

Leicester City 13-19 Partnership Development Plan.



Introduction.

This 13-19 Development Plan has been written by members of partner organisations serving on the Quality and Curriculum Group which services the 13-19 Partnership including Connexions, LEBC, LSC,LA, Inter Authority team, Secondary EIP and Tertiary Partnership. The plan aims to capture the changes that need to take place over the next 2 years and to provide a monitoring and implementation agenda for the Partnership. The plan takes into account the latest developments in the planning context such as the Machinery of Government [MOG] changes but is focussed on the growth of the City –wide curriculum offer. This Development Plan needs to be considered in conjunction with others such as the Transforming Leicester Learning [TLL] plan which has a linked but different focus. The plan has a known deficiency in that it has not been specific about the LLDD contexts and we wish to explore this further by producing a supplement to the plan which has this central theme. In terms of the targets linked to the plan we have adopted the progress check indicators which the Government Office for the East Midlands [GOEM] utilise. We have also indicated where this plan contributes to the targets mentioned in other closely linked plans covering the 13-19 area such as the Connexions plan. I am sure we all look forward to the time when a single plan can cover the whole 13-19 remit!

There is much to celebrate in Leicester. We have had a very successful Gateway 2 Diploma submission, a successful bid for a Foundation Learning Tier pilot together with very positive feedback from the Government Office on the way we have structured and underpinned the 13-19 Partnership. The JAR report was critical of the historic impact of the broader 13-19 Strategy, particularly in more deprived areas, but recognised the quality of the programmes and initiatives that existed. This Development Plan is a first step in responding to the challenge of raising achievement in Leicester City, year on year, by putting in place a sustainable shared curriculum that is suitable for the very wide range of students being educated in the City.

Peter Arnold
Chair: Quality and Curriculum Group



Leicester City 13-19 Partnership
DEVELOPMENT PLAN
2008 - 2011



Section 1 - Curriculum Development.
Objectives

1. General curriculum entitlement.
 - Maintain and develop a broad and balanced curriculum offer for all – wide range of subject and qualification type.
 - Implementation of new Secondary curriculum.
 - Embed Functional Skills in all institutions.
 - Embed Personal Learning and Thinking Skills [PLTS] in the curriculum offer.
 - Increase utilisation of a wide range of Section 96 courses/qualifications to increase participation and raise achievement.
 - Pilot new arrangements for Foundation Learning Tier and extend as a mainstream offer.
 - Develop Young Apprenticeship and Modern Apprenticeship as a curriculum offer.
 - Review of the current implementation of the statutory requirement for Work Related Learning and work experience.

2. Diplomas:
 - Meet the agreed Curriculum Entitlement for all Leicester City Learners 13-19 by 2013.
 - Implementation of Gateway 2 Diplomas working through Diploma Implementation Groups.
 - Submission for Gateway 3 Diplomas including Gateway 2 resubmissions.
 - Submission for subsequent Gateway applications in 2009 onwards.
 - Design of a QA process for moving from Diploma pilot to City-wide offer.

3. Introduce systems of collaborative protocols to manage an interdependent curriculum offer with suitable arrangements in place for:
 - Enrolment of students onto collaborative provision.
 - Timetable harmonisation.
 - Transport.
 - Awarding body harmonisation.
 - An administrative IT system linked to school and college MIS.
 - Quality Assurance.
 - Formula funding.
 - The management of Specialist Learning Centres
 - The joint appointment of staffing.



What?	Why?	How?	Who? What?	When?	Cost?	Successful if?	Targets and Cross reference?
<p>1.1 Implementation of relevant elements of the New Secondary and a broad, balanced, personalised and fully inclusive 14-19 curriculum.</p>	<p>Revised statutory requirement for all KS3 KS4 and KS5 students by ? Raise standards of Literacy, Numeracy and ICT across City</p> <p>Statutory requirement for all KS3 KS4 and KS5 students by ?</p>	<ul style="list-style-type: none"> • Functional Skills <p>Literacy / Numeracy through GCSE English / Maths or Stand alone</p> <p>IT through GCSE , or other IT qualifications or standalone</p> <ul style="list-style-type: none"> • Personal Learning and Thinking Skills [PLTS] <ul style="list-style-type: none"> • implementation of the statutory requirement for Work Related Learning and work experience 	<ul style="list-style-type: none"> • Pilot schools / colleges attend National and local training • LA National Strategies team lead training for 2008 pilot schools / colleges • LA NS team manage training cascade to all schools / colleges • In house CPD by all schools / colleges <ul style="list-style-type: none"> • schools / colleges attend National and local training • Inhouse CPD by all schools / colleges <ul style="list-style-type: none"> • Partnership to review current situation and provide support and guidance 	<p>May 2008 onwards</p> <p>Sept 2009 onwards</p>	<ul style="list-style-type: none"> • Commitment to attend training by schools / colleges • NS team time and funding to provide training • Commitment to implement and embed FS by schools / colleges <ul style="list-style-type: none"> • Commitment to attend training by schools / colleges • Commitment to implement and embed PLTS by schools / colleges <ul style="list-style-type: none"> • Commitment to implement statutory requirements 	<ul style="list-style-type: none"> • Fully prepared to offer FS as part of Diploma by all Pilot schools / colleges sept 2009 • On target KS4/5 results from 2011 <ul style="list-style-type: none"> • PLTs embedded in school / college practice by? 	<p>7 schools in pilot 08-09</p> <p>XR – City Attainment targets</p> <p>PLTs in at least 14 schools and colleges by 0809</p> <p>All schools and colleges by 0910</p> <p>All schools meet statutory requirement</p>
<p>1.2 Provision of appropriately Personalised curriculum opportunities</p>	<p>Meet the needs of students</p> <ul style="list-style-type: none"> • below the expected age related standard • NEET • Potential NEET • New arrivals • Engagement / reengagement of students 	<ul style="list-style-type: none"> • Establishment of comprehensive Foundation Learning Tier offer <ul style="list-style-type: none"> • Produce Directory of 'Alternative / Offsite' Provision • Establish 'One stop shop' 	<ul style="list-style-type: none"> • 6 Pilot schools / colleges attend National and local training • Inhouse CPD by all schools / colleges • Development and implementation of range of provision <p>Partnership to</p> <ul style="list-style-type: none"> • Review opportunities currently available • Identify gaps in provision 	<p>From Sept 2008</p> <p>July 2008 onwards</p>	<ul style="list-style-type: none"> • Commitment to attend training by schools / colleges • Commitment to implement and embed FLT by schools / colleges / providers <ul style="list-style-type: none"> • ?commissioned by Partnership to produce directory • ? Commissioned by 	<ul style="list-style-type: none"> • Successful FLT pilot • Partnership roll out of FLT • Positive contribution to engagement and attainment targets <ul style="list-style-type: none"> • Extended range of Quality assured provision available Sept 	<ul style="list-style-type: none"> • 6 schools /colleges in FLT pilot 0809 <ul style="list-style-type: none"> • XR City NEET targets



What?	Why?	How?	Who? What?	When?	Cost?	Successful if?	Targets and Cross reference?
	<ul style="list-style-type: none"> personalised academic / vocational needs eg G&T 	<p>for accessing provision</p> <ul style="list-style-type: none"> Maintenance and expansion of offer of 'low demand' GCSE / A Level and other qualifications Access to courses beyond expected of age range of student 	<ul style="list-style-type: none"> Commission providers Quality Assure provision infrastructure put in place to manage access to provision Partnership Coordinated collaboration between partners to <ul style="list-style-type: none"> Develop / commission range of provision Timetable access for students Ensure appropriate IAG and pastoral care for students 	Sept 2008 onwards	<ul style="list-style-type: none"> Partnership to manage access to Provision ? commissioned to manage access to provision Partnership time Partners collaboration costs 	<p>2010</p> <ul style="list-style-type: none"> Access managed through 'one stop shop' Positive contribution to engagement and or NEET targets Demonstrable range of provision accessible to students Positive contribution to engagement and attainment targets Positive Student satisfaction 	<ul style="list-style-type: none"> XR City Attainment targets XR TLL plan
<p>1.3 Meet the agreed Diploma Curriculum Entitlement for all Leicester City Learners 13-19 by 2013.</p>	<ul style="list-style-type: none"> Statutory requirement on LA LSC to ensure entitlement Statutory requirement for schools / colleges to ensure access. Opportunities for YP to succeed by different learning route of GCSEs A levels etc 	<ul style="list-style-type: none"> Implementation of cat 1&2 Gateway 2 Diplomas 2009 delivery Development of cat 3 Gateway 2 Diplomas 2010 delivery 	<ul style="list-style-type: none"> Planned, commissioned and coordinated by Partnership and QuaC/14-19 Team. Facilitator/Lead Practitioner (key role/s) DDGs becomes Diploma Implementation Groups (DIGs) Bi-weekly planning sessions Short term – to inform "conversation" (3/6) Longer term – programme development – launch Development Strands: Industry linkages, Work Experience, Generic Learning (FS, PLTS), the Project Facilitator/Lead Practitioner roles 5 meetings (?) Component development (including Work Experience) 	<p>May 2008 onwards</p> <p>May 2008 onwards</p>	<ul style="list-style-type: none"> Lead practitioner release @ 1 day week Sept 08 Facilitator time Meeting costs DIG membership Reprographics Admin support QuaC 14-19 Team costs Lead practitioner release @ 1 day week Sept 09 Facilitator time Meeting costs 	<ul style="list-style-type: none"> 5 Pilots delivering form 2009 FHA Wider roll out from 2010 FHA On target results from 2011 2Pilots delivering form 2010FHA Wider roll out from 2011 FHA 	<ul style="list-style-type: none"> XR City NEET targets XR City Attainment targets



What?	Why?	How?	Who? What?	When?	Cost?	Successful if?	Targets and Cross reference?
		<ul style="list-style-type: none"> • Submission for Gateway 3 Diplomas including Gateway 2 resubmissions. • Submission for subsequent Gateway applications in 2009 onwards. • Design of a QA process for moving from Diploma pilot to City-wide offer 	<ul style="list-style-type: none"> ▪ Partnership agrees diploma lines for G3 ▪ Facilitators establish DDGs ▪ DDGs agree on pilots ▪ DDG Facilitators with aid lead practioners write bids ▪ Partnership agrees diploma lines sequence ▪ Facilitators establish DDGs ▪ DDGs agree on pilots ▪ DDG Facilitators with aid lead practioners write bids ▪ Partnership agrees diploma lines based on capcity / demand research 	<p>June 2008 onwards</p> <p>March 2009 onwards</p> <p>Sept 2009 onwards</p>	<p>DDG Membership Reprographics Admin support</p> <p>As Per G2 evaluation - Facilitator and DDG costs then as above</p> <p>As Per G2 evaluation - Facilitator and DDG costs then as above</p> <p>Partnership commission QuaC research</p>	<ul style="list-style-type: none"> • On target results from 2012 • Pilots delivering form 2010 FHA • Wider roll out from 2011FHA • On target results from 2012 • Pilots delivering form 2011 FHA • Wider roll out from 2012 FHA • On target results from 2013 • Managed roll out from 2010 FHA matching demand with capacity • On target results from 2012 	<ul style="list-style-type: none"> • XR City NEET targets • XR City Attainment targets
1.3A Support and maintain existing YA provision	To widen range of opportunities for young people To meet LSC targets	Support current Year 10 and 11 cohorts through the programme	LSC/ LA/ LEBC/ Leicester College/ Loughborough College	Current until end date as advised by DCSF (likely to be June 2010 at end of Cohort 5)	LSC funded support to beneficiary schools and colleges	Current students supported to achieve Successful dovetail into mainstreamed diploma offer after DCSF guidance given	<ul style="list-style-type: none"> • XR City Apprenticeship targets • XR City Attainment targets • XR LEBC and LSC employer



What?	Why?	How?	Who? What?	When?	Cost?	Successful if?	Targets and Cross reference?
1.3B Develop and extend the Apprenticeship offer	To widen range and increase the number of opportunities for young people To address skills shortages To meet shared authority targets	Implement Connexions Business Plan Chapter F (13-19 Employer Engagement Activity) as ratified by Local Authority Directors	LA/ Connexions/ LEBC/ LSC/ Lantern	April 2008 onwards	LA statutory duty to deliver Careers services	Increased student uptake of apprenticeships Increased capacity for apprenticeship placements	engagement strategies and targets
1.5 Further develop and implement fully systems to manage an interdependent curriculum offer with suitable arrangements in place.	<ul style="list-style-type: none"> To allow Diploma and other 13-19 provision to be offered efficiently and affectively. 	<ul style="list-style-type: none"> Enrolment. Collaborative protocols for. Timetable harmonisation. Transport. Awarding body harmonisation. An administrative IT system linked to school and college MIS. Quality Assurance. Finance management Formula funding. VLE use Management of SLCs 	<ul style="list-style-type: none"> LA, LSC and Partnership to commission committed 13-19 team to lead and manage all aspect of 13-19 Development Plan 13-19 team to organise lead such workstreams as required to implement 13-19 plan 13-19 team to provide challenge, support and guidance as required to partners to ensure successful 13-19 implementation 	July 2008 onwards	<ul style="list-style-type: none"> Salary costs for 13-19 team Resources for implementation of plan Admin support for team 	<ul style="list-style-type: none"> 13-19 successfully implemented 13-19 Development Plan targets all met. 	<ul style="list-style-type: none"> XR all city targets



Section 2 – Developing Information Advice and Guidance.

Objectives

- 2.1 IAG is integrated into mainstream teaching with an appropriate and coordinated approach led by a SMT member with IAG responsibility who develops and implements an IAG policy linked to the national standards.
- 2.2 A city IAG entitlement statement will be created
- 2.3 A mechanism to support schools in developing effective IAG practice will be established
- 2.4 Schools and colleges will be supported in achieving coherence between aspects of Information, Advice and Guidance, Careers Education, Work Related Learning and PSHE [E].
- 2.5 Career Mark is used as a framework for developing CEIAG provision in schools and colleges
- 2.6 SIPs will be provided with information on the progression performance of each school.
- 2.7 A coordinated CPD offer for CEIAG staff in all institutions across Leicester City based upon the principle of impartial guidance will be created and implemented
- 2.8 Long-term resourcing for the Prospectus (CourseFinder) and related products will be identified including LeCAP, eProgress File/eILP (Transition Toolkit) relationship and integration with Virtual learning Environments (VLEs eg Fronter and Moodle) identified.
- 2.9 All resources will be promoted and used effectively by all KS3 and KS4 and post 16 students as appropriate.
- 2.10 All schools and colleges have standardised, full and accurate details of their KS4 and post 16 offer on the CourseFinder database for the current and future years.
- 2.11 The scope of the Prospectus will be expanded to include the Personalised Learning Directory



What?	Why?	How?	Who? What?	When?	Cost?	Successful if?	Targets and Cross reference?
<p>2.1 IAG is led by a SMT member with IAG responsibility who develops and implements an IAG policy. Every school to have an IAG policy including</p> <ul style="list-style-type: none"> integrating IAG into mainstream teaching Resourcing – space and staffing Links to national standards 	<p>To make sure that IAG has a high profile within institutions to support 14-19 developments effectively All young people receive the IAG to which they are entitled</p>	<p>Every school/college to have a senior member of staff with IAG responsibility Event to raise the profile of IAG and get senior staff engagement Example policy to be made available</p>	<p>EIP LA Connexions SIPs</p> <p>Supporting Progression publication (SSAT) CEGNET website</p>	<p>By Autumn 2008</p> <p>Autumn 08 /Spring 09</p>	<p>Venue costs Speaker costs (David Andrews)</p>	<p>List of nominated staff with contact details. Active participation in and leadership of IAG IAG part of SEF and School development plans</p>	<p>XR Connexions targets</p>
<p>2.2 Create and disseminate a city IAG entitlement statement</p>	<p>Every young person knows the IAG that they are entitled to and who gives it</p>	<p>Refer to Code of practice to inform entitlement statement</p>	<p>Quac led by RS</p>	<p>By Autumn 2008</p>			<p>XR Connexions targets</p>
<p>2.3 A mechanism to support schools and colleges in developing effective IAG practice will be established</p>	<p>To look at the issues, share and disseminate good practice and support each other, to ensure consistent high quality impartial IAG</p>	<p>Develop a hub and spoke network for school and college staff with IAG responsibility. Current IAG network to be endorsed proactively by LA staff and EIP and promoted as the support mechanism for IAG developments</p>	<p>Connexions to coordinate EIP/LA to promote to schools and colleges. X ref 3.3</p>	<p>Already exists</p>			<p>XR Connexions targets</p>
<p>2.4 Schools and colleges are supported in achieving coherence between different aspects of the personal development curriculum including career education, Work related Learning, the economic wellbeing strand of the new PSHEE curriculum and PLTS.</p>	<p>To ensure that young people develop the skills necessary for making well informed, realistic and appropriate choices throughout their lives</p>	<p>Schools will self assess against the Career Mark standards and this will contribute to the school SEF and SDP in every secondary school.</p> <p>Schools to audit their provision to ensure coherence</p>	<p>Connexions will support curriculum development</p>	<p>On-going</p>	<p>Connexions business plan</p>	<p>Increase in schools achieving Career Mark</p>	<p>XR Connexions targets</p>



What?	Why?	How?	Who? What?	When?	Cost?	Successful if?	Targets and Cross reference?
		Support offered by Connexions					
2.5 Career Mark is used as a framework for developing CEIAG provision in schools, contributes to the SEF and included in Development plans in every secondary school.	To ensure good practice in CEIAG All schools are undertaking high quality CEIAG and are fulfilling their statutory obligations	Self evaluation tool developed for schools to audit their provision and make development plans	Connexions to support schools but all staff working with schools to give same message			Increase in working towards and achievement of Career Mark	XR Connexions targets
2.6 Provide SIPs with progression information for each school	Progression information informs CEIAG	Emailed to LA	Connexions	When available. 2008 data available March 2009			XR Connexions targets
2.7 Create a coordinated CPD offer for CEIAG staff in all institutions X re 3.8	To ensure all young people are given impartial IAG by knowledgeable, trained staff X ref to IAG standards	Programme of CPD developed	Connexions/VESA RS/AF/SK	Autumn 2008			XR Connexions targets
2.8 Identify long term resourcing for CourseFinder/LeCAP/eLP	To ensure sustainability of core products that underpin the success of the 14-19 reforms		LA PA Connexions	By Dec 2008		Products feature in LAA and funds made available	XR Connexions targets
2.9a Promote effective use of CourseFinder/LeCAP/eLP 2.9b All schools and colleges including year 12s to continue to use LeCAP for applying for post 16 opportunities	To ensure young people are able to use the resources effectively to support their transition at 14 and 16	Publications, marketing materials, classroom resources	Connexions/EiP/VESA		Charge to schools for eLP		<ul style="list-style-type: none"> • XR Connexions targets • XR City participation targets • XR City NEET targets
2.10 All schools and colleges have full, up to date and accurate details of their full KS4 and post 16 offer on CourseFinder	All young people have access to information about the full curriculum offer available including Diplomas	LSC meetings, newsletters, presentations, guidelines on the web.	LSC, Connexions, EiP	October 2008		Audit of data shows full details	XR Connexions targets
2.11 Ensure that all alternative and personalised curriculum offers	All course provision is included – as above	Agreements by providers to add information	VESA/EiP/Connexions	October 2008	None	All provision included	XR Connexions targets



What?	Why?	How?	Who? What?	When?	Cost?	Successful if?	Targets and Cross reference?
are included in CourseFinder							

Section 3 Improving Capacity

Objectives

3.1 - Supporting the Leadership role of the City 13-19 Partnership

Establish a programme of CPD that adequately prepares LSC and LA staff for the implications of MOG changes
 Appropriate senior and middle management staff across the partnership stakeholders, harness existing networks to increase professional knowledge of distributed leadership, management and collaboration.

3.2 - Diploma Implementation Strategy in Leicester

3.3 - Establish phased CPD to support specific phase of Diploma planning/implementation

National schedule of CPD to support Diploma Implementation
 Develop an appropriate City/County CPD offer

3.4 - Focused Learning Visits

3.5 - Awarding Bodies

3.6 – IAG

3.7 - Engaging Employers in Curriculum Reform

Develop innovative approaches to employer engagement in the planning and delivery of 14-19 practical/occupational/Diploma curriculum

3.8 - Engaging HE in Curriculum Reform

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What?	Why?	How?	Who? What?	When?	Cost?	Successful if?	Targets and Cross reference?
3.1 Supporting the Leadership role of the City 13-19 Partnership	To prepare the 13-19 Partnership and its stakeholders for their new role and responsibilities for analysis, planning, commissioning and funding the 14-19 curriculum entitlement	<ul style="list-style-type: none"> • Collaborative leadership and management training & support- IA Strategic events to plan for MOG • Termly Diploma partnership support & monitoring with SSAT • Organisational leadership at different tiers of the organisation • Developing Collaborative Protocols and QA systems (Planned for G2 Diploma consortia) <p><i>Materials & Guidance on collaborative leadership and management including 'Insights from the Diploma Pathfinders'</i></p>	<ul style="list-style-type: none"> • LA 13-19 Partnership Lead/LSC • Pilot consortia leader – SC • Professional Development lead – SK • SSAT/LSN • NCSL/CEL • DCSF 	<p>1/13 May 08</p> <p>June 08 ,Nov 08, March 09</p> <p>Nov 08- April 09</p>	Infrastructure cost?	13-19 partnership accept delegated powers from LA by 2010	<ul style="list-style-type: none"> • XR City CPD strategy targets • XR DCSF targets for Partnerships • XR GOEM Progress check targets
3.2 Diploma Implementation Strategy in Leicester	Strategically plan for the implementation of the Diploma entitlement for all our learners in Sep 2013	<ul style="list-style-type: none"> • DIGs – implementation of G2 pilots • DDGs – G2 referral action plans • DDGs – G3 submissions • DDGs – G2 roll outs 	<ul style="list-style-type: none"> • DIG Diploma Line Lead & practitioners JaC, JoC, KI, WD, BL • DDG Facilitators/ Lead practitioners - JaC, JoC, KI, WD, BL, SK, VL, LH • curriculum planners- Deputies & VPs 	<p>G2 May 8 -Sep 09</p> <p>May – June 08 June – Nov 08</p> <p>G3 May 09–</p>	£30k per DIG used strategically to support DDG development	Diploma entitlement provides access for learners across the city for 17 lines of learning in 2013	<ul style="list-style-type: none"> • All 17 lines entitlement by 2013 for all learners



		<i>Essential materials & guidance from QCA</i>		Sep10			
3.3 Establish phased CPD to support specific phase of Diploma planning/implementation	Support capacity building for the delivery challenges presented by new qualifications e.g:- the Diploma. Bringing together teaching expertise with industry practice and facilities to produce a fit for purpose delivery for the new curriculum entitlement in 2013	<ul style="list-style-type: none"> • CORE workshops for Diploma Line of learning leads – Implementation Plan • CORE Inside the Diploma workshops • CORE Inside the Workplace • CORE Training on controlled assessments • CORE Intro to Functional Skills • CORE Functional Skills modules (16 x ½ day modules) Functional skills materials • CORE workshop on administering the Diploma and consortium working • CORE Training on the new Diploma administration process <p>Additional support through tailored events and VLE</p>	<ul style="list-style-type: none"> • Diploma Line lead • Diploma practitioners • Functional Skills practitioners • Exams officers • NCSL/CEL • DCSF 	<p>July 08</p> <p>Nov08–March 09</p> <p>Nov 09–March09</p> <p>April – July 09</p> <p>June – July 08</p> <p>Oct 08–March 09</p> <p>June – July 09</p>	Cover costs to attend CPD	<p>Full attendance at locally negotiated events will prepare delivery staff for new qualification delivery of G2 pilots in 2009</p> <p>Events evaluation</p>	<ul style="list-style-type: none"> • XR City CPD strategy • Succesfull G2 implementation in 5 lines 09
3.4 Focused Learning Visits	Investigate best practice and possible transferability to the Leicester context from existing collaborative arrangements nationally and locally	<ul style="list-style-type: none"> • Leaders and managers • Practitioner Learning Visits to G1 lines • Practitioner Learning Visits to 	<ul style="list-style-type: none"> • LA 13-19 Partnership Lead – SC/PA • Pilot consortia leaders - SC • DIG Diploma Line Lead & practitioners - JaC, JoC, KI, WD, BL 	June – July 08	Travel costs	<p>Learning points from visits integrated into local planning</p> <p>Visit evaluations</p>	<ul style="list-style-type: none"> • XR City CPD strategy • Succesfull G2 implementation in 5 lines 09



		<p>employers for G2 lines</p> <ul style="list-style-type: none"> Focused learning Visits for IAG 	<ul style="list-style-type: none"> DDG Facilitators/ Lead practitioners - JaC, JoC, KI, WD, BL, SK, VL, LH curriculum planners - Deputies & VPs DCSF/SSAT/NCSL 				
3.5 Awarding Bodies	Investigate the possibility of a consistent relationship with ABs across Diploma lines/ Functional Skills	<p>City consultation with ABs to:-</p> <ul style="list-style-type: none"> Explore commonality of approach Functional Skills choice Preferences of practitioners for Principal Learning Enhanced support from ABs for contracting for new qualifications in the emerging curriculum framework – Diplomas, Functional Skills, Extended project, amended GCSE/AS etc 	<ul style="list-style-type: none"> DIG Diploma Line Lead & practitioners - JaC, JoC, KI, WD, BL Functional Skills Lead and practitioners – C Smith 	<p>June 08 June 08 Sep 08</p> <p>Oct 08–Sep 09</p>	Possible cost savings?	Each Diploma line uses the same AB for accreditation purposes throughout the levels of progression and across delivering organisations	
3.6 IAG		<ul style="list-style-type: none"> IAG Events – Learners, Parents/carers, Employers IAG consultancy ‘14-19 Practitioner Guide’ Marketing materials Area prospectus – Coursefinder 	<ul style="list-style-type: none"> IAG lead – RS IAG practitioners DCSF 	<p>Summer term 08 – Yr 8</p> <p>Options process, Autumn term 08 – Yr 9/11</p> <p>Coursefinder use in school</p>		Learners, parents/carers, HE and employers have a good understanding of the new Qualifications Credit Framework and the nature status and	XR Connexions strategies and targets



		<ul style="list-style-type: none"> National Diploma publicity Local Diploma publicity 		<p>CEG 08-09</p> <p>LeCAP usage for post 16 decisions Dec 08-July 09</p>		<p>progression opportunities of qualifications contained within it</p>	
3.7 Engaging Employers in Curriculum Reform	To engage employers locally in the delivery of national industry designed curriculum	<ul style="list-style-type: none"> Apprenticeships – NAS network and local forum (Leic Coll events) Employer engagement consultancy support- <i>Employers engaged for curriculum delivery (Diploma Employer Engagement Handbook)</i> DDP support for employer engagement LEBC support for work experience- <i>Employers engaged for work placements</i> 	<ul style="list-style-type: none"> Employers LEBC/CNX/Lantern Leic College Lantern NAS/LSC WEXA 	<p>Annual awards</p> <p>March 09</p> <p>June 09</p>		<p>Each Diploma line will have local employers championing the delivery of the new qualification and offering relevant work placements</p>	<p>XR LEBC and LSC employer engagement strategies and targets</p>
3.8 Engaging HE in Curriculum Reform	To provide progression pathways @ 19+ into HE from the Qualifications Credit Framework (QCF) and from the 4 main qualification pathways for 14-19 curriculum entitlement:- <ul style="list-style-type: none"> GCSE/AS/A2 Apprenticeships Diplomas FLT 	<ul style="list-style-type: none"> HE involvement in DDGs and DIGs Pathway progression from L3 Curriculum Framework qualifications to L4 HE qualifications; including Foundation Degree as progression form Apprenticeships <ul style="list-style-type: none"> Opportunities to contribute to joint Diploma 	<p>DMU, Loughborough etc Lifelong Learning Partnership</p> <p>Diploma practitioners</p> <p>Diploma Line lead</p>	<p>June08–July 09</p>		<p>Each Diploma line will have HE championing the delivery of the new qualification</p> <p>Mentoring younger learners.</p> <p>Demonstrate relevant progression into Degree level study/Fdn Degrees from Apprenticeships and Diplomas from</p>	<p>XR Aim Higher strategies and targets</p>

		<ul style="list-style-type: none"> delivery • Opportunities to raise post 19 aspirations through Aimhigher programme • Collaboration on extended projects at L3 and pre 19 L4 module delivery • Student mentors 				2013	
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Section 4. Administration and Funding.

Objectives

- Create capacity for the 13-19 Partnership to discharge its functions supported by a 13-19 team.
- Develop and publish an Annual Planning Cycle with key dates for all schools and colleges on matters such as enrolment and prospectus information.
- Set up a placement process and Panel to manage enrolment onto collaborative provision on behalf of all schools and colleges in the City building on the work of the IF process.
- Assemble a group of key LA and LSC staff to write a Planning and Funding Transition plan.
- Develop an IT Based system linked to schools and Colleges MIS systems with the capacity to
 - Identify individual YP on specific programmes at designated centre of learning.
 - Record attendance.
 - Meet H and S requirements
 - Track progress.
 - Record progression to the next stage of learning
- Set up a Finance subgroup of the 13-19 Partnership to develop a funding proposal for the Diplomas and to plan the longer term use of resources.
- Streamline the operation of the QUAC so that it can more exclusively focus upon quality issues including the further development of collaborative protocols
- Ensure that SIPs are briefed and able to contribute to the development of the 13-19 Curriculum.



What?	Why?	How?	Who? What?	When?	Cost?	Successful if?	Targets and Cross reference?
4.1 Model and propose an infrastructure to support the 13-19 Partnership	To create capacity to enable the 13-19 Partnership to discharge its function effectively.	<ul style="list-style-type: none"> Establish an agreed model. Identify any appropriate resources to fund capacity. Identify, secure and deploy appropriate expertise. 	Peter Arnold	18 June 2008 Partnership meeting	£50k per annum	13-19 Partnership support is in place and functioning effectively.	<ul style="list-style-type: none"> XR DCSF targets for Partnerships XR GOEM Progress check targets
4.2 Set up a working group across LA, LSC and CNX to produce an Annual planning Cycle, monitor and review its effectiveness	To align planning, funding and implementation timetables in order to ensure coherence.	<ul style="list-style-type: none"> Identify key individuals from partner organisations Recruit working group Set a work schedule. 	Peter Arnold Carolyn Savage Ros Kershaw	June 2008	<ul style="list-style-type: none"> Partner core contributions 	<ul style="list-style-type: none"> Annual planning cycle is produced System in place to monitor and review its effectiveness 	<ul style="list-style-type: none"> XR LA LSC & CNX planning and targets
4.3 Negotiate a contract with to manage all enrolment on to collaborative provision at KS3 and KS4 on behalf of schools, colleges and training providers	To harness and build on IF practice to develop an effective local 'clearing house' approach	<ul style="list-style-type: none"> Key LA and LSC staff to devise an appropriate contract through MOG transitional process. Set up a clearing-house process and panel. Engage capacity to organise and 	LA/LSC (VESA)	July 2008 [based on contracts aligned to an academic year]	<ul style="list-style-type: none"> Part of core-funded LA/LSC MOG transitional responsibilities 	Agreed contract is in place with to manage enrolment onto collaborative provision at KS3 and KS4	<ul style="list-style-type: none"> Cost effective access to entitlement for all by 2013



What?	Why?	How?	Who? What?	When?	Cost?	Successful if?	Targets and Cross reference?
		operate the process.					
4.4 Machinery of Government Identify and task key LA and LSC staff to produce a single transitional plan	To respond to emerging MOG planning imperatives	<ul style="list-style-type: none"> Establish a joint task group and process to produce transition plan (in consultation with other partners/ providers) 	David Carter Carolyn Savage	June 2008 Establish the group [rate of progress dependant on 'role out' of MoG]	<ul style="list-style-type: none"> Partner core contributions 	<ul style="list-style-type: none"> Single transitional plan is produced with appropriate milestones 	<ul style="list-style-type: none"> XR LA LSC & CNX planning and targets
4.5 Set up an IT/MIS group with representatives from 13-19 sector	To explore the use of IT/MIS to optimise the sharing of data and establish appropriate systems for attendance, tracking etc.	<ul style="list-style-type: none"> Identify appropriate representations Establish the group Agree a remit (cross-referenced to the CLC Management Group) 	Peter Arnold Carolyn Savage CLC Management Group	September 2008		<ul style="list-style-type: none"> Effective MIS systems in place to support entitlement 	<ul style="list-style-type: none"> XR CLC Action plan and targets
4.6 Set up Finance sub-group – diploma and related 13-19 funding	<ul style="list-style-type: none"> To anticipate and respond appropriately to diploma related funding issues as they emerge. To cost 13-19 Plan To manage 13-19 P Budget effectively 	<ul style="list-style-type: none"> Identify appropriate representation Establish the group Agree a remit etc. Establish banking facilities/ cost centre etc. 	Peter Arnold Leicester College to act as bank for 13-19 P. SC to chair sub group	September 2008	<ul style="list-style-type: none"> Partner core contributions + part-covered by infrastructure support capacity 	<ul style="list-style-type: none"> Finance sub-group is established Regular feedback to 13-19 Partnership takes place Diploma roll out successful and to budget 	<ul style="list-style-type: none"> XR DCSF targets for Partnerships XR GOEM Progress check targets
4.7 Review Remit, focus and membership of Quality and Curriculum Group	<ul style="list-style-type: none"> To ensure that the QuaC remains fit for purpose and sustainable as the executive working group of the 13-19 Partnership To comply with contract management requirements for the FLT and KS4 Engagement Programme 	<ul style="list-style-type: none"> Review capacity and composition Establish a budget to underpin and sustain the group's work Refresh the remit 	Peter Arnold	September 2008	<ul style="list-style-type: none"> Partner core contributions + part-covered by infrastructure support capacity 	<ul style="list-style-type: none"> QuaC Group and QuaC process are refreshed and appropriately funded to ensure fitness for purpose and sustainability 	<ul style="list-style-type: none"> XR DCSF targets for Partnerships XR GOEM Progress check targets



Section 5. Extending and deepening the Partnership.

Objectives

- Organise a regular pattern of briefings for a nominated lead elected member for 13-19 Education and provide opportunities for elected members to play a positive role.
- Extend the membership of the Partnership to the BSF team, Voluntary sector, GOEM, Academies and Private schools.
- Request that the LA sends a focused representative in its role as the largest local employer.
- Create executive capacity and necessary sub groups so that more work can be done in preparing final proposals for agreement at 13-19 Partnership meetings.
- Design a Management Information System to support the work of the Partnership and relieve the pressure to communicate information at meetings.
- Organise an annual one day 13-19 Partnership conference involving all City secondary heads and principals.

What?	Why?	How?	Who? What?	When?	Cost?	Successful if?	Targets and Cross reference?
5.1 Establish links with elected members	To ensure effective communications of 14-19 developments in the City and to elicit appropriate support and challenge	Set up a meeting with the Lead member for children's Services to establish a briefing pattern and secure wider involvement	David Carter and Peter Arnold	May 2008	LA partner core contribution	Elected members become key advocates of the City 13-19 strategy	
5.2 Widen the membership of the Partnership.	To ensure full and effective representation on and working of Partnership.	Prepare a proposal for discussion and agreement by 13-19 Partnership	Peter Arnold	18 th June 2008 Partnership meeting.	Core contribution of partner organisations	Membership of the Partnership is fit for purpose.	<ul style="list-style-type: none"> • XR DCSF targets for Partnerships



What?	Why?	How?	Who? What?	When?	Cost?	Successful if?	Targets and Cross reference?
		Recruitment of additional partners.	Chair of Partnership				<ul style="list-style-type: none"> XR GOEM Progress check targets
5.3 Involve LA workforce Development team in Partnership	To secure Workforce development practice within the Partnership	The LA workforce Development officer be invited to the Partnership meetings	David Carter	From September 2008 onwards	LA partner core contribution	The LA becomes and exemplar to other major employers in terms of engagement in the 13-19 curriculum.	<ul style="list-style-type: none"> XR City CPD Strategy and targets
5.4 Meet the needs of SEN and other vulnerable groups of students	To ensure equality of opportunity, access and appropriate attainment outcomes for these students.	Set up a SEN / vulnerable groups subgroup with agreed remit	Peter Arnold Partnership endorses remit and members of subgroup Regular meeting pattern established	18 th June Partnership meeting onwards	13-19 Partnership budget and institution budgets	The needs of SEN students are met within the new 13-19 curriculum.	<ul style="list-style-type: none"> XR City SEN LLDD Strategies and targets
5.5 Improve communications between Partnership members	To improve flow of information between Partnership members To improve efficiency and quality of partnership meetings by reducing number of information items.	Set up as part of VESA contract an MIS system to support Partnership members.	Alex Mc Manus	June 2008	13-19 Partnership budget.	Partners receive effective communication about the Partnership's activities.	<ul style="list-style-type: none"> XR DCSF targets for Partnerships XR GOEM Progress check targets
5.6 Strengthen links between secondary and tertiary education partners	Improve understanding of common and sector issues. Strategic planning for improved 14-19 provision	Set up an annual Autumn one day conference involving all heads and principals in the City	Simon Catchpole and Alex Mc Manus	July 2008	Secondary EIP and Tertiary Partnership	Effective planning across the 13-19 continuum.	
5.7 Attain Legal status for Partnership	To formalise Partnership arrangements, agreements, protocols to ensure sustainability. To allow partnership to hold budgets and employ staff as necessary.	To investigate possibilities and make recommendations for Partnership to consider	Partnership to commission group to investigate opportunities	Sept 2008 onwards	Time and expenses of commissioned group Possible legal and other expenses	The partnership' legal status assists in attaining objectives.	



Leicester City 13-19 Partnership
DEVELOPMENT PLAN TARGETS
 2008 – 2011



The assembling of these targets still needs to be completed

Participation				
1. Increase the % of 17 year olds participating in education and work based learning (judged against the 2005/06 national trajectory and progress made since 2004/05)				
Trajectory		Targets		Notes
2004 -2005	78.8%	2007 - 2008		
2005 - 2006	81.6%	2008 -2009		
2006 - 2007		2009 - 2010		
		2010 - 2011		
2. Reduce the proportion of 16-18 year olds who are NEET (judged against the 2005/06 national trajectory and progress made since 2004/05)				
Trajectory		Targets		Notes
2004 -2005	11.2%	2007 - 2008		
2005 - 2006	9.9%	2008 -2009	8.4%	
2006 - 2007		2009 - 2010	8.1%	
		2010 - 2011	7.7 %	
Attainment				
3. The % of young people achieving 5 A*-Cs at GCSE or equivalent (incl English and Maths) (judged against the 05/06 national trajectory and progress made since 04/05)				
Trajectory		Targets		Notes
2004 -2005		2007 - 2008	41%	TLL target
2005 - 2006		2008 -2009	48%	TLL target
2006 - 2007		2009 - 2010		
		2010 - 2011		



4. The % of young people achieving Level 2 by 19 (judged against the 2005/06 national trajectory and progress made since 2004/05)				
Trajectory		Targets		Notes
2004 -2005	63.0%	2007 - 2008	69%	
2005 - 2006	65.2%	2008 -2009	71%	
2006 - 2007		2009 - 2010	73%	
		2010 - 2011		
5. The % of young people achieving Level 3 by 19 (judged against the 2005/06 national trajectory and progress made since 2004/05)				
Trajectory		Targets		Notes
2004 -2005		2007 - 2008	48.3%	
2005 - 2006		2008 -2009	49.8%	
2006 - 2007		2009 - 2010	51.3%	
		2010 - 2011		
6. The % of young people (16-24) achieving an Apprenticeship (judged against the 05/06 completions out of 16-24 population national average & progress made since 04/05)				
Trajectory		Targets		Notes
2004 -2005		2007 - 2008		
2005 - 2006		2008 -2009		
2006 - 2007		2009 - 2010		
		2010 - 2011		
Progression				
7. The proportion of Y11 learners who progress through the qualifications framework (i.e. L1, L2 and L3) by the age of 19.				
Trajectory		Targets		Notes
2004 -2005		2007 - 2008		
2005 - 2006		2008 -2009		
2006 - 2007		2009 - 2010		
		2010 - 2011		

