand the initiative depends to a large extent on the willingness of schools and colleges to participate. Many would rather own and run their own minibus(es), although the council argue that this would cost them more in the long run and offer less flexibility. They estimate that a fleet of around six minibuses would give them the critical mass to operate the TBS

throughout the whole of North Tyneside.

Contact:

John Hoey, Schools Co-ordinator, North Tyneside Council (0191 200 5249)

Rob Leighton, Children, Young People and Learning Directorate, North Tyneside Council (0191 200 7266)

(vi) Moped/Scooter/Cycling Initiatives

- 2.15 Most of the potential transport solutions we have considered tend to involve the group transfer of young people. The larger the numbers, the bigger the group. One interesting alternative, which is very individualistic, involves providing young people with their own transport; typically mopeds or electric bikes. This operates on a leasing arrangement, usually for a fixed period and potentially overcomes the need for additional transport.
- 2.16 Views on the suitability of this approach are firmly divided. Those against (the majority) cite health and safety issues and increasing the number of private road users. Those in favour (small minority) emphasise the liberating benefits of unbridled access to learning and the fact that young people love it.
- 2.17 The initiatives are few in number and on a small scale. There have been relatively few accidents; a tribute to integrated health and safety training. Having said that, the fear of accidents and potential public reaction is a significant constraint to further expansion/introduction.
- 2.18 Most of the bike usage is from home to learning centre, involving journeys of up to 25 miles. There are few examples of it being used to link to transport hubs e.g. railway/bus stations; mainly due to the lack of infrastructure. It is likely that shorter journeys to and from transport hubs will be regarded as more widely acceptable.
- 2.19 Illustrations considered here include:
- 6.1 Cumbria: Wheels 2 Work**
 - 6.2 Hertfordshire: ScOOts**
 - 6.3 Worcestershire: Electric Bikes**
 - 6.4 Dorset: Scooter Scheme**
 - 6.5 Liverpool: Cycling Initiative**

6.1 Cumbria: Wheels 2 Work

1. Wheels 2 Work is designed for young people living in rural areas for whom the lack of transport can be a major barrier to accessing training, employment and education opportunities. Young people in these areas often face a situation where, without a job, they can neither afford to buy a car or motorcycle and without a vehicle of their own, and where public transport is inadequate, they cannot travel to work or take part in a training course or education. Wheels 2 Work schemes generally operate a loan system of a personal mode of transport such as a moped, electric bike or bicycle or provide other means for an individual to make their journey.
2. Across England, there are estimated to be over 70 Wheels 2 Work schemes operating a scooter/bike loan scheme. The scale of operation varies; however, most conform to a similar modus operandi.
3. The operation and impact of Wheels 2 Work schemes are fairly well documented. A national evaluation of Wheels 2 Work initiatives was conducted by Steer Davies Gleave in December 2004. In 2005, the Commission for Rural Communities produced a review document, 'Wheels 2 Work – The Way Forward', which set out achievements and features of operation. The Commission for Rural Communities also provide a toolkit to any authorities wishing to establish a similar Wheels 2 Work type of initiative.
4. All of the evaluations to date are generally positive about the benefits that can be achieved from Wheels 2 Work operation.

Wheels 2 Work in Cumbria

5. Wheels2Work scheme provides an innovative way of overcoming transport barriers and offers individuals in Cumbria their own transport solutions for a short period of time, until a longer term solution can be found. The scheme was initially launched in February 2004 to help young people engaged in employment, education and training opportunities.
6. The scheme began in the Coplan area of Cumbria with 15 scooters and was expanded to the Allerdale area the following year with a further 16 scooters. At the end of 2006 a major investment, from the Northwest Development Agency of £1.2 million, resulted in the purchase of over 200 scooters, providing Wheels2Work coverage across the whole of Cumbria.
7. In Cumbria, the scheme involves loaning 49cc scooters to 16–20 year olds to enable them to access education, employment and training opportunities. The scheme is led by a partnership of Connexions Cumbria, The Countryside Agency and Cumbria County Council. RDA funding of £1.2 million, covering the period

August 2006 to August 2008, will provide support for up to 600 young people.

8. A preliminary evaluation of Wheels2Work in Cumbria was undertaken in October 2004. The report was very positive and acted as a catalyst for the subsequent expansion of the Wheels2Work initiative in Cumbria.

Eligibility Criteria

9. The eligibility criteria for young people to access the scheme is as follows:
- they are between the ages of 16 and 20 years old. For those under the age of 18 years a parent/guardian is expected to sign a consent form for participation;
 - have a fixed address in the Cumbria area;
 - referral by an appropriate agency;
 - there should be no practical alternative form of transport available;
 - the reason for accessing the scheme must be to access employment, education or training;
 - the daily journey must be a practical distance for a scooter and this will be approximately 50 miles maximum.
10. The scheme is widely promoted across Cumbria through partner agencies and the media. There appears to be a generally high level of awareness and the programme has a strong profile in the area.
11. Access to the scheme is through an application form, which can be completed through a partner agency. Applications are submitted to the Connexions service, who assess on merit, allocating points to key criteria.
12. Individuals wishing to participate in the initiative need to pass compulsory basic test training. Young people are also provided with appropriate safety equipment including helmet, gloves etc.
13. Young people are required to contribute to the cost of the moped. This is means tested. It is £15 per month for those earning less than £100 per week and £25 per month for those earning more than £100 per week.
14. The scheme is designed to provide temporary support and most young people have a scooter for a period of 3–6 months. Six months is the maximum period allowed.

Characteristics of Participating Young People

15. The majority of participants are male; 69% male/31% female.
16. The majority of participants are under 18; 65% under 18/35% over 18.

17. The most common methods of referral to the scheme is through direct application (26%) and through the Connexions service (19%).
18. The majority of young people accessing the scheme did so to take up work opportunities (55%). 26% did so to access education and 19% to access training, e.g. Modern Apprenticeships.
19. Take-up of the scheme is most popular in the most rural parts of the region. Take-up has been relatively poor in urban centres such as Carlisle and Barrow.
20. The majority of young people use their mopeds to make a full journey from home to work/learning centre. The use of bikes for trips to learning hubs, such as railway stations/bus stations, is less popular, although there are some examples. The low incidence is partly explained by the lack of facilities for parking vehicles at rail and bus stations.
21. 25% of scooter users buy their own bike at the end of the loan period. 17% go on to buy a car.
22. All scooters have full RAC cover and young people are trained in basic maintenance. Young people are responsible for the security of the scooter. They are also able to use it for social/non-education/work activities.

Costs

23. The cost per scooter is approximately £2,400. The cost per person per scooter is approximately £1,200. Between two and three young people are able to access a single scooter in a typical year.
24. The life of a scooter is estimated to be three years, although a number in Cumbria have been on the road for longer than that.

Health & Safety

25. There were initial concerns regarding health and safety issues associated with scooter hire. Since inception, the safety record in Cumbria has been very good. There have been no serious accidents. Almost all accidents that have occurred have been related to social activity.
26. Cumbria have experimented with different scooter engine capacities. They identified early on that bikes with a lower cc capacity had fewer accidents. As a result, they now only purchase bikes which a 49cc capacity.

Scheme Benefits

27. Identified benefits of the scheme to young people include:

- greater independence and improved social skills;
- increased confidence and self esteem;
- greater responsibility;
- improved road awareness and road skills;
- able to access greater opportunities.

28. Comments from young people include:

"I have no debts because of the scheme"

"I got a job out of it"

"Being able to get to work on time"

"Gave me freedom and was able to save money for own transport"

"Being able to go wherever, whenever"

"It's good for people at college"

"The trainer was an ex-biker and easy to talk to"

"CBT for free was a great idea"

"Always able to contact Julia (the co-ordinator) when you need her"

29. Endorsement from partner organisations include:

"I have been impressed by the multi-agency support for the project, which has resulted in very thorough safety support"

"Good access to project co-ordinator"

"A good number of young people have access to education and work and have found solutions to transport problems as a result of the temporary help they received"

Conclusions and Next Steps

30. Partners in Cumbria have been very satisfied with the operation of Wheels2Work and would like to continue/expand scheme operation. The biggest problem they face is sustainable funding. RDA funding ceases in August 2008 and, as yet, they have not secured an alternative source.
31. Planned future developments (depending on funding) include providing easier access to transport hubs, e.g. railway stations and bus stations. Some consideration is also being given to introducing electric bikes in urban areas, where take up is currently poor.

Contact:

Julia Mullarkey (Julia.mullarkey@connexionscumbria.co.uk)

6.2 Hertfordshire: ScOOts

1. ScOOts is a scheme designed to help people aged 16–25 living within the rural parishes of North Hertfordshire to access a work or education placement. It has been in place for two years, has 13 clients currently and has 18 mopeds available to learners. The criteria required to take part is evidence that clients have been accepted into further education or a work placement.
2. The project's aims are:
 - to provide transport assistance to break down access barriers to employment, training and education opportunities;
 - to break the cycle of no transport, no employment / training.
3. The scheme provides clients with a 50cc scooter, safety equipment, training and scooter servicing. Clients then pay £45 per month to rent the moped; receiving half of the money back when they leave the scheme (which is after nine months on average). The overall cost per bike is thought to be £3500 – £4000, excluding coordinator costs. The programme is predominantly funded by Hertfordshire County Council and North Hertfordshire Council and also receives some funds from Job Centre Plus and Connexions.
4. There have been no 'major' safety incidents; one client fell off their bike in icy conditions but no injuries were sustained. The training given at the outset includes the mandatory CBT plus 'rural ride' training and a presentation from the DSA (including elements on responsible driving).
5. From April 2008, the programme will be expanded up to 32 mopeds, if demand continues to increase as it has been doing. There are currently 13 clients, with a further seven applications already pending. When a young person applies to the scheme there will be an interview and background checks to ensure they are of suitable character. Clients are then visited on a monthly basis to check on their progress and that the equipment is still in good order.
6. The scheme had initially included a bicycle lending service but there was no demand for the service; it has been shelved for the moment as a result. The coordinator feels that they are not as safe as scooters and are more suited to urban areas – young people on the scheme will be travelling for 10 miles each way on average.

Contact:

Rick Moore (ricky.moore@cdaforherts.org.uk)

6.3 Worcestershire: Electric Bikes

1. Whilst the 14–19 Partnership board have not implemented a scooter scheme, some members, including the 14–19 director and a consortium director, are considering electric push-bikes as a sustainable solution to 14–19 transport demands in the future.
2. Electric bikes are bicycles that have an electric motor to assist with pedaling. The 14–19 Partnership board could own a set of electric bikes that can be loaned out to young people to allow them to travel to other learning institutions.
3. Electric bikes have a number of benefits:
 - they will be cheaper than using mini-buses. Based on the ContinU estimates of mini-bus costs, a mini-bus journey for 15 young people costs £60, which equates to £4 per young person per journey. If a young person participates in diplomas on two days, they will do four journeys a week for 38 weeks, which means the cost of transporting one young person for a year is £608. In contrast, an electric bike costs around £350 and has no additional costs following its purchase, which means the yearly cost of transporting a student pupil by electric bike is almost half the cost of using mini-buses;
 - the total distance a student will have to travel can be much less. Currently, the mini-buses in the area transports a young person from their home school to the Diploma school. This means that the young person has to carry out four journeys a day, as he has to travel from home to the home school, and then on to the Diploma school and back again. If a young person takes an electric bike home with them, they are able to travel directly from their home to their Diploma school. Thus, the electric bike enables more efficient journeys than mini-buses;
 - electric bikes do not create the health and safety concerns that are associated with scooters, as they are considerably less powerful and therefore less dangerous. Also, electric bikes are used on cycle lanes and not main roads. This reduces both congestion and the danger of being involved in a road accident;
 - the use of electric bikes would be much more environmentally friendly. The 14–19 director was concerned that the area's use of mini-buses directly contradicted their efforts to develop sustainable school strategies; electric bikes would not create this problem;

- there is no reason why the area’s supply of electric bikes cannot be scaled up in keeping with Diploma learner numbers. Whilst only a finite number of mini-buses can be used due to a lack of road space and available drivers, users of electric bikes would not face these problems.
4. Therefore, although electric-bikes could not be used for exceedingly long journeys, Worcestershire thinks they are a cost-effective, time-saving and environmentally-considerate alternative to using mini-buses. However, this scheme is very much at the ideas stage, and no formal plans are close to being put in place.

Contact:

Jerry Temple-Fry, 14–19 Education Improvement Advisor/Acting 14–19 Director
(jtemple-fry@worcestershire.gov.uk)

6.4 Dorset: Scooter Scheme

1. A Scooter Scheme was initially set up and funded by the Countryside Agency in October 2000, to enable young people to reach employment or training where there was no suitable public transport. In October 2003, NORDCAT assumed full responsibility for the scheme and it was renamed the North Dorset Scooter Scheme. The Slipstream Scooter Scheme provided coordination and clarity for a total of five scooter schemes in Dorset, with the aim of pooling ideas, sharing problems and generating solutions.
2. Slipstream has successfully negotiated agreements with scooter suppliers enabling them to purchase scooters and spare parts at discounted prices. A factory-trained mechanic undertakes maintenance and repairs, again reducing costs, but ensuring that the scooters are in working order.
3. The schemes operate as a loan scheme that provides scooters over a six-month (or more) period to people living in rural areas who are experiencing difficulty with transport. The main use of the scooter must be to access employment, education or training.
4. Individuals applying for the scheme must be able to demonstrate that they have looked at every possible way of getting around the transport problem they face. Since NORDCAT became involved with the Scooter Scheme over 106 applicants have been dealt with, and 71 users have been helped with their transport issues.
5. The process for enrolment on the schemes typically includes:
 - completion of an application form detailing personal information, an outline of why a place is needed on the scheme, reasons for not using public transport

and details of a referee;

- a formal interview with the project coordinator and an independent member of the steering group (Connexions, Jobcentre plus, Youth Service) to check criteria for joining the scheme which will then be reviewed by the steering group to assess suitability;
 - signing and agreeing to Terms and Conditions, and completion of an Insurance questionnaire;
 - being fitted for a helmet, jacket and gloves;
 - the opportunity to view a road safety video;
 - a Compulsory Basic Test (CBT).
6. It costs around £29.00 per week and individuals must also place a returnable deposit of £50. Included in the price is clothing, safety equipment and Compulsory Basic Training.
7. The scheme helps people gain access to school, college, training courses, part time and full time employment.

Effectiveness

8. "End of loan surveys" have been administered. A total of 70 forms have been returned by previous users. Data from these surveys shows that:
- the average age of users is 18.25 years;
 - the vast majority are male (76%);
 - 60% of respondents are now in full time work, and the other 40% are at school/college;
 - since leaving the scheme 34% have purchased their own scooter and 38% have purchased their own car;
 - all respondents thought the scheme was cost effective;
 - all respondents thought the scooter was reliable.
9. The scheme is thought to provide a safety net for learner, by providing them with an organised way of accessing learning. Along with gaining a high level of independence they also develop important life skills. There has been one minor injury resulting from an accident in recent years.¹
10. The majority of users have made good use of their time with the scheme and

¹ "Rural Transport - Long Distance Learners?" Annex 4: Case Study, Bournemouth, Dorset and Poole, July 2007, Martin Camillin

progressed into full-time work and/or education. However, unfortunately, some have not honoured the agreement and not shown respect for the scooter or scheme.

Sustainability

11. The scheme requires ongoing funding support and has recently had to constrict its operations. It has been difficult to register with potential funding bodies the return that can be achieved if long term, sustainable and cross agency support could be gained.

Contact:

Slipstream Scooter Scheme (0845 260 1414)

6.5 Liverpool: Cycling Initiatives

1. Merseyside, in partnership with a community interest company ‘Cycling Solutions’ and the National Standard Training, has established the ‘Merseyside Cycle Training and Promotion Service’ in order to provide a comprehensive training package for schools in Liverpool which aim to increase cycling and promote road safety.
2. Liverpool City Council has been active in providing cycle storage facilities at popular locations. In 2006, cycle parking was introduced in 12 areas across the city. Almost a quarter of Liverpool schools now have cycling storage facilities. Approximately 13% of Liverpool schools have future plans to increase cycle storage over the next two years.
3. The ‘Bike-It’ initiative aims to address all the barriers to cycling the school run through a wide range of activities that will meet the individual needs schools.
4. Liverpool City Council’s Travel Advisors encourage schools to incorporate cycling events into their STP action plan to run throughout the year, and to develop a cycling policy school for the school, which allows those who have had cycle training to cycle to school.

Contact:

Lesley Chadwick (lesley.chadwick@liverpool.gov.uk)

(vii) Transport Tickets, Cards, Discounts and Related Initiatives

2.20 Case study areas have introduced a variety of transport cards, tickets and discounts. Most apply to bus transport and there is a close integration with the public transport infrastructure.

2.21 Further examples and information in relation to the problems faced by young people in using public transport can be found in the National Youth Agency publication ‘Accessing Positive Activities: Innovative Solutions for Young People’s Bus Travel’. This research was conducted on behalf of the National Youth Agency by Brunel University, West London and published in 2007.

2.22 Specific illustrations of ticketing and related initiatives include:

- 7.1 **Nottingham City: The Easyrider Citycard**
- 7.2 **Cumbria: Free and Subsidised Transport**
- 7.3 **Newcastle: Teen Travel Ticket**
- 7.4 **Worcestershire: The Severn Card**

7.1 Nottingham City: The Easyrider Citycard

1. The Easyrider Citycard uses a smart card to offer free transport to entitled students under 16 during school days between 0700 and 1800. For those who are not entitled to free transport and those over 16 a discount is offered on bus and tram journeys.
2. The Easyrider City card offers unlimited bus and tram travel inside the City Area from as little as 70 pence per day. This is a reason why post-16 transport is not funded in Nottingham City.

Contact:

Ashley Holland, Transport Manager (Ashley.Holland@lea.nottinghamcity.gov.uk)

7.2 Cumbria: Free and Subsidised Transport

Free Transport

1. Cumbria provides free transport to all 16–18 students who live more than three miles from their nearest institution offering the course they wish to undertake. Almost half of learners fall into this category. Travelling distances can be significant.
2. For those young people who live more than one mile from transport pick up points, they receive a travel grant which can be used to fund the mode of their choice, e.g. taxi, car, bus etc.
3. This free transport scheme is funded by Cumbria County Council at a cost of approximately £2.8 million per annum. This is a significant sum of money and each year the budget comes under pressure from competing alternatives.
4. Over the past few years, there have been suggestions that charges should be introduced in certain areas and for particular client groups; possibly on a means-tested basis. There are significant concerns that this would significantly deflate participation rates, with some estimates that up to 40% of learners would not travel if they had to pay. At present, there are no immediate plans to introduce charging.

Buses and Ticketing Initiatives

Bus Fares

5. Cumbria County Council has been working with Stagecoach to actively reduce bus fares in a bid to increase numbers using bus travel. This can be a significant benefit for travelling young people.
6. A 'Mega Rider' fare has been introduced in a number of areas. For example, West Cumbria Mega Rider ticket provides weekly unlimited travel for £14. Other ticketing initiatives, such as 'Route Rider' and 'Day Rider', offer similar discounts.

Discretionary Fares Available to 16–19 Students

7. Cumbria County Council provides assistance by way of a seat on an existing vehicle (taxi, train, private hire or public service coach) or, in the absence of a seat, a grant of 0.19p per mile for cars up to a maximum of £7.50 per day or 0.8p per mile for motorcycles to a maximum of £3 per day. Students must live more than three miles from their establishment of learning and undertake a minimum of 17 hours of learning per week.
8. In order to make transport available in the absence of any public transport, the local authority works with schools/colleges to pool resources to set up new routes. These have to be financially viable.

9. Different types of student passes have been negotiated with bus companies and colleges. For example, Carlisle College offers a Stagecoach pass which gives unlimited travel. Furness College provides a travel pass which has some restrictions, e.g. cannot be used between 11am and 2pm during weekdays and does not operate at weekends or beyond term times.

Dial-A-Ride

10. Dial-A-Ride passes offer mainly elderly and disabled residents a door-to-door travel service. Passengers can be dropped off and collected anywhere they want within a specified area. The cost of a single journey is typically 0.50p. The initiative operates in a range of locations including Barrow and Brampton. Consideration is now being given to use this facility for young learners unable to easily access public transport.

Post Buses

11. The Post Bus (car) which is used to collect/deliver post in rural localities provides a resource for young learners in particularly rural localities.

Yellow Buses

12. US-style yellow buses are being considered in Cumbria as a way of improving the current bus network. The buses could be used to reduce car journeys.

Student Grants

13. Where students live in a very remote area, a grant is given to students post-16 to enable them to organise their own transport.

Contact:

John Ferguson (john.ferguson@cumbriaacc.gov.uk)

7.3 Newcastle: Teen Travel Ticket

Introduction

1. The Teen Travel Ticket (TTT) provides discounted travel in the whole of the Tyne and Wear region, covering the 5 local authorities of Newcastle, North Tyneside, Gateshead, South Tyneside and Sunderland. It is available to students at any FE College (Newcastle, Tyne Metropolitan, Gateshead, Sunderland or South Tyneside) or aged 16–19 (under 19 on 1 September of the current year). The ticket entitles holders to a 25% discount on unlimited travel by bus, metro, the Shields ferry and the Sunderland to Blaydon railway line. The ticket is paid for up front in blocks of 1 week or 4 weeks and is therefore most suited to regular and frequent travellers.
2. The TTT was recognised as a 14–19 Transport ‘Moving Ahead’ Pathfinder initiative. The ticket previously offered a discount of 50% but has been downgraded to 25% due to budget constraints.

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Operation

3. The TTT is run by Newcastle Council through NEXUS, although private bus operators provide the bus services.
4. Students aged 16–18/19+ at FE colleges can apply for the TTT by taking their enrolment or college ID card, plus a passport-sized photo to any of 20 Nexus TravelShops. Students who are at school can obtain an application form from their school.
5. All day travel is provided to holders of the TTT for the following outlay. Zones are local areas – there are seven zones within Newcastle – and do not map exactly onto local authority boundaries.

Zone	2 zones	3 zones	All zones
1 Week	£10.30	£11.90	£13.80
4 Weeks	£35.50	£41.30	£50.40

6. There is an equivalent under-16 discount, which has a take up rate of 38%, although this is higher for the 11–16 (69.2%) group than for the under-11s. Data on uptake among the 14–15 group is currently being calculated.

Numbers

7. In the academic year 2006/6, the equivalent number of weekly tickets sold was 221,000. In 2006/7 this had dropped to 108,000. The numbers purchasing tickets has fallen for two main reasons:
 - the discount has fallen from 50% to 25%;
 - bus operators now have their own concessionary travel tickets, which may provide greater discounts on specific routes.
8. The increase in uncoordinated private concession schemes at the expense of the integrated system can cause problems for people who need to use more than one bus operator per day. This is less of an issue in Newcastle as in other areas in Tyne and Wear, as Stagecoach has a virtual monopoly on bus services. However, it still affects students who combine Metro and bus travel.

Funding

9. Funding comes from the Passenger Transport Authority via the Local Authorities in Tyne and Wear to NEXUS, who oversee the transport services in Tyne and Wear. The total transport fund for the initiative is £170,000 for the financial year 2007/8, which represents 8% discount. Commercial bus operators pay the remaining 17%, which means the student pays 75% of the commercial value of travel.
10. Newcastle Council provided extra subsidy for people aged 19 as the above core funding does not cover these people.

11. The partnership overseeing the TTT is essentially the local authority and NEXUS, although the colleges also provide some monetary and in-kind funding through promotion of the initiative and access funds. The TTT partnership holds regular meetings with members of the Tyne and Wear Transport Partnership.

Success Factors

12. When the initiative provided a full 50% discount it was regarded as very successful. The key success factors are given below.
- a sizeable discount of 50% on travel
 - the ticket was valid 24/7 allowing students to travel home–school, home–college and for leisure.
 - the ticket was valid on metro and bus services for the whole of the Tyne and Wear region
 - Tyne and Wear is a compact region with good public transport links,
 - making most journeys achievable by public transport.
 - the local authorities, NEXUS, transport operators and the colleges all bought into the initiative
 - the ticket is simple to obtain for users; it requires proof of age, or a stamp to confirm full time education status from the college.
 - the ticket is available to purchase from a number of sites throughout Tyne and Wear
 - young people using the ticket may be encouraged to use public transport in their adult life.

Current Situation

13. The initiative has been downgraded to 25% discount due to budget constraints.
14. There are concessionary schemes run by the bus operators Stagecoach, Go North East and Arriva. Stagecoach operate most services within the City of Newcastle and Go North East most services within Tyne and Wear. These operator-led concessions are useful for those travelling on one operator route only, but are valid only for these operators. Students undertaking intermodal travel using bus and metro or more than one bus operator have to purchase multiple concession cards or use the reduced discount TTT.

Potential

15. The Council is of the opinion that the TTT initiative was very effective as a 50% discount and would be potentially beneficial as a transport solution for Diploma students, including learning centre – learning centre travel.

Contact:

Bill Harbottle, NEXUS (0191 203 3277)

John Curry, Student Services Manager, Newcastle Council (0191 211 5323)

7.4 Worcestershire: The Severn Card

1. The Severn card has been introduced across the Worcestershire area to make transport easier and cheaper for people aged under 19.
2. The pass entitles its holder to unlimited travel between the hours of 7am–7pm, Monday to Friday, during term–time.
3. Two different passes are available, one for the whole of Worcestershire (£175 per term) and one just for Worcester City (£65 per term).
4. The benefits of this card are that it makes transport cheaper for young people who use public transport regularly. It also makes transport easier and quicker, as no cash is exchanged during boarding. Its hours of operation (7–7) make it more flexible than other education bus–passes and it means it can be used for social purposes too.
5. It is a multi–operator deal and includes all contracted services and three commercial operators. Each of the commercial operators are given a monthly subsidy.
6. One of the particularly effective elements of the system is its central organisation. The transport department organises contracts with commercial operators and then schools buy into it by contributing to the monthly subsidy for the commercial operators. This makes the system a lot more efficient than multiple schools arranging multiple deals with multiple commercial operators.
7. At the moment, 200 students purchase a Worcester City pass and 1,200 students purchase a Worcestershire pass. They are trying to increase the number of pupils that use the pass and are currently carrying out consultations with 3,000 pupils in the area to understand their travel patterns.
8. The passes were only introduced in September 2007 and the transport team intend to make some improvements to it. They are planning on, or are considering:
 - getting more colleges and commercial operators on board in order to make it more efficient;
 - removing the time and day constraints in order to make the pass more accessible to evening and weekend learners;
 - offering cheaper sub–regional passes to be used in specific sub–regions, such as the Wyre Forest Valley area;
 - including rail provision.

Contact:

Chris Holloway (cjholloway@worcestershire.gov.uk)

(viii) E–Learning

2.23 Transport–specific solutions on their own are unlikely to resolve the problem of increasing commuting between centres. One curriculum–related alternative is e–learning. While the technology to introduce this on a wide basis across learning centres exists, take–up to date has been relatively limited. Here we consider some of the e–learning related activities that have been introduced in case study areas. They include:

- Moodle VLE;
- Diploma–specific Moodles;
- videoconferencing.

2.24 Almost all of the examples considered have been introduced to ‘enrich the curriculum’ rather than specifically to reduce travel. While it is unlikely that e–learning will completely remove the need for travel, it has the potential to reduce it. With this in mind, some of the approaches identified perhaps have scope for further development/wider replication.

2.25 Specific illustrations of e–learning include:

- 8.1 Cumbria: Diploma Moodles**
- 8.2 North Tyneside: E–learning Portal ‘Bling my Grade’**
- 8.3 Worcestershire: Video Conferencing**
- 8.4 Worcestershire: VLE Developments**
- 8.5 East Sussex: E–learning in Tideway School**

8.1 Cumbria: Diploma Moodles

1. Cumbria has been exploring the potential of using Virtual Learning Environments (VLEs) to enhance Diploma delivery. The platform for doing this is Moodle VLE. As a result of initial development work, most schools, all colleges and some work-based learning providers in Cumbria are now Moodle users. Hosting support and training for schools is managed by Cumbria's regional broadband consortium, Cumbria and Lancashire Education Online (CLEO).
2. For many pupils, using VLE is now the norm. *'Its increasingly the case that students expect to find their assignments and the resources they need to complete them on Moodle'*.
3. Cumbria regards VLE as an important way of making resources, tests and other information available to students online.
4. Cumbria has now established subject Moodles for each Diploma line of learning. Students will link to these sites from their school Moodle and Diploma learning will take place in this institution/mutual space. This will promote the building of learning communities which are not restricted by geography, but based on interest. As a result of this, a student from one part of the county can make contact, share resources, ideas and problems with other like-minded students in different locations.
5. Cumbria are currently exploring opportunities to take the Moodle initiative further. They are now looking at the potential of users generating and sharing content. This can be done in the context of assignments that the students need to complete, which are then edited and made into SCORM packages. These can then be shared more widely, even nationally, and dropped into any learning platform. This will allow students to create an e-portfolio for themselves and choose elements that are suitable for a wider audience. Some elements could have a particular value in terms of supporting IAG. For example, a blog with supporting video created whilst on work experience can be used to help young learners again and give insight into what being an engineering Diploma student feels like. This approach could also provide a vehicle for employer engagement in resource creation.
6. There is significant potential for Moodle VLE to link students with employers. The concept of virtual employer engagement with schools and Diploma lines could soon be a reality in Cumbria.
7. Any of the e-learning initiatives that are being developed in Cumbria have been designed primarily for curriculum enrichment. It is clear, however, that there are

implications for minimising travelling. As the VLE network becomes more established, this dimension of e-learning will be given greater consideration.

8. Cumbria has appointed an E-learning Development Manager to further develop the potential of the initiatives for 14–19 partnerships.

Contact:

Irene Krechowicka (Irene@cumbria14-19.org.uk)

8.2 North Tyneside: e-Learning Portal, 'Bling my Grade'

Introduction

1. North Tyneside Council have in operation an e-learning portal which acts as a platform for delivery of resources in primary and secondary schools. The emphasis to date has been on learning support through interactive packages for example the 'Bling My Grade' initiative, which aims to improve the performance of borderline (C/D) students through improving marginal GCSE grades.
2. E-learning is delivered through schools and City Learning Centres (CLCs) at Marden and Longbenton. Marden CLC provides training for students of all ages using technology-based learning. The centre opened in 2003, and has four learning spaces accommodating up to 80 learners in total. The Centre also has a specialist media studio and media editing suite.

Operation

3. The current platform is used to provide subject specific training and to facilitate homework, marking and other learning support. There are no self-contained modules or courses currently delivered entirely through e-learning although this is seen by stakeholders as the next logical progression.
4. At Marden CLC Students are approximately 50:50 primary: secondary. Of the secondary students, approximately 50% are within KS4. Marden CLC offers training in:
 - GCSE Revision
 - KS4 English
 - KS4 ICT
 - KS4 Media Studies
 - KS4 Travel and Tourism
5. Currently the number of school students they can accommodate is limited by timetabling arrangements of schools. Some schools see technology-based learning as important, whereas others view it as a minority activity that needs to

be scheduled around other timetabled activities.

Numbers

6. In 2007 there were 25,000 hits on the 'Bling My Grade' website. This is regarded as very successful.
7. Regarding Diploma provision, in the first year of delivery 2008/09 the Marden CLC expects 20–30 students to sign up for the Creative Diploma. In following years this is expected to expand to double this or more. In principle, there is no limit to the number of students who could enrol. However:
 - this is dependent on word of mouth to spread the advantages of e-learning. A number of pioneer schools are spearheading the approach this year;
 - some head teachers are reluctant to sign up to the Diploma as they do not want to disrupt their existing timetables.
8. The new generation of ultra-portable PCs coming onto the market now increases the potential for expansion of Diploma delivery through e-learning considerable.

Success Factors

9. The success of Bling My Grade is regular contact with teaching staff in schools. Teachers have input rights on the platform which ensures that the content reflects the materials that are being taught to students.
10. No formal evaluation has been conducted, although the Council reports that feedback from both students and staff has been very positive.
11. Learning quality advantages include:
 - schools have the existing IT capacity to deliver the Diploma to large numbers of students;
 - students can learn at their own pace ;
 - the Diploma can be delivered at any time of the day;
 - the CLC and schools can focus staff–student contact on detailed training and encouragement, while the routine teaching is delivered online.
12. South Tyneside is also planning to deliver Diploma lines online from September 2009. Contact mike.hamilton@openzone.org.uk.

Current Situation

13. Currently North Tyneside has in place the necessary frameworks to deliver Diploma lines through e-learning. The frameworks have not been populated as the council is waiting for national level guidance on this. Delivery of Diploma lines will depend on national support.
14. Marden CLC is piloting the Creative Diploma as an entirely online service when it goes live later in 2008. This will allow any school in North Tyneside to access the

Diploma on-site 24/7.

Potential to Reduce Transport Demand

15. Remote e-learning would allow choke-points on transport, for example travel to learning centres at peak times, to be reduced.
16. Delivering Diploma lines remotely through e-learning will allow delivery of the Diploma from within students' home schools. This will cut out the need to travel to the CLCs or other learning centres
17. The Council argued that, in principle, *any* Diploma line can be delivered through e-learning, although the likely success of this will be dependent on a number of factors:
 - some Diploma lines lend themselves better than others to delivery through e-learning. For example, IT would be ideal, and a possible pilot, whereas the potential to deliver Construction would be limited due to the quantity of practical hands-on training required;
 - there are learning benefits to be had through delivering e-learning modules, primarily through learning time flexibility that this gives students;
 - E-learning may allow delivery of Diploma lines through a single, or fewer, learning centres.

Contact:

Peter McKenna, North Tyneside Council (0191 200 1613)

Roger Nielson, Marden CLC (0191 200 5132)

8.3 Worcestershire: Video Conferencing

1. South Bromsgrove High School has been using video-conferencing to teach A-levels for the past few years. The school thinks that there is potential to teach some aspects of Diplomas via video-conferencing to some (though not all) pupils, and hence reduce the demand for transport provision.
2. The school began by using materials from a company – Moorhouse Black (now Nelson Thornes) who offer distance learning solutions. Courses consist of a one hour lesson a week taught by a teacher via a live video feed, supported by learning materials.
3. The school then expanded its use of video-conferencing and began “trading” lessons with other schools in the local area. For example, the school used the video-conferencing equipment to teach Italian to pupils at a local languages college; in return the local languages college taught Russian to pupils at the school via video-conferencing.

4. They have found video-conferencing to be very successful and the pupils taught by it have achieved good grades.
5. Whilst the school thinks this method could be used to teach Diplomas, there are a number of things that need to be considered:
 - due to the “hands-off” element of video-conferencing, it is most effective when used to teach academic courses. Thus, whilst it could be used to teach the academic side of Diplomas, it could prove problematic when used to teach the vocational side;
 - pupils need to be picked up by a video camera and so realistically video-conferencing could only be used to teach small groups – any more than 10 and the teacher would not be able to see all the pupils in the screen;
 - video-conferencing needs self-motivated and self-disciplined pupils, meaning that it is not suitable for all pupils.
6. These points suggest that video-conferencing could be used to teach some Diploma pupils, but not all. It could therefore be used to teach half of the Diploma classes, which would reduce the transport demand, but not remove it altogether. Though the school felt it had its limitations, they certainly thought it had potential:

“Video-conferencing could prove to be a useful dimension of diploma delivery and warrants some investigation.”
7. The school may consider using aspects of video-conferencing in its Diploma delivery in the future.

8.4 Worcestershire: Virtual Learning Environments (VLE)

1. A number of schools across the region have used virtual platforms to help with their teaching. Whilst this does not reduce the transport burden, it is a good mechanism that facilitates the teaching of pupils from other schools. It has the potential to be a useful tool to help with teaching Diplomas.
2. Droitwich Spa High School has found the VLE platform to be useful in facilitating a number of different functions. Resources can be up-loaded onto the VLE and so teachers can use it to post relevant materials, assignments and hand-outs for the course. Equally, pupils can use the VLE to submit work. Links to other websites can be put on the space and teachers have used this to post relevant external material. For example, the VLE was used to provide links to relevant YouTube

clips, photos and revision podcasts. The VLE also gives all its members an email account and this makes communication between the teacher and pupils easier.

3. For a school to access a VLE, they must buy into a platform maintained by a company. The cost of this varies on the supplier and the number of students involved. Droitwich Spa High School spend £4,000 a year for their VLE.
4. The VLE has eased the problems with teaching pupils from other schools. In traditional class-based teaching methods, pupils on courses in external schools are at a disadvantage because they are unable to access materials and communicate with the teacher outside of class hours. The VLE enables teachers to overcome these problems. Therefore, it facilitates off-site provision.

"We couldn't teach kids from other schools without it."

Contact:

Alison Brotherston, Droitwich Spa High School
(brotherstonam@thevle.co.uk)

8.5 East Sussex: E-Learning at Tideway School

1. Tideway School has been very innovative in its delivery of e-learning. It has piloted the use of its Virtual Learning Environment (VLE) to deliver on-line teaching to parts of a KS4 ICT course and History GCSE. These pilots give an indication into how e-learning initiatives could be used as an alternative to transporting young people. Tideway School has taken on board lessons learnt from these pilots and intends to include e-learning elements in their ICT Diploma in September 2009.
2. Tideway School ran two pilots to examine how effective e-learning via the VLE would be. One was to a small group of Year 10 ICT students; the other was to a large group of History GCSE students.
3. In the first pilot in 2007, the school taught a part of its IT Level 2 Users certificate course to a small group of Year 10 pupils via the VLE. For five weeks, eight pupils of mixed ability did not attend ICT classes on a Monday morning and instead did a part of the course over the VLE. Assignments were uploaded onto the VLE on Fridays, downloaded by the students and then submitted back on the VLE. If this was done by the end of the weekend the pupils did not have to attend the Monday morning lesson. Typically, the students chose to do their work at home on Saturday nights.
4. The course had a theme of a simulated IT shop with staff and a website.

- Assignments were based around this theme and involved MS Excel work. For example, for one assignment pupils had to devise a spreadsheet that would help the shop do stock-takes. Students were encouraged to collaborate on these assignments.
5. In addition to the assignments, students had to take part in online discussion forums. Students used these to discuss with each other the assignments and troubleshoot any problems they had. These discussion forums were monitored by an ex-student to ensure discussions were appropriate. Students also had email access to the teacher if they had any additional questions.
 6. Feedback from the course was generally positive. Many of the pupils liked the flexible and autonomous manner in which the course was taught. Parents also liked the course, with one saying it was the first time they had seen their child work with a friend on school work. However, one pupil did complain about the response time to problems. In a classroom, a pupil's problem can be solved instantly; online, it sometimes took an hour for a question to be resolved either in the discussion forum or with a teacher. The pupil found this frustrating. In addition, some found that working from home provided more distractions than a classroom setting.
 7. In terms of the quantity of the work, more work was produced by the e-learning pupils than their classroom counterparts. In terms of the quality of the work, in the end of unit test, six of the eight students passed, with another passing after a re-sit. Each of the pupils who passed achieved a score of over 80%, higher than the school average.
 8. In the second pilot, in April 2007, the school taught its History GCSE to 100 Year 10 pupils through a mixture of classroom teaching and e-learning. The purpose of this was to see if courses other than IT-related ones could be taught via the VLE. This pilot ran for two days.
 9. In these two days, pupils participated in:
 - talks in out-of-classroom places (such as community centres);
 - classroom lessons;
 - online assignments;
 - message forums for pupils to discuss the assessments and course and receive advice and guidance;
 - support from the school IT team to help pupils and parents with IT problems.
 10. The school has found the e-learning successful and intends to teach some of its ICT Diploma in September 2009 via the VLE. The school intends to use a mixture of e-learning and traditional classes. Based on the feedback from the pupil who complained about slow response times to problems, the school have also decided

to run a number of themed classes which pupils can attend to discuss any problems they are experiencing, face-to-face with a teacher.

11. As the ICT Diploma is also being offered to pupils from two other schools, the online element will remove the need to transport young people from these other schools. The VLE costs the school £1,500 per year and a year-round monitor of the discussion forums would cost £8,000 – £10,000. This makes it a cheaper alternative to paying for transport arrangements between the schools.

12. However, the school recognises that there are a few challenges ahead for e-learning initiatives:

- a lack of ICT knowledge has hindered the use of the VLE; some pupils have struggled using it; parents reported being unable to help their children with assignment questions because they were unaware of how the VLE worked; some teachers were reluctant to use it due to a lack of knowledge. Therefore, without more enhanced ICT training it could be difficult to use VLEs to their full potential;
- e-learning is completely different to classroom learning and so classroom materials do not always lend themselves to online environments easily. The school used a consultant to help them convert classroom materials into online materials and strongly recommends this is done when devising online courses. This adds costs to the use of VLEs; the school thought a full-time consultant would cost £16,000 – £17,000 a year, though it is thought that one consultant per authority would suffice and so the per-pupil cost would not be particularly high;
- VLE teaching is a flexible way of teaching that does not sit easily in the current rigid and structured school system. If a larger proportion of teaching was to be delivered via the VLE a more flexible approach to schooling would be needed.

Contact:

Jim Fanning, Assistant Headteacher, Tideway School (fanningj@tidewayschool.org)

(ix) Peripatetic Initiatives

2.26 Peripatetic initiatives, often involving the sharing of specialist staff, like e-learning, have the potential to reduce travel journeys. Indeed they can be effectively integrated with e-learning to deliver additional curriculum options. We found few examples of peripatetic activity and, where it was operational, it tended to be small scale. It was, however, often linked to applied specialisms, e.g. Hair and Beauty, Engineering, Construction and Hospitality and Catering.

2.27 With the introduction of specialist Diplomas, it is likely that peripatetic activity will increase; particularly where there is an emphasis/preference for widely distributed school-based delivery. Specific illustrations considered here include:

9.1 Suffolk: Joint College Solution

9.2 Worcestershire: Mobile Units

9.3 Dorset: Diploma Delivery Model

9.4 East Sussex: Wealdon Skills Centre

9.5 Nottinghamshire: West Nottinghamshire College – Engineering Diploma

9.1 Suffolk: Joint College Solution

1. Otley College is involved in the delivery of the Food Manufacturing and Production Young Apprenticeship programme. This is delivered to five local schools. Currently two days per week are spent at Otley College but there are plans to change the model of delivery from September 2008 to ease the transport issue. Suffolk College, which is much nearer to the schools, will be used as the regular place of delivery, though the staff delivering the programme will actually be from Otley College. Otley College will then be used for 15 days a year “realistic work experience” as the college is a COVE for the Food Industry.
2. Other stakeholders consulted also cited this kind of approach as a potential solution to some of the transport issues faced. “The simplistic view is that young people are out of school for one day per week, but this could easily be adjusted to just one day every three weeks for example.”

Contact:

Jenny Milsom, Otley College, Suffolk (01473 785543)

9.2 Worcestershire: Mobile Units

1. A number of places across the country have developed a mobile unit approach for the delivery of the vocational IMI level 2 motor qualification, and Worcestershire believes it can be developed to be used for some Diploma lines.
2. The system was piloted in Boston College, Lincolnshire as a part of its 14–19 pathfinder activity, and was later used at the Tresham Institute, Northamptonshire. It has now been implemented at Evesham and Malvern Hills College, Worcestershire.
3. The mobile unit consists of two parts; a van and a moon buggy. The van is filled with tools and small parts of motor vehicles. The moon buggy is a small, very transportable off–road vehicle and is an excellent device for young people to practice their motor skills. These two together are enough to teach the qualification, and their mobility means the qualification can be taught anywhere. In Worcestershire, this mobile unit is taken out to centres in Worcester and South Worcestershire.
4. The set–up of the unit costs £30,000. The provider then charges the schools it visits £4.50 an hour per learner to teach the course.
5. Worcestershire believes that there is a lot of scope in using this model for the delivery of some of the Diplomas, particularly in rural areas. Namely, it would be good for:
 - Engineering;
 - Construction;
 - Health and Beauty;
 - Hospitality and Catering.
6. The mobile unit could travel to one school, with neighbouring schools visiting that school to learn the Diploma. This would significantly reduce transport demands, as well as being a cheaper alternative to transporting all the young people to a far–away FE college.

Contact:

Jerry Temple–Fry, 14–19 Education Improvement Advisor/Acting 14–19 Director
(jtemple-fry@worcestershire.gov.uk)

9.3 Dorset: Design of Diploma Model of Delivery

1. From September 2008 there will be a cohort of 15–20 learners participating in the Creative and Media Diploma. Thursday has been nominated as the Level 2 Diploma day for pre-16 learners. The practical aspects are to be delivered on this day, with the remaining delivery to take place in home institutions on the other days of the week.

Model of Delivery

2. The model of delivery for the Creative and Media Diploma has been designed around a two-week timetable:
 - Week 1
 - morning session at Royal Manor Arts College
 - afternoon session at Wey Valley School and Sports College
 - Week 2
 - morning session at Weymouth College
 - afternoon session at Budmouth Technology College.
3. The model was developed through a residential with the lead practitioners in the creative and media specialisms e.g. music technology, art. The practitioners put together the model of delivery outlined above, primarily driven by the curriculum i.e. which components are best delivered at which institution and with the expertise of which teaching staff.
4. The timetabling has been built around a 1¼-hour lunch break to allow the pupils sufficient time for travel as well as a lunch break.

Transport Implications

5. The model of delivery requires the pupils and the staff to travel. The Weymouth College bus is used at lunchtime on Week 1 and Week 2 to transport the pupils to the school for the afternoon. It is not currently used during the middle of the day so is available for inter-site travel for the Diploma learners.
6. The remainder of transport is organised by the schools. Pupils typically do not travel into school first but travel directly to their place of learning. The distances between the schools are not significant, with the school furthest north 9 miles (about 25 minutes journey time) from the school that is furthest South. The other school, and the college, are located between them and just 10–15 minutes apart.

Effectiveness

7. This approach represents best practice as it has been driven by the curriculum and practitioners, rather than by transport. The parameters for the curriculum were set up and the transport issues explained, but it was left to the practitioners to determine the approach.
8. It is anticipated that the model will work well both in terms of delivery of the curriculum as well as in terms of transport. However, there is concern that it will be more difficult when there are multiple groups of learners at each line and level of learning. This will be problematic from a logistical point of view.

Contact:

Julie Trevett, Weymouth College (01305 761100)

9.4 East Sussex: Wealden Skills Centre & Peripatetic Staff

1. Wealden Skills Centre is a centre that was built to provide nearby access to Increasing Flexibility (IF) for young people in the Wealden area. The site will be used for the Construction and the Built Environment Diploma in September 2008.
2. The centre uses a mixture of in-house and peripatetic staff to deliver IF, and the same system will be used for Diplomas. Each subject area has one teacher permanently based at the skills centre and other teachers travel in from Sussex Downs FE College. In order to avoid disruption for the staff, their travel is kept to a minimum and each member of staff only leaves Sussex Downs to travel to Wealden one day a week, typically for the whole day. There have been mixed reactions from the staff to this semi-peripatetic system, with some preferring it and others not keen on it. However, it has become a part of the system now and all staff accept it.

Contact:

Lin Lucas, Centre Manager llucas@beacon.e-sussex.sch.uk

9.5 Nottinghamshire: West Nottinghamshire College – Engineering Diploma

Teaching of the Engineering Diploma at West Nottinghamshire College in Mansfield from September 2008 will be undertaken by internal staff as well as teaching staff who will travel to the college from other schools/providers.

Contact:

Department for Children, Schools and Families
14-19 Transport: Developing Practice & Case Study Perceptions

Byron Dawson, Mansfield Learning Partnership Coordinator (byron@graydaw.co.uk)

(x) Parent/Pupil Consultation

2.28 There is a general perception that young people and their parents will be relatively relaxed about additional travel, providing the quality of learning is of a high standard, that journey times are not too onerous and there is no significant financial impact. As few areas have conducted any formal consultation exercises on the subject of additional travel, these findings are largely anecdotal. We would strongly encourage 14–19 partnerships to undertake more detailed research into this topic.

2.29 Illustrations of more formal consultations are shown below, with reference to:

10.1 Nottinghamshire: Young People Survey 2006

10.2 Suffolk: Pupil Research

10.3 South Gloucestershire: Pupil Perceptions

10.4 Dorset: Parent and Pupil Consultation

10.1 Nottinghamshire: Young People Survey 2006

1. The aim of the survey was to determine current travel problems for education and leisure purposes, perceived barriers to travel and other current issues. Another aspect of the survey was to gauge potential demand for a concessionary fares scheme, and to understand what young people would like to see from such a scheme.
2. The survey took the form of an online questionnaire on Nottinghamshire County Council's website. In total the survey received 404 responses from young people. 45% of the respondents were aged 14 to 16, with 26% aged between 17 and 18. The key findings were as follows:
 - the majority of young people attend their institution 5 times per week;
 - a large percentage use public transport because it is convenient and serves close to their homes;
 - a large percentage of young people use public transport to access social, leisure and retail activities but would be encouraged to use public transport more if cost was less of a barrier;
 - as well as concessionary discounts young people would like to see the card have a Smartcard option, retail discounts and be used as a proof of age card;
 - young people would prefer to have a card that offered discounts on bus travel, offering low fares.

Nottinghamshire Youth Assembly

3. JMP Consulting also consulted with the Nottinghamshire Youth Assembly in June 2006 on transport issues. The Youth Assembly comprised a variety of young people from across the county and included some learners who had learning difficulties and/or disabilities. Some of the particular concerns and issues about public transport were:

- provision of services in rural areas;
- cost of transport;
- safety and security;
- attitude of some drivers to young people.

Contact:

Stella Maxwell, 14–19 Team (stella.maxwell@nottscc.gov.uk)

10.2 Suffolk: Pupil Research

1. The Curriculum Manager from Otley College has had the opportunity to sit in on some pupil research undertaken within the Felixstowe locality partnership. The research exercise found that Otley College was regarded as “too far to travel” even though it is only 20 minutes away from the school.

2. This has highlighted that pupil consultation is important to understand the reason behind any reluctance to travel. The mode of transport or travel distance may not be the influencing factor. In this particular case in Suffolk, one of the main factors that needs to be addressed is a cultural issue with regards to travel outside of areas where pupils are used to limited travel within a small locality.

Contact:

Jenny Milsom, Otley College, Suffolk (01473 785543)

10.3 South Gloucestershire: Pupil Perceptions

“The pupils view transport as part of their 6th Form experience now. Each year we have a parents evening and kids produce a DVD of the year, which always features transport to other centres. One of the drivers plays different music on different days of the week; things like that add to the experience.”

1. The partnership conducts student surveys each year and has done for the past 12 years. One question on the survey relates to transport, asking students if transport provision has been sufficient. In the past, the responses tended to be mostly negative, with most students disagreeing. Now, however, the majority of students respond that transport is effective.
2. One difficulty can be in finding time to speak to class teachers after a class has finished. This is perhaps a communication difficulty but stems from the fact that transport logistics do not allow pupils time after classes to speak to teachers. Some teachers have set-up e-mail networks that allow them to communicate with pupils outside of class times to overcome this problem.

Contact:

Colin Money (CMoney@sblonline.org.uk)

10.4 Dorset: Parent and Pupil Consultation

1. There are two activities underway to consult parents and pupils:
 - a survey of pupils in a selection of schools;
 - research by the six local consortia as part of a funded research project into 14–19 transport.

Pupil Survey

2. The 14–19 partnership is administering a student survey, which asks learners about their perceptions of 14–19. It is intended to be informative as well as collecting their views and opinions. Key words and terminology will have links to a detailed explanation and description so that pupils fully understand the context of the questions they are being asked, and can also increase their knowledge and awareness of the 14–19 agenda.
3. There will be two phases to the survey. In Spring 2008, Years 10 and 12 will be surveyed, and in Summer 2008 Year 9 learners will be surveyed. The idea of surveying these two separate groups is to capture perceptions of those who have just gone through the options process as well as those who have not yet made

their choices. Furthermore, it is expected that the factors influencing choice will be different between Year 10 and 12; hence, the two year groups have been included.

4. The survey asks a range of questions about 14–19 but there are a number of questions which will provide insight into their perceptions about travel specifically. For example, one question is intended to capture their feelings about spending some of their learning time elsewhere and another will ask about their perceptions of travel.

Consortia Research Projects

5. The six local consortia have been allocated £5,000 each to consider transport needs for implementing Diplomas by undertaking a research project. This includes, specifically, gathering the views of parents, students and staff to substantiate the research. The research projects are due to be completed by the end of March 2008.

Contact:

Linda Wyatt, Senior Inspector, 14–19 (01929 401810)

(xi) Disadvantaged Groups

2.30 A key area of concern is the degree to which disadvantaged or less motivated young people will respond positively to additional travel. Here we highlight initiatives that have been introduced to support, empower and monitor young people who might be perceived to have issues/barriers to travel. These specific illustrations include:

- 11.1 Nottingham City: The Empowering Young People Pilot
- 11.2 Newcastle: Independent Travel Programme
- 11.3 South Gloucestershire: Training for Independence
- 11.4 Nottingham City: On-Line Tracking Systems
- 11.5 Newham: Learner Responsibility
- 11.6 Reading: Readibus Dial-A-Ride Scheme
- 11.7 Worcestershire: Combating Travel Challenges for Disadvantaged Groups

11.1 Nottingham City: The Empowering Young People Pilot

1. Nottingham City is one of nine areas participating in the Empowering Young People Pilot. The pilot started in April 2008 and is designed to test the theory that the cost of public transport prevents young people without much money from taking part in positive activities on offer in Nottingham, because often the cost of getting to the venue is more expensive than the cost of the activities themselves. It is available to young people in Years 9 to 11 who are either eligible for free school meals and/or who are in local authority care.
2. Money will be credited to the Citycard, and will give up to 3,500 young people 10 days free travel equivalent to approximately £20 a month.

“This Pilot project gives us a real opportunity to address local barriers – in this case transport costs – that prevent many of our disadvantaged young people from taking part in activities that others take for granted, because sometimes getting to the activities can cost more than the activities themselves” (Councillor Jane Urquhart, Nottingham City Council’s Executive Board member for Children’s Services)

Contact:

Ashley Holland, Transport Manager (Ashley.Holland@lea.nottinghamcity.gov.uk)

11.2 Newcastle: Independent Travel Programme

Introduction

1. In common with other local authorities in Tyne and Wear, Newcastle is promoting the Independent Travel Programme (ITP) as a means of reducing the reliance of young people with learning difficulties on council–subsidised taxi transport.
2. The ITP was launched in 1991 to meet a need for young people who could potentially travel to school or college by public transport, but due to learning difficulties lack the awareness of common dangers to allow them to travel safely. For example, many of these students are unaware of the Green Cross Code. Parents can contribute to these problems through being over–protective, which can cause problems for the students in later life. The course is designed to provide intensive training to a small number of young people each year, with the emphasis firmly on quality rather than quantity.

Eligibility

3. The ITP is open to young people from year 9 onwards with severe to moderate learning difficulties, autistic spectrum disorder, complex needs and certain physical disabilities. It is also open to those who are currently reliant on taxis, and who do not have difficulties too severe to prohibit them travelling by public transport. Many of these students live with their parents, but some older students live independently.

Operation

4. Students on the ITP attend independent travel classes, designed to cater for all levels of ability. The support staff set up free concessionary bus passes for participants and make parents aware of these. Students are then accompanied by staff on public transport, giving practical experience of travel by bus, Metro, train and ferry, with the role of staff changing from instruction to a shadowing role. Students are then assessed on their ability to travel alone.
5. A training pack on road safety is given to schools.
6. Once students are assessed as able to make journeys alone, they substitute public transport for taxis for half day travel to school/college initially, followed by full day and additional journeys, for example, learning centre to learning centre. Not all students who attend training will be assessed as able to travel alone: some will always need to have transport provided.

Numbers

7. Currently 25 out of the 80 young people with learning difficulties are transported to school or college by taxi. The aim of the ITP is to reduce this number, although this will be a long–term outcome.

8. The ITP in Newcastle currently has 8 students enrolled on the course. This number is capped as the training is very staff and resource intensive. This is a deliberate strategy to boost the sustainability of outcomes. The number of students enrolled in any one year can vary between 2 and 8.
9. In total the ITP covers all five FE colleges in Tyne and Wear, plus over 30 SEN schools and six mainstream schools

Funding

10. The initiative is funded by the LSC and NEXUS. NEXUS provide a bus to practice safety in getting on and off.
11. The partnership consists of the following organisations:
 - the SEN Transport Manager from all five Tyne and Wear local authorities;
 - Connexions;
 - E2E Learning;
 - Barnardos;
 - the Education Business Partnership;
 - the five Tyne and Wear FE Colleges.

Benefits

12. There will be long-term cost savings as students move from taxis to public transport, although it will be several years before these are realised, due to the small scale intensive nature of the programme. Long-term savings will extend into adult life when participants can use public transport to travel for leisure and work experience/employment. There are likely to be employability benefits to participants as a result.

Good Practice Lessons

13. What made this initiative so successful? The council offered the following views:
 - having a passionate leader who cares about the needs of young people and recognises the holistic nature of these needs;
 - having the backing of the partnership with all partners committed to the initiative;
 - the organisations on board the partnership included those who controlled the purse strings;
 - in short, the partnership included all the right people – with dedication and the resources to back this up.

Potential for Diploma Transport

14. Introduction of the Diplomas will increase demand for transport from SEN and disabled students. The ITP should provide a long term and sustainable route to enabling some of these people to undertake inter-site travel independently.

15. The success of the ITP in providing transport solutions to qualifying Diploma students will depend on a number of factors:

- continued support from colleges. So far Newcastle College, and other colleges in Tyne and Wear have been very supportive;
- timing of fund allocations. Previously the initiative has struggled to secure funding as funding has been allocated to taxi transport in advance;
- continued support from the council. To date Newcastle Council have been very supportive of the initiative;
- LEA transport policy for individual students. Currently the LEA decide on which students should receive taxi transport to and from learning centres.

Contact:

Joan Warner, Lead Inclusive Learning Officer, Newcastle College (0191 200 4076)

Geoff Elliot, Administrator, Learning Support Service, Newcastle College (0191 2004693)

11.3 South Gloucestershire: Training for Independence

1. In South Gloucestershire part of the KS4 curriculum offer includes the Work2Learn programme; an alternative curriculum offered to pupils who are at risk of disengaging from school. Work2Learn pupils attend offsite provision up to four days per week (although most pupils have two days offsite per week).

2. Where transport requirements include the use of public transport, School Key Workers (school-based Work2Learn Coordinators) travel with pupils on their first day and show them where to go to get the bus, how much to pay and where to get off. In addition, the Kingswood partnership provide pupils with a credit-card sized booklet containing all this information, what to do if they miss the bus and the pupil's photograph as a means of identification if anyone questions why they are not in school.

3. "Training for Independence" is considered to be a key element of the programme. Some young people do not know how to use the bus service so coaching them through their first day shows them how to do it and builds their confidence. Independent travel helps to build up the self-esteem of young people on the Work2Learn programme, helping them to mature and organise themselves.

Contact:

Heather Reed (hreed@sblonline.org.uk)

11.4 Nottingham City: On-Line Tracking Systems

1. Djanogly City Academy are using an on-line tracking/registration system (Collaborative Learning Manager). The software enables them to check whether students have arrived at the place of learning, and also allows them to check detail such as whether they were on time, whether they were wearing the correct uniform and whether they have misbehaved.
2. The system also enables the school to download which parts of the Diploma students are doing. The software creates an individual development record and will make sure that students are meeting certain targets as they go along.

Contact:

Ian Wattley, 14–19 Team (ian.wattley@lea.nottinghamcity.gov.uk)

11.5 Newham: Learner Responsibility

Student Induction

1. Newham operate an induction system which provides students with information and maps/routes as to how to get to their place of learning. For Year 9 students, the induction day would take place in the summer, prior to the September start. Students should thus be aware of the necessary route they need to take and means of transport required to get to their intended destination in advance.
2. The induction process is supported by the following:
 - an on-line tracking/registration system;
 - all providers have emergency contact numbers for the school and parents of the individual learner.

Contact:

Sharon Grainger, 14–19 Team (Sharon.grainger@newham.gov.uk)

11.6 Reading: Readibus Dial-a-Ride Scheme

1. The local independent charity Readibus is a dial-a-ride scheme in Reading that can be used by young people with physical difficulties to access Diplomas.
2. The Readibus dial-a-ride scheme should reduce the transport challenges that young people with physical difficulties face. Readibus is a local independent charity. Its dial-a-ride scheme transports people of all ages with physical disabilities and it can be used by 14–19 year olds to travel to sites of learning.

3. If a young person needs transportation to a site of learning they ring Readibus to book the journey between seven days and one day before it is needed. A mini-bus then picks them up, along with other people doing similar journeys in that area. On average, six people are in each mini-bus. People aged below 18 have to be accompanied by a carer.
4. The cost of a journey depends on its distance. The full cost per single journey is as follows (although young people aged up to 16 pay half this fare):

0–1 mile	£1.60
1–2 miles	£2.00
2–3 miles	£2.10
3–4 miles	£2.50
4–5 miles	£2.60
9–10 miles	£4.00

Contact:

Readibus – info@readibus.co.uk

11.7 Worcestershire: Combating Travel Challenges for Disadvantaged Groups

1. The local authority has set up some actions to try and counter the extra transport challenges disadvantaged groups face. They are:
 - pushing IAG to develop the skills and knowledge used by teachers to advise learners of suitable courses;
 - introducing consortium directors and other senior staff to services such as independent travel training that could be used to support learners with travelling issues;
 - building a database that allows the local authority to analyse participation rates between different groups. This will allow them to identify and address gaps in participation.

Contact:

Jerry Temple-Fry, 14–19 Education Improvement Advisor/Acting 14–19 Director
(jtemple-fry@worcestershire.gov.uk)