



What has happened to school-related quangos?

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'Quango' is an abbreviation of the phrase 'quasi-autonomous non-governmental organisation' and is often used as an alternative to the abbreviation NDPB which stands for 'non-departmental public body'. The Government has pledged to cut the number and cost of quangos.

As part of the Government's programme of public bodies' reform, which affects all Government departments, the Department for Education has abolished a number of school related quangos: the Qualifications and Curriculum Development Agency; General Teaching Council for England; School Support Staff Negotiating Body; Training and Development Agency for Schools; Young Peoples Learning Agency; the British Educational Communications and Technology Agency; Teachers TV Board of Governors; the Independent Advisory Group for Teenage Pregnancy; National College for School Leadership; and Partnerships for Schools.

Four new Executive Agencies within the Department for Education have been established and have taken on some of the responsibilities of those NDPBs: the Standards and Testing Agency; the Education Funding Agency; the Teaching Agency and the National College for School Leadership.

This note sets out information about what has happened to school-related quangos. A separate Library standard note, [The future of school-related quangos](#), which sets out background information, is still available but will not be updated.

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1 General background

As part of the Government's programme of public bodies' reform, which affects all Government departments, the Department for Education has abolished a number of school-related quangos:

- the Qualifications and Curriculum Development Agency;
- General Teaching Council for England;
- School Support Staff Negotiating Body;
- Training and Development Agency for Schools;
- Young Peoples Learning Agency;
- the British Educational Communications and Technology Agency;
- Teachers TV Board of Governors;
- Teenage Pregnancy Independent Advisory Group;
- Partnerships for Schools; and
- National College for School Leadership.

'Quango' is an abbreviation of the phrase 'quasi-autonomous non-governmental organisation' and is often used as an alternative to the abbreviation NDPB which stands for 'non-departmental public body'. The Government has pledged to cut the number and cost of quangos.

Some of these bodies were statutory bodies and have been abolished by provisions in the [Education Act 2011](#). Further information about the Bill which became the *Education Act 2011* is set out in a [Library research paper](#) prepared in time for second reading of the Bill in the House of Commons.¹ Other bodies, which were non-statutory, have been abolished separately.

Four new Executive Agencies within the Department for Education have been established and have taken on some of the responsibilities of some of the abolished NDPBs: the Standards and Testing Agency, which began operating in October 2011; the Education Funding Agency and the Teaching Agency which began operating in April 2012; and the National College for School Leadership which became an Executive Agency in April 2012.

2 Qualifications and Curriculum Development Agency: closed

2.1 Background

The Qualifications and Curriculum Development Agency (QCDA) was created by the previous Government to develop the curriculum and administer tests. The *Apprenticeships, Skills, Children and Learning Act 2009* made provision for the replacement of the then Qualifications and Curriculum Authority (QCA) by the new QCDA, and for regulatory functions regarding examination and assessment boards to be transferred to a new regulatory body called Ofqual. QCDA collaborated with the Scottish Qualifications Authority

¹ RP 11/14, 3 February 2011 (revised 7 February 2011)

(SQA), the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) and the Council for the Curriculum, Examinations and Assessment in Northern Ireland (CCEA).

Information about the QCDA is available on its [archived website](#).

2.2 The Government's proposals

On 27 May 2010, the Education Secretary, Michael Gove, announced that the QCDA would close. He wrote to the chairman of the QCDA to say he would bring forward the necessary legislation.²

Provisions to effect the abolition of the QCDA were included in the *Education Bill [Bill 137]* which was presented in the House of Commons on 26 January 2011.

At committee stage in the House of Lords, Lord Hill of Oareford, Parliamentary Under-Secretary of State for Schools, said that the abolition of the QCDA was not intended to lead to increased Government power or control over the curriculum and that there would be safeguards to ensure transparency and hold the Secretary of State to account. Formal accountability to Parliament for the curriculum, qualifications and national curriculum assessment would remain with Ministers. Lord Hill noted that "no one has fought for the QCDA to be maintained in its current form" and set out the intended effect of removing it:

By removing it, we will bring the delivery of those essential functions, which are continuing, back into the department. This will improve clarity and transparency, simplify the system and save money.³

He said that the Secretary of State would become directly responsible for taking forward the statutory consultation process whenever the national curriculum needs to be amended and that there would be an opportunity for interested parties to express their views:

In future, the Secretary of State will have to have more direct responsibility than has arguably been the case previously, for changes to the curriculum, for justifying how the decisions to make those changes have been arrived at, and their implications.

...Consultation on changes to the national curriculum will continue to be a requirement. The Secretary of State will have to conduct a formal consultation with interested parties, including local authorities, schools, teachers and others... The precise groups with which he will need to consult are, as now: associations of local authorities, bodies representing the interests of governing bodies, organisations representing school teachers and other persons with an interest in the proposals, which is a fairly broad group. Everyone would have to have a reasonable opportunity to make representations, there would have to be a consultation, and the Cabinet Office advice, as now, is that that should be for at least 12 weeks. After the consultation has ended, the Secretary of State has to consider the responses and must publish a summary of the views expressed ... The summary published by the Secretary of State will deliver the degree of openness and transparency for which noble Lords have argued. Then, as now, final decisions would remain with the Secretary of State.

The Government are certainly committed to ensuring that everyone with an interest in the national curriculum is given an opportunity to offer their views.⁴

² [Letter from the Education Secretary to Christopher Trinick](#), chair of QCDA, Library deposited paper: Dep 2010/1258

³ [HL Deb 13 July 2011 c317GC](#)

⁴ [HL Deb 13 July 2011 c317GC](#)

2.3 Transitional arrangements

The QCDA continued to fulfil its statutory responsibilities in accordance with revised remit letters and funding, until it was finally abolished.

The DFE sent a [revised remit letter](#) to the QCDA on 15 September 2010.⁵ This stated that some functions currently carried out by the QCDA would be discharged differently, some would continue, and others would stop completely. The letter set out funding details including savings, and arrangements for the transitional period.

A further letter setting out the [QCDA's funding and remit for 2011-12](#) was sent on 28 March 2011.⁶

2.4 QCDA now closed

The *Education Act 2011* received Royal Assent on 15 November 2011. Section 25, which abolishes the QCDA, and related provisions, were implemented on 1 April 2012, meaning that the QCDA closed on 31 March 2012, as part of the Government's wider education reforms.

The QCDA's exams administration function and National Curriculum assessment function are now being performed by two separate new executive agencies.

The exams administration function is now performed by the Teaching Agency. The Teaching Agency's business plan sets out information about its role:

1.2 The Teaching Agency is responsible for four key areas of delivery:

- ensuring the sufficient supply and retention of the workforce;
- ensuring the workforce is well trained and of the highest quality;
- regulating teacher conduct on behalf of the Secretary of State for Education; and
- supporting schools and colleges with the effective management and administration of exams and supporting the successful awarding of general qualifications (such as GCSEs and A Levels).⁷

The National Curriculum assessments function is now performed by the Standards and Testing Agency (STA) which began operating on 3 October 2011. The STA is responsible for the development and delivery of all statutory assessments from early years to the end of Key Stage 3.⁸

3 General Teaching Council for England (GTCE): closed

3.1 Background

The General Teaching Council for England (GTCE) was established under the *Teaching and Higher Education Act 1998*. Its main functions were to maintain a register of qualified teachers in England, regulate the teaching profession, and provide advice to Government and other agencies on issues affecting the quality of teaching and learning.

⁵ Department for Education website, [Revised remit of the QCDA](#) (at 9 July 2012)

⁶ Department for Education website, [QCDA: remit and funding for 2011-12](#) (at 9 July 2012)

⁷ Teaching Agency, [Business Plan 2012-13](#), April 2012, p2

⁸ Department for Education website, [Standards and Testing Agency](#) (at 9 July 2012)

On 2 June 2010, Michael Gove said that he was 'deeply sceptical' about the purpose of the General Teaching Council for England and that it would be abolished:

I believe this organisation does little to raise teaching standards or professionalism. Instead it simply acts as a further layer of bureaucracy while taking money away from teachers. I want there to be stronger and clearer arrangements in relation to teacher misconduct and I am not convinced the GTCE is the right organisation to take these forward. I intend to seek authority from Parliament to abolish the General Teaching Council for England.⁹

In 2010 it was estimated that the cost of the GTCE to the Exchequer was around £16 million a year.¹⁰

Provisions to effect the abolition of the GTCE were included in the *Education Bill [Bill 137]*.

3.2 The Government's proposals

In Grand Committee debate in the House of Lords on the *Education Bill*, Lord Hill set out information about the Government's proposals relating to teachers' incompetence and misconduct. He said that the Government intended that the Teaching Agency which he described as a "smaller, more cost-effective body" would deal only with matters of misconduct. Hearings would be heard by a panel made up of representatives of the profession and independent lay people, with a right of appeal, as before, to the High Court.

Issues of incompetence would be dealt with separately, and a swifter and more local process would be introduced:

I have always thought that that the [General Teaching Council for England] GTC's current sanction for incompetence was a surprisingly nuclear option. Rather than a slow, cumbersome process that led painfully to a national process and ultimately-for 15 teachers-to barring from the profession, we think it would be better to have a much more flexible, local system whereby issues are resolved more quickly. We can all think of people who have not made a go of it with one employer, but who flourished somewhere else. We are therefore keen to move to a system with all the same protections in employment legislation whereby employers can exercise judgment, address problems more swiftly, and help teachers to improve.

Lord Hill indicated what was being done in relation to issues of performance management:

We have been carrying out a review of the professional standards for teachers, which will give employers clearer national benchmarks for performance and conduct. We are currently consulting on simplified arrangements for performance management and tackling poor capability. That will streamline the system and remove the current duplication that employers have found is a barrier to tackling performance issues. We will also strengthen the training and support available to school leaders, so that head teachers and aspiring heads are better prepared for their management role through a revised national professional qualification for headship. We think that these measures will leave the powers to deal with teacher incompetence in a more appropriate place and help head teachers to exercise those powers more effectively than the current regulatory system does.

⁹ DFE News, *General Teaching Council for England (GTC) to be scrapped*, 2 June 2010,

¹⁰ [HC Deb 6 September 2010 c349W](#)

There would still be a role for a national regulator where a teacher was found guilty of serious misconduct. Lord Hill also said that schools would still have a duty to refer any cases of serious misconduct relating to children to the Independent Safeguarding Authority:

... we are clear that where teachers are guilty of serious misconduct, they should be referred to the national regulator for potential barring from the profession. That mechanism is cumbersome for head teachers and the regulator, because every case where a teacher is sacked for misconduct must be referred, even though the vast majority of these cases do not warrant barring. The new arrangements will be more effective by giving employers discretion, while still ensuring that the most serious cases are referred. Where cases are referred to the regulator, the Bill gives the Secretary of State a new power to make interim prohibition orders. This power was always intended for use in the very rare cases where it is in the public interest to bar an individual from teaching while an investigation is underway. ...

Noble Lords have asked for reassurance that the element of discretion that we are introducing will not lead to a weaker and less consistent system. It is of course important that the new system protects pupils and maintains confidence in the teaching profession. Let me say straight away that the proposals make no change to the duty on all schools to refer any cases of serious misconduct relating to children to the Independent Safeguarding Authority.

In future referrals to the Secretary of State could be made by members of the public:

Where a parent or other member of a community disagrees with the judgment of a head teacher who has not referred a teacher dismissed for serious misconduct, they may make the referral themselves. This provides a further safeguard that teachers in the most serious cases will not in some way slip through the net.¹¹

3.3 GTCE now closed

Section 7 of the *Education Act 2011*, which abolishes the GTCE, and related provisions, were brought into force on 1 April 2012.

With effect from 1 April 2012, the Teaching Agency, a new executive agency of the Department for Education (DfE), is now the body responsible for the regulation teacher conduct in England on behalf of the Secretary of State.

There is no requirement to register with the new Teaching Agency and no registration fee following the GTCE's abolition.

The Teaching Agency will look only at cases of serious misconduct.¹² Lesser allegations will no longer be considered at the national level.¹³

On 14 December 2011, Schools Minister, Nick Gibb, answered a series of questions about the abolition of the GTCE. He said that the [impact assessment for the Education Act 2011](#) included an assessment of the cost and benefits of the abolition of the GTCE:

The cost of abolition is estimated to be £15 million and the savings from abolition are estimated to be £11 million per annum between 2012-13 and 2019-20.

¹¹ [HL Deb 4 July 2011 GC 64-67](#)

¹² [HC Deb 16 January 2012 c465](#)

¹³ [HC Deb 24 January 2012 c214W](#)

He also indicated what was being done to promote professional skills for teachers following the abolition of the GTCE:

The Secretary of State for Education, my right hon. Friend the Member for Surrey Heath (Michael Gove), outlined his plans to develop the professional skills of teachers in the Schools White Paper: The Importance of Teaching and the ITT Strategy. This approach is based on research that shows that teachers learn best from other professionals through observing teaching, being observed, and receiving feedback from peers. On 8 November the Department published an implementation plan for changes to initial teacher training (ITT) from 2012/13. This includes proposals to reform training so that more ITT is led by schools and there is focus on the most important elements of being a teacher.

New Teacher Standards will come into force from September 2012 and will focus on the essential elements of effective teaching and the professional conduct expected of every teacher. We are also creating a national network of teaching schools on the model of teaching hospitals and launching a new scholarship scheme for teachers. It will be the role of the Teaching Agency to promote the use of the Standards at all levels in professional development, performance management and in procedures for underperforming teachers.¹⁴

In January 2012, Lord Hill of Oareford set out how the new disciplinary process for teachers would operate:

From 1 April, the new Teaching Agency, an executive agency of the department, will operate as the national regulator for all teachers in England. Teacher performance will be managed locally by employers. Employers will have a duty to consider whether to refer cases of serious misconduct to the Teaching Agency and, where appropriate, an independent professional conduct panel will make a recommendation to the Secretary of State regarding whether or not to bar the individual from teaching. A teacher may appeal against a prohibition order to the High Court within 28 days and, in certain circumstances, a prohibition order may be reviewed after a minimum period of time has elapsed. Teachers who are subject to a prohibition order will be placed on a new prohibited list which will be available online to employers. The Teaching Agency will uphold all GTCE sanctions.¹⁵

4 School Support Staff Negotiating Body (SSSNB): abolished

4.1 Background

The School Support Staff Negotiating Body (SSSNB) was established by the Secretary of State for Children, Schools and Families on 7 July 2009 to negotiate school support staff pay and conditions of employment. It became a statutory body under the *Apprenticeships, Skills, Children and Learning Act 2009*, which received Royal Assent on 12 November 2009. The relevant provisions of the Act came into effect on 12 January 2010. Background information about the SSSNB is provided in [Library Research Paper 09/15](#), which was prepared for the second reading debate in the House of Commons on the *Apprenticeships, Skills, Children and Learning Bill*.

Details of the work of the SSSNB are archived on the [Office of Manpower Economics website](#).¹⁶

¹⁴ [HC Deb 14 December 2011 cc819-21W](#)

¹⁵ [HL Deb 23 January 2012 c191WA](#)

¹⁶ http://www.ome.uk.com/example/School_Support_Staff_Negotiating_Body.aspx

4.2 The Government's proposals

On 28 October 2010, the Education Secretary announced in a written ministerial statement that the SSSNB would be abolished as it 'does not fit well with the Government's priorities for greater deregulation of pay and conditions arrangements for the school workforce'. School support staff would continue to have their pay and conditions determined at the local level by employers.¹⁷

The Education Secretary wrote to the SSSNB's independent chair on [28 October 2010](#) confirming the intention to abolish the SSSNB using the forthcoming Education Bill, and withdrawing, with immediate effect, the matters referred to SSSNB by the former Secretary of State (in his referral letter of 29 July 2009). These matters included producing a core contract of employment to cover remuneration, duties and working time; designing national job profiles to cover core support staff roles; developing and producing a method for converting those job role profiles into a salary structure; and a strategy to effectively implement the national pay and conditions' framework in all schools maintained by local authorities in England.

At report stage in the House of Lords, Baroness Garden of Frognal, Government Spokesperson for Education, said that the debate about the value of the SSSNB should not be confused with a debate on the value of support staff themselves, who had "a vital part to play in the life of their schools". The Government preferred local decision-making by employers, local authorities and schools "which best know local conditions". Baroness Garden indicated that organisations representing employers of support staff, such as the Local Government Group, supported this view. She set out the consequences for schools of retaining the SSSNB:

If we retain the SSSNB and act on any agreements it reaches, schools would be required to review the pay and conditions of more than half a million support staff, requiring a massive investment of time by schools. The impact assessment that accompanied the ASCL Bill suggested that this might take more than 200,000 hours of head teacher or senior leadership time alone—time that we think could be better spent on pupils and their learning.

We should also remember that for the majority of support staff working in community and voluntary controlled schools, there is already a national pay and conditions framework in place, the Green Book. This long-standing voluntary agreement negotiated by the Local Government Employers, UNISON, GMB and Unite is already used for those staff in all but three local authorities. Of course, in all schools, existing employment law ensures that individuals are treated equally with regard to their terms and conditions when assessed against their colleagues.

Baroness Garden said that materials already produced by the SSSNB would continue to be available:

However, we agree ... that some of the materials the SSSNB has begun to develop could be a useful optional reference tool. We also know that the trade union members of the SSSNB are keen to continue to work with support staff employer organisations independently of government to complete a set of job role profiles for support staff. That is why we have already agreed to arrange for the intellectual property rights—in other words, the copyright—of all materials that are owned by the Department for Education to be reassigned to Local Government Employers. This means the materials

¹⁷ [HC Deb 28 October 2010 cc14-15WS](#)

can then be used freely by the unions and employers that made up the membership of the SSSNB.

When the Secretary of State met the three unions that represent school support staff-UNISON, Unite and GMB-on 12 October, he was able to confirm that unions, together with the other SSSNB member organisations that represent employers, already own the materials developed during the final months of the SSSNB activity. This means that they are free to work with employer organisations to finalise the job role profiles. This is the piece of work that unions and employers agree will be of most use to schools. Abolishing the SSSNB will spare schools from the burden of a wholesale review of support staff pay and allow them to keep the level of freedom they currently have in relation to support staff pay. It is right that we do all that we can to ensure that the good work that SSSNB member organisations have done so far is not wasted.¹⁸

[Unison](#), which represents 200,000 teaching assistants, opposed the abolition of the SSSNB.¹⁹

4.3 SSSNB now abolished

Section 18 of the *Education Act 2011*, which abolishes the SSSNB, came into force on 1 February 2012.

5 Training and Development Agency for Schools (TDA): now Teaching Agency

5.1 Background

The Training and Development Agency for Schools (TDA) was created under the *Education Act 2005* as the national agency and recognised sector body responsible for the training and development of the school workforce. Information about the work of the TDA is provided on the archived [TDA website](#).

The schools white paper, [The Importance of Teaching](#), published on 24 November 2010, announced that the key functions of the TDA would transfer to the Department for Education, where they would be exercised by an executive agency directly accountable to Ministers.

5.2 Functions of TDA transferred to the new Teaching Agency

The *Education Act 2011* abolished the TDA from 1st April 2012. In a written ministerial statement on 27 March 2012, Michael Gove said that, from 1 April 2012, the newly established executive agency, the Teaching Agency, would be responsible for the supply and quality of the majority of the education workforce and for the regulation of teacher conduct. This work was previously carried out by the Training and Development Agency for Schools, the General Teaching Council for England, the Qualifications and Curriculum Development Agency and the Children's Workforce Development Council.²⁰

The archived [TDA website](#) sets out how its status would be changed:

The Schools White Paper, [The Importance of Teaching](#), was published in November by the Department for Education (DfE) and outlined the change in our status from a non-departmental public body to an executive agency of the DfE.

¹⁸ [HL Deb 24 October 2011 cc548-9](#)

¹⁹ "Support staff debate strike over the axing of pay body", *Times Educational Supplement*, 5 November 2010

²⁰ [HC Deb 27 March 2012 c121WS](#)

As the Training and Development Agency for Schools (TDA) is formally established by law, a legislative process must be followed in order to make this proposed change, and the Education Bill to do this has now been published. Subject to parliamentary consent, we will be closed and will reopen as an executive agency with effect from April 2012 on current planning.

The Bill includes clauses that transfer responsibility for functions from the TDA to the Secretary of State, so that they may be vested in the new executive agency with effect from April 2012.

6 Young People’s Learning Agency (YPLA): now part of EFA

6.1 Background

The YPLA, established by the *Apprenticeships, Skills, Children and Learners Act 2009*, was launched in April 2010 to support the delivery of training and education to all 16 to 19 year olds in England, and to be responsible for funding and supporting academies. Further information is available on the archived [YPLA website](#).

The schools white paper, *The Importance of Teaching*, published on 24 November 2010, announced that the YPLA would be replaced by a new Education Funding Agency (EFA) as an executive agency of the DfE.

The DfE’s *Economic Impact Assessment* of the schools white paper noted the expected efficiency savings from the changes.²¹

6.2 YPLA abolished

From April 2012, the YPLA became part of the Education Funding Agency (EFA), a new Executive Agency within the DfE. In the final YPLA e-bulletin, published in March 2012, Peter Lauener, Chief Executive of the YPLA indicated that the YPLA’s work would continue in the EFA, and that it was aimed to have a smooth transition:

In many ways our relationship with you will stay the same – we will continue to calculate allocations and make payments in the way that we always have done. The EFA will be responsible for all the functions of the YPLA, but will also take on the capital programme work of Partnerships for Schools and the maintained school funding responsibilities of the Department for Education.

Our aim is that the transition should be as smooth as possible, and that for many of you, the only change you notice is in our email addresses and telephone numbers. Many of our offices are moving and our website will be closing, with its contents moved to the Department for Education website. You will find more details later in this bulletin and in our first EFA bulletin in early April.²²

6.3 The Education Funding Agency (EFA)

The Education Funding Agency (EFA) was established on 1 April 2012 as an Executive Agency of the Department for Education. It brings together work previously carried out by the YPLA, Partnerships for Schools and the maintained schools funding division of the Department. The EFA’s principal responsibilities are set out on the [DfE website](#):

- to provide funding for the education of pupils in academies;

²¹ *Economic Impact Assessment*, DfE, 24 November 2010, paragraphs 89 to 91

²² Article 1, [Issue 44](#), 21 March 2012

- to distribute the Dedicated Schools Grant for the education of pupils up to age 16 in local authority maintained schools;
- to provide funding for all 16-19 education and training;
- to provide funding for learners with learning difficulties and/or disabilities aged 16-25;
- to support the delivery of capital programmes for schools, academies, Free Schools and sixth-form colleges.

7 Non-statutory bodies

7.1 British Educational Communications and Technology Agency: closed

The British Educational Communications and Technology Agency (Becta) was established in 1997 through the reconstitution of a predecessor organisation, the National Council for Educational Technology (NCET). It was the lead Government agency for ICT in education. The DfE has summarised the work of Becta:

Becta provided leadership to

- embed the effective use of technology across the system in the most coherent, cost-effective way, now and for the future
- ensure the market develops products and services that meet the needs of the education and skills sector and provide value for money
- help plan for tomorrow's world.

Becta provided rigorous research and evaluation to evaluate the impact of technology on the education and skills system. It provided expert, independent advice to

- help the front line make informed choices about technology and plan, buy and use it effectively
- help learners and their families access technology, become involved in learning and stay safe online
- ensure government policy takes full account of the opportunities and challenges technology brings.

Becta provided practical tools for the front line to

- save time and money
- improve teaching and learning
- share best practice.

Becta closed on 31 March 2011.

The DfE and Department for Business, Innovation and Skills (BIS) have committed to continue key areas of Becta's work. The [DfE website](#) sets out information about arrangements to transfer functions and services to the DfE and others.

The [archive of Becta's website](#) and materials can be found on the National Archives.

7.2 Teachers TV Board of Governors: closed

The Teachers TV Board of Governors was established in January 2005 to advise on the best practices of a UK public broadcasting service and to help ensure that the Teachers TV supplier was held accountable for the public funds it received.

On [14 October 2010](#) the Education Secretary announced that Teachers TV Board of Governors would be closed. The Government estimated net overall administrative savings from the abolition of the Teachers TV Board of Governors over the spending review period to be £150,000, based on the three years remaining on the contract.²³

The Government's contract with Teachers TV came to an end in April 2011. Following the closure of Teachers TV, the Department has signed a number of non-exclusive distribution agreements that will ensure that the 3,500 15 minute programmes in the archive will still be available to watch on-line.²⁴ Teachers TV content is now available on [TES](#) in agreement with the Department of Education.

7.3 Teenage Pregnancy Independent Advisory Group (TPIAG): closed

The Teenage Pregnancy Independent Advisory Group (TPIAG) was set up in 2000, to monitor the previous Administration's 10-year Teenage Pregnancy Strategy. It was an advisory NDPB whose work was scheduled to come to an end in 2010 and the group had no responsibility for implementation of the Teenage Pregnancy Strategy.²⁵

On [14 October 2010](#) the Education Secretary announced that the TPIAG would close. TPIAG published its [final report](#) on 14 December 2010.

7.4 Partnerships for Schools: closed

Partnerships for Schools (PfS) was established in 2004 by the Department for Education as both a company and an executive NDPB. It described itself as "the Government's delivery agent for capital investment programmes into schools, helping to ensure that taxpayers get the best value from every education pound spent".²⁶ Information about PfS is available on its [archived website](#).

PfS was incorporated as a limited company under the Companies Act 1985 and the shares were wholly owned by the Secretary of State for Education.

PfS closed on 1 April 2012, when its responsibilities and work transferred to the Education Funding Agency (EFA), a new Executive Agency of the DfE. Legislation was not needed to effect this change.²⁷

8 National College for School Leadership: change of status

The [National College for School Leadership](#), which is responsible for improving the quality of leadership in schools and early years, changed status from non-departmental public body to executive agency from 1 April 2012.

²³ [HC Deb 29 March 2011 c280W](#)

²⁴ [Department for Education website](#) (at 2 July 2012)

²⁵ [HC Deb 17 March 2011 cc613-4W](#)

²⁶ [Partnerships for Schools](#) (at 9 July 2012)

²⁷ [HL Deb 14 September 2011 c267GC](#)

9 Other DfE arm's length public bodies: retained

On 14 October 2010, the [DFE announced](#) that the following bodies would be retained:

- Office of Qualifications and Examinations Regulation (Ofqual)
- Office for Standards in Education (Ofsted) and
- the School Teachers' Review Body (STRB).

The School Food Trust (SFT), a former DfE NDPB, has become a Community Interest Company and an independent charity.