

# Wolverhampton 14-19



## Implementing the 14-19 Reforms in the Local Context



## Welsh Assembly Government Senior Curriculum Managers' Network



5<sup>th</sup> June 2008

# The National Background

- The Children Act and the 5 Outcomes
- The Reforms: qualifications; funding; management
- Machinery of Government: national; regional; local

# The Task in Each Area

- Transform attainment, inclusion, participation and skills
- Deliver the Entitlement (2013)
- Raise the age of participation to 17 (2013) and 18 (2015)



How?

# The New Era of Collaboration

- The Reforms can only be delivered by area-wide collaboration
- Areas require considerable capacity; areas are not 'consortia'
- Capacity is created by empowering the whole learning community to operate area-wide

# Wolverhampton 14-19 Development Team

- A Stakeholder Development Team facilitating collaboration
- We develop and manage
  - » the learning offer
  - » access to learning through the City Infrastructure
  - » processes to make it all work

# The Story So Far

- A strong and effective partnership culture
- Curriculum development especially Diplomas and REACh
- The City Infrastructure as a platform
- The foundation: timetable alignment
- Significant increase in 5 A\*-C and post 16 participation

# Underlying Concepts

- The primacy of learning; there are new learning solutions
- A demand led system
- Personalisation
- A new form of experiential learning in a range of contemporary contexts and settings
- It takes the whole village to raise the child

# Key Dimensions

- Specialist providers for the whole learning community
- Area perspectives
- Stakeholding
- Bottom-up partnership
- The partnership dividend

# The Strands of the City Infrastructure

- Area-wide Curriculum Framework
- Area-wide Curriculum Models
- ILP: [www.my-iplan.com](http://www.my-iplan.com)
- Area Prospectus: [www.area-prospectus.com](http://www.area-prospectus.com)
- CARD (Choose a Real Deal)
- Underpinning Systems
- eLearning platform: [www.virtual-workspace.com](http://www.virtual-workspace.com)

***These interlock to create a holistic approach which is fundamental to our work***

# Describing Our Work

- Learning Offer
- Management of Learning
- Access to Learning

# Creating the 14-19 Offer

- Learning providers make an initial “offer” within an agreed planning cycle and process
- The process aggregates these offers into one for the City as a whole
- Enables providers to develop specialism
- Clear management structure

# Level 2 and Level 3 Post 16

- Schools create their offer with established consortia
- Presented and aggregated at DEPNET along with other providers ... City College, University, Training Providers, Employers
- Published on Area Prospectus

# Key Stage 4 Work Based Learning

- Training providers, Employers, F.E. Colleges and schools
- Management group role
- All wbl has accredited outcomes

# Delivering the Diplomas

- The City is the consortium
- An integrated and holistic approach

*...2 whole days.. This is the key to transforming learning. It is operationally practicable against current English curriculum models. It will deliver the full entitlement through collaboration*

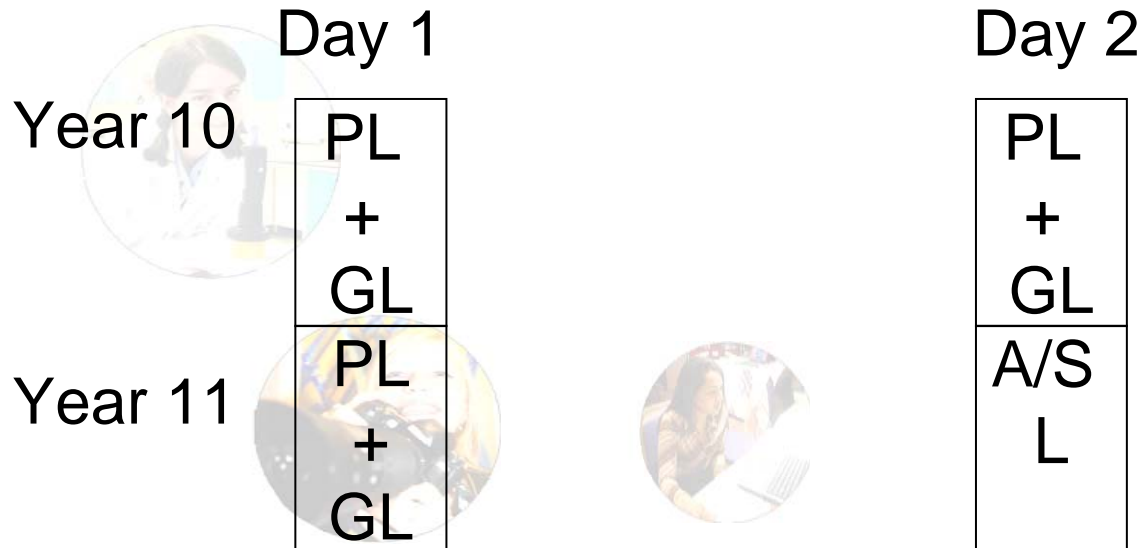
# Key Stage 4, Level 2 : 800glh

Principal Learning (PL): 420 glh

Generic Learning (GL): 200 glh

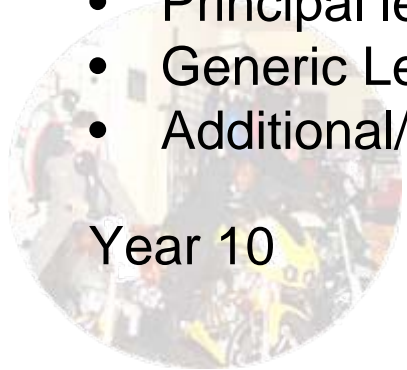
Additional/Specialist (A/SL): 180 glh

Overview diagram:



# Key Stage 4, Level 1 : 600glh

- Principal learning: 240glh
- Generic Learning: 240glh
- Additional/Specialist Learning: 120glh



Year 10

Day 1

PL
+
GL
*

Day 2

PL
+
GL
A/S
L

Year 11



\* Year 11 / Day 2: This will enhance learning and progression in a variety of ways, such as:  
w.b.l placement (accredited); transition to level 2;  
additional/specialist modules (level 1 or level 2)

# Post 16, Level 3: 1080 glh

- Principal Learning: 540glh
- Generic Learning: 180glh
- Additional Specialist Learning: 360glh

	Day 1	Day 2	Day 3
Year 12	PL + GL	PL + GL	A/S L
Year 13	PL + GL	PL + GL	A/S L

Delivery built up from current ½ day learning blocks

# REAch

## The Collaborative Level 1 Offer

- Learners at risk of disengagement
- **Inclusive**, collaborative L1 curriculum model
- **Appropriate** and **personalised**
- Raise attainment, progression and participation

### **Experiential** Learning

2 full days timetabled:

- ASDAN CoPE  
(Certificate of Personal Effectiveness)
- BTEC 'Explorer'  
(Level 1 Cert/Dip in Vocational Studies)

3 days Core

### **Supported** by:

- My-iPlan
- Area-prospectus.com
- The REAch Team

# Delivery of REACh

## 06/07 170 students

- 13 schools
- 5 consortia (2-3 schools in each)
- Collaborative CoPE activity
- Collaborative Explorer delivery
- Supporting contexts and activities in Employers & Provider

## 07/08 200 students

- 15 schools (1 secondary and 1 special joined)
- 5 consortia with a number of cross-consortia links
- Increased collaborative activity
- Increased supporting contexts and activities in Employers & Provider

# Post 16 Timetable Framework

- The current post 16 structure.

am

A	E	D	B	C
---	---	---	---	---

pm

B	C	E	A	D
---	---	---	---	---

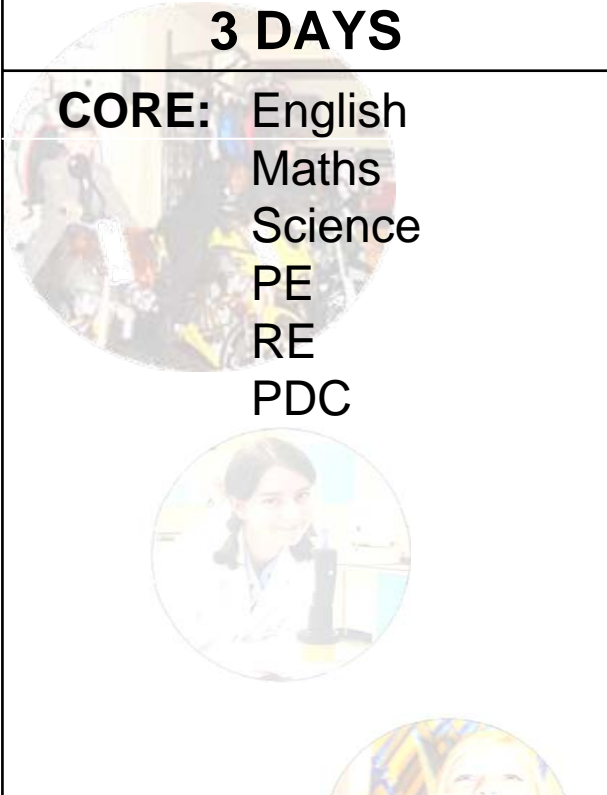
Twilight

T <sub>1</sub>	T <sub>2</sub>	T <sub>1</sub>	T <sub>2</sub>
----------------	----------------	----------------	----------------

E Tues am: PSHE, Guidance, Key Skills etc

E Wed pm: Enrichment

# Timetable Alignment to Deliver the Offer

3 DAYS	2 DAYS	
<p><b>CORE:</b> English Maths Science PE RE PDC</p> 	<p><b>GCSE Options: 4 choices</b> e.g. Tech, Human, ICT, MFL, Creative</p>	
	<p><b>BTEC:</b> Introductory, First (Cert/Dipl)</p>	<p><b>GCSE Options:</b> 2 Choices</p>
	<p><b>BTEC</b></p>	<p><b>WBL</b></p>
	<p><b>Diplomas</b></p>	
	<p><b>REACH</b> Programme (entry/level1)</p>	

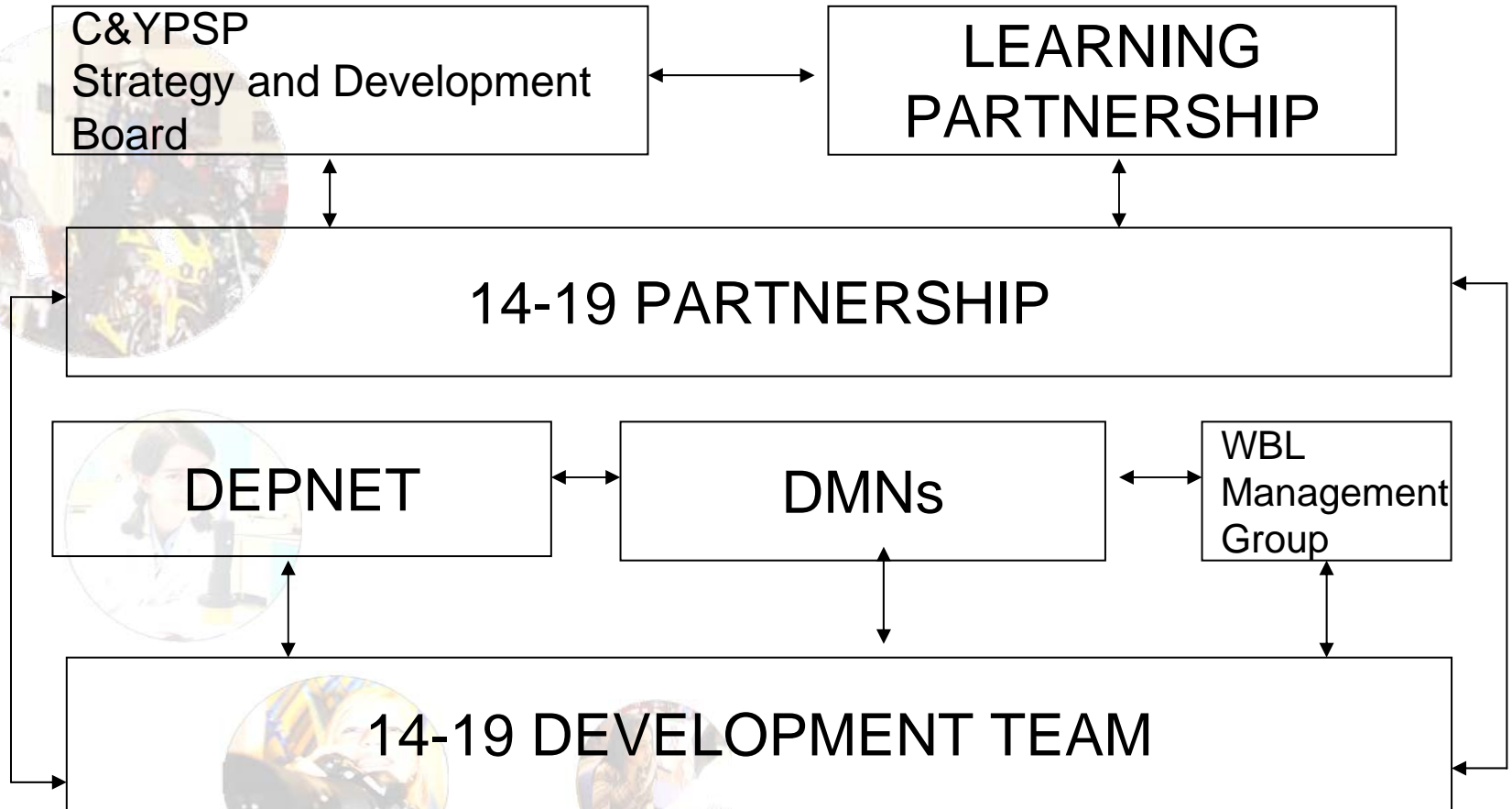
# Timetable Alignment: Meeting Learner Demand

- Individual learners can access the City offer
- Core entitlement protected

# Experiential Learning

- A key principle in Diplomas and REACh
- Range of contexts provided by the whole learning community
- Alignment offers new opportunities

# Management & Processes in the City to Date



# 14-19 Development Team

- Key stakeholders provide core finance only. Additional resources woven in from other funding streams, or earned through business culture and plan
- Managers of: Strategy; Learning; Access; WBL; REACh; Employer Relationships; Business
- Administration Support Team
- PLOT Team – Personalised Learning Opportunities Team, incorporating CARD, Aimhigher and REACh for example
- System Support Team
- Part-time consultants on fixed tasks
- Stakeholder part-time secondees on fixed tasks

# Change Management and Resourcing

- Background:



- School Improvement Partnership Board: stakeholding; partnership dividend
- Institutions buy and sell, can be modestly entrepreneurial, with risk tempered by planning cycles
- Planning, specialism and curriculum organisation prevent aggressive growth

- Identify the priority and partnership dividend for different stakeholders
- Identify the development resources – local, national, new linkages between existing funding streams, successful bids
- Pilot and grow without pressure, through frequent small-scale change
- Transfer to maintenance funding at appropriate point (? 4 year cycle)

***The issue is often not the extra cost of the project, but the change management process to move from where you are now to where you wish to be***

# Depnet

- The group for operational managers
- Curriculum Deputies, F.E. managers, Training Providers, EBP, Connexions
- Meet each half term for whole day
- Empowered to make decisions about the offer, the Infrastructure and the processes

# Depnet

## Processes and Decisions

- Timetable alignment and timings
- Planning cycle agreements
- CARD activities and experiences

# Diploma Management Networks

- There are 14 (17 soon)
- Curriculum supply by providers
- Access, entitlement, progression for learners
- Curriculum modelling and development based on demand and choice
- Strand specific links e.g. DDP

This is within generic parameters and practices established by the 14-19 Partnership

***DMNs are pivotal in adding employers and trainers to the provider base for the learning of the future***

# The REACh Team

- 1 Manager – full time (with other responsibilities)
- 2 Curriculum Support (2dpw) seconded from Children and Families Directorate
- 3 Guidance Support (3dpw) PAs seconded from Connexions
- Employer engagement support from Education Business Partnership

# The REAch Network

- Team facilitate and support
- Strategic and operational leads
- Meet each ½ term for whole days
- Additional support from dedicated links in ASDAN and EDEXCEL

# Promoting Engagement

- For a school
  - As a specialist provider in the area context
  - As a manager of learners in the area context
- For other providers of learning
  - To create access to the right learners
- For Parents/Learners
  - To support learners effectively requires clearer understanding and engagement
- For Learners
  - To enable personalisation through appropriate demand led learning.

# Empowering Access through the Infrastructure

- **CARD (Choose A Real Deal)**
  - As a Promise of future progression
  - As a Process of guidance through experience and linked to learning choices
  - Responsibility of the learner
- **Area-prospectus.com**
  - To promote the area learning offer
- **my-iPlan.com**
  - To record, review and develop the learning journey
- **Underpinning Systems**
  - Procedures and protocols to facilitate collaboration

# CARD

- A Promise of 19+ progression to HE, FE or Training
- Arrived at by the start of KS4 based on FFT value added data combined within initial engagement with the CARD Process
- CARD Process empowers learners through engagement with active experiential learning opportunities to test and redefine their aspirations

# CARD and area-prospectus.com

- The CARD Process empowers schools as managers of learners in the area context by providing access to the right opportunities for the right learners
- Accessible to guidance staff and parents
- Other providers can promote their specialist offer within the area context using area-prospectus.com

# Experiential Learning

- Full courses
- Partial courses
- Full units/modules
- Partial units/modules
- Contexts
- Students can choose
- Staff can use to aid planning

You are in: ASDAN CoPE > Levels 1 & 2 > Work Related Learning and Enterprise > Challenge A3  
 Go back to browse modules  
 View other opportunities for this challenge

Save to My Courses Enquire Book Course

Improve your understanding of the job application process by completing two of the following

**CoPE**  
 Levels 1 & 2

Students will attend Rathbone centre in Wolverhampton for a minimum of two hours where a tutor will deliver a training session on how to write a letter of application, write a CV and complete an application form. The student will be given structured templates, example application forms and will have the opportunity to word process their application letters, CV and any other documents produced in the session. The session will be tutor led with student participation and practical based activity. Internet access will also be available to students for study purposes. The tutor will discuss the process of applying for jobs including the why's and how's and the importance of preparation and of using positive language to promote individual strengths.

Partial

Provider:	Rathbone Training	<b>Wider Key Skills Opportunities</b> Communicating through discussion <input type="radio"/> Improving own learning & performance <input checked="" type="checkbox"/> Planning & carrying out a piece of research <input type="radio"/> Planning & giving an oral presentation <input type="radio"/> Problem solving <input type="radio"/> Working with others <input checked="" type="checkbox"/>
Provider Type	Training Provider	
Duration	2 hours	
Cost	Free of charge	
Location	11a George Street, Wolverhampton	
Places	5	
Reference	CP33282	
Careers website:	<a href="http://www.connexions-direct.com/jobs4u/index.cfm?id=1">http://www.connexions-direct.com/jobs4u/index.cfm?id=1</a>	
Contact	K. Hodgetts on 555901	
Date Added	19/04/07	

Save to My Courses Enquire Book Course

# CARD and my-iPlan.com

- my-iPlan is a learner's own web-based individual learning plan
- Is the focal point for the learner and all those who support target setting and review, recording and reflection of CARD experiences and regular reappraisal of the CARD Promise (progressive aspirations)
- Provides a validated basis for future option choices – OPP (Online Progression Preference)

# Online Progression Preference

- CARD provides the experiential tasters
- Offered through the Area Prospectus
- Recorded, reviewed on the iPlan and validated by an authorised adult
- IIAG review captured on my-iPlan
- Online wizard on Area Prospectus 'pulls' defined information from my-iPlan

# Underpinning Systems to Empower Providers

- Partnership and Service Agreements: rights, responsibilities, expectations, standards
- Detailed procedures and protocols: attendance, discipline, child protection etc
- Financial guidance and procedures
- Planning cycle based on staging posts (agreed points in time when rights and obligations change)

***New version being produced for the Diploma era with the Student Entitlement at its heart***

# CARD and Guidance Planning Cycles

- Introduce the Promise at start of KS4, and developing OPP means emphasising KS3 guidance.
- Earlier consideration of progression linked to learning choices.
- CARD experiences in Year 8 (Diploma)
- Use of my-iPlan and Area Prospectus in Year 8 (if not before)
- Agreed through City-wide management processes

# The 14-19 Learning Strategy for 2015

- Deliver an extended entitlement for all
- Deliver raised age of participation for all

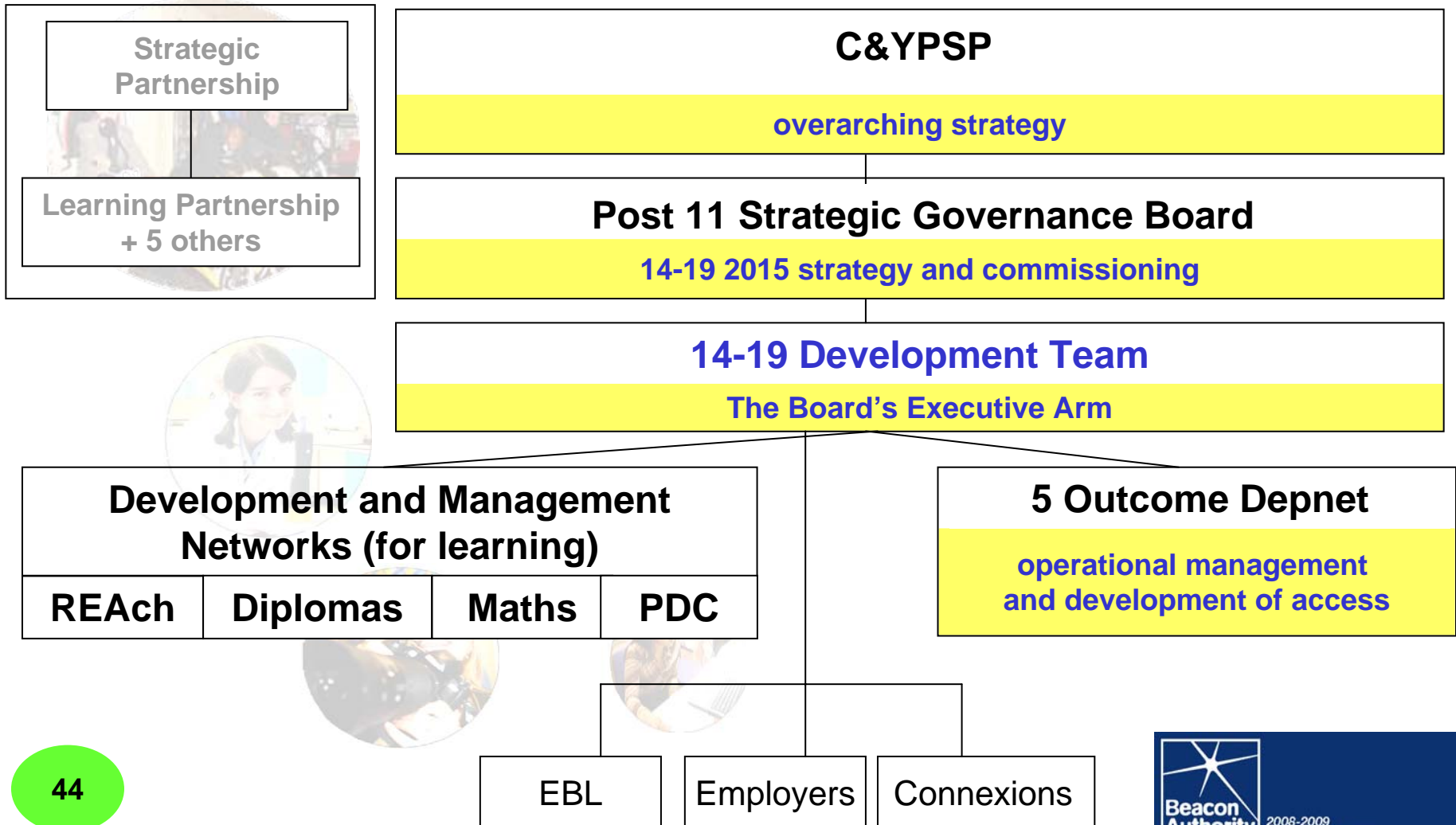
# The 2015 Learning Strategy: the Learning Offer

- 17 Diplomas as part of an exciting range of specialist options
- REACh grown into a full Foundation Learning Tier to deliver inclusion and progression from entry level
- 5 Outcome Learning: a comprehensive Personal Development Curriculum equipping learners with the skills to succeed in learning and in life
- A wide range of apprenticeships with clear progression routes from and to other qualifications

# The 2015 Learning Strategy: Aspects of Pedagogy

- Experiential learning in a range of contemporary contexts and settings
- Personalisation
- Episodic learning
- Learning-led guidance
- e-management of learning

# 14-19 Management & Processes



# The 2015 Learning Strategy: Management

- Machinery of Government changes: regional links
- Commissioning and procurement: quality and vfm  
regional dimensions
- New relationships: Connexions  
Youth Services  
Education Business Links
- The balance and breadth of interests in the post 11 Strategic Governance Board
- Articulating demand and making it count

# The 2015 Learning Strategy: Access

- The 14-19 Learning Charter: the set of agreements, systems, processes and standards which underpin the learning offer
- The learner's CARD Entitlement will affirm the Charter in individual guarantees, including a CARD promise, engage learners with the system and clarify their rights and responsibilities
- The 14-19 Learning Infrastructure dovetailed into the universal CYP Infrastructure for seamless management of all learners in all contexts
- The evolution of the Infrastructure to provide demand led intelligence to inform commissioning
- The evolution of systems to engage parents more effectively in their child's learning

# And Is It Worth It?

By building intelligently on these foundations together we can:

- transform attainment, inclusion, participation and skills
- personalise curriculum choice and progression
- meet UKplc needs in the curriculum
- ensure institutions flourish and are distinctive; perceive this in attainment, participation, budgets and soft indicators like attendance
- aspire to zero exclusion

[Peter.Hawthorne@wolverhampton.gov.uk](mailto:Peter.Hawthorne@wolverhampton.gov.uk)

01902 554550