

**LOCAL GOVERNMENT NATIONAL INDICATOR SET TECHNICAL HANDBOOK - RESPONSE TO CONSULTATION DOCUMENT**

**Name and address of responding organisation:  
Devon County Council**

**Is this your organisation's official response to the consultation? Y/N**

**Name and phone number of key contact in case of follow-up queries:  
Jamie Evans 01392 382165**

**National Indicator Number:**

161

***Please complete a separate form for each indicator on which you wish to respond***

Indicator Issue	
<b>1. Is the Technical Definition of this indicator clear?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<p>If NO</p> <p>a. What aspects of the technical definition of the indicator are unclear? Please specify clearly - is it in relation to the measurement method, or - on reporting</p> <p>b. Please suggest how the template can be clarified/improved.</p>	<p><b>Needs to specify which age groups this relates to i.e. 14-19 or workless adults. Will LA colleges be delivering level 1 qualifications and reporting seperately? Needs to also reflect if any other bodies delivering level 1 qualifications in the defined areas (Charitable and voluntary services/probation service etc.)</b></p>
<b>2. Does the Technical Definition for this indicator have any unintended consequences?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<p>If YES</p> <p>a. What are the unintended consequences on this national indicator?</p> <p>b. Can the unintended consequence be avoided? If so, how?</p>	

<b>3. Will the Technical Definitions for this indicator work in practice?</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If NO a. Why would this technical definition not work in practice?	
<b>4. Is this indicator defined at the right spatial level?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
a) If not, what level should it be defined at? (including whether information is already gathered and/or reported at that level and if so where, if not, estimated cost of collecting and reporting it)	Delivery is usually both more difficult and significantly more expensive in sparsely populated areas. Where Counties may vary significantly in geography, data at a more detailed spatial level is also necessary to ensure resources are targeted in the correct area to effect change (District or smaller).
<b>5. Should data for this indicator be provided for any or all of the different equalities strands (please tick the relevant box)?</b>	Ethnicity <input type="checkbox"/> Gender <input type="checkbox"/> Religion <input type="checkbox"/> Age <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Disability <input type="checkbox"/> Other <input type="checkbox"/> (Please specify)
a) For any boxes ticked at 5, is this information already gathered and/or reported and, if so, where? If not, what would be the estimated additional burden of collecting and reporting it?	

<b>6. Further comments on the questions above and /or any other comments that are not covered above questions.</b>	
<p>Data for all LAA indicators to be available for similar time periods and all from the same source/hub.</p> <p>Comments from colleagues at the LSC:</p> <p>There are still a few questions raised within the definition which are appropriate. In addition there may be a need to consider the counting of learners achieving a qualification but at a level that they already have. The issue of counting 'jumpers' does need to be defined but it creates a more complex data set which may not actually be worth creating given the marginal numbers which are likely to be involved.</p> <p>It would be helpful to provide data at a district level</p>	
<p>Completed versions can be sent to <a href="mailto:niconsultation@communities.gsi.gov.uk">niconsultation@communities.gsi.gov.uk</a>. Hard copy responses should be returned to Local Government Quality and Performance Division, Zone J2, 4<sup>th</sup> Floor, Eland House, Bressenden Place, LONDON, SW1E 5DU.</p>	