

The Way Forward

The County 14-19 Strategic Group will oversee the successful implementation and delivery of the Entitlement and monitor and evaluate progress.

Partners will recognise and use the Learner Entitlement to develop plans for improvement.

Together we will make a difference!

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www.lsc.gov.uk

Introducing the Learner Entitlement for 14-19 year olds in County Durham



This is the check-list for all providers of education and training and learner support in the county. It is the basis for discussion within all partnership groups and will prompt action plans to ensure that all learning needs are met. It is the means by which the 14-19 strategy will be achieved and will support the delivery of a lifelong learner entitlement.



Aim

From April 2004 all partners involved in 14-19 learning will adopt this Learner Entitlement and ensure its implementation.

Statement of Entitlement

1 All young people will receive effective support to enable choice and meet their learning needs 14-19.

- Expert and unbiased advice and guidance will be available
- A system of learner support will be in place
- A named person within the organisation will be available to support each young person
- Choices at KS4, and where they lead, will be clearly explained
- A comprehensive, accurate database of choices at 16 will be available
- Young people will be supported to develop the skills to make their own informed choices

2 All young people will be able to select from a broad range of learning pathways which are appropriate to their needs.

- The 14-19 Strategic Group and the four Area Advisory Groups will develop common county-wide entry processes so that there is no confusion for the learner
- Providers of education and training will work together to ensure that the broadest range of choices are made available to learners

- Transport arrangements will, wherever possible, ensure that access is facilitated and will be clearly explained to learners
- Wherever possible learning programmes will be tailored to meet individual needs

3 All young people will be very clear about routes of progression into further learning and employment.

- Learners will have access to information that is clear about the value of accreditation, informal learning, qualifications and the opportunities for progression
- Learners will have the opportunity to question and learn from those currently in work and learning, especially FE/HE routes

4 Provision will be flexible to ensure that learners can switch routes if necessary.

- Providers of education and training will ensure that those accessing a learning pathway will be given accreditation wherever possible for prior learning
- Individual Learning Plans will follow the learner and be adapted and extended as necessary
- Effective communication between providers will ensure that the learners' needs are met
- Advice, guidance and support will be available to ensure that learners are able to remain in learning to complete a stage in their learning
- Efforts will be made to provide entry to suitable provision at all times of the year wherever possible

5 Individual Learning Plans will be used as the mechanism for ensuring that learners are clear about their responsibilities, targets and progress.

- Learners will receive effective induction on each new learning pathway so that they are clear about what they can expect and what will be expected of them
- Learners will be made aware of the sources of financial and other support and enabled to access them, where a need has been identified and where resources are available
- Providers will engage in a productive dialogue with learners on a regular basis to ensure that progress is monitored, targets are set and action taken to address any problems
- Learners will be provided with resources appropriate to identified learning needs

6 All young people will experience high quality learning programmes.

- Providers of education and training will develop effective self evaluation processes and strive for continuous improvement to the quality of their programmes
- Learners will play a key part in the evaluation of the quality of learning programme
- Partnerships will ensure that resources (people and funding) are deployed to ensure the highest quality and consistency of provision
- Learning will make full use of all available technologies
- All staff delivering learning programmes will be appropriately qualified and experienced and have access to continuing professional development which aims to enhance performance and support learner progression

7 All young people will be able to place their learning in the wider context of economic and community change.

- Learners will have opportunities to learn about and experience the world of work and community life
- Learners will be able to develop those skills most appropriate to success in later life including self advocacy and personal financial management
- Enterprise skills will be encouraged and developed
- Learners will develop an understanding of economic opportunities in the local area, including identified skills gaps and over-provision

8 All young people will be engaged as full partners in the learning process.

- Learners will be fully included in the quality monitoring process and their views will be taken into account when improving provision
- A Learners' Forum will be established in each area so that young people can assist with the development of 14-19 Strategy and use existing forums
- Learners will be encouraged to develop peer learning leader skills
- Providers recognise learners as equal partners in the learning process