



A Strategy for developing  
**14-19 education and training**  
as a single phase



**Hampshire**  
County Council



**Learning+Skills Council**  
Hampshire and Isle of Wight



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## Introduction

This document has been produced as a joint statement of strategy by Hampshire County Council as the Local Education Authority (LEA) and the Hampshire and Isle of Wight Learning and Skills Council (LSC) with the support of a stakeholder group, which included representatives from schools, colleges, training providers, Connexions and the learning partnership.

Education and training are essential for the social and economic well-being of Hampshire. The County Council and the Learning and Skills Council, through a joint approach to planning and policy development, wish to raise participation and attainment by young people across the 14-19 phase. The County Council and the Learning and Skills Council acknowledge that the development of coherent, high quality and effective education and training opportunities is a shared responsibility. Both parties recognise the wider partnership that is needed with a range of other agencies, in order to promote the interests and needs of learners of all ages, and respond to the skills needs of employers in the local economy.

The 14-19 phase has been the focus of extensive national debate over recent years and has been the subject of a White Paper (2001), and a more recent Green Paper (January 2003). The national working group on 14-19 reform chaired by Sir Mike Tomlinson made its final report in October 2004 with recommendations intended to develop a system of education and training from one which works well for many into one which works well for all. There is no doubt that the challenges presented to schools, colleges and training providers in delivering the required “inclusiveness, challenge, quality and choice”<sup>1</sup> for this age group are considerable.

Within Hampshire, the great majority of learners within the 14–16 age range attend the County Council's 71 secondary schools. All these schools are comprehensive, providing for learners in their communities. The county's special schools also provide for young people in this age group with special educational needs, and there are a range of resourced provisions attached to mainstream schools or working within the Education Other Than At School (EOTAS) framework.

Just over 85% of learners remain in education or training beyond 16 (slightly above the national figure) with the majority receiving their post-16 education in colleges, work-based learning and just under 1600 in maintained school sixth forms. There are seven General Further Education (GFE) colleges, eight sixth form colleges, ten County Council schools with sixth forms, one specialist agricultural college, and four specialist colleges for young people with LDD within Hampshire. In addition, a range of training providers and FE colleges deliver Modern Apprenticeships and/or Entry to Employment (e2e) programmes for young people not in education, training or employment.

The County Council and the Learning and Skills Council recognise the many partnerships which currently exist between schools and between schools and colleges, many of which have established innovative and supportive mechanisms for the delivery of coherent programmes for learners between the ages of 14 and 19. Across Hampshire, these have been stimulated by the development of nine Increased Flexibility partnerships, the award of 14-19 pathfinder status by the DfES in 2003/2004, an Education Action Zone, AimHigher partnerships and other consortia-led developments. The two organisations also recognise the need for a unified strategy across the county within which these partnerships may flourish and which ensures

<sup>1</sup> 14-19 Curriculum and Qualifications Reform – interim report of working party, Feb 2004 – Sir Mike Tomlinson. (website: [www.14-19reform.gov.uk](http://www.14-19reform.gov.uk))

equality of opportunity for the learners in Hampshire regardless of where in the county they live.

It has become increasingly clear that institutions will need to look towards partnerships and consortia in order to satisfy the requirement for educational diversity post-14 and as the Local Education Authority (LEA) for Hampshire, the County Council has a number of values and aims which it believes will need to be addressed. These are fully developed in the "Hampshire County Council Strategy for Education" and this document should be considered in conjunction with that wider strategy. This in turn builds on the County Council's Corporate Strategy covering all its services. Secondary education is a key LEA responsibility, and the LEA compact with the DfES specifically refers to the development of a 14-19 strategy as an LEA responsibility which it will fulfil in partnership with other agencies.

The Learning and Skills Council has statutory responsibility for the planning and funding of post-16 education and training, and the lead role in conducting the strategic area review of 14-19 education and training, working closely with the County Council and other stakeholders. For the purposes of Hampshire and Isle of Wight, this has been broken down into four local area review areas broadly based on travel-to-learn patterns, which incorporate SE, SW and Mid/North Hampshire respectively. The local area reviews feed into a central Strategic Area Review (STAR) group for Hampshire & IOW. This work will continue to inform the strategic direction and action planning for 14-19 by both the County Council and the Learning and Skills Council.

It can be anticipated that the process of area inspection, led by Ofsted, will also look closely at the effectiveness and adequacy of both the strategy and its implementation in respect of 14-19 arrangements across Hampshire.

The intention of this strategy is that the overall outcomes for learners are improved, so that every young person will have had access to learning which enables them to reach their potential, that potential having been stretched by high aspirations. The strategy document which outlines a joint approach to 14-19 education and training is supported by an plan of action and by a number of appendices designed to aid institutions in developing their own response to the demands of the 14-19 phase.

Specific targets committed to by the DfES, the County Council, the Learning and Skills Council and others, have been set locally and nationally for the starting point (KS3), part-way (KS4) and the end of the 14-19 phase. These are updated annually and available on the website at:

**LEA:**

[www.hants.gov.uk/education/departments/edp/](http://www.hants.gov.uk/education/departments/edp/)

**National:**

[www.dfes.gov.uk/trends/index.cfm](http://www.dfes.gov.uk/trends/index.cfm)

**Local Learning and Skills Council:**

[www.hampshire-iow-lsc.org.uk](http://www.hampshire-iow-lsc.org.uk)

**National Learning and Skills Council:**

[www.lsc.gov.uk](http://www.lsc.gov.uk)

They are useful benchmarks in assessing progress towards the overall outcome.

Providers are expected to establish high standards of quality. The County Council and the Learning and Skills Council will work closely and with other agencies to provide support and challenge. All providers are expected to be considered satisfactory or better.

## Values and Aims

Learning is a continuous process and education in Hampshire should provide learners, from earliest years into adulthood, with opportunities to develop as happy, self-respecting, creative, skilled, motivated and emotionally literate individuals who enjoy learning and are able to communicate effectively. Respect for others, and their rights, is a vital part of the value which the County Council places on citizenship. For the majority of learners, 16 should not be viewed as a cut-off point but as a springboard into the next phase of this continuous process.

The Learning and Skills Council and the County Council are committed to ensuring that opportunities are provided for young people to challenge themselves and to access education that will suit their learning styles and needs. The Learning and Skills Council and the County Council will seek to ensure that the widest possible choice of learning opportunities is available to young people in Hampshire, through the encouragement of effective partnerships amongst schools and with colleges, training organisations, employers, Connexions and the Youth Service, higher education, health services, voluntary organisations and other partners

All learners in Hampshire have equal worth and should have equal access to high quality educational opportunities and an appropriate breadth of choice regardless of ethnicity, gender, disability, learning, social or behavioural difficulty or religion and irrespective of where in the county they live.

The Learning and Skills Council's aims are underpinned by its promises to young people and adults, employers and employees. In developing a learning society that is open to everyone, the Learning and Skills Council promises to improve choice, access and standards, and to make sure that education and training fits with today's needs and lifestyles.

Underlying all of this is the County Council's strong moral purpose in seeking to ensure that the education service is based on **high quality and high equity**. The Corporate Strategy sets out the values and aims which the County Council uses as a basis for its services and partnerships.

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## The Curriculum

### Entitlement

The curriculum for all age groups should offer balance, creativity, breadth and depth. It should recognise and support different learning styles, allowing people to achieve their potential as learners and to develop an understanding of their rights and responsibilities as citizens and members of their communities.

At Key Stages 4 and 5 (see appendix 6) all learners should have access to a curriculum which builds on earlier Key Stages in addressing their needs as learners and their aspirations for the future. They must have the opportunity to make choices from a broad range of courses available within their own travel-to-learn-area, although they may choose to travel outside of that area for individual reasons or for specialised courses. (For the purposes of this document "travel-to-learn-area" is defined as a distance which can be easily accomplished using public transport, within an acceptable travelling time on a daily basis<sup>2</sup>).

During the 14-19 phase of education, learners have an entitlement to a wide range of courses. Specialist learning should be available in both academic and vocational areas with the flexibility to allow learners to combine the two. Such an entitlement would be underpinned by access to a comprehensive range of support including tutorial/mentoring, enrichment activities, learning support and guidance.

Structures must be sought which encourage the co-operative working of schools, colleges and training providers within a travel to learn area that will provide access to individual learning pathways for learners across the county. This could enable, for example, exchange of practice/intelligence between providers, curriculum mapping, shared use of facilities, staffing and approaches to CPD, e-learning and e-network development, and collaborative approaches to new provision.

Such an approach would enable pooling of resources, ensure specialist facilities are available to the wider community and provide the basis for "scholarship in subjects to be given room to flourish and high quality vocational provision to be available from the age of 14"<sup>3</sup>.

The Learning and Skills Council and the County Council believe that local consortia must own the commitment to an entitlement. As the local context and starting point for each local consortium will be different, this would be supported through a process of self-assessment and action planning. The County Council and the Learning and Skills Council as the statutory funding and planning bodies, respectively, for 14-16 and post-16 education and training would wish to focus attention on the actions arising, leading to increased participation and attainment within Hampshire.

### Skills

The curriculum at the 14-19 phase should build on the essential skills which individual learners have acquired during their previous learning experiences. It should be planned to support progress to achievement towards at least level 2<sup>4</sup> in mathematical skills, communication and ICT as well as development of general skills such as problem solving, adaptability, independence, persistence, decision making and social interaction.

The acquisition of essential skills, in a variety of education and training contexts, will enable young people to progress to higher levels. It will also respond to the stated needs of employers to have future employees with good standards of literacy and numeracy. The wider activities will provide valuable evidence of initiative and leadership in the learning environment and local community. These skills will help provide young people with the platform for lifelong learning and personal development.

2 Although transport is provided for learners with special needs, the journey to access specialist provision may be longer than average

3 '14-19 Curriculum & Qualifications Reform' – Final report of working party October 2004 (Sir Mike Tomlinson)

## Work related learning

QCA guidance defines work related learning as: "Planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work."

Schools and colleges need to be aware of the guidance on work related learning and should have a clear policy in regard to this which identifies responsibility for the oversight of delivery and accreditation in this area. The role of work experience within each institution needs to be considered in the light of its wider policy for work related

The collection of specific data to evaluate the impact of Work Related Learning at KS4 is required to clarify the extent to which it encourages learners to stay on in education and training post-16 and contributes to improved completion and achievement rates. This would be informed by action planning in local consortia as well as strategic data collected by funding and planning bodies.

## Apprenticeships

The Learning and Skills Council recognises the valuable opportunities available to young people through the work-based routes at a range of ability levels. The national reform of the Apprenticeship system is ongoing and will be supported in the local area by consideration of a central placements database, a simplification of entry arrangements to the programme, improvements to key skills support and continued attention on raising the quality and efficacy of provision, in response to employer needs.

## Assessment

Assessment arrangements for 14-19 year olds must be appropriate to different types of course and styles of teaching and learning. It must be fit for purpose with the overall amount of assessment manageable for learners and teachers alike. Experience of a range of learning and assessment styles at Key Stages 3 and 4 makes learners better equipped to take advantage of the flexibilities available later in their learning career. The learner and the teacher need to be clear that the purpose of assessment is primarily to inform the good progress of pupils rather than the performance of the institution.

learning. Learners should be prepared for the workplace and provided with the skills and opportunities to learn about work and be adaptable to the changing employment climate.

The delivery of vocational options should be of high quality, available at a range of ability levels, including for the most able, and wherever possible accredited. Attention should be paid to the appropriate matching and assessment of young people to courses, supported by good quality advice and information. Reports have also highlighted that the work-related and applied dimension of some courses, including vocational GCSEs and vocational A-levels, remains under-developed.

The viewpoint of employers should be recognised in planning programmes as their involvement, as well as that of training providers and colleges is a pre-requisite for success in this area and remains a priority for the County Council and the Learning and Skills Council. This will also provide valuable information about progression opportunities and help inform the development of 14-19 pathways.

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4 Level 2 refers to GCSE Grade C or above and equivalent qualifications and Level 3 to A level and equivalent qualifications

It is recognised that the achievement of interim goals on the road to final qualification are a motivating factor and Tomlinson acknowledges the confidence which young people build by gaining credit for “small steps of achievement”<sup>5</sup>. Any assessment of work undertaken during a course, some must be definitive and evidence-based within a clear framework of guidance. Experience also suggests that individual learning plans and close involvement of both the learner and his/her carers in the setting of targets are additional factors in greater learner engagement at the 14-19 phase. Methods of accrediting “softer” skills including life skills and preparation for independent living and other aspects of the learning experience should be actively sought, linked to a system of external validation to help establish clear standards.

### Qualifications

Movement towards a unified framework of qualifications that stretches the performance of learners, motivates progression and recognises different levels of achievement is anticipated by this strategy. Such a framework must ensure the rigour of knowledge, skills and attributes needed for higher education, employment and life. It must also take account of alternative sites of learning, in addition to the school itself and be coherent, transparent and relevant. A flexible curriculum and pattern of assessment across schools and colleges should allow learners to progress at different rates through the Entry, Foundation, Intermediate and Advanced levels of qualification.

### Specialist developments in schools and colleges

The majority of secondary schools in Hampshire are specialist schools, developing and sharing expertise in parts of the curriculum. Others are considering specialist status. All schools are comprehensive, providing a full curriculum across the subject range. The County Council does not promote selection by ability or aptitude for admission to secondary schools.

Specialist schools are expected to contribute to learning opportunities in their area by sharing their expertise and resources with other schools and the wider community.

The Learning and Skills Council supports colleges and training providers to become Centres of Vocational Excellence (CoVEs), as a significant contributor to the aim of improving engagement with employers by the learning sector. Aimed initially at establishing high quality vocational provision at level 3, the initiative has been extended to target support at priority skills needs, encourage provider collaboration and support disadvantaged groups. Five of the eight CoVEs established or in development across the Learning and Skills Council area are within Hampshire. (See Learning and Skills Council website for details – page 3)

The sharing of specialist information, expertise and resources is to be encouraged both across Hampshire and within local areas.

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5 '14-19 Curriculum and Qualifications Reform' – final report of working party October 2004 (Sir Mike Tomlinson)

## Continuity and Progression

### Progression

14-19 should be considered as a coherent phase in education where learning pre-16 provides a sound foundation for learning post-16. To this end, progression routes for courses begun at 14 should be both planned and clearly identified enabling learners to continue learning in areas of strength and interest across key stages. It will be necessary for providers in a travel-to-learn area to develop a coherent approach to defined progression routes through school, into colleges, training, higher education and employment.

### Learner records

Learner achievement and information on preferred learning styles and assessment approaches as well as on the level of support which an individual learner has required, provide vital progression information. Effective procedures need to be developed to ensure that this information follows learners through transition from one institution to another supporting the "pull through" of that learner through all the stages of learning across several institutions. When more than one institution is involved in the delivery of a programme for an individual learner, a "lead institution" should be identified which has responsibility for the co-ordination of assessment recording and reporting and the monitoring of the learner's pastoral well-being.

### Higher education

Young people in Hampshire should be supported to move to higher education when this is the appropriate route. It must be recognised that higher education will include both academic and vocational pathways. It is important that everyone involved in the delivery of learning and learner support work together to help learners to overcome both social and economic barriers to progression through to higher education and training. Both the County Council and the Learning and Skills Council have a commitment to lifelong learning and self-development and welcome the lifelong learning networks initiative. The increasing overlap and interface between higher education and further education is recognised and we actively support the expansion of foundation degrees, linked closely to employer needs, and welcome the lifelong learning network initiative. The role of employers in providing further learning and training opportunities to young people who enter employment is central to this commitment.

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## Support, Guidance and Inclusion

### Careers advice

The increasing range and flexibility of choices post-14 makes the provision of early, accurate and impartial careers guidance a vital part of a 14-19 strategy. Clear information about available courses and combinations of courses as well as progression routes through to higher education, and employment must be timely, well informed and part of an ongoing experience in schools and colleges. The available learning and career opportunities will vary between areas and choices made at 14 may have profound effects on those available at 16.

Ensuring that both learners and their parents or carers have a clear understanding of choices, combinations and their implications requires sound knowledge of the learners' preferred learning and assessment approaches. Up-to-date information on the available progression routes in the local area is also important and schools and colleges will need to work closely with Connexions as well as the County Council and the Learning and Skills Council to ensure that a coherent programme is developed.

### PSHE, Citizenship, enrichment and wider activities

The County Council has a responsibility to ensure that Personal, Social and Health Education (PSHE) and Citizenship programmes in schools provide support for young people in developing the personal and social skills necessary to play an active and fulfilling role in the community. The County Council's 'Rights, Respect and Responsibility' programme is being developed for children and young people.

The entitlement curriculum for full-time 16-18 year old learners in FE colleges includes regular tutorials, relevant key skills and enrichment activities, which might include careers guidance, sports, music, dance, drama, use of learning resource centres, and support for wider learning aims.

The Common Knowledge, Skills and Attributes (CKSA), which Tomlinson refers to in the final report of the 14-19 working party, encourage learners to become reflective and self-aware and more able, therefore, to play an active role in their own learning and progression planning.

### Pastoral care

A structure of pastoral support and guidance must be developed by an effective partnership of Connexions, the Learning and Skills Council and the County Council working with schools and colleges. The pastoral and academic tracking of learners across this phase is a major challenge for which workable local solutions must be established within a county framework of guidance. As with learner records, establishment of a "lead institution" is important in the coherent support of learners who access more than one institution at any time within the 14-19 phase, although which institution fulfils this role may not be the same for the duration of the phase.

Legislation related to children applies to anyone under 18 years old, and schools, colleges and others who work with children must support work on child protection, for example, through the Children and Young People Strategic Partnership (CYPSP)

Although the Learning and Skills Council has responsibility for post-16 learning, the County Council is the corporate parent for Looked After Children and has a parental responsibility to oversee the pastoral and educational welfare of those children as they

progress into post-16 opportunities. Continuing support post sixteen is provided by the County Council's social services in conjunction with the Learning and Skills Council and other partners.

### **Entry to Employment (e2e)**

The Learning and Skills Council supports e2e programmes across seven centres within Hampshire, which provide learning opportunities and additional support to re-engage young people 16-18 who are not in education, training and employment. Many young people face significant personal and multiple barriers to learning. The Learning and Skills Council and e2e providers work closely with Connexions, the Youth Offending Team and other partners to ensure that appropriate social, personal and learning support is available. E2e aims to provide clear progression routes for young people to further learning, including Apprenticeships.

### **Special Educational Needs (SEN) and Learning Difficulties and/or Disabilities (LDD)**

The County Council will continue to support the progress being made in expanding the learning opportunities for young people with special educational needs, paying particular regard to the assessments of the needs of those with learning, physical, social, emotional and behavioural difficulties and/or disabilities and those who are especially vulnerable. The County Council and Learning and Skills Council will encourage schools and colleges to review and continuously improve their strategies in areas of inclusive learning. This forms an important component of the 14-19 phase and builds on existing models of effective working between schools, colleges and other partners.

The Learning and Skills Council supports the FE colleges and training providers to extend provision for learners with learning difficulties and/or disabilities. This includes the provision of resources for additional learning support, implementing the Disability Discrimination Act, and better integration of the specialist residential colleges in Hampshire. A directory of post-16 education is produced by the Learning and Skills Council annually to support transition planning.

### **Engaging young people**

Lead responsibility for the engagement of young people in Hampshire is with the Connexions service, working closely with The County Youth Service, education and training providers and other partners. The young people's forums in Hampshire meet regularly and are represented on the Connexions Stakeholders Group in Hampshire, in particular the Youth Local Management Committee. The County Council has also established a Youth Council to be the voice for young people in Hampshire, increasing their awareness and influence over issues which concern their lives.

The Connexions service and the County Council will help ensure that these groups are engaged with the consultation and development of the 14-19 policy. Local consortia may also wish to consider how young people have an effective voice in the development/ improvement of local services.

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## Teaching and learning

### Continuing Professional Development

The County Council and the Learning and Skills Council echo the importance which the White Paper "Success For All" places on continuing professional development (CPD) and supports the initiatives on early professional development, teacher placements and workload reform. The Hampshire Teaching and Leadership College will have an important role to play in supporting teachers through developments at 14-19. Staff other than teachers are also crucial to young people's success, and their CPD should be embedded in development plans.

FE colleges and training providers have targets for increasing teacher and trainer qualifications within their three-year development plans agreed with the Learning and Skills Council. The resources for CPD are now incorporated within the main funding allocations to the FE colleges.

The County Council and the Learning and Skills Council will have an overview of the continued development of high quality teaching and learning and of the materials to support it. Partnerships between institutions should provide opportunities for greater collaborative working between colleagues involved in education at the 14-19 phase and the County Council and Learning and Skills Council will aim to foster these supportive relationships. Provision must be made for young people of all abilities, including those who are particularly gifted and talented.

### Behaviour

The challenge of learner behaviour, particularly in the upper secondary years, is recognised as a key concern among teachers and headteachers.

This strategy will attempt to address those concerns through encouraging and supporting the provision of appropriate, flexible pathways for learners and effective careers and pastoral support. The role of relevant and motivating choices which provide young people with the opportunity to build confidence by accumulating achievement along a "learning gradient"<sup>6</sup> is recognised as key in the management of learner engagement and therefore, of learner behaviour.

Partnerships that support vulnerable or challenging learners through to successful completion of qualifications must be a key aspect of the 14-19 provision in any area. It is expected that providers will take full individual and joint responsibility for all the young people they are there to serve, working with other agencies to achieve the best possible outcomes. Where provision is offered off-site, arrangements for additional supervision and/or learning support, which might require collaborative solutions, should be considered and provided, as appropriate.

### Resources

The County Council and the Learning and Skills Council will seek to maximise the availability of resources to support the whole community, including 14-19 year olds. Both parties expect provision to be cost-effective and to make the best possible use of resources, whatever their source. The Learning and Skills Council and the County Council will keep their provision under review to promote quality. Funding from central government is expected to be sensitive to local needs.

14-19 developments are in the mainstream of education and training. Local partnerships and consortia may also need to look towards shared solutions for sustaining provision and developments.

6 '14-19 Curriculum and Qualifications Reform' – final report of working party October 2004 (Sir Mike Tomlinson)

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## Summary

The delivery of a coherent yet flexible curriculum at the 14-19 phase is reliant upon effective partnerships within an area. The premise which Tomlinson makes in considering 14-19 reform is this;

“I hope we have got past the point where any institution feels it can provide, by itself, all the learning needs for young people aged 14-19.”<sup>7</sup>

The inevitable conclusion from this is that the County Council, the Learning and Skills Council, Connexions, training providers and other agencies have a responsibility to operate an overall strategy within Hampshire which will allow the effective partnerships already established within the county to flourish and support the development of new partnerships in areas where they do not already exist. The aim must be to establish equality of opportunity at the 14-19 phase across the county, so that learners can access appropriate flexible and high quality provision within their travel to learn area, regardless of where, in Hampshire, they live.



## Glossary

CoVE	Centre of Vocational Excellence
CPD	Continuing Professional Development
CYPSP	Children and Young People Strategic Partnership
DfES	Department for Education and Skills
EBL(O)	Education, Business Link (Organisation)
EBP	Education Business Partnership
EOTAS	Education Other Than At School
e2e	Entry to Employment
GFE	General Further Education
GNVQ	General National Vocational Qualification
HCC	Hampshire County Council
ICT	Information and Communication Technology
IF	Increased Flexibility
KS	Key Stage
LAR	Local Area Review
LEA	Local Education Authority
LDD	Learning Difficulties and/or Disabilities
LLSC	Local Learning and Skills Council
LSC	Learning and Skills Council
NVQ	National Vocational Qualification
PA	Connexions Personal Adviser
PSHE	Personal, Social and Health Education
QCA	Qualifications and Curriculum Authority
SEN	Special Educational Needs
TVEI	Technical and Vocational Education Initiative
VRQ	Vocational Related Qualification
WRL	Work Related Learning

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## Appendices

### Appendix I

## A learning entitlement for young people in Hampshire

### Background

This learning entitlement sets out the education and training offer that young people could expect within a local area, including the choice and quality of 14-19 options and the support for learners that would need to be in place. It represents an attempt to draw together some activities in words that young people might recognise with an agenda for meaningful change and improvement.

Within a wider planning area, the entitlement requires the strategic and planning support of the Learning and Skills Council, Local Educational Authority(s) and Connexions Service. At the local level, delivery of the entitlement is dependent upon the commitment of schools, colleges, training providers, employers and others to work together collaboratively, and in a co-ordinated way, wherever necessary.

The entitlement will only be as effective as the systems, support and goodwill available to make it a reality. Above all, it requires all parties to place the needs and requirements of the individual learner above institutional, funding or planning boundaries.

## Aims

The aim of this 14-19 entitlement is to maximise participation, achievement and progression in learning for young people by:

- Providing a choice of high quality learning opportunities and environments to meet needs
- Developing approaches to personal development, advice and guidance that enable informed decisions
- Encouraging young people to take responsibility for their own learning
- Promoting and strengthening vocational programmes, work-related learning options and wider activities
- Agreeing strategies to support young people at risk of not achieving or staying in learning
- Underpinning the work through local co-ordination, quality assurance and staff development.

The delivery of an entitlement requires partners to work together and implement, where necessary, changes and activities that enhance opportunity, curriculum choice and raise standards. In particular, to address gaps in services and ensure high quality education and training is accessible to all. It will be necessary for providers within a local area to take a wider interest in the 14-19 phase, place the education and training needs of young people at the centre of what they do, and collaborate effectively where there is a need to do so.

## Describing the components

In relation to the statements and actions that underpin the learning entitlement (see below), partnerships may wish to summarise the 13-16 offer that is to be made to young people. The key components within an area could include but are not limited to:

## Further development

The entitlement is designed as a model for development and application within a local area. It is accepted that patterns of schools, colleges and training providers within local areas have been established and evolved to meet the needs of different communities. Young people and employers will also hold a range of views and provide insights into their local communities. Therefore, the implementation of this entitlement for young people will require solutions that vary in their approach, content and timing.

- GCSE subjects
- Applied GCSE subjects
- NVQs and other vocational qualifications
- Wider qualifications and awards (including entry level)
- Extension work for higher ability pupils
- Work exp, extended placements, young apprenticeships
- Wider activities and enrichment
- Enterprise activities and projects
- Individual learning plan (or equivalent process)
- Arrangements for young people's participation/feedback
- Preparation for KS4 options, post-16 progression, careers
- SEN support, resources, facilities
- Sources of additional help, advice and counselling.

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## A young person's entitlement

### The help and support I can expect

### What needs to be in place

I can get expert advice, guidance and support from an adviser from Year 9 onwards, and when I need it

Initial and ongoing access to impartial advice and guidance from a qualified personal adviser is timetabled and available, as required, wherever the learning is based.

Strategies for engaging and advising young people outside education and in the community are understood and supported.

To have my own learning plan that sets out my education goals, shows my progress and helps me look at my learning

All young people produce and update a type of Individual Learning Plan, which records and reviews achievements, interests, wider activities and skills developed, and helps set personal goals.

The Individual Learning Plan and guidance process forms an integral part of the careers education and personal development learning.

The guidance and support processes enable clear and informed decisions to be taken at 14+, 16+ and 19+.

My parents and carers will be told about my progress and have a chance to learn more about what I am doing

There is an agreed approach to engaging and informing parents and carers about the different types of learning, option choices, and programmes of learning available.

Processes are in place to ensure there is understanding and consent for wider activities, vocational options, work experience etc, in line with policy and guidelines.

I have a tutor who has time to help me review my studies, set targets and knows about all the different options for me

All young people have an allocated personal tutor for an extended and regular dialogue to ascertain needs, preferences, aspirations and help set targets.

Tutors can make the links with other services that might be needed including pastoral support, counselling, learning support and expert advice.

All tutors have a good understanding about the range of 14-19 education and training provision available in the area, and can signpost for further advice.

I have somewhere where I can go to find out more about what I could do in the future

Additional sources of information and advice are made accessible to all young people in a high quality environment with ICT facilities.

Learning for personal development and future careers is given a high profile and supported by knowledgeable staff who can advise on appropriate options and pathways.

I have someone that I can turn to if something is worrying me or if I need to talk to someone

It is understood that young people have a right to access services, and that these should be advertised and promoted to raise awareness and signpost for further help.

The approach to pastoral support, advice, mentoring, counselling, advocacy etc. is agreed by each school/college/provider with the Connexions service.

Preventative systems are in place to identify problems and personal difficulties at an early stage, with levels of support planned and agreed in advance.

Young people are provided with the necessary information on who to contact if they need confidential advice and help.

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### The help and support I can expect

I will get help so I can stay in learning and achieve my goals

I have been given a clear programme of careers events, visits to colleges and training organisations that will help me make the right choices

I know how to suggest changes to my education or training and that I will be listened to

I have access to a computer and the internet when I need it, to help me with my studies and coursework

I know what is expected of me and that I should treat others with respect, as I would wish to be treated myself

I will get friendly help and advice if ever I drop out of learning or need to change what I am doing

### What needs to be in place

Every young person who is identified at risk of not staying in learning post-16 is provided with additional help, mentoring, action planning and opportunities for tasters during Years 10 & 11.

Post-16 financial support such as EMA and transport subsidies are implemented and promoted.

A timetabled programme of careers events/fairs, open evenings, and visits to other institutions and types of provision is made available to every young person in Year 11.

Effort is made to ensure that local employers and more specialist providers, for example land-based colleges and Apprenticeship providers, are included in this work.

A learner forum is in place within the local area, which helps inform the local partnership or consortium.

Individual providers and planning bodies seek information and act upon the considered views of young people.

Young people are encouraged to gather views, undertake research into needs and act as representatives for their peer group, including as part of student guidance and support teams.

Facilities are available for all learners to access and enhance their learning through ICT, as required, and in an appropriate high quality environment with protected internet access.

Vocational projects and applied studies are stimulated by creative use of ICT, including access to laptops and virtual learning environments.

The standards expected of young people in respect of how they treat others, attendance, meeting deadlines etc. are made clear.

There is recognition that an effective learning environment is one of mutual respect, understanding of others, and high standards.

Policies and procedures are clear that harassment, bullying, discrimination etc. are not acceptable and will be dealt with promptly.

Every young person who leaves their provision is tracked and contacted, offered advice and alternative learning options.

Protocols are established between providers to share information and help re-integrate young people or enable them to continue in learning.

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### The education and training I can expect

I have been given a directory of subjects and activities from which to choose the options most suitable for me (13/14+ or 16+)

### What needs to be in place

Local co-ordination and management arrangements build upon and strengthen existing partnerships and consortia between schools, colleges, training providers and other partners.

Agreement is reached on how provider facilities, specialist and vocational options, staff resources, wider activities etc. can be shared within the local area.

Providers agree on the widest possible range of qualifications, wider activities, work experience, enterprise activities etc. that can be made available in a local area.

More specialised options are accessible through co-ordinated transport arrangements, movement of teachers/lecturers, and common funding arrangements.

Where barriers exist, wider developments such as virtual learning environments, or use of mobile vocational units are considered.

I know how to discuss my options and how I will be assessed for the subjects that interest me

Common approaches to learner assessment are agreed that emphasise equality of opportunity, ability/aptitude, and young people's interests.

Common application processes and co-ordinated clearing arrangements are agreed, as appropriate to the choices and opportunities available.

Options choices are set out clearly for young people, with supporting information and advice on how best to develop an appropriate programme of learning.

Specific information is available on how vocational pathways can lead to higher levels of study and skilled employment, alongside more traditional routes.

My timetable allows me to study subjects that are suitable but challenging for me

Every young person has the opportunity to combine academic, vocational and wider studies, which are promoted and delivered with equal value and quality. The programme of learning includes 'stretch' as well as 'breadth' of learning to help raise achievement, goals and aspirations.

Timetables are co-ordinated across schools, colleges and others that maximise choice and flexibility for young people.

Agreements are reached on the timing of vocational and specialist options where viable group sizes and economies are needed.

I understand why I am following my subjects and how they will support me in the future

Career pathways and progression opportunities are agreed for the travel-to-learn area, as appropriate, taking account of young peoples' known interests and goals, but highlighting further options.

All young people are clear about how their on and off-site studies will contribute to their overall achievement and are encouraged to apply their learning across subjects.

A structured induction is provided to all young people at the start of their programmes to ensure there are clear expectations and a shared understanding of the requirements.

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### The education and training I can expect

### What needs to be in place

My teachers are knowledgeable about their subject areas and will teach me what I need to know

A programme of staff development and recruitment within an area underpins the knowledge and skills necessary to deliver consistently high quality education and training experiences.

Agreements are in place for teachers, lecturers, trainers and support assistants to share and exchange their practice and experiences.

All staff understand how they will update their skills and have access to the necessary technology, equipment/resources and learning materials they need. Every teacher, lecturer, trainer or manager must visit at least two other schools, colleges and learning environments during the year and reflect on their experiences.

I will get extra help with my learning if I need it more than others or need help to catch up

There are systems and progress reviews in place that identify at an early stage where a young person may be struggling

There are clear additional support arrangements in place for young people who, for whatever reason, have missed part of their learning through illness or absence

Every young person who is at risk of not achieving is provided with additional support, coaching and teaching assistance in those subject areas

Assessments and learning support arrangements are in place to improve weaknesses in basic skills, provide English language support, or enable young people with special needs or a disability to achieve their learning aims and goals

I understand how important Maths and English are, and will make sure that I work hard and ask for help when I need it

A young person's individual timetable protects their KS4 core learning in Maths, English, ICT and science, and/or provides additional study opportunities or learning in context.

Key Skills attainment to at least to L2 in Maths, English and ICT is a priority post-16, and/or is supported by additional study opportunities or learning in context.

The importance of literacy, numeracy and communication skills for future learning and employment are highlighted, with young people encouraged to ask for extra help and support.

I have found out or taken part in training of interest to me, and have learnt about employers and local industries

Every young person is provided with structured work experience, or extended placements as appropriate, in one of their preferred or closely related vocational areas.

All vocational options identify how employers will support the programme of learning and build skills towards the industrial and business standards required by employers.

All subject areas include some learning set in employment and enterprise contexts, building an applied dimension to the curriculum that supports statutory requirements.

Vocational learning is delivered only where there are appropriate facilities, and staff with relevant expertise.

### The education and training I can expect

I can take part in wider activities such as sports, drama, arts, work related learning and community projects

### What needs to be in place

A menu of wider activities including sports, arts, and community projects, is available to all young people and updated at regular intervals.

Agreement is reached on those options where a co-ordinated approach across the area is needed and would add value.

I will have a record of what I have achieved, the activities I have taken part in, and the skills I have learnt

Records of activities undertaken, individual/group achievements and skills developed by each young person is maintained on their ILP, progress file or equivalent.

A detailed record of achievement - in the form of a transcript, supporting qualification/certificate or formal record of progress – is produced for all young people at age 16 and 19.

My classrooms and training places are safe and of a high standard, and have all the necessary equipment.

All learning providers provide a safe and healthy place to learn with risk-assessments, staff training, learner induction etc. managed by competent persons, in line with policy and guidelines.

Premises, equipment and learning resources should be to a high standard and relevant to the learning, or such facilities should be accessed through other providers.

I feel valued as an individual and understand that I must take responsibility for my own learning

The process of reviewing progress, agreeing options choices and setting targets is participative, and informed by future goals and evidence of current achievements.

Young people are encouraged to develop their skills for more independent learning to support their current learning and future progression, including access to and use of ICT.

Young people regularly review and update their individual learning plan or equivalent.

## Appendix 2

### Questions to support school self-evaluation of 14-19 provision

- Do we explore fully curriculum options post 14 with other local providers when we believe that a learner's needs may not be best met by us?
- What is the level of contemporary knowledge amongst key staff about curriculum opportunities post 14?
- Is there minimal drop out from post-16 courses?
- Do all post-16 learners achieve appropriately at A Level/GNVQ equivalent given their prior attainment?
- Does our overview of a learner's personal development draw on the knowledge of staff in other institutions that teach or support the individual?
- How clear a view do learners have of the course requirements and expectations of subjects that they are studying, especially when they are unfamiliar or new to them?
- How well does our out-of-school hours and study support programme complement the in-class programme for those learners that need it?
- What is the quality of learner portfolios and how well do we support their maintenance?
- How well are key skills tracked and recorded post 14?
- Does the academic monitoring programme help focus learners on what they are capable of achieving, as well as recording their actual achievements?
- Do tutors understand enough about performance data to know how to use it with learners to set targets and focus their actions?
- How aware are learners and home of the external support available through Connexions to help them make decisions about 14-19 opportunities?
- Are policies on child protection, health and safety and equalities effective in securing a safe and supportive environment for curriculum activities on and off site?
- To what extent do we act as an impartial broker on behalf of the needs of our learners?
- What is the quality of access to such advice and how well is this followed up by the school subsequently?
- Do all learners complete the courses that they start at Key Stage 4?
- How well informed are learners in the sixth form when they discuss their A2 and GNVQ courses in Year 12?
- What is the extent of additional guidance that is needed to steer learners into higher education or career decisions?
- What is the effectiveness of our communication and liaison with post 16 providers?
- To what extent does the agenda of local meetings of 14-19 providers focus on the quality and range of provision for the community that we serve?

## Appendix 3

### Examples of Key Stage 4/5 curriculum models

The four suggested routes describe different types of student and the personalisation of the curriculum from which they might benefit. This is followed by four suggested KS4 timetables with possible post 16 progression routes at the appropriate level.

	Route 1	Route 2	Route 3	Route 4
	Students who would benefit from a curriculum which focuses on basic skills while developing an interest in a specific vocational area and career route	Students who would benefit from a reduced programme of GCSEs and a focus on work related, vocational qualifications	Students who would benefit from studying a range of GCSEs and have an interest in a specific vocational area.	Students who would benefit from studying a wide range of GCSEs and appropriate extension and enrichment activities.
<b>The Compulsory Core</b>	English/Communication, and Maths/Application of Number – courses which provide the opportunity to progress to Level 2 achievement. Science, ICT, PE, Citizenship, RE, Sex Education, Enterprise, Careers Education and Guidance (CEG), Work Related Learning (WRL).			
<b>KS4 options</b>	<p>A core entitlement including courses which provide the opportunity of achievement up to L2.</p> <p>A choice of vocational/occupational qualification at the appropriate level, (usually 1 or 2) e.g. BTEC introductory Certificate or First Diploma (L2) or OCR LI Awards, NVQ, "Applied" GCSE</p> <p>Extended work placement, which links to the vocational area of study.</p> <p>A personal development programme where community activities, PSHE, CEG, Citizenship, Enterprise, work experience etc are recorded and may provide evidence for accreditation e.g. for the ASDAN Youth Award</p>	<p>Up to a maximum of five GCSEs to include core subjects.</p> <p>A choice of vocational/occupational qualification at level 2 e.g. BTEC First Diploma or Certificate, OCR National (L2), NVQ, "Applied" GCSE.</p> <p>Extended work placement which links to the vocational area of study.</p> <p>A programme of personal development to include Key Skills, PSHE, Citizenship, Enterprise, GEG and work experience.</p>	<p>A minimum of five GCSEs to include core subjects.</p> <p>A choice of vocational/occupational qualification at level 2 e.g. BTEC First Diploma or Certificate, OCR National L2, "Applied" GCSE.</p> <p>A programme of personal development to include Key Skills, PSHE, Citizenship, Enterprise, GEG and work experience.</p> <p>Experience of work</p>	<p>A full complement of GCSEs to include core subjects.</p> <p>A choice of vocational/occupational qualification at L2 e.g. BTEC First Certificate, OCR National L2, "Applied" GCSE</p> <p>The opportunity to pursue more advanced study through post-16 college links e.g. Critical Thinking AS.</p> <p>A programme of personal development to include Key Skills, PSHE, Citizenship, Enterprise, GEG and work experience.</p> <p>Experience of work</p>

**Careers advice and guidance** is a vital part of progression and should involve learners and their parents/carers in both KS4 option choices and in planning their progression routes post 16 and post 19. **Work Related Learning (WRL)** must form part of all KS4 curricula and should be pursued through PSHE, Enterprise, Citizenship, experience of **work**, appropriate **curriculum support activities** and **vocationally related qualifications** which are relevant to all students, e.g. Health and Safety/Food Hygiene certificates could be offered.

<p><b>WRL and Curriculum Support Activities</b></p>	<p>Industry days, work simulations and Young/Team Enterprise. Placements in college, work or training providers. Community projects and visits.</p>	<p>Industry days, work simulations and Young/Team Enterprise. Placements in college, work or training providers.</p>	<p>Industry days, work simulations and Young Enterprise. College and H.E. visits and tasters.</p>	<p>Industry days and Young Enterprise. College and H.E. visits and tasters.</p>
<p><b>Post-16 (KS 5)</b></p>	<p>Key skills and level 2 Maths/Application of Number, English/Communication and ICT Level 2 vocational qualifications, e.g. BTEC First Diploma NVQ or Entry to Employment (e2e) qualification. Employment with training or an *apprenticeship at the appropriate level. A Work Placement as appropriate to vocational area of study. Tutorial Programme and CEG.</p>	<p>Key Skills Additional GCSEs Further level 2 vocational qualifications or progress to related level 3 vocational qualification e.g. "Applied" A-Level (AVCE), BTEC or OCR National (L3) Employment with training, or an *apprenticeship at the appropriate level. A Work Placement as appropriate to vocational area of study. Tutorial Programme and CEG.</p>	<p>Key Skills Level 3 qualifications as a combination of "Applied" A-Levels, BTEC or OCR (L3) and AS/A2 choices. An *apprenticeship at the appropriate level or employment with training. The opportunity of a work placement where relevant. Tutorial Programme and CEG.</p>	<p>Key Skills A varied programme of level 3 qualifications as a combination of "Applied" A-Levels, BTEC or OCR (L3) and "traditional" AS/A2 choices. The opportunity of a work placement where relevant. Tutorial Programme and CEG.</p>

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\* There are different types of apprenticeship at L2 and L3 which include the following basic elements:-

- An appropriate NVQ at either L2 or L3
  - Key Skills qualifications.
  - A technical certificate such as city and Guilds or a BTEC.
  - The requirements of the specific vocational area
- (An apprenticeship at L3 can be a stepping-stone to university)

## KS4 timetables and possible progression choices

Route 1 Student	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Modular Maths GCSE or Application of Number	English GCSE or Communication	English GCSE or Communication	RE	ASDAN Youth Award
Period 2	ASDAN Youth Award	Certificate in Child Development	Modular Maths GCSE or Application of Number	ICT – Foundation GNVQ	Certificate in Child Development
Period 3			English GCSE or Communication	PE	
Period 4	PSHE/Citizenship	PE	Work Placement in local Nursery	College Link Course - Cert in Child Development	ICT – Foundation GNVQ
Period 5	Key Skills	ICT – Foundation GNVQ			
Period 6	English GCSE or Communication				

↓  
**Post-16: Level 1 VRQ in Health/Care leading to NVQ2 Childcare (Possible 3 years post-16)**

Route 2 Student	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Modular Maths GCSE	English GCSE	Single Award Science	RE	English GCSE
Period 2	NVQ1 Food Preparation and Cooking	NVQ 1 Food Preparation and Cooking	Modular Maths GCSE	Applied GCSE ICT	Single Award Science
Period 3	Geography GCSE	Geography GCSE	English GCSE	PE	Single Award Science
Period 4	PSHE/Citizenship	PE	NVQ1 Food Preparation and Cooking	Single Award Science	Applied GCSE ICT
Period 5	Key Skills/ Personal Development	Applied GCSE ICT		College / Work Placement related to food Preparation and Cooking	
Period 6	English GCSE	Single Award Science	Health and Safety Certificate		Modular Maths GCSE

↓  
**Post-16: BTEC 1st Diploma in Catering or NVQ2 Catering**

Route 3 Student	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Modular Maths GCSE	English & Literature	Applied Double Award Science	RE	English & Literature
Period 2	Engineering GCSE	Art GCSE	Modular Maths GCSE	GCSE ICT	Applied Double Award Science
Period 3	Geography GCSE	Geography GCSE	English & Literature	PE	Applied Double Award Science
Period 4	PSHE/Citizenship	PE	Geography GCSE	Applied Double Award Science	GCSE ICT
Period 5	Applied Double Award Science	GCSE ICT	Art GCSE	Engineering GCSE	Art GCSE
Period 6	English & Literature	Applied Double Award Science	Health and Safety Certificate	Engineering GCSE	Modular Maths GCSE



**Post-16: Advanced Apprenticeship in Engineering**

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Route 4 Student	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Maths GCSE	English & Literature	Separate Sciences	RE	English & Literature
Period 2	OCR National L2 Sport	Music GCSE	Maths GCSE	ICT GCSE	Chemistry
Period 3	French GCSE	French GCSE	English & Literature	PE	Chemistry
Period 4	PSHE/Citizenship	PE	French	Physics	ICT GCSE
Period 5	Biology	ICT GCSE	Music GCSE	OCR National L2 Sport	Music GCSE
Period 6	English & Literature	Physics	Biology	OCR National L2 Sport	Maths GCSE
Extension Study		Critical Thinking AS (College)			Critical Thinking AS (College)



**Post-16: AS/A2 Biology, Chemistry, French, BTEC National Award in Sport (Performance and Excellence)**

## Appendix 4

# Responses to curriculum survey 2004

### Introduction

Starting in September 2004, increased flexibility is permitted in the 14-16 curriculum. Whilst the principles of breadth and balance are retained, under the new arrangements the following is now compulsory at Key Stage 4:

**English, mathematics, science, information and communication technology, physical education, citizenship, religious education, sex education, careers education and work related learning.**

In other areas of the curriculum – the arts, humanities, modern foreign

languages and design and technology – schools must continue to offer courses but there is no requirement that they are followed by all pupils.

This is therefore the context for the 14-19 strategy.

In order to identify the initial response of schools as they plan to meet the diverse needs of their different pupil populations, the LEA carried out a small scale survey of curriculum planning for the 2004/2005 Year 10 cohort. The following is a summary of some of the findings, based on a sample of 40% of Hampshire schools. These focus specifically on the new entitlement areas of the curriculum and arrangements for shared learning between school, college and work based settings.

### Summary of findings

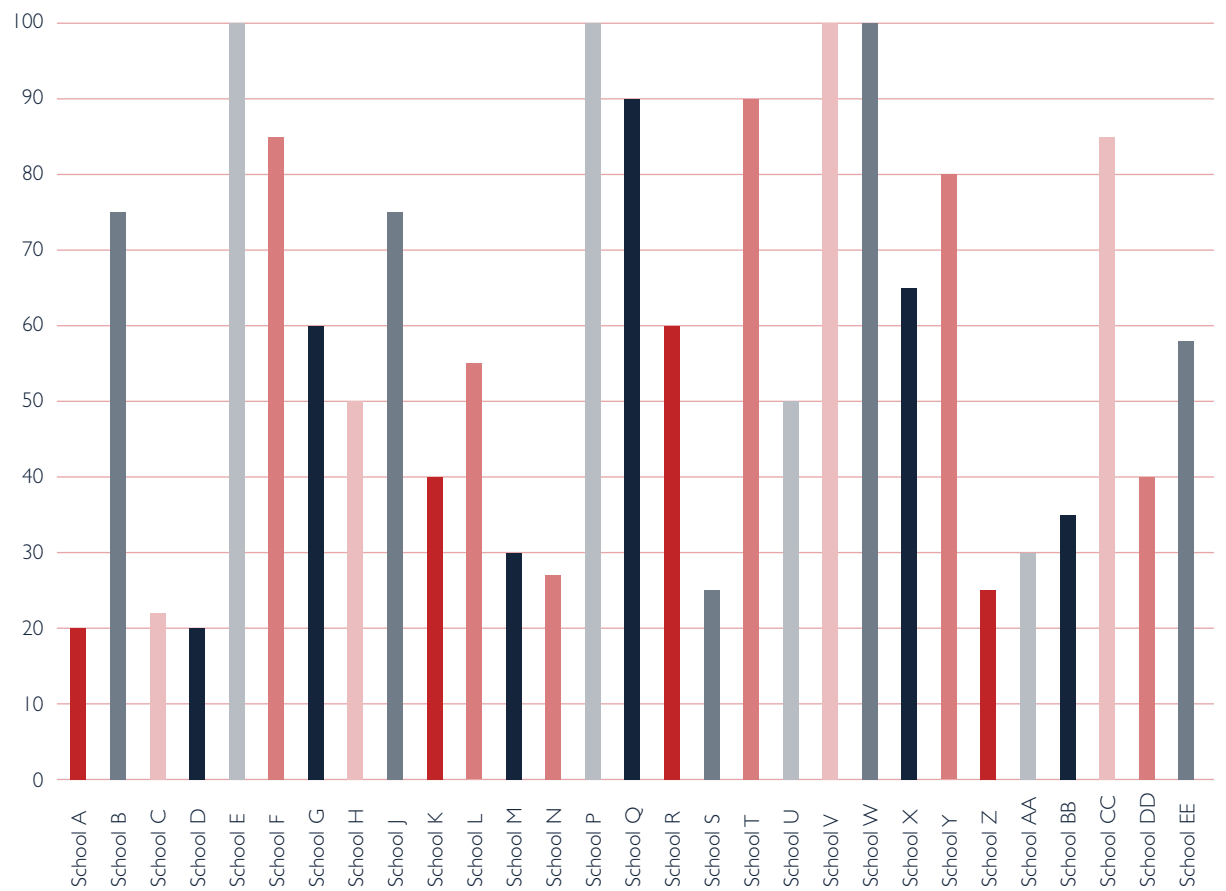
- Schools will typically offer 25 hours teaching time organised in 6 x 50 minute periods per day on a weekly cycle, or as 5 x 60 minute periods per day over a two weekly cycle.
- English and mathematics will be taught for 200 minutes or 180 minutes per week dependent on the chosen length of period. A few schools where literacy and numeracy are priorities will increase this time.
- Citizenship will be taught within the time set aside for personal and social education or as an individual subject.
- Whilst the breadth of the curriculum offered will remain, in the entitlement areas there will be a greater variation in the

proportion of pupils following these courses. The charts (1-4) summarise patterns in design and technology, modern foreign languages, the arts and humanities for the schools in the survey.

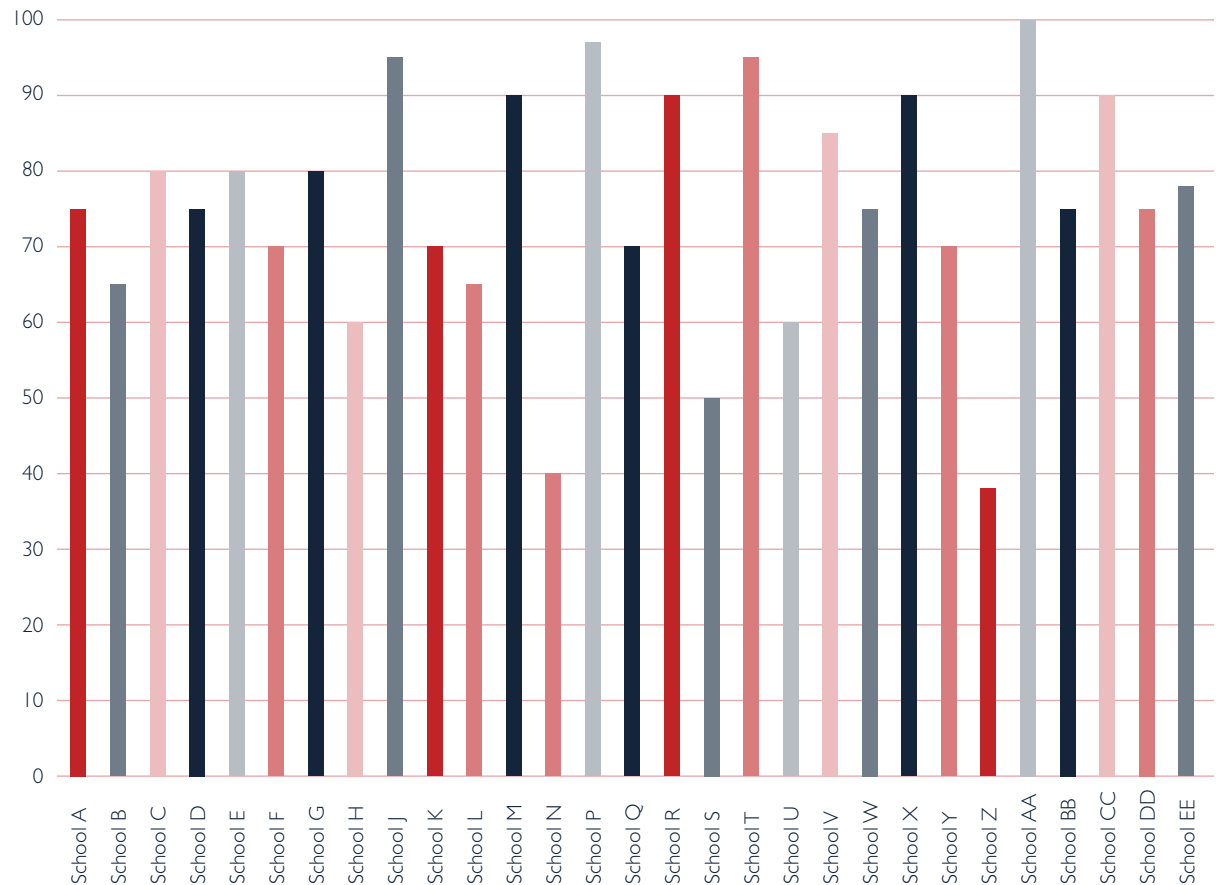
- These estimates of pupil numbers on Year 10 entitlement courses suggest that, in the future, proportionately fewer pupils may continue to study a modern foreign language compared with an arts or humanities subject, in particular. This will, of course, not be the case in specialist languages colleges.
- Chart (5) shows that there are, and will continue to be variation across the LEA in the proportion of pupils involved in vocational courses that are linked to post 16 colleges. These data are likely to change further as schools continue to develop their vocational and work placement programmes.
- The importance of joint planning and local partnerships that lead to effective local solutions to meet the education and training needs in each community will remain a key priority into the foreseeable future.

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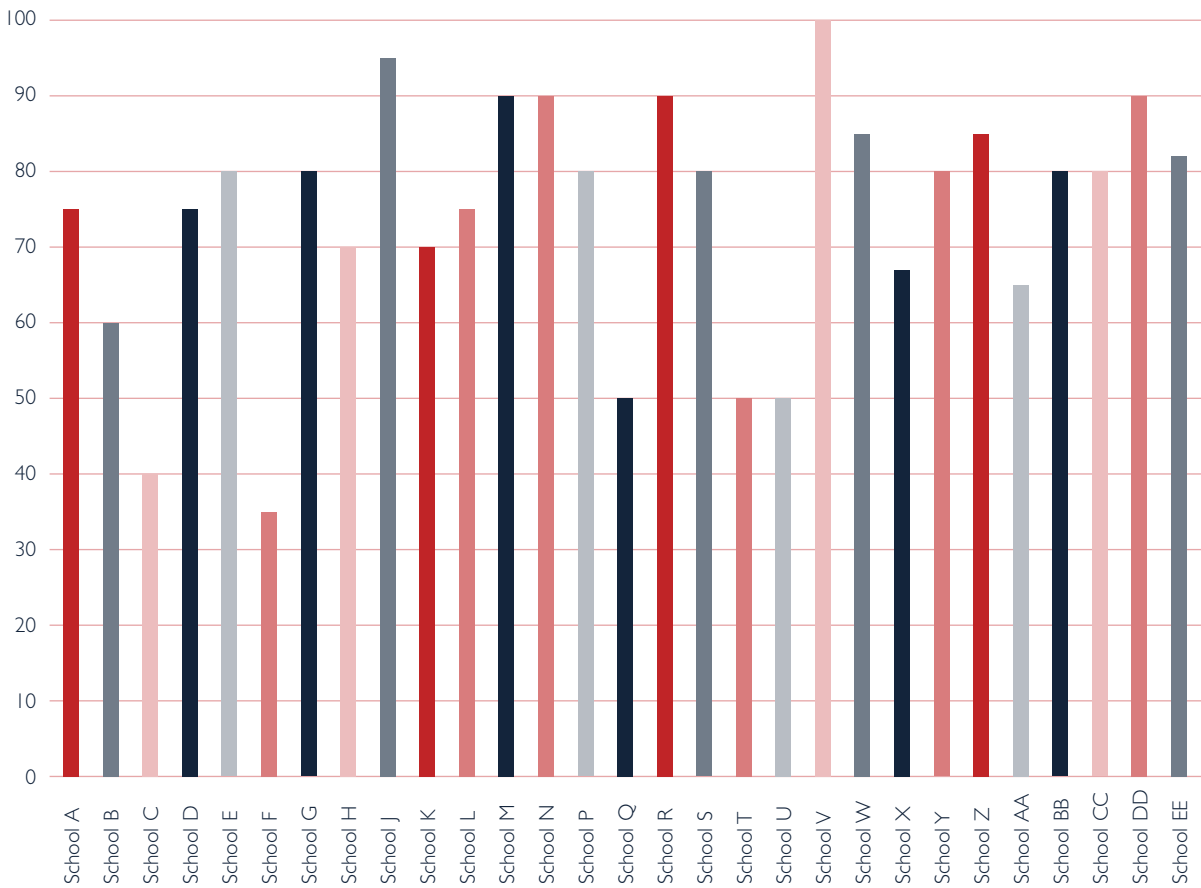
**Chart 1 – Estimated percentage of Year 10 pupils likely to take a MFL**



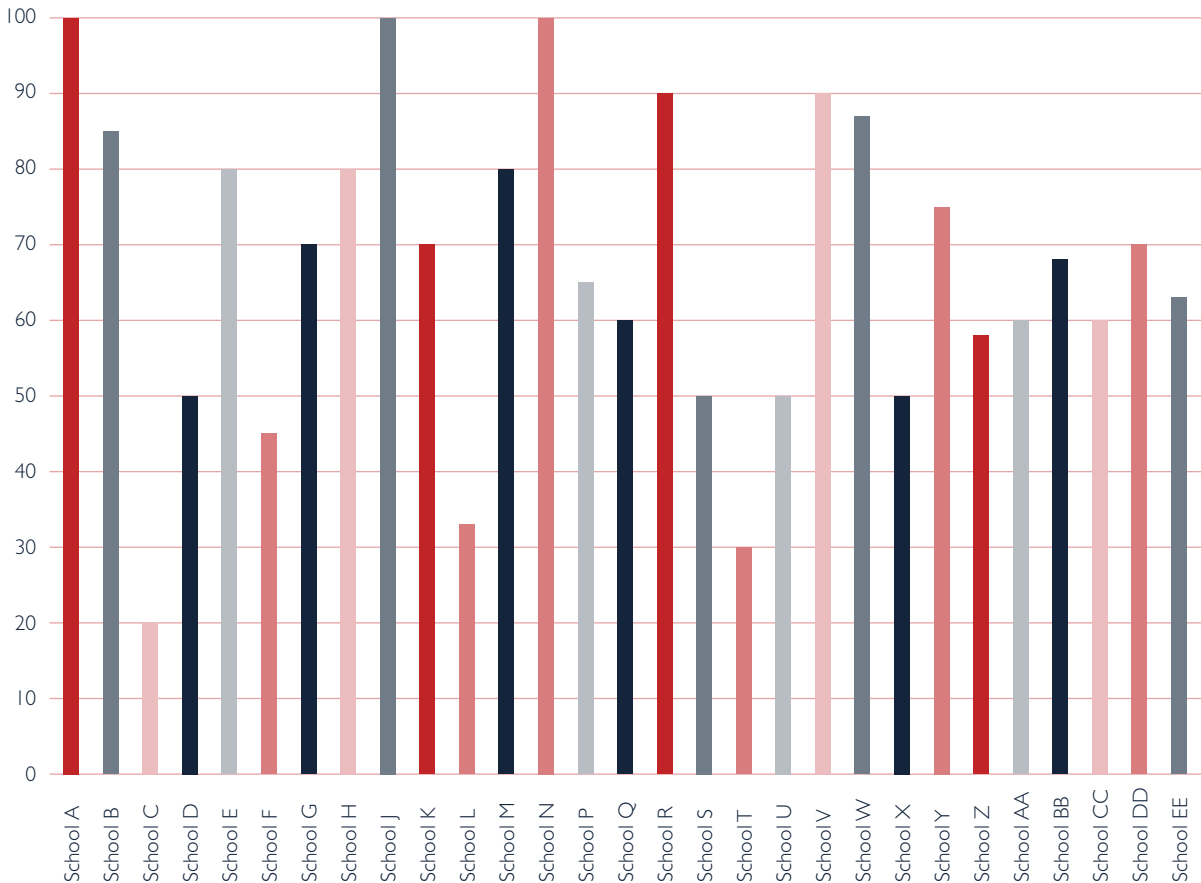
**Chart 2 – Estimated percentage of Year 10 pupils likely to take a Humanities subject**



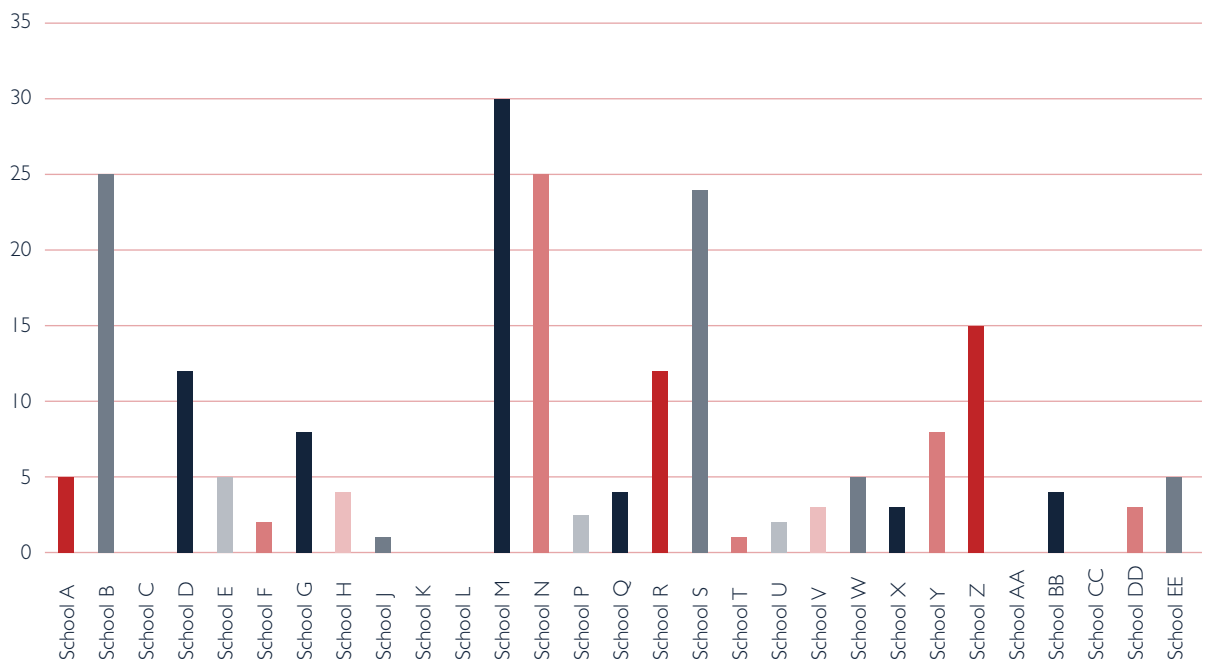
**Chart 3 – Estimated percentage of Year 10 pupils likely to take an Arts subject**



**Chart 4 – Estimated percentage of Year 10 pupils likely to take a Technology**



**Chart 5 – Estimated percentage of Year 10 pupils likely to be on a link vocational programme**



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## Appendix 5

### Case studies of partnership working in Hampshire

#### Case study 1 – Eastleigh consortium

The Eastleigh consortium was established in the TVEI era and has continued as a subscription-based network with an integrated self-help approach. Membership includes two Beacon Colleges, 10 local mainstream schools (nine with Specialist School Status, one pending), a special school plus the EBP and Connexions. A management committee meets once a term to set the budget and give strategic direction. One of the heads or principals, with funding to cover release, operates as chair, on a rotating basis.

A recent £50k grant from the LSC has helped to move forward the 14-19 agenda. As well as WRL, pupils are attending classes in some AS subjects (Critical Thinking and Citizenship). In addition, a temporary research secondment is taking place to map provision across the consortium and draft a development plan. The focus is on the potential for further curricula collaboration and sharing of resources across institutions for the benefit of learners. Progression and post-16 participation are also being analysed.

Key activities are carried out by the coordinators, usually deputies from schools and colleges, meeting about every six weeks to plan collaboration and share practice on, for example, curriculum issues, transition or ICT. The emphasis on curriculum makes the consortium beneficial to schools with high quality administrative support available, readily accessible to members.

The budget is around £25k, which funds administrative support as well as the regular subject panel meetings, which are the most important aspect of the consortium, bringing together teachers from across the area. Every two years there is a consortium-wide day closure, and teachers would welcome more subject-based professional development.

A consortium website is being set up, supported by one of the colleges. The site is being developed to include discussion boards, subject specialist areas, and links with other websites (including host school).

EBP role: links with employers are facilitated by Solent Skills Quest, the EBP, which offers a varied programme of activities, mainly for the schools: teacher development placements to support curriculum enrichment; employer taster days and extended work placements to support WRL, and links with the college Increased Flexibility (IF) programme tasters. "Challenge" activities are organised annually for pupils in years 8 and 9 on themes related to science, technology and ICT; also visits to enrich applied GCSE courses are arranged to exhibitions, leisure and tourism sites and factories.

The Local Area Review report highlighted the Consortium as a *'model of excellent collaboration with emphasis on staff development and on improving what goes on in classrooms, laboratories, resource centres and other "front line" teaching and learning environments'*.

## Case study 2 – Sparsholt College – Increased Flexibility Partnership

The IF partnership was established at Sparsholt College, a specialist college for land-based courses, in 2002 to enable KS4 pupils to have access to a broader vocational programme. The partnership supports seven local schools (with 150 pupils in total) based around Winchester and the surrounding area.

The courses offered under the IFP include the NVQ or equivalent in motor vehicle studies, horticulture, equine management, performing engineering operations, animal care, agriculture, and applied GCSE engineering. All courses are delivered at the college by specialist staff and provide the opportunity for young people to have vocational training in a realistic working environment.

From the outset, regular meetings have taken place at two levels: strategic and operational, involving all partners. This has supported agreement of the partnership's systems and policies, which cover selection of pupils, behaviour, reporting & review, and health, safety & child protection. Pupil handbooks and a code of conduct have been developed. The schools have collaborated on common timetabling and transport arrangements, where possible.

Particular attention has been given to the recruitment and selection process for 14-16 learners. This consisted of adapted application forms (suitable for the ability level and age of the learner), gathering information from partner schools and an interview day. This enabled a picture to be built up of the learners, giving them a chance to view the college and think seriously about their curriculum options.

Group sizes are about 10 and additional learning support is provided for those who need it. Pre-course induction activities help the pupils to work together. Once pupils are placed on the right course, there is also the chance for parents to come and see Sparsholt College and find out about the IFP.

The college has a co-ordinator for its work-related provision. Liaison with schools has included some joint professional development events. In-house sessions have helped college staff to understand the rationale for IF and to ensure pupils are well integrated into college life. An additional member of support staff is on duty at break times and as buses arrive and depart.

The programme underwent Ofsted inspection in November 2002 and received a positive and constructive report. The report identified a well-led partnership with very good motivation, behaviour and attendance of pupils. Thorough recruitment, guidance and support, and very good teaching, were highlighted as some of the strengths. It was noted that the schools support pupils effectively in the lessons that are missed as a result of their visits to college.

It was rewarding for the partners to hear that the programme had received strong endorsement from pupils, for example, 'We feel we were lucky to get a place at Sparsholt', and 'We really enjoy the practical activities'. As a result of the inspection the partnership is improving collaboration with school partners for teaching on the GCSE Engineering programme. It has extended the range of provision to attract larger numbers of females for the 2003 cohort, and is developing a common target-setting format for 14-16 students.

### Case study 3 – Hampshire 14-19 Pathfinder

The Hampshire 14-19 Pathfinder was one of fourteen new pathfinders approved by the Department for Education and Skills in July 2003 'to test local delivery of 14-19 education and training in a range of settings.' The pathfinders will also inform the development nationally of 14-19 education and training from 2005/6, identify and spread good practice, and help assess the scale and costs of new patterns of 14-19 provision.

The 14-19 pathfinder in Hampshire is based on a central partnership between the LSC (lead partner), Hampshire LEA, Connexions and the Learning Partnership. The pathfinder aims to help overcome barriers for young people in more rural environments by establishing coherent and collaborative models of 14-19 education and training. This includes a focus on increasing participation in learning, development of work-related and specialist programmes, innovative guidance materials, and work with local employers.

With a two-year remit, the Pathfinder commenced in September 2003 and involved simultaneous

The management of the pathfinder is supported by a central steering group and two local implementation groups in East Hampshire & New Forest with local chairs and co-ordinators. Some of the current and proposed developments include:

- Vocational skills centres to provide collaborative and integrated local solutions to 14-16 and 16-19 vocational needs
- Catering training facility at a school with clear progression routes and support from an FE College
- Extension of land-based opportunities via a co-ordinated approach to accessing college provision and establishment of an animal care facility
- Mobile training buses to deliver on-site vocational skills in construction, hair and motor vehicle qualifications

development of local partnerships, forward planning of activities, and roll-out of projects in the two areas of New Forest/Waterside and East Hampshire. The projects were based on the following three themes, which were selected from the DfES's pathfinder prospectus for 2003/04:

- Developing and implementing innovative approaches to designing and delivering vocational courses and qualifications.
- Maximising the potential of e-learning to create new opportunities and enable young people to access a wider and more interactive curriculum
- Researching and introducing innovative uses of transport and flexible learning strategies to reach out and engage young people in rural areas

- E-learning network development to explore solutions for virtual learning, on-line resources, learner tracking, communications skills etc.
- Advanced and extension work to support pupils
- Development of support programmes for the personal development curriculum and embedding of basic skills in WRL programmes
- Development of projects and materials by providers with specialist resources and interests to share with local partners.

## Appendix 6

### Background Information on Hampshire Learners

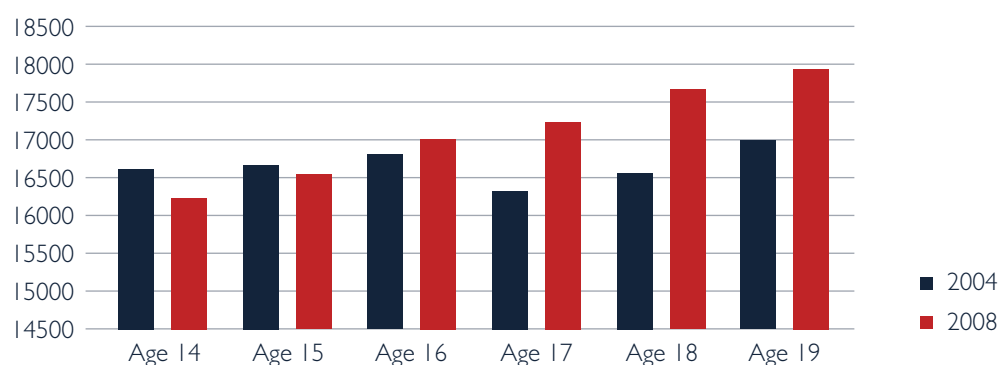
#### Total Population Forecasts by Single Age in Hampshire County Area: 2001-2008

Year	Age 14	Age 15	Age 16	Age 17	Age 18	Age 19	Total
2001	16326	15902	16164	15631	14794	14931	93748
2002	16430	16310	16245	16244	16185	15090	96504
2003	16618	16461	16676	16429	16811	16381	99376
<b>2004</b>	<b>16618</b>	<b>16652</b>	<b>16802</b>	<b>16823</b>	<b>17044</b>	<b>16998</b>	<b>100937</b>
2005	16763	16653	17008	16931	17399	17257	102011
2006	16622	16788	17000	17166	17508	17600	102684
2007	16504	16644	17098	17103	17724	17665	102738
<b>2008</b>	<b>16223</b>	<b>16531</b>	<b>17020</b>	<b>17233</b>	<b>17680</b>	<b>17930</b>	<b>102617</b>
% change 2004-2008	-2.38%	-0.73%	1.30%	2.44%	3.73%	5.48%	1.66%

Source: Hampshire County Environment Department's Interim 2001 based Small Area Population Forecasts

#### Total population Forecast in Hampshire County Area

##### Age group comparisons 2004-2008



#### Total Population Forecasts for all Districts in Hampshire: 2004

	Age 14	Age 15	Age 16	Age 17	Age 18	Age 19	Total 2004	Total 2008	% change 2004-2008
Basingstoke & Deane	2033	2088	1989	1972	2001	1960	12043	12705	5.50%
East Hampshire	1523	1518	1508	1562	1696	1711	9518	9713	2.05%
Eastleigh	1650	1587	1570	1561	1466	1467	9301	9503	2.17%
Fareham	1398	1500	1563	1555	1475	1390	8881	8552	-3.70%
Gosport	1029	1027	1077	1061	1126	1114	6434	6332	-1.59%
Hart	1200	1170	1132	1214	1205	1217	7138	7506	5.16%
Havant	1631	1657	1633	1617	1600	1605	9743	9434	-3.17%
New Forest	2094	2061	2087	2109	2026	2025	12402	12519	0.94%
Rushmoor	1142	1103	1285	1278	1507	1542	7857	8171	4.00%
Test Valley	1579	1574	1544	1488	1467	1449	9101	9506	4.45%
Winchester	1338	1367	1415	1406	1476	1519	8521	8674	1.80%
<b>Total</b>	<b>16617</b>	<b>16652</b>	<b>16803</b>	<b>16823</b>	<b>17045</b>	<b>16999</b>	<b>100939</b>	<b>102617</b>	<b>1.66%</b>

Source: Hampshire County Environment Department's Interim 2001 based Small Area Population Forecasts

## Hampshire LEA GCSE results

	5+A*-C	5+A*-G	no passes	point score
2003 England	52.9	88.8	5.2	34.8
2003 Hampshire	57.5	92.5	3.1	36.6
2002 Hampshire	56.2	92.8	3.2	36.6
2001 Hampshire	54.9	92.9	3.2	42.2
2000 Hampshire	54.9	93.0	3.6	42.0
1999 Hampshire	53.1	93.4	3.5	41.3
1998 Hampshire	51.2	93.3	3.7	40.3
1997 Hampshire	49.4	92.1	4.4	
1996 Hampshire	46.5	90.4	5.0	
1995 Hampshire	46.0	90.4	5.2	
1994 Hampshire	44.3	90.0	5.2	

Source: DFES Performance Tables

## Year 11 First Destination

%	Hampshire			England
	2000	2001	2002	2002
Continued in Education	74.4	74.5	75.6	72.1
Entered Training	1.2	1.1	1.2	3.7
Entered Employment with Training	NCD	NCD	10.3	8.7
Entered Employment without Training	NCD	NCD	1.5	2.6
Unemployed	5.3	4.8	5.3	7.8
Moved Away/Unavailable for Work	NCD	NCD	3.7	2.8
Unknown	NCD	NCD	1.6	2.4

NCD = No comparable data available due to changes in reporting requirements

Overall employment for 2000 was 13.3% and 13.1% for 2001

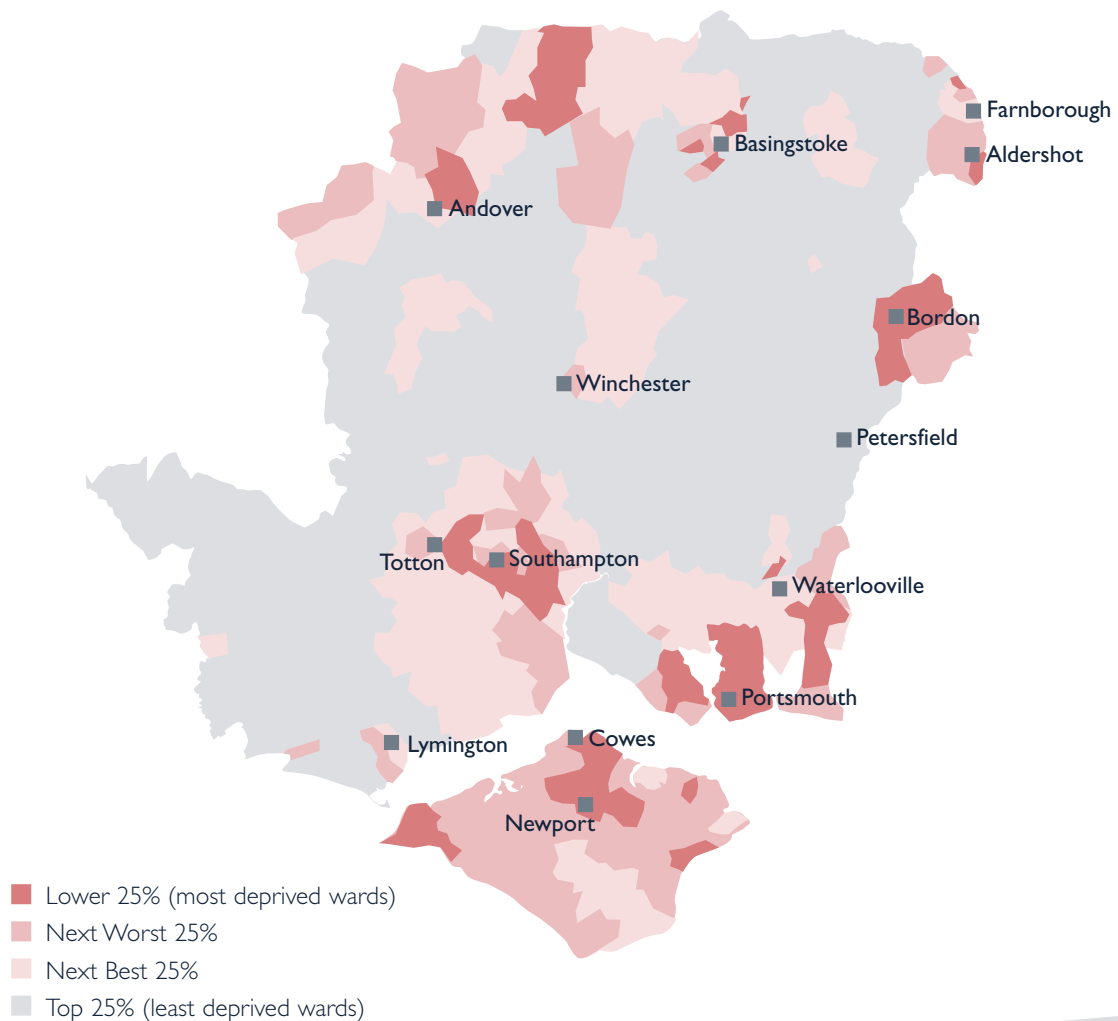
Source: South Central Connexions

## First Destination by Area 2003

	Continued in Education	Entered Training	Entered Employment with Training Inc Modern Apprenticeship	Entered Employment without Training	Voluntary and Part Time Activities	NEET	Not available to Labour Market/ Moved Away	No Response	
	Number	%	%	%	%	%	%	%	
Fareham	2086	76.0	2.9	9.3	0.6	0.4	6.6	2.4	1.7
Havant	2183	76.2	1.4	10.3	1.9	1.0	6.5	1.6	1.2
Winchester	916	84.1	1.1	5.6	1.4	0.7	3.5	2.6	1.1
Andover	811	74.4	0.5	10.2	1.0	0.7	4.4	6.7	2.1
Basingstoke	1733	80.3	0.4	9.3	0.8	0.6	3.8	3.4	1.4
Aldershot	2005	75.4	0.9	8.7	4.1	1.3	4.6	3.4	1.5
Eastleigh	2266	77.1	1.2	11.1	1.5	0.7	4.2	2.2	2.0
New Forest	1811	73.1	1.5	13.6	1.2	1.0	5.6	2.3	1.6

Source: South Central Connexions

## Education, Skills and Training Index of Deprivation in Hampshire and the Isle of Wight, 2000



Source: DETR, 2000

N.B. Quartile position relates to England as a whole. Crown Copyright. All rights reserved. Licence Number WL6425

### Education, Skills and Training Index of Deprivation contains:

- Working age adults with no qualifications (3 years aggregated LFS data at district level, modelled to ward level) for 1995-98.
- Children aged 16 and over who are not in full-time education (Child Benefit data – DSS) for 1999.
- Proportions of 17-19 year old population who have not successfully applied for HE (UCAS data) for 1997 and 1998.
- KS2 primary school performance data (DfEE, converted to ward level estimates) for 1998.
- Primary school children with English as an additional language (DfEE) for 1998.
- Absenteeism at primary level (all absences, not just unauthorised) (DfEE) for 1998.

## Appendix 7

# Summary of Local Area Reviews (LARs)

### Background

This paper summarises the key 14-19 recommendations arising from the local area reviews that relate to the County Council area. Task groups were established to support the reviews, which were independently chaired, and supported by further consultation with local stakeholders, and research into data and background issues. A note of the LSC's response to the findings and an update on actions are included for each section.

### South West Hampshire – recommendations

The main recommendations of the SW Hampshire Review Stage 1 report in November 2003 were that:

- The LEA and LLSC should forge a joint working relationship to improve the effectiveness of their policies in raising performance and increasing progression.

- LLSC and partner organisations should encourage and facilitate provider co-operation where this enhances student choice and ensures programme viability.
- Stage 2 of the LAR should include more detailed examination of the possibilities of curriculum co-operation between colleges, schools and work based learning providers... greater specialisation, reducing the number of small teaching groups, raising achievement and enhancing cost-effectiveness.
- The collaborative developments featured in the ongoing Hampshire Pathfinder should be evaluated at the end of its three year span and, if successful, placed on a longer term footing with appropriate support.
- The governors of the 11-18 schools with less than 100 students in the sixth form should be invited to consider the

- The LLSC should discuss with its partners the policies they have in place concerning availability of vocational programmes and the improvement of 14-19 performance.
- In the interests of improving progression, the LLSC should work with the LEAs (and others) to ensure that up to date and impartial information, advice and guidance is available to learners from Year 9 and beyond.
- Discussions should be initiated between the LLSC, LEAs and Connexions on the most appropriate and effective forms of staff development and parent education as a means of enhancing suitable progression especially at ages 14,16 and 18.

implications of this figure... and provide a formal response to questions from the LLSC.

- The LLSC and their LEA partners should convene a meeting with representatives of independent schools in Southampton & SW Hants to explore possibilities of mutually beneficial local cooperation between state and independent sectors.
- Steps should be taken to secure greater integration between the planning and implementation of opportunities for work related learning and work experience that helps to prepare young people for a successful transition to further education, training and employment.

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## South West Hampshire – update

A detailed response to the main recommendations has been prepared by the LSC. Extracts from the response that relate to 14-19 education and training in Hampshire include:

- The LLSC is developing a data platform, which will contain the available demand information, local skills assessment and supply data for post-16 education and training.
- An annual analysis of pupil and student movement between institutions and a regular travel-to-learn mapping will be produced by the LLSC.
- The LLSC and Connexions undertook a 'Voice of the Young Learner' survey. The final report, covering the interests and intentions of 14-19 year old learners, is due shortly.
- The LLSC and LEA have jointly produced a 14-19 strategy, which was circulated for consultation to schools, colleges (and others) in June 2004.
- Connexions moved to direct delivery and co-location with the LLSC from October 2004. The two organisations work closely to improve the provision of information, advice and guidance to 13-19 year olds. The direct delivery plan will strengthen the resources and management of service to schools, colleges, WBL providers and in the community.
- Hampshire LEA is leading work on mapping 14-19 vocational pathways and developing an integrated approach to 'personal development learning' for schools under the 14-19 Pathfinder. This work is being piloted and will be introduced across the county.
- The Increased Flexibility co-ordinators group meets termly across Hampshire, supported by an Increased Flexibility assimilation group looking at the longer-term strategy.
- The LLSC with Connexions, Partnership Network Ltd (EBP) and the LEA are currently piloting a computer-based system called S-Cool. This is an on-line system for individual learning planning, work experience and employer engagement, which will assist planning of provision based on the aspirations of 14-16 year olds. The pilot in 2004/2005 includes 12 Hampshire schools in Eastleigh, New Forest and East Hampshire.
- The LLSC will undertake a review of work-based learning in SW Hampshire to encourage WBL provider collaboration and curriculum co-operation with FE colleges.
- The LLSC will work with the Eastleigh Consortium to learn from their experience and capture best practice that can apply to other areas. LLSC discretionary funding has supported a part-time project manager, an interactive website for use by staff and students to share resources/provide support, and extending of vocational provision.
- The LLSC will work with Barton Peveril and Eastleigh Colleges to consider the potential advantages of agreeing a joint three-year development plan for some if not all aspects of their work, which can respond to the area review and other policies.
- The 14-19 Pathfinder and IF projects have established new skill centres, led by Brockenhurst and Sparsholt Colleges, in partnership with local schools, colleges and employers. Further skills centres are also planned for the Waterside area involving Totton College and Applemore College. An area-wide e-learning network is in development with Microsoft and Viglen. An integrated transport strategy is in place.
- The LLSC have corresponded with the head teachers of several schools, responding to a number of issues raised in Stage One of the LAR about their sixth forms, with the intention of exploring these further in conjunction with the LEA. The headteachers have highlighted various points in response to these issues. The LLSC intend to keep the effectiveness of small sixth forms under review with Hampshire LEA.
- The LLSC and LEA hosted a meeting with representatives of independent schools in June 2004 to explore possibilities of mutually beneficial local co-operation.



## Mid and North Hampshire

### – recommendations

A number of the wider findings of the Mid and North Hants Review were similar to those in the SW local area review, concerning the joint development of 14-19 strategy, the review of work-based learning in the light of Apprenticeship reforms, and the need to enhance vocational provision at KS4, especially in more rural areas.

Further issues raised for the consideration and attention of the LLSC, LEA and partners included the view that there is no evidence to support the creation of any new sixth form provision, and concern at the fragmentation of 16-19 provision in the Test Valley area. The need for joint working between the LEA and LLSC to raise the Key Stage 4 performance of schools where it is currently unsatisfactory was also highlighted.

In addition to these areas, specific 14-19 recommendations that arose from the task group report and stakeholder consultation included:

- Establishing the degree to which there is unmet need for vocational provision below L3 in Winchester include exploring with local colleges possible avenues for covering identified gaps.
- The LLSC should conduct, with the LEA and Connexions, a review of the post-16 special education needs of students and the systems of support, advice and guidance.
- The LLSC and LEA to regularly update and distribute key indicators for education and training, to inform provider planning and include analysis of learner movements across the area and LSC boundaries.
- The LLSC should clarify its role in enhancing college links with employers and consistent ways of recording employer links.
- The LLSC should work with HE partners to support, develop and co-ordinate existing initiatives to improve progression routes to higher education.
- The LLSC and Connexions should provide an assessment of the match between learner needs and the level of careers guidance now provided in schools, along with the future levels of support that will be available.
- The LLSC should work with partners, including employers, on a programme for re-entry to learning by young adults who have left post-compulsory education without adding to their qualifications.
- The LLSC and other agencies to assess current costs of student transport, rural access, and effects on participation and retention
- The LLSC should pursue identified projects for improving participation and retention, such as those at Aldershot and Bordon, as well as extending existing initiatives such as those at Sparsholt College.

## Mid and North Hampshire – update

A detailed response to the main recommendations has been prepared by the LSC. There are a number of areas that relate to Mid and North Hampshire, which include:

- The LLSC recognises and values the particularly strong, vibrant and high quality FE college network in Mid and North Hampshire. This has been reinforced by recent inspections, high performance indicators, and encouraging levels of co-operation and collaboration. Whilst the capacity of the network may need to be strengthened to address the impact of major new housing or industrial development or to tackle pockets of low participation, achievement and poor retention, the LLSC concurs with the main conclusion of the Stage One REVIEW that there is no case for any major structural change.
- The LLSC has helped establish a single LLSC-wide network of WBL providers to improve planning, co-ordination and sharing of best practice.
- The LLSC and Connexions have been working on the 'Year 11 offer' project, which will provide an area-wide common application form, Apprenticeship prospectus, baseline assessment by providers, and a central tracking and follow-up system for all young people applying for WBL. It is intended this will operate for school leavers in 2005. This work is being piloted and will be introduced across the county.
- In light of the Government's Five Year Strategy and the recent findings of the Tomlinson report, the LLSC is working with Hampshire LEA and others in order to prepare policy guidelines and the criteria that would be used to assess the case for establishing new school sixth forms. The LLSC will continue to plan and fund provision that is in the best interests of learners and will seek to ensure that any future plans for contraction or expansion of provision does not destabilise what is a very effective provider network in Mid and N Hampshire.
- The LLSC and the LEA will explore the merits of implementing 14-19 learner entitlements based on local consortia arrangements.
- The LLSC will work with the LEA to raise KS4 performance and post-16 progression in schools where it is currently unsatisfactory. This will include continuing support through the development of work-related curricula and the 14-19 Strategy.
- The LLSC will encourage networking between specialist and mainstream colleges that have significant provision for learners with learning difficulties and/or disabilities (LDD). Treloar's College is using its expertise to enhance the diagnostic skills available in FE colleges, and also to help other local specialist colleges with delivery and quality.
- The LLSC has commissioned a series of DDA-funded projects to extend provision for learners with LDD in FE colleges.
- Connexions is working with partners to improve the information, advice and guidance to learners with LDD and the information available to enable better planning. Connexions has strengthened its PA team and will be taking forward work on transition planning.
- The LLSC will continue to encourage colleges and other appropriate providers to support the work of Pupil Referral Units (PRUs)/Education Centres in helping young people to prepare for re-entry into mainstream education and training.
- The LLSC with Berkshire and Surrey LSCs is conducting a detailed review of post-16 education and training in the Blackwater Valley Travel-to-learn area by February 2005.

- The LLSC is supporting Farnborough College of Technology's planned reinvestment in a major centre in Aldershot, working closely with the College and Rushmoor Borough Council to secure an appropriate site for this facility.
- The 14-19 Pathfinder in East Hampshire has extended opportunities for young people aged 14-16 in rural areas. This includes piloting of mobile vocational units, a combined land-based vocational programme, establishment of an industry-standard catering unit, extension of the Alton College VLE to schools and other e-learning projects.
- The LLSC will conduct a review of post-16 provision in the Test Valley, in partnership with Berkshire and Wiltshire LSCs in order to establish agreement about the best configuration of provision to meet local needs.
- The LLSC and LEA, with local schools and Cricklade College, intend to support a project to improve and enhance 14-19 provision in Andover, through a consortium approach. This is intended to improve performance at KS4 and post-16 participation..

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- The LLSC will consider commissioning research to review access to education and training in East Hampshire, but with a particular focus on the Bordon area.
  - The LLSC will support Alton College's ambition to broaden its mission to enable the development of a more inclusive curriculum whilst preserving existing strengths.
  - The LLSC will, in partnership with Surrey LSC, investigate greater collaboration between Alton College and Farnham College.
  - The LLSC will consider commissioning research to establish the degree to which there is unmet need for vocational provision below level 3 in the Winchester area
  - It will explore with the local colleges and providers possible avenues for covering any identified gaps in provision and meeting the skill needs of local employers.
  - The LLSC has already supported the establishment of an Entry to Employment (e2e) centre by PETA Ltd in central Winchester offering training opportunities for young people who are not in education, employment or training. e2e provision is also available in Aldershot and Andover. Work to establish a new centre in Basingstoke is in progress.
  - The LLSC will continue to work closely with University College Winchester and other higher education institutions in the area and more widely through the AimHigher initiative to widen participation and improve progression rates to higher education, with a particular focus on disadvantaged areas.
  - The LLSC will continue to encourage higher education institutions to work with local FE Colleges to develop more locally based higher education opportunities, including Foundation degrees.
  - The LLSC will consider commissioning an in-depth analysis of transport and access issues in Mid and North Hampshire and will ensure that transport issues are taken into account when undertaking reviews of sub-areas.
  - The Increased Flexibility programme across the area and the 14-19 Pathfinder initiative in East Hampshire have encouraged collaboration and networking between colleges and schools and have led to greatly increased opportunities for school pupils to access vocational education. The LLSC will be reviewing the further development of these initiatives in light of future funding arrangements and will work with Hampshire LEA and South Central Connexions to incorporate them into the joint 14-19 strategy.

## South East Hampshire – recommendations

The area review task group report and subsequent report on possible 14-19 arrangements for the area, identified a range of aspects where improvements to education and training opportunities could be made. These included:

- Lack of a coherent strategy for the 14-19 phase of learning.
- A need to move on from the legacy of competition reinforced by past and current funding methodologies
- Young people requiring Level 1 or Level 2 learning rarely travelled outside their local areas in Gosport/Fareham and Havant.
- A need to reduce the effect of travel problems as a limit on choice
- The lack of a framework in which to address duplication and lack of specialisation.
- Reductions in the training provider network despite the presence of some high quality provision and lack of partnerships with other types of provider.
- A lack of clear responsibility for the enhancement of vocational options at Key Stage 4.

Interlinked with these findings, a series of possible developments and further needs were highlighted for a more effective 14-19 education and training phase. These included:

- Development of collaborative strategies to address under-achievement and under-participation and to ensure effective transition between KS4 and post-16.
- The need to find mechanisms, both financial and in terms of joint targets, to provide incentives for collaborative and partnership working
- A need for a common approach to overcoming barriers to informed learner choice and providing effective options for all learners, including those with learning difficulties and/or disabilities.
- A need for a clear joint view on the way in which public resources can be harnessed to support learner choice.
- The drawing up of a common protocol and action plan for a full range of public sector agencies in the planning of transition and personal development within and at the end of the 14-19 phase.
- The need to find mechanisms to allow for greater co-operation and partnership working between private training providers and others.

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## South East Hampshire – update

The implementation of the area review that covered SE Hampshire has resulted in a series of more focused activities and projects.

## Follow-up workshops

The LLSC sponsored a series of follow-up workshops with providers and other partners to inform the report on possible 14-19 arrangements for the area:

- Collaboration and cohesion
- Enhancement of Key Stage 4
- Information and guidance
- Transition arrangements
- Support for learners
- Curriculum development
- Engagement with employers
- Sharing of good practice

Details are included in the Responsive College Unit report of February 04 and link very closely with the key sections of the 14-19 strategy in Hampshire.

## Fareham and Gosport Review

A self-assessment exercise was supported for the Fareham and Gosport area, which identified the following strengths:

- A considerable amount of research has ensured the issues facing the area are well known.
- Stakeholders approached the self-assessment with considerable openness and honesty.

- Some excellent achievement rates at levels 2 and 3.
- Some good teaching.
- Effective provision by work based learning providers.
- Good support for students with special educational needs.

The report also highlighted the following weaknesses:

- No area strategy.
- Poor participation rates in some wards.
- Low levels of collaboration, which often affects learner choice or experience.
- High drop out rates of 17 year olds in some wards.
- The current configuration leads to high levels of competition at level 3, which in turn has produced some small, financially non-viable groups.
- Ineffective advice and guidance.

The LLSC subsequently commissioned a Strategic Options Review to identify the most suitable option(s) that will help develop the best quality and range of provision to meet the needs of the learners, employers and communities and have a lasting impact. This has been completed and the LLSC is preparing to undertake a detailed feasibility study of the preferred option.

## Havant and surrounding area self-assessment

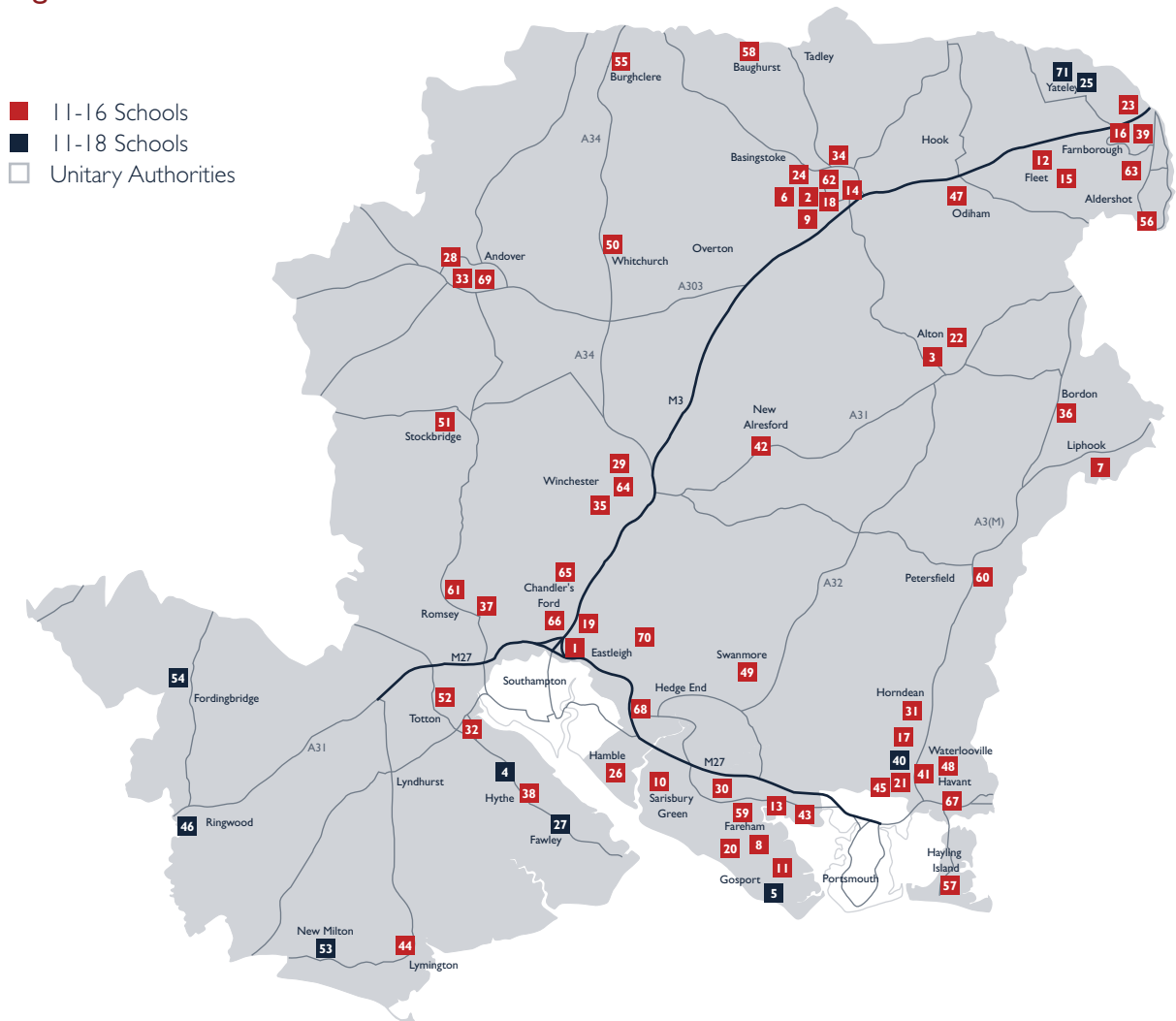
The LLSC is undertaking initial discussions with the LEA and will then discuss with providers and other partners the possibility of commissioning a 14-19 self-assessment exercise for the Havant and surrounding area.

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# Appendix 8

## Maps showing 14-19 providers in Hampshire

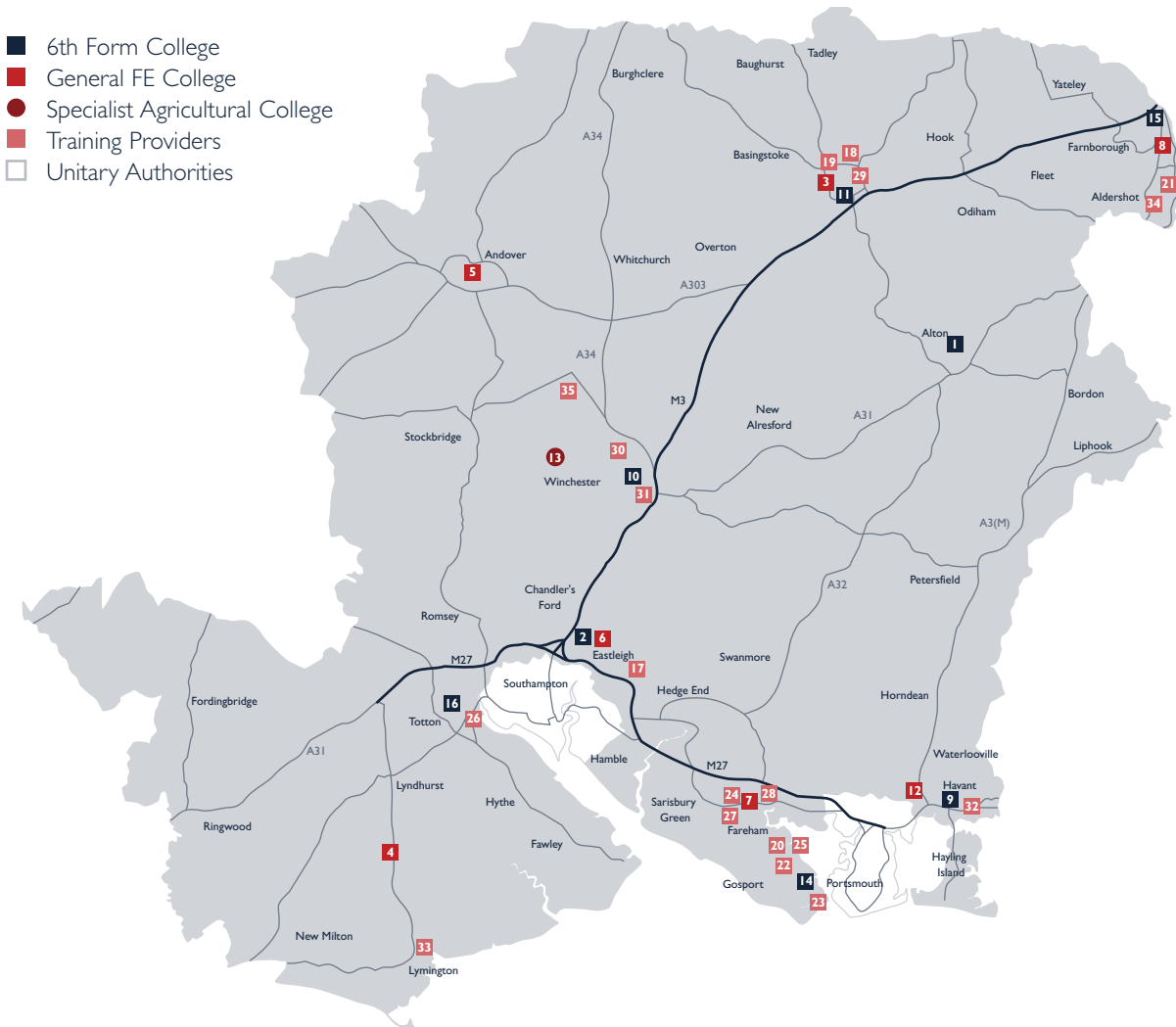
Figure 1: 11-16 and 11-18 schools



### Key to 11-16 and 11-18 schools

- |   |  |  |
|---|--|--|
| 1 Alderman Quille School                            | 24 Fort Hill Community School  | 48 Staunton Park Community School                                      |
| 2 Aldworth Science College                          | 25 Frogmore Community College  | 49 Swanmore College of Technology                                      |
| 3 Amery Hill School                                 | 26 Hamble Community Sports College                                   | 50 Testbourne Community School   |
| 4 Applemore College                                 | 27 Hardley School and Sixth Form (Foundation)                        | 51 Test Valley School  |
| 5 Bay House School                                  | 28 Harrow Way Community School                                       | 52 Testwood School   |
| 6 Bishop Challoner Catholic Secondary School        | 29 Henry Beaufort School   | 53 The Arnewood School   |
| 7 Bohunt School                                     | 30 Henry Cort Community College                                      | 54 The Burgate School  |
| 8 Bridgemary Community School                       | 31 Horndean Technology College (11-16 from September 2005)           | 55 The Clere School and Technology College                             |
| 9 Brighton Hill Community College                   | 32 Hounsdown School  | 56 The Connaught School and Technology College                         |
| 10 Brookfield Community School and Language College | 33 John Hanson Community School                                      | 57 The Hayling School  |
| 11 Brune Park Community College                     | 34 John Hunt of Everest Community School                             | 58 Hurst Community College   |
| 12 Calthorpe Park School                            | 35 Kings' School   | 59 The Neville Lovett Community School and Continuing Education Centre |
| 13 Cams Hill School                                 | 36 Mill Chase Community School                                       | 60 The Petersfield School  |
| 14 Costello Technology College                      | 37 Mountbatten School and Language College                           | 61 The Romsey School   |
| 15 Court Moor School                                | 38 Noadswood School  | 62 The Vyne Community School   |
| 16 Cove School                                      | 39 Oak Farm Community School   | 63 The Wavell School   |
| 17 Cowplain Community School                        | 40 Oaklands Catholic Voluntary Aided Secondary School, Waterlooville | 64 The Westgate School   |
| 18 Cranbourne Business and Enterprise College.      | 41 Park Community School   | 65 Thornden School   |
| 19 Crestwood College for Business and Enterprise    | 42 Perins – A Community Sports College                               | 66 Toynbee School  |
| 20 Crofton School                                   | 43 Portchester Community School                                      | 67 Warblington School  |
| 21 Crookhorn College of Technology                  | 44 Priestlands School  | 68 Wildern School  |
| 22 Eggar's School                                   | 45 Purbrook Park School  | 69 Winton School   |
| 23 Fernhill School                                  | 46 Ringwood School   | 70 Wyvern Technology College   |
|   | 47 Robert May's School   | 71 Yateley School  |

**Figure 2: Colleges and training providers across Hampshire LSC area**



**Key to Colleges**

- 1 Alton College
- 2 Barton Peveril College
- 3 Basingstoke College of Technology
- 4 Brockenhurst College
- 5 Cricklade College
- 6 Eastleigh College
- 7 Fareham College
- 8 Farnborough College of Technology
- 9 Havant College
- 10 Peter Symonds College
- 11 Queen Mary's College
- 12 South Downs College
- 13 Sparsholt College
- 14 St Vincent's College
- 15 The Sixth Form College, Farnborough
- 16 Totton College

**Key to Training Providers**

- 17 Apprenticeship Training Ltd
- 18 Basingstoke Youth Action Trust
- 19 BETS Ltd.
- 20 DARA Fleetlands
- 21 Defence Food Services
- 22 Defence Munitions
- 23 Fareport Training Organisation (Gosport)
- 24 Fareport Training Organisation (Fareham)
- 25 Flagship Training
- 26 FNTC Training and Consultancy Ltd
- 27 Hoskins Management Development Ltd
- 28 Initiative Training and Enterprise
- 29 Key Training Ltd
- 30 PDM Training and Consultancy
- 31 PETA Ltd (Winchester)
- 32 PETA Ltd (Havant)
- 33 Protocol Skills Ltd
- 34 TQ Training Management Services (Aldershot)
- 35 TQ Training Management Services (Worth Down)

**Training Providers based outside Hampshire**

- HCTC Ltd (County wide)
- Roxywood Ltd (County wide)
- VT Plus Training Plc (County wide)

## Appendix 9

### The Connexions Service

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#### Introduction

The Connexions service aims to ensure all young people aged 13 to 19 (up to their 25 birthday for young people with learning difficulties and/or disabilities) have access to services ensuring they get the information, advice, guidance and support they need to succeed in education, training or employment and into adult life.

Our objectives are to:

- Raise aspirations and participation and set challenging goals for all young people.
- Provide all young people outside of learning with the support they need to fulfil their potential.
- Provide an integrated support service for all young people and their carers to help them engage effectively with learning, employment and the communities in which they live.
- Influence and improve learning provision and other services for all young people.
- Develop the capacity of the partnership to deliver the Connexions strategy and service.
- Operate all Connexions services with equality of opportunity and open access for all young people.

#### Service delivery

Our starting point for service delivery is to ensure that we:

- Deliver services to young people in education and/or vocational training that:
  - Assist them in making sound choices about their next steps and achieving successful transition to adulthood.
  - Reduce the number of young people not in education under the age of 16.
  - Reduce the number of young people whose destinations are 'unknown' at the end of year 11.
  - Increase the number of young people continuing in education, employment or employment with training.
  - Increase the number of young people with learning difficulties and/or disabilities continuing in and/or entering education, employment or training.
  - Reduce the number of young people (including young people with learning difficulties and/or disabilities) dropping out of learning, training or employment with training.
- Deliver In-Service Education and Training (INSET) support and consultancy services to professionals and practitioners.

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- Deliver services to young people in the community, inclusive of those not in education, employment and training that:
  - Delivers services directly to young people through Connexions centres.
  - Delivers services to young people in the community, including those not in education, employment and training (NEET) reducing the percentage of young people NEET by 10% in line with SCYPG requirements.
  - Assists young people to make sound choices about next steps and achieve successful transition to adulthood.
  - Reduces the number of young people not in education under the age of 16.
  - Reduces the number of young people dropping out of learning or training.
  - Increases the number of young people continuing in education and progressing to further education, employment or employment with training.
  - Increases the number of young people with learning difficulties and/or disabilities who enter education, employment or training.
- Establish Connexions Centres in all cities and major towns, as well as all schools and colleges.
- Ensure all services are available at different levels based on individual needs – see below.

### Levels of service available

**Information and advice:** Deliver information, advice and guidance on education and vocational choices, training, employment with training, health (including mental health issues), social issues and personal development (including volunteering opportunities). Support to young people, particularly at each point of transition, through one to one and/group work.

**In-depth:** Deliver services to young people likely to need additional guidance and support, including those outside of the school population, through one to one and/or group work.

**Intensive:** Deliver and broker services to young people likely to need integrated specialist support and tailored provision through one to one and/or group work.

### Management structures

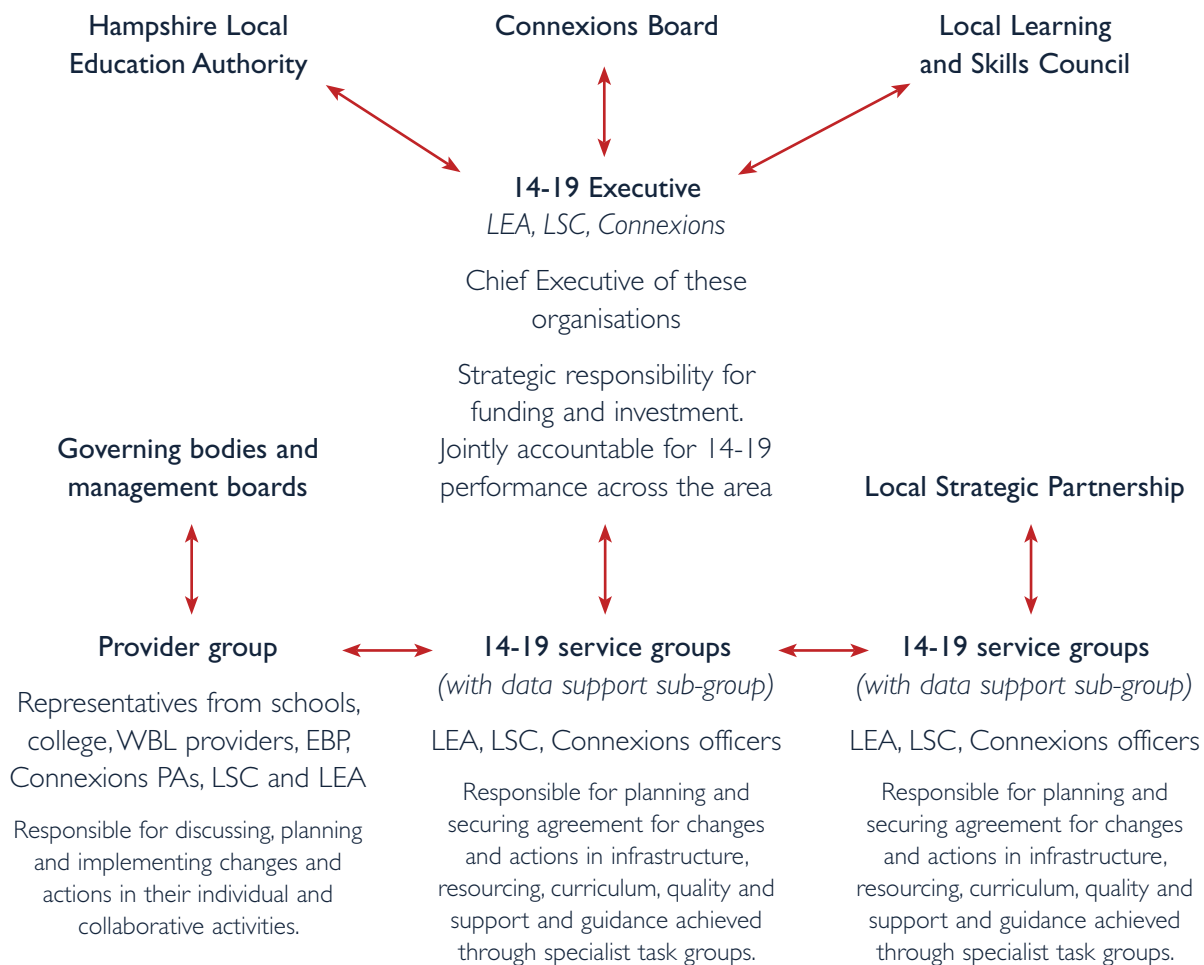
Connexions is delivered across Hampshire and managed through seven Connexions managers. The seven areas in Hampshire are:

- Basingstoke and north east Hampshire
- Havant and south east Hampshire
- Fareham and Gosport
- Hart & Rushmoor
- Winchester and north Test Valley
- New Forest
- Eastleigh and south Test Valley

Each area has a Connexions Manager; two/three Team Leaders plus Personal Advisers (PAs) who are based in education or community centres

## Appendix 10

### Hampshire structure for 14-19 planning and delivery



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The information in this document can be made available in large print and other formats. For further information telephone 0800 028 0888.

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**Hampshire**  
County Council

