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Leading learning and skills

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From here to entitlement

The role of higher education in 14-19 partnerships

Gareth Griffiths

14-19 Provision and Attainment Director

Learning and Skills Council

14-19:
The policy context

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The 14-19 road map

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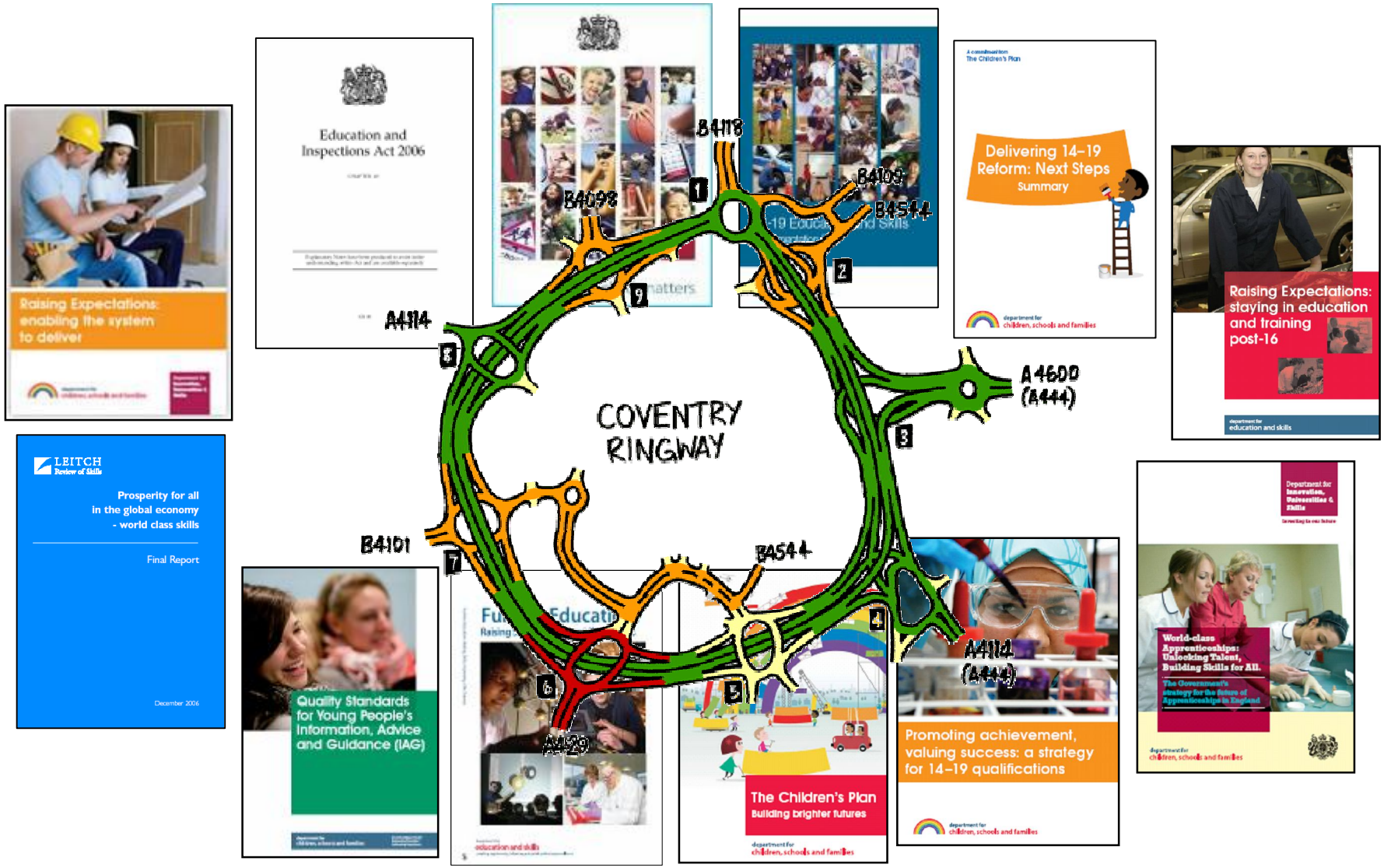

14-19 entitlement

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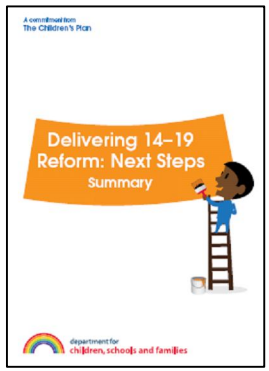
'Our starting point is the concept of a 14-19 entitlement for all young people to the right learning opportunities, and the right support'

- A high quality learning route for every young person that enables them to participate, achieve and progress
- The support to integrate all services for young people so that they can make the most of their opportunities and choices
- Stronger local partnerships and consortia arrangements
- Establishing the right delivery arrangements at a local, regional and national level.



DCSF priorities: Local delivery

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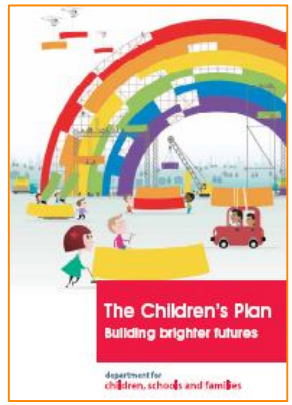
a. increasing support
b. reforming curriculum and qualifications
c. delivering on the ground

‘by ensuring that everyone involved in working with 14–19-year-olds group works together to take a strategic view of young people’s needs, to provide them with their full entitlement and to offer a personalised approach to their learning.’



14-19 Partnerships: 100 percent for 100 percent

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02

The partnership landscape

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14-19 partnerships

14-19 entitlement

Impartial IAG

Pathfinders, IFP, YA

Diploma consortia

14-19 plan and strategy

14-19 partnerships i

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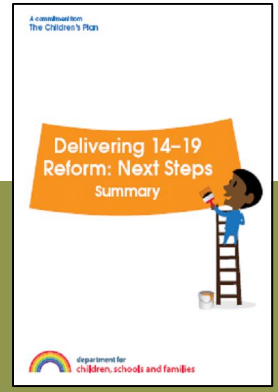


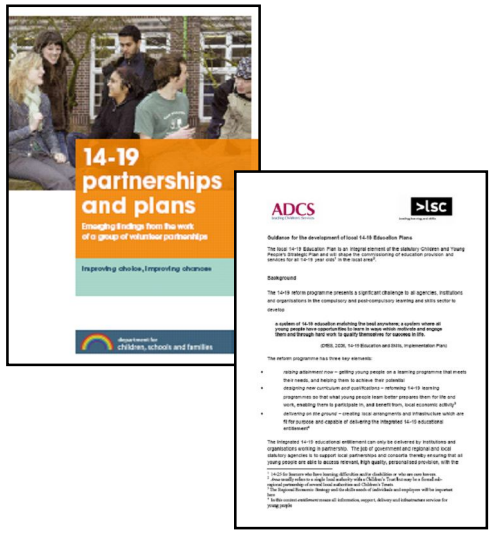
‘Partnerships have the crucial role of:

- Agreeing the local vision for 14-19
- Developing and articulating strategies for the full range of 14-19 priorities
- Supporting consortia of providers so that they are ready to deliver.’

‘The current Education and Skills Bill places local authorities under a duty to co-operate with 14-19 providers. This provides a statutory underpinning for 14-19 partnerships’.

14-19 partnerships ii

- LA has statutory responsibility for 14-19 within Children's Trust arrangements
- Each area requires a local strategic 14-19 partnership to include LA, LSC, providers of IAG, schools, colleges, wbl providers, HE institutions, employers, voluntary and community sector
- Key partners need to agree a 14-19 plan which is a key driver for local collaboration and delivery of the entitlement.



Partnership works i

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"There are an increasing number of secondary school students in England who are benefiting from an 'increased flexibility programme', bringing together those who have on occasions been seen as competitors for the same cohort of young people: schools, further education colleges, and providers of work-based learning. It is fascinating to see how popular these partnerships have been and how the numbers of participating students have exceeded expectation.

The message from students is clear: we like this and want more of it."

David Bell 2005

Partnership works ii

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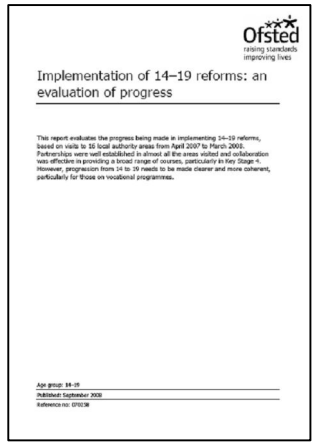
- Overall progress in implementing the 14–19 reforms was satisfactory or better in 15 of 16 local authority areas visited
- Strategic direction was clear and a strong commitment to work together existed among most providers.
- Collaboration between schools and colleges was effective.
- Local strategies had a positive impact in raising achievement, increasing participation and retaining learners in education and training.
- A strong emphasis on educational and social inclusion was evident.



Ofsted
raising standards
improving lives

Implementation of 14–19 reforms: an evaluation of progress

This report evaluates the progress being made in implementing 14–19 reforms, based on visits to 16 local authority areas from April 2007 to March 2008. Partnerships were well established in almost all the areas visited and collaboration was effective in providing a broad range of courses, particularly in Key Stage 4. However, progression from 14 to 19 needs to be made clearer and more coherent, particularly for those on vocational programmes.

Age group: 14–19
Published: September 2008
Reference no: 070138

Ofsted survey Sept 08

14-19 Partnerships and HE

‘Constructive links with local universities in planning for Diplomas and in establishing progression routes from 14–19 into higher education were well established in four of the areas visited and were being developed in others.’

- **Progression routes**
- **Aimhigher/widening participation**
- **Diploma engagement through consortia**

- **Placements, resources, VLEs**
- **IAG and raising aspirations**
- **Developing local communities**
- **Higher level skills**

Partnership: success factors

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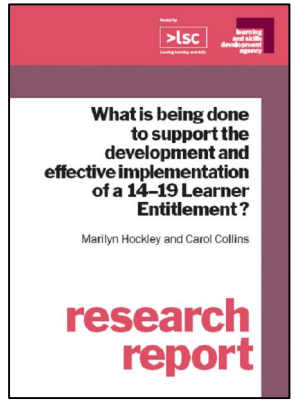
- Close collaboration between partners is critical to success in all areas
- Cultural change may be necessary in some organisations to understand one another's strengths and to build on them



"***The most common factor of how success had been achieved was attributable to the personalities and commitment of those involved, their ability to be open and honest with one another, to trust and the desire to make change happen, to be transformational, rather than transactional and the ability to focus on successes … "***

And why?
Half our future…still!

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‘Despite some splendid achievements … there is still much unrealised talent especially among boys and girls whose potential is masked by … the limitations of home background. The country cannot afford this wastage, humanly or economically speaking.

The schools will need to present education in terms more acceptable to the pupils and to their parents, by relating more directly to adult life, and especially by taking a proper account of vocational interests’

Half our Future 1963

Leading learning and skills

From here to entitlement

The role of HE in 14-19 Partnerships

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