



GOVERNMENT OFFICE
FOR YORKSHIRE AND THE HUMBER



Leading learning and skills

14-19 Curriculum and Qualifications Challenge Theme

1. Context defined in advance of meeting

The Government agenda for the future of education and training is focused around creating a world class 14-19 system. Currently, local partnerships are working on their 14-19 Education and Training plans, identifying the steps through which they will ensure delivery of the 2013 Young People's entitlement programme, as outlined in the 2006 Education and Inspection Act.

The challenge that we share is the task of introducing curriculum reform on a scale which we have not experienced before. The curriculum challenge workshop will consider how partners can work together within the region to ensure that:

- All 14-19 year olds can access their statutory entitlement in 2013
- Identified gaps in provision are addressed, for example the shortfall in provision of level 1 and 2 programmes
- The recent dip in the uptake of apprenticeships is reversed and steps taken to work towards the apprenticeship entitlement
- Planning for the new diplomas reflects the needs of the economy and learner demand
- Cross-boundary working takes place to support efficient provision planning, best use of specialist resources and travel to learn patterns
- Issues of equality and diversity are placed at the heart of all planning

The theme group should initially focus on exemplars of good practice that define/provide the framework for an entitlement provision. How can we build capacity within the region to support partners in moving from 'small scale' curriculum innovation in 2008 to radical reform by 2013? How can we ensure that all Yorkshire and Humber 14-19 learners get the best curriculum offer possible? The group might like to explore the possibility of developing a regional curriculum entitlement which reflects statutory expectations and clarifies, in practical terms, the entitlement of an individual learner.

2. Feedback summary

There were wide-ranging discussions amongst colleagues exploring the curriculum challenge, with 5 key themes emerging:

- Managing partnership working in the face of competing priorities in order to develop the necessary area-wide strategy that will drive 14-19 reforms
- Meeting the needs of the learner through effective guidance and clarity about the kind of learner who will benefit from the diploma
- Addressing the logistical issues which will underpin implementation of curriculum reform
- Developing a confident, collaborative workforce, excited by innovation and with the skills to facilitate applied learning
- Securing the essential engagement of employers and HE at all stages of curriculum development

A number of possible strategies were explored through which to address these – and other – issues. Colleagues were clear that there is extensive work being done at both a local and a national level to support the introduction of curriculum reform and any regional work needs to add value to what is already in place.

Suggestions for regional co-operation included the following:

- Identification of LAs that have been particularly effective in addressing any of the themes listed above and the opportunity to learn from their successes. Initial interest was expressed in aspects such as: cluster governance, quality assurance processes, timetabling expertise and travel planning
- Providing guidance for local partnerships to inform their planning for provision which will address learner need and match anticipated learner numbers in 2013 and 2015
- Providing support for effective communication and logistics where curriculum delivery crosses boundaries of LAs and of regions
- Providing leadership and direction that will inform the provision of effective workforce development in the region
- Holding dissemination events which focus on issues which have been identified as common to several partnerships (egs included rurality, transport and common timetabling) and seek to find solutions

- Providing leverage to influence national bodies which can help to make this reform programme successful (egs included funding agencies, TDA and Ofsted)
- Exploring, and learning lessons from wider afield (egs included the change processes of other large organisations; curriculum networking in HE and international 14-19 curriculum delivery)

A small number of specific areas were identified by various colleagues as clearly evidencing good practice. These were as follows:

- An example of a purpose built centre to deliver key elements of the entitlement in York
- An effective local delivery partnership which has developed common quality assurance procedures based on trust and partnership at Brigshaw High School, Leeds
- Employer engagement at the UK Careers Academy, Leeds
- A system of observations – moderating quality at John Leggott School, Scunthorpe
- Colleges working with 14-16 year olds successfully in Calderdale and Rotherham

Next Steps

When deciding what support a regional organisation can offer local partnerships, the Yorkshire and Humber Challenge Executive will be careful not to duplicate work that is already going on at either a local or a national level. Workshop participants helped us to take the first step towards identifying the kind of actions that will be helpful to partners and, through working together, we will further refine our understanding of how this regional organisation can strengthen local partnerships.

We plan to start small with a very specific piece of work. Representatives of three local authorities will meet in March to explore the potential of a provision mapping tool. The purpose of this meeting is to help partnerships identify the pattern of curriculum they need to have in place by 2013/2015 – with decisions informed by demographic and labour market intelligence. We will also explore whether this mapping exercise would be useful across the region in order to identify patterns of provision - gaps and overlaps – and better inform investment decisions.

This will simply be the first step we take as we forge stronger links across the region. A longer term schedule will be drawn up, informed initially by

the work of colleagues who attended this workshop. So I offer my thanks to those who have helped set us off on track.