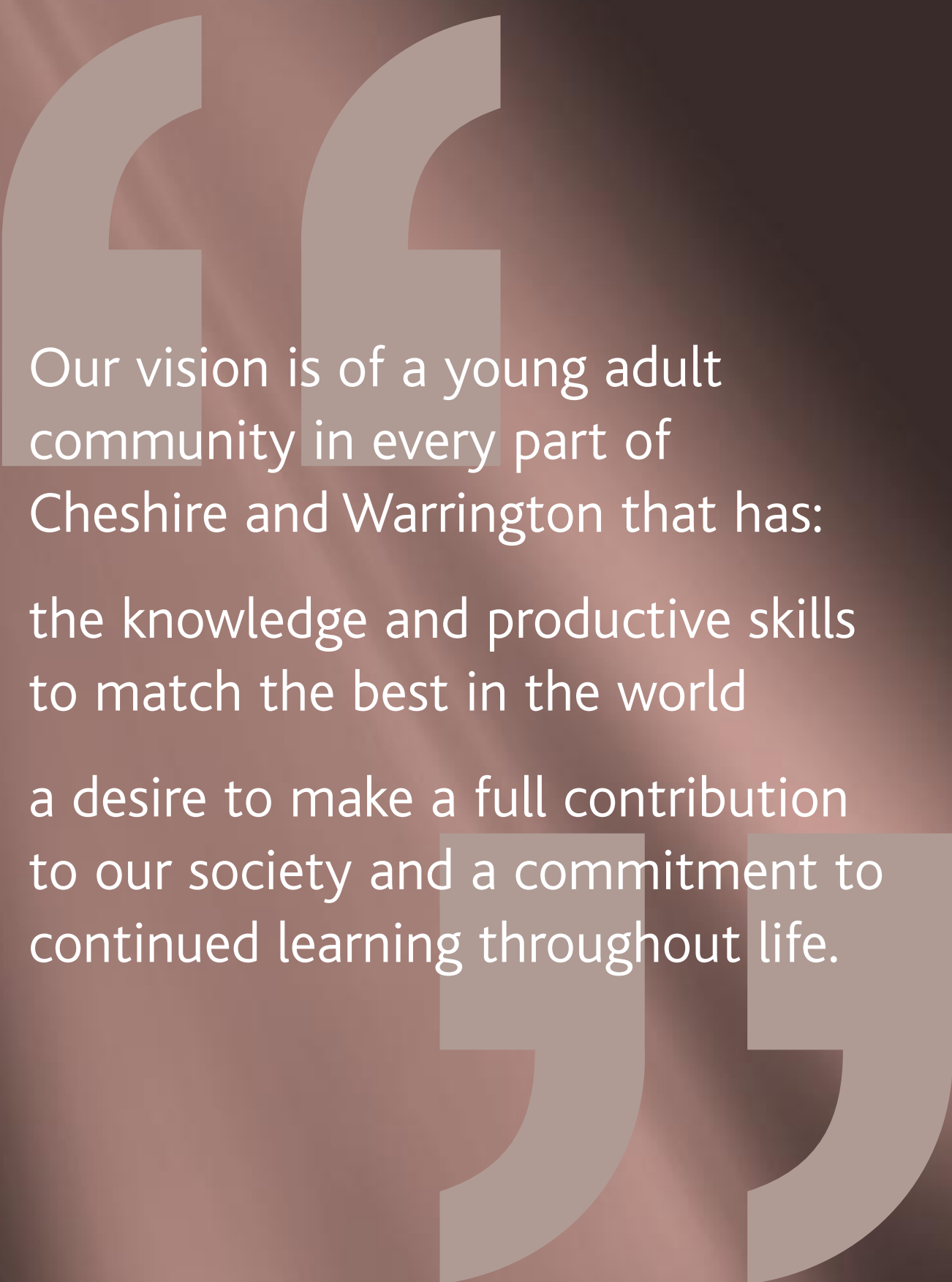


# The Learner Entitlement

for 14 to 19 year olds in Cheshire and Warrington  
A guide for colleges, schools and training providers





Our vision is of a young adult  
community in every part of  
Cheshire and Warrington that has:

the knowledge and productive skills  
to match the best in the world

a desire to make a full contribution  
to our society and a commitment to  
continued learning throughout life.



# Introduction.

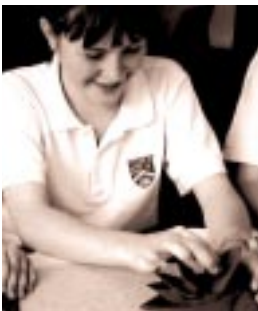
As chief officers of the leading partners with responsibility for the strategic overview of 14-19 learner provision, we endorse this document. Our aim is to help each young person identify their learning needs and then to provide them with the most appropriate opportunities for them to achieve their potential.

Learning pathways, and the means of achieving progression through them, should be clear and easily understood. We will give equal status to different learning routes and will strive for such recognition within our communities.

It is crucial that each provider of 14-19 learning opportunities keeps learners at the heart of what is planned and delivered.

Our vision is of a young adult community in every part of Cheshire and Warrington that has: the knowledge and productive skills to match the best in the world, a desire to make a full contribution to our society and a commitment to continued learning throughout life.

This can only be achieved through genuine collaborative working at both strategic and operational level by all partners in the 14-19 arena. We are committed to leading this process in the formulation of the strategic plans of our individual organisations.

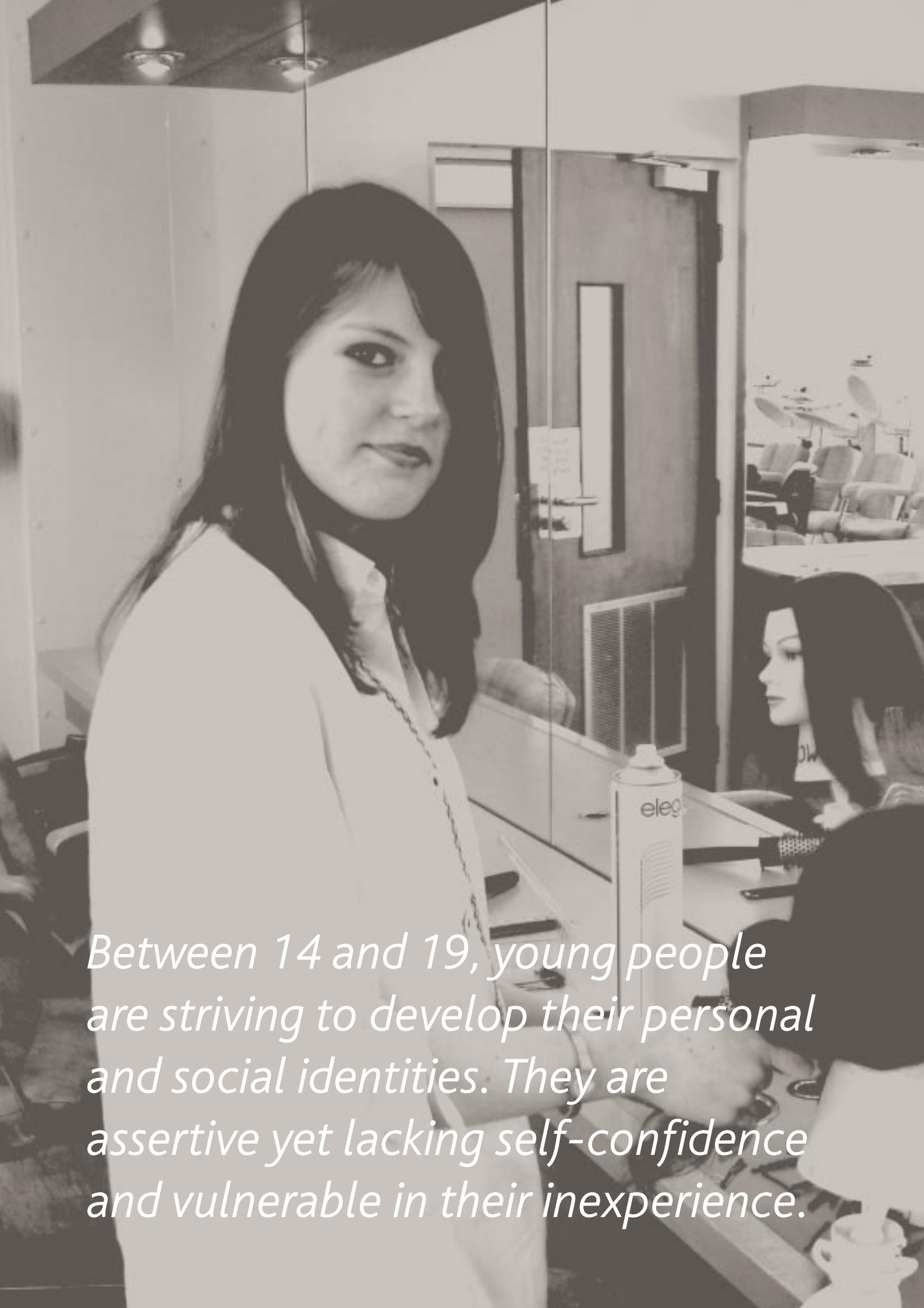


DIRECTOR OF EDUCATION AND  
COMMUNITY CHESHIRE COUNTY COUNCIL

EXECUTIVE DIRECTOR CHESHIRE AND  
WARRINGTON LEARNING & SKILLS COUNCIL

DIRECTOR OF EDUCATION  
WARRINGTON BOROUGH COUNCIL

CHIEF EXECUTIVE CHESHIRE AND  
WARRINGTON CONNEXIONS PARTNERSHIP



*Between 14 and 19, young people are striving to develop their personal and social identities. They are assertive yet lacking self-confidence and vulnerable in their inexperience.*

# 1. The 14-19 young person.

The 14-19 Green Paper<sup>1</sup> paints an accurate word picture of the young people for whose needs this document is written:

*“Today young people aged between 14 and 19 may be more independent and autonomous than were their parents and grandparents. They also demand more from their education and training and are quicker to reject what they do not like and what does not meet their immediate needs. At the same time, they can find the world and their lives more complex and more confusing. Between 14 and 19 young people are striving to develop their personal and social identities: they are assertive yet lacking self-confidence and vulnerable in their inexperience. They need and deserve better education and training. They also need support and guidance to help them to take best advantage of the opportunities available.”*

*14-19: extending opportunities, raising standards  
paragraph 1.13*

For professional educators and trainers extract should be a constant reminder of the actual young people whose needs we are addressing. This description is a reference point for readers when considering the Principles (section 3) and Learner Objectives (section 4). When the annex is used as a self-assessment tool it should be based in the reality, not primarily of our resources, but of those young people whom we serve.



## 2. Why is this the time for a statement of Learner Entitlement?



### The National Context

**2.1** The focus on the learning opportunities for the 14 to 19 age group is a natural progression within the education service, from the Key Stage 3 strategy and earlier government focus on Primary age education. From the further education and training sector the establishment of the Learning and Skills Council (which brought together the work of the FEFC and the TECs) in 2001 has led to a re-examination of provision and of quality. Part of the reason for the creation of Connexions Companies from 2001 was the need that young people have for impartial advice and guidance, if they are to make the best individual choices, as they move through this age range with its increasingly complex array of provision. *The Green Paper*<sup>1</sup>, subsequent government Position Paper<sup>2</sup> and *'Success for All'*<sup>3</sup> articulate a much broader range of opportunity for all young people than that previously available. In September 2003 the government identified five principles that should under-pin provision for 16 to 19 year olds<sup>4</sup>. The Aim Higher project is also relevant as it aims to raise the aspiration of young people to participate in Higher Education. The principles of Education Action Zones and Excellence Clusters provide enhanced opportunities for the young people in these areas and, whilst consideration has already been given to learner needs within the clusters, it is appropriate for them to be seen in the context of the wider entitlement for all young people across Cheshire and Warrington.

**2.2** Any policy statement will have a limited shelf life, but this entitlement is written with an awareness of the government's working group into the reform of 14-19 curriculum and assessment<sup>5</sup>. Mike Tomlinson, the chair of the Working Group, expects some of the proposals to be implemented in 2005/06 but others will be introduced over a ten year time scale. The intention is that this statement will be applicable during this development period, but it will be regularly reviewed in the light of the outcomes of the Working Group.

**2.3** One opportunity that is already being offered in some schools is the possibility of early entry to Key Stage 4 and to GCSE examinations. This is likely to lead to early entry to post GCSE learning. Because of this practice, this document avoids the use of age as the indicator of transition. Instead the term Key Stage 4 is used, assuming that all young people will experience the provision of Key Stage 4 entitlement, even if that is pre 14 or post 16.

### The Local Context

**2.4** Both LEAs have their own clearly articulated vision for education development. These can be seen in the Cheshire Education Strategy<sup>6</sup>, the Cheshire Learner Entitlements<sup>7</sup> and the 'Warrington Way'<sup>8</sup>. However, the LEAs have identified the need for a fresh vision for this particular age group - the Warrington Post 14 Learning Plan<sup>9</sup> and the Cheshire paper 'Developing the 16-19 Agenda'<sup>10</sup> indicate this desire.



The LSC Cheshire and Warrington Local Plan<sup>11</sup> and the Cheshire and Warrington Connexions Business Plan<sup>12</sup> both demonstrate the under-pinning action needed to achieve high quality learning opportunities for young people in this age range.

**2.5** In the summer of 2002 the Local LSC organised a conference on behalf of the DfES, as part of the consultation following the publication of the Green Paper 11, 14-19: extending opportunities, raising standards<sup>1</sup>. Following this event, advisers from both LEAs, together with the Learning Partnership Co-ordinators met to consider a collaborative approach to taking forward the 14-19 agenda. This led to the planning of two further local conferences in 2003 to work on the outcomes of the 'Opportunities and Excellence' document<sup>2</sup>. The Local LSC and Connexions joined the planning group and the focus for a conference in March became a consideration of the strategic implications of the paper. The follow up conference in July 2003 examined aspects of delivery.

**2.6** One of the barriers to meeting the needs of learners has been the level of competition between individual providers. For example, the impartial advice and guidance that the Connexions service is committed to providing for all young people has sometimes been constrained by the conflicting pressures from institutional interests.

**2.7** Five of the Further Education Colleges across the area have taken full advantage of the 14-16 Increased Flexibility programme and are addressing the targets of that scheme to provide vocational education within Key Stage 4.

**2.8** Warrington Borough Council made a successful bid to become a round<sup>2</sup>, 14-19 Pathfinder. This Entitlement Statement applies to all those young people who will benefit from the enhanced opportunities that the Pathfinder provides.

**2.9** The adoption and implementation of this Entitlement by all providers of education and training will help those providers, the Connexions Partnership and the LEAs and LSC to achieve the challenging targets which are set for participation, retention and achievement.

**2.10** The main thrust of all of the activity outlined above is the need to develop more inclusive, high quality and broadly based 14-19 provision that meets the needs of the young people, the skill needs of employers and educational needs within local communities.





## 3. The values & principles of Learner Entitlement for 14-19 year olds.

**3.1** The majority of the values and principles for the entitlement to education and training for this age range will be the same as for other groups. However, it is important that they are stated and recognised as the foundation for this Entitlement. Providers must make an explicit and proactive commitment to these values and principles in their own documentation and practice.

**3.2** The overarching values and principles to which we are committed are:

1. putting the needs of the learner above those of the institution
2. an inclusive and diverse provision that has a range of appropriate opportunities for all young people including those with special needs or disability
3. provision that encompasses the full diversity found within the local community
4. equality of opportunity for, and treatment of, all learners
5. the accommodation of a varied range of learning styles, including e-learning
6. a commitment to involve young people in the planning and development of provision
7. the development of young people who are independent and confident learners
8. the support for young people to develop appropriately high aspirations for their own achievement
9. parity of esteem be given to all pathways and qualifications
10. a commitment to providing smooth and structured progression through all learning pathways, particularly at points of transition
11. a healthy & safe learning environment
12. provision of high quality resources, both human and material that are utilised in ways that provide value for money
13. high quality delivery and a commitment to continual improvement
14. a collective responsibility by all providers for local learning
15. education and training provision that reflects the needs of the employment market.





## 4. The Entitlement objectives.

**4.1** The Values and Principles outlined in the previous section, translate into the following list of objectives that are the fundamental basis of the entitlement for all 14-19 learners across Cheshire and Warrington. Individual institutions and local consortia may wish to agree a more detailed list of entitlement elements for their learners. Those interested in such consideration may wish to use the self-assessment document produced by the Cheshire Learning Partnership<sup>11</sup>.

**4.2** The 14-19 Learner Entitlement for Cheshire & Warrington.

We are committed to the development of a pattern of learning through education and training in which:

1. all young people receive impartial advice and guidance at times when key decisions have to be made
2. comprehensive, clear and accurate information about all options is available to learners (in an appropriate variety of formats)
3. options are presented at the start of Key Stage<sup>4</sup>, and subsequently, that clearly illustrate future pathways, access requirements and progression routes
4. there is a spread of provision in all local areas within each of the categories: pre entry, entry, level 1, level 2, and level 3
5. on-going curriculum and pastoral support is provided during all learning programmes
6. all Key Stage 4 curricula fully meet legal requirements, specifically in the core, personal development and entitlement areas
7. appropriate curriculum provision is available that caters for the individual needs of those learners for whom the usual provision is inappropriate
8. there is access to an appropriate range of specialist (vocational) courses in Key Stage 4 and beyond
9. varied pace and styles of learning are available that address individual ability and special need and access is provided to appropriate learning support where required
10. there are under-pinning generic skills throughout the 14-19 age range and as an integral part of all programmes
11. a range of enrichment opportunities is available that supports the personal development of the learner
12. a diverse range of academic, specialist vocational and work-based choices within each local area that meets the need of post Key Stage 4 learners and attracts them to remain in education or training
13. assistance is given to those learners who will have to cover greater distances to access provision that meets their specific need
14. there is, in each place of learning, a clear statement of the responsibilities of the learner that has been agreed with each young person prior to the commencement of the programme.

# Support from.

## Cheshire and Warrington Local Education Authorities

The two LEAs are fully committed to achieving the objectives contained within the Learner Entitlement. In order to promote the Entitlement and the 14-19 agenda, we will act in accordance with the Principles and Values contained within this document. Each LEA will support its schools and other partners to self-evaluate (themselves) against the Learner Entitlement objectives. We will provide guidance through briefings, CPD, conferences, documentation, and electronic resources such as S@ALT. We will advise schools and other partners about the continually changing 14-19 agenda. We will challenge ourselves, schools and other partners to fully embrace the ideals of the Learner Entitlement. The LEAs will monitor and evaluate themselves and schools against the Learner Entitlement so that we continually strive to achieve it.

## Connexions Cheshire and Warrington

The Cheshire and Warrington Connexions Partnership is committed to the implementation of this entitlement. Personal Advisers will receive on-going professional development to enable them to provide the highest quality support to young people and their institutions. They will be kept informed of all opportunities that are available and will provide impartial advice and guidance so that each young person is in a position to make informed decisions regarding their learning pathway.

## The Cheshire and Warrington Learning Partnerships

The Learning Partnerships are charged with the task of seeking collaboration between providers of education and training. The Partnerships will ensure that pathways and progression routes are embedded within information provided at the Festival of Skills. We will support local consortia by brokering relationships between partners in establishing appropriate provision. We will work with learners acting as a voice of the learner particularly to ensure diversity of representation. We will continue to seek external funding to support learners, particularly with access costs. We will offer advice on the use of the learning entitlement<sup>13</sup> as a tool to raise the quality of provision.

## Learning and Skills Council Cheshire and Warrington

The Learning and Skills Council, Cheshire and Warrington supports the objectives and priorities of this learner entitlement. We see 14-19 as a distinct phase of learning for young people which prepares them for higher education and employment. We will work to provide 14-19 year old learners with greater choice, success and higher standards based on individual learning plans, tailored to a young person's abilities and ambitions. We seek to define clear pathways from Key Stage 3 and increased opportunities for work-related and work-based learning. We will work through local partnerships, networks and collaborative arrangements. Such partnerships will be clear about their specialisms and unique contribution to meet learner, employer and community needs.





# Bibliography and Annex.

## Bibliography

1. 14-19: extending opportunities, raising standards. *DfES, February 02*
2. 14-19: opportunities and excellence  
*DfES February 03*
3. Success for All, reforming Further Education and training. *DfES June 02*
4. Principles underpinning the organisation of 16-19 provision. *DfES September 03*
5. [www.14-19reform.gov.uk](http://www.14-19reform.gov.uk)
6. Cheshire County Council Education Strategy. *CCC*
7. Cheshire Learner Entitlements. *CCC 2002*
8. The Warrington Way. *WBC 2002*
9. Warrington Post 14 Learning Plan. *WBC 2002*
10. Developing the 16-19 Agenda.  
*CCC September 02*
11. LSC Cheshire and Warrington Local Plan
12. Connexions Cheshire and Warrington Business Plan
13. Cheshire Learning Partnership Strategy for the development of Learning Entitlements. *CLP 2004*
14. LSC Cheshire and Warrington arrangements for Success for All Theme 1, StAR. *LSC website*
15. The Future of Higher Education. *DfES January 03*
16. 21st Century Skills; realising our potential.  
*DfES July 03*

## Annex

### Use of this Entitlement Statement

**A.1** This document is intended as a working tool for all providers of learning for the 14-19 age range in Cheshire and Warrington. The table that follows is designed so that each type of organisation can identify what they need to do to achieve the Entitlement for their learners. It is, in essence, a self-assessment tool.

**A.2** Following the receipt of the Area Study reports, consortia have been established in each local area to take forward consideration of the education and training provision. It is envisaged that each of these consortia will have a sub-group that will look at the curriculum offer in the area. As part of this work the sub-group will inevitably look at the nature of the Entitlement at each place of learning. The area consortia will then have a responsibility to ensure that 14-19 learners in the area receive this agreed Cheshire and Warrington Learner Entitlement. Within each consortium a structure will develop whereby peer support will be offered to help develop the implementation of the Entitlement.

### The achievement of Targets

**A.3** This Learner Entitlement will not, of itself, ensure the achievement of targets. However, if the fourteen objectives are in place then learners will be in a strong position to contribute to the achievement of their own, their learning providers, the LEA and the LSC targets.

# The Learner Entitlement

for 14 to 19 year olds in Cheshire and Warrington

Learner Entitlement	Implication for:					
	Young People	School – Key Stage 4	School Sixth Form & Sixth Form College	FE College	Work-based Learning provider	Parents & carers
1. Impartial advice & guidance at key decision points	Enables me to make informed choices that meet my need	Honour the Connexions partnership agreement to make impartial advice available to all students. Advice should only be given by trained staff with up to date knowledge of all provision. Ensure that all members of staff abide by the principle of impartiality of advice and do not present certain options as superior to others that are equally valid			Work with Connexions to ensure impartial advice is available when required	You will be told of interviews with PAs & have opportunity to discuss the outcomes
2. Availability of understandable information about all options	I will understand the choices available to me	A Careers library with a full range of current information using paper and electronic format that is easily accessible to all students & parents			The production and circulation of pre-start information that is understandable to learners	You will know that the information is available to young people so that support can be given as appropriate
3. Pathways & progression clearly indicated in all learning options	I will understand the implications of the choices I make	Equality of opportunity will be clear in all local documentation to help reduce stereotypical choices				
4. Provision available at pre, entry, level 1, 2 & 3	There will be courses at the right level for me	Prospectus and course details illustrate progression routes. Subject tutors aware of and communicate all future routes that are open following the successful completion of the current programme			Trainees are made aware of all routes following completion of the training	
5. On-going curriculum and pastoral support throughout the learning process	I will know who to ask if I need advice and support	Assessment of level need of all students undertaken and an annual review of curriculum to ensure that there is provision at the appropriate level to meet identified need			Assess all learners on entry and ensure needs of learner are identified and met	
6. The KS4 curriculum meets all statutory requirements	I will have a broad curriculum that meets my need and develops my skills	The provision of an effective pastoral support system with an adult with appropriate skills identified for every learner				You will know the name of the designated pastoral support person and the means of communicating
7. Appropriate curricula available for those for whom the usual provision is inappropriate	If a course isn't right for me then there will be alternatives that are appropriate	Course tutors accept their responsibility to support student learning as well as deliver to the programme specification				
8. Access to specialist vocational courses at Key Stage 4 for all learners	I will be able to choose vocational as well as academic subjects	An annual curriculum review that ensures statutory requirements are in place and that there is provision for effective monitoring				You will have confidence that the young people are receiving their entitlement to the National Education programme
		Keeping abreast of available external provision, early diagnosis of need and reference to agencies, on-going monitoring of progress	Support for students who are not coping with the demands of a course and need to consider an alternative. Referral to Connexions	Collaboration with LEA Learning Support Services to identify areas where needs can be met	If a learner is not making progress against their learning plan, they will be offered an alternative opportunity or revised objectives, possibly with a different provider	You will know of the options, should the mainstream curriculum not meet the young person's need
		Considered involvement with 14-16 IF programme. Development of in-house voc. subjects with appropriate delivery	Provision of courses that provide progression from KS4 voc. options	If running an IF programme, ensure that it is meeting the needs of young people by consultation with students and schools	Seek external funding to support the continuation of the IF programme	You will be informed of the full range of vocational courses available to young people in your geographical area

Learner Entitlement	Implication for:					
	Objective	Young People	School – Key Stage 4	School Sixth Form & Sixth Form College	FE College	Work-based Learning provider
9. Access to varied pace of learning according to need and provision of appropriate learner support	I will be able to complete courses in a shorter time, or take longer than normal if this meets my need. I will receive help if I have difficulty understanding the work	Regular assessment of individual student need with identification of SEN and gifted & talented. The provision of varied teaching and learning strategies and of specialist support to address specific learning or physical needs. Consideration of early exam entry for individuals or cohorts with planned progression after exam			You will be consulted if a varied pace of learning is thought appropriate or if additional support is given	
10. Provision of generic skills: maths, English, ICT, working with others, independent learning and problem solving	I will develop the skills necessary for life in the community, to a level appropriate to me	A robust programme of integration of these skills in all courses with appropriate assessment. Provision of additional support for the basic skills where this is necessary			You will be informed of the means by which the generic skills are delivered	
11. Enrichment opportunities	I will be able to take part in a range of activities, that will be recorded on my learning record, in addition to the basic curriculum	An institution policy on the provision of enrichment activities with a range of opportunities available so that there are suitable activities for all learners  A system in place for all students that recognises and records the participation in such activities both within and external (eg. paid part-time employment) to the institution			You will be informed of the range of opportunities made available by the place of learning	
12. A diverse range of academic, vocational and work-based choice at 16+ at entry level, level 1, level 2 and level 3, as appropriate	There will be a range of choices available to me at 16+ that build on my previous experience or offer me new pathways that meet my developing need	Collaboration with the full range of post 16 providers to ensure that year 11 students are aware of the choice	An annual review of the curriculum offering to ensure that the institution provides an appropriate range of courses at appropriate levels  Mechanisms to ensure an awareness of local and national skill needs and a consideration of strategies to address those needs  Collaboration with other providers to ensure that there is a cost effectiveness of provision		You will be informed of all the opportunities available locally and of the location of specialist provision at other centres across Cheshire and Warrington	
13. Support for travel where needed to access specialist provision	If the course I need is beyond my local community then I know that there will be transport available	Provision of transport for students to vocational options external to the school	Schools check LEA policy. Sixth Form Colleges decide on transport policy	Collaboration with schools in 14-16 IF partnerships to ensure cost effective transport. College policy post 16	Providers may meet travel expenses incurred by non-employed learners to overcome the barrier to learning	You will be informed of the support available
14. An agreed statement of Learner responsibility	I know that if I am to succeed in my education or training I will have to accept responsibility for my own learning and accept the rules and advice of the place of learning	Staff within each provider institution/organisation involved in the identification of what is required of learners  An institution statement that is given to all new learners and agreed with them prior to the commencement of any course			You will be shown the contract of agreement and have the opportunity to comment upon it. Schools will expect you to counter-sign the agreement	



**Cheshire County Council**  
 County Hall  
 Chester CH1 3SF  
 T: 01244 602301

**Warrington Borough Council**  
 New Town House  
 Buttermarket Street  
 Warrington WA1 2NJ  
 T: 01925 444400

**Connexions Cheshire & Warrington**  
 2 The Stables  
 Gadbrook Park  
 Rudheath  
 Northwich Cheshire CW9 7RJ  
 T: 01606 305200

**Cheshire and Warrington Learning and Skills Council**  
 Dalton House Dalton Way  
 Middlewich  
 Cheshire CW10 0HU  
 T: 0845 019 4163

©LSC 2004. Published by the Learning and Skills Council.

Extracts from this publication may be reproduced for non-commercial educational or training purposes on condition that the source is acknowledged and the findings are not misrepresented.

If you require a copy of this document in another language or print format please contact The Learning and Skills Council on 0845 019 4163.



**Learning+Skills Council**  
 Cheshire and Warrington