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From here to entitlement:

The role of 14-19 Partnerships in taking Diplomas forward

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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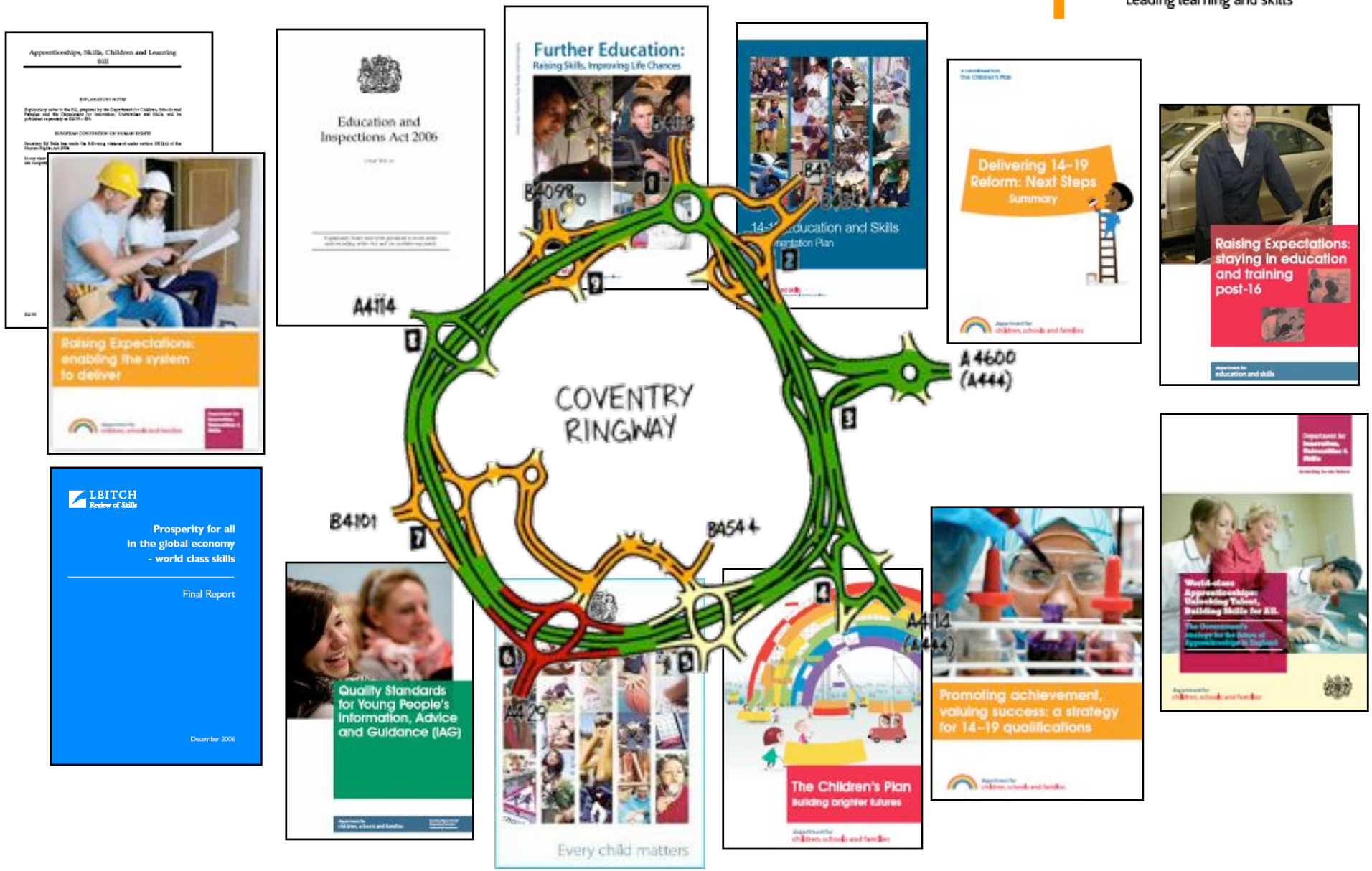

14-19 entitlement

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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.

Learning routes

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'The 14-19 curriculum entitlement provides the overarching framework for Partnerships to meet the needs of their young people, against the four routes of Apprenticeships, Diplomas, Foundation Learning Tier and general qualifications'

- **Apprenticeships** – with an entitlement to a place by 2013 for all 16 year olds suitably qualified
- **Diplomas** – with an entitlement by 2013 for all 14-16 year olds to the first 14 Diplomas and for 16-18 year olds to all 17 Diplomas
- **Foundation Learning** – some delivery within all areas by 2010
- **General qualifications** – GCSEs, A levels

The right support

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- Excellent IAG and support to make the right choices at 14 and 16
- A 14-19 prospectus in every area setting out the courses and support available
- A common application process that makes it easier to apply for education and training
- September Guarantee to ensure all 16 & 17 year olds have an offer of a suitable place in learning
- Access to positive activities

'High quality, impartial IAG is critical to help raise aspirations and give young people the confidence and direction to stay on in learning and achieve their potential …'

14-19 Partnerships: From here to entitlement

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14-19 Partnerships

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- **Each area requires a local strategic 14-19 partnership to include LA, LSC (until 2010), providers of all types of learning, 3rd sector, HE, providers of IAG, employers.**

'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.'

'LAs will not be able to deliver their responsibilities on their own. These require area-wide strategies owned and driven by all stakeholders and delivery partners.'

Diploma entitlement

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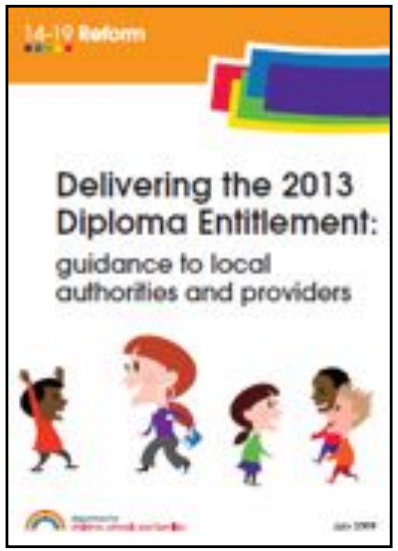
'14-19 partnerships are best placed to lead the strategic planning of the Diploma Entitlement because this requires an area-wide strategy, owned and delivered by all key stakeholders and delivery partners.'

An area-wide offer that needs to be accessed by all young people:

- Capitalising on the expertise of a broad mix of providers
- The ability to deliver practical and applied learning
- Working across borders
- High quality IAG and support
- Clear focus on creating access for all young people.



From here to entitlement

- Aims to describe what good partnerships look like
- Strategic partnership not provider consortium
- Self-assessment is key to success
- Seven indicators based around DCSF progress check: incl.IAG, provision, facilities, employer engagement
- Glossary, targets, key documents
- Multi-purpose
- Shared and evolving.

Partnership works!

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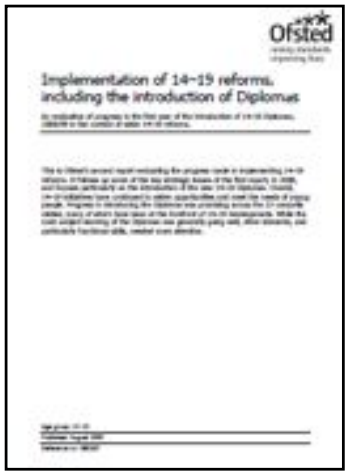
- collaboration is the key for 14-19 year olds
- progress in implementing the full range of 14–19 reforms: ‘at least good in the large majority of the partnerships visited.’
- collaborative provision continued to widen the range of options available to all 14–19-year-olds
- ‘provision meeting the needs of young people whose circumstances made them vulnerable, including those with learning difficulties and/or disabilities.’


Ofsted

Implementation of 14–19 reforms, including the introduction of Diplomas

Ofsted thematic survey August 2009

Partnership: success factors

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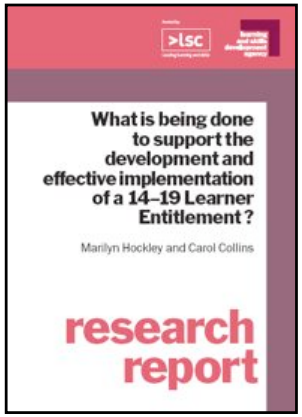
- Close collaboration between partners is critical to success in all areas
- Cultural change may be necessary in some organisations to understand one another's strengths and to build on them.



"***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

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Gareth.griffiths@lsc.gov.uk