
Guidance for FE colleges providing for young learners

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Guidance for FE Colleges on Providing for Young Learners

Foreword by Bryan Sanderson

The Government's vision for the 14-19 agenda is exciting. Broadening the curriculum and introducing more vocational opportunities at Key Stage 4 are key components of that vision. This cannot, however, be done in isolation by single providers. To truly extend the offer and opportunities available to young people means a more creative approach to delivery through collaboration and partnership, recognising the strengths and experience of what each partner can contribute to the learning experience.

The further education sector has a long and successful history of working in partnership with schools, offering school pupils link provision. Over the last year however, there has been a genuine shift, a real move to realise this 14 -19 vision. Through programmes such as the Increased Flexibility Programme for 14-16 year olds and the 14 -19 Pathfinders, unprecedented numbers of school-aged young people of all abilities are now taking the opportunity to follow vocational programmes and qualifications. These young people are experiencing different environments and types of learning and are using the equipment and workshops that these qualifications demand.

It is absolutely right that we should engage with and introduce younger learners to wider opportunities and more vocationally related qualifications. I am hugely impressed with the way in which the further education sector and other providers have embraced these young people and developed valuable partnerships with schools and other organisations. Younger learners have different needs from those of post-16 learners and we all need to recognise both our duty towards them and their specific needs.

That is why we at the Learning and Skills Council have been delighted to assist in the production of this guide. It has been developed in partnership to ensure that it meets the needs of those who will use it. I hope that you find that it can support you in your contribution to provision for younger learners and I commend it to you.



Bryan Sanderson
Chairman, LSC

Introduction

Implementing the Government's vision for the 14-19 agenda has placed additional demands on FE colleges, particularly regarding their provision for young learners aged 14 to 16, and has to an extent changed their role. Whilst the majority of colleges have some experience of providing link or similar courses for local schools, the increasing volume of young learners in colleges has led to a need for more formal arrangements and for greater attention to the legal and statutory requirements for compulsory education. The *Guidance for Further Education Colleges Providing for Young Learners* aims to clarify for colleges their legal and statutory duties in respect of young learners and to outline the necessary actions, policies and procedures to ensure those statutory duties are met.

The experience of those further education colleges with a history of working with their local schools confirms the importance of establishing clear policies and procedures. Failing to following necessary procedures has cost one college dearly. The college followed its own health and safety procedures in dealing with a minor accident to a young learner, but did not report the incident to the head teacher of the learner's school or to the Health and Safety Executive for the county council. The parents sued. The court deemed that the county council's health and safety procedures had not been followed and fined the college £5000.

There is a growing recognition that the relationship between colleges and their local schools has shifted from a purchaser - provider relationship to one of partnership. This guidance draws upon practice from colleges with a history of partnership working with schools that have embedded work with young learners and developed good practice in managing and providing learning opportunities for them. It covers good practice in setting up partnerships, partnership working, planning and managing teaching, managing young learners, and sustaining provision. It is cross-referenced to web-based exemplar documents from colleges and to materials for staff development. These can be customised, and will be added to over time to meet the changing needs of colleges.

We view the guidance as work in progress. It has been developed over a short period - April 2003 to August 2003 - and in consultation with college practitioners, through focus and writing groups. We hope that the contents accurately reflect the current situation but recognise the guidance will require revision as practice changes and develops. The guidance has been developed by the Association of Colleges and the LEA Curriculum Advisors' Network in association with college practitioners, the Learning and Skills Council, local education authorities, the Department for Education and Skills, the National Association of Teachers in Further and Higher Education and the National Union of Students.

The guidance is cross referenced to existing guidance and we recommend that colleges ensure they have copies of these. They are:

- *Work-Related Learning at Key Stage 4*, 02/2003 ref:DfESS/0132/2003 Available from:
DfES Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham
NG15 0DJ
Tel:0845 60 222 60
Fax:0845 60 333 60
Email: dfes@prolog.co.uk
- *AoC Model Partnership Agreement* between colleges and schools /LEAs
Downloadable from www.s4s.org.uk/qualitypacks

Useful websites and publications relating to 14-19 provision:

<http://www.dfes.gov.uk/14-19pathfinders/>

<http://www.vocationallearning.org.uk>

Work Related Learning (WRL) Toolkit published by LEACAN Tel 01572 759271

How this guidance is organised.

1 Overall structure

- i) The guidance consists of **four Parts**, each **Part** reflecting a stage in the developmental cycle of partnership provision, from developing the partnership to implementing and finally sustaining provision for young learners.
- ii) Each **Part** contains a number of **Topics** reflecting issues and concerns that were raised during the consultation exercise in spring and summer 2003. Each of the **Topics** identifies what needs to be put in place, includes occasional observations from existing good practice, and cross-references to further examples of good practice to be found on the web-sites www.aoc.co.uk
- iii) The whole guidance document is produced in a loose leaf folder . It can also be accessed on three web-sites;
Learning & Skills Council (LSC) - www.lsc.gov.uk/National/Documents/default.htm
Association of Colleges (AoC) - www.aoc.co.uk
LEA Curriculum Advisors' Network (LEACAN) - www.leacan.org.uk

2 Internal topic structure

- i) As a result of the consultation it was decided to have three focal points in each topic; legal/statutory requirements, management and continued professional development) (CPD),and teaching and learning. Where a focus does not apply this is noted.

3 Legal requirements list

- i) This part of the guidance brings together all the legal requirements from each topic for ease of access.

4 Margin notes

- i) The **Topic** pages have been laid out to provide a wide margin to carry additional reference information.

This information consists of:

- Web-site references
- Cross-references which take you to other parts of this guidance
- Names of colleges which have examples of materials available on the web-sites listed above

5 Appendices

- i) The **Topics** have been edited to make them as succinct as possible. In a number of cases supporting materials form an appendix which is provided immediately after the relevant **Topic**.

Acronyms & terms used

LLSC	local learning & skills council
LSC	national Learning & Skills Council
LEA	local education authority
LMI	labour market information
DDA	Disability Discrimination Act
SEN	special education needs
SLD	severe learning difficulties
MLD	moderate learning difficulties
CPD	Continuing professional development
IFP	Increased Flexibility Programme. A DfES/LSC funded Key Stage (KS)4 programme enabling schools and colleges to develop programmes of learning including Applied GCSEs, NVQs and other vocational qualifications.
IFSP	Increased Flexibility Support Programme. A support programme for IFP participants run by LSDA
LSDA	Learning & Skills Development Agency
ESF	European Social Fund
WRL	work-related learning
CRB	Criminal Records Bureau
CEG	careers education and guidance
Operational level agreement	An agreement drawn up by all partners which states roles and responsibilities of all organisations within the partnership at operational level.
Competent person	A person who has relevant experience in health and safety and access to specialist advice with respect to a particular vocational area.
Young learner	A school pupil aged between 14 and 16 who is participating in learning provided by a further education college

Acknowledgements

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City College Coventry	Norwich City College
Doncaster College	Peterborough College
Dudley College	Selby College
Easton College	Southgate College
Heath Park School	Sparsholt College
Henley College	Suffolk College
Highbury College	Tameside College
Keyham Lodge Special School (et al)	Telford College of Arts and Technology
Lakes College	Waltham Forest College
Liverpool Community College	Walsall College of Arts and Technology
Macclesfield College	West Nottinghamshire College

Cover photographs

Our thanks go to all the young learners featured on the cover. They are working in Great Yarmouth College, and are from the local EAZ Partnership, and from Crookhorn, Staunton Park, Neville Lovett, Henry Cort and Park Community Schools in Hampshire.

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Finally our thanks go to the Learning and Skills Council for funding the project and our apologies to any other contributors if we have failed to recognise their involvement.

This list of responsibilities should be read in conjunction with the DfES guidance *Work-Related Learning at Key Stage 4, 02/2003*, ref: DfES/0132/2003 (*DfES Guidance*) and the *AoC Model Partnership Agreement* between colleges and schools /LEAs (*AoC Model Agreement*) which amplify the statutory responsibilities.

Legal and statutory responsibilities of further education (FE) colleges involved in delivery to 14-16 year olds	Topic references	AoC Model Agreement	Other references	DfES Guidance
General				
1. FE colleges must provide schools with adequate details of provision to enable the school to obtain parental consent for their child to participate. It is advisable for the FE College to see evidence of written consent.	2c 2j	Clause 4		
2. FE colleges may wish to protect their intellectual property including use of the FE College's name and logo.	2c	Clause 10		
3. FE colleges will need to make arrangements to convey to the school the results of any qualifications (or part qualifications) taken through the college on the day that the results are notified so that schools can include where necessary the data in their performance tables.	3e 4b			8.1
Equal access to learning				
4. Educational establishments should be aware of the legal requirement of the <i>Disability and Discrimination Act (DDA), 1995</i> (as amended by the <i>Special Educational Needs and Disability Act 2001</i>) part 4 and the <i>Code of Practice Post-16 , (COPP16) July 2002</i> . The legal requirement of the DDA is that schools and colleges must not subject students with disabilities to less favourable treatment and must make reasonable adjustments to overcome disadvantages caused by the disability. Colleges and schools should also bear in mind their respective obligations to have a race relations policy and to monitor its impact on the admission and progress of learners.	1f 3b 3e	Clause 9		6.6
Learners with special Educational needs				
5. Under the <i>Education Act 1996</i> , schools must use their best endeavours to make suitable provision available for all young learners with special educational needs (SEN). For those with statements, the school should reach agreement with the college to arrange content and delivery of provision that is suitable for the young learner. The LEA has the duty to review the provision in the statement annually. Additional support needs are funded through the school. Colleges providing for young learners of compulsory school age with SEN should therefore ensure they are informed of the details of the statement that has been agreed in order to determine the level of support needed.	1f			
Supervision				
6. FE colleges need to assess the risks related to working with an age cadre to which the College is unfamiliar and take any necessary action. The risk assessment should cover all aspects of the College including the physical environment and the college's policies and procedures.	2e	Clause 6		1.1
7. FE colleges must negotiate with the school, on the basis of the FE college's and school's risk assessments, the level of supervision required and put in place the agreed level of supervision both in class and on premises prior to and between lessons and at lunchtime.	2a 2e 2j	Guidance p7 Clause 6		1.1 1.1 1.3

8. Where young learners are in-filled in programmes with students over the age of 18 they should be supervised by an approved adult,i.e., one who has received a clear Criminal Record Bureau (CRB) check.	2e	Clause 6.3		1.1
9. An FE college's governing body has duty of care towards young learners and duty to protect as far as is reasonably practicable the health and safety of young learners. Policies and procedures for dealing with bullying are to be agreed.	2d 2e	Clause 6.5		2.5 2.6
Child protection/vetting			DfES guidance, Child Protection: (DfES/0278/2002)	
10. FE college staff teaching the 14-16 cohorts will require satisfactory enhanced Criminal Record Bureau (CRB) checks prior to starting the course.	2e	Clause 6.3		2.2
11. Where young learners are in-filled in programmes with students over the age of 18 they should be supervised by an approved adult,i.e., one who has received a satisfactory enhanced CRB check, who must ensure that other adults do not have substantial unsupervised access to the child.		Clauses 6.2, 6.3, 6.4		2.1
12. Support staff such as technicians and instructors who have not been CRB checked should not have substantial access to young learners.				2.3
13. If FE colleges organise work placements as part of their provision for young learners they should check that if any employees have duties that include supervising, training, caring for, or being in sole charge of children under 18 they are CRB checked.		Clause 6.3		
14. FE colleges should obtain an Enhanced Disclosure CRB check in respect of all staff whom they select for appointment in paid or voluntary work, or training, which involves regularly caring for, training, supervising, or being in sole charge of children under 18 years of age or vulnerable adults.		Clause 6.3	DfES guidance, Child Protection: (DfES/0278/2002)	6.7
15. FE colleges should obtain a Standard Disclosure CRB check in respect of all new staff whom they select for appointment in paid or voluntary work, or training, including within the student union, which involves regular contact with children under 18 years of age.			DfES guidance, Child Protection: (DfES/0278/2002)	
Approved qualifications				
16. The curriculum being followed by young learners of compulsory school age must meet the Key Stage 4 statutory requirements, and qualifications used must be approved by the Secretary of State under Section 96 of the <i>Learning and Skills Act 2000</i> (http://www.qca.org.uk/ca/14-19/14-16/).	2a 2j 3c	Clause 2	www.qca.org.uk	3.1
Reporting attendance				
17. Schools have a legal requirement to keep a check on the attendance of young learners of compulsory school age. It is therefore essential for FE colleges to agree a procedure:	2a 2j 3d	Clause 7		4.1
• for the school to report absence to the FE college				4.4
• for the FE college to report absence to the school.				4.4
18. Where a FE college has a range of school partners it is sensible to agree a common procedure for all schools.				•

19. Similarly, if the FE college has organised a placement as part of its provision for young learners a clear procedure for reporting absence must be in place and any absence reported to the school. The college will need a system for monitoring attendance.				4.4
Health and Safety				
20. The FE college's governing body will have responsibility for young learners placed with the college and for conducting the necessary risk assessments.	2e 2i			6.1
21. Key findings of the risk assessment and the control measures to minimise, or ideally eliminate, any significant risks must be shared with the school, which will be responsible for providing them to parents / guardians.	2e			
22. Note Whilst there is no requirement to provide any of this information in writing, FE colleges are advised to provide this information in written form in order to protect themselves against any subsequent dispute arising from an accident. Procedures and named contacts should be agreed before provision begins.				6.2 6.3
23. Whilst a young learner is on the FE college's premises s/he is in the care of the FE college which therefore has a duty of care towards that young learner:				6.5
<i>The basis for a teacher's authority is a 'duty of care' and comes up in Lord Eltham's Commission 1989. Every adult taking on a responsibility for safety and discipline takes on a legal obligation. The standards for this will vary with the skills and circumstances of both the adult and the child. The duties of the adult are to maintain order and discipline and be aware of the risks and dangers and seek to minimise those. A general duty is owed to all pupils on the school premises to care for those pupils' health and safety. A teacher is expected to show such care towards his/her charge as would be exercised by a reasonably careful parent, taking into account the conditions of school life as distinct from home life, number of children in the class, and the nature of those children.</i>			Education Act 1996 Kearn – Price v Kent County Council (2002) Woodbridge v Chittock (2002).	6.5
24. FE colleges should ensure the school makes them aware of any particular medical needs or requirements a young learner may have and agree with the school how the necessary support can be provided.		Clause 9		6.6
25. FE colleges will need to ensure young learners and the school are made aware of general standards of safety with which all young learners and FE college students should comply.	2e 2i 2j 3b			6.7 Notes on Health and Safety
26. If a young learner has an accident whilst at college this must be reported to the school immediately and to the HSE/local authority. If young learners feed back to schools that the college premises are not satisfactory then a decision must be made on whether to continue to use that college. A system for reporting must therefore be established.	2e	Clause 6.7		6.7
Insurance cover				
27. FE colleges should establish with their insurers if there is a need to adjust their premiums to provide adequate cover.	2a			7.1
28. FE colleges will need to inform partner schools of the legal cover being provided, to enable schools to inform parents.				7.5

Disclosure of information				
<p>30. Schools and colleges should comply with the Data Protection Act 1998. The DfES guidance suggests it is legitimate for schools to release data to FE colleges about young learners' attendance, behaviour, prior attainment and so on, provided schools have informed young learners (or in some circumstances their parents/guardians) that they will be sharing personal data with the FE college for the purpose of carrying out educational functions. It is advisable for the FE college to see evidence of written consent from both parent and young learner.</p>	<p>2a 2d 2g</p>	<p>Clauses 4.2.10 4.2.11</p>		<p>8.1</p>
<p>31. FE Colleges will need to receive, via the school, the young learner's (and depending on the understanding of the young person the parent's) permission for young learner data to be captured on the college MIS system.</p>	<p>2a 2d</p>			
<p>32. 'Sensitive personal data' relating to SEN or behaviour, for example, may only be disclosed if explicit consent is received from the young learner and depending on his/her understanding, the parent/guardian. If consent is not received it may be advisable for the FE college not to accept the young learner.</p>	<p>2d 2g</p>	<p>Clause 9</p>		<p>8.2</p>
<p>33. Colleges should be aware that responding to requests for information about Young Learners may have child protection implications, as well as implications under the Data Protection Act.</p> <p>However, the conclusion seems to be that, without the consent of the Young Learner in question, a college may be in breach of the Data Protection Act if it reveals information about the Young Learner to the Young Learner's parent or guardian.</p> <p>The best approach for the college would seem to be to adopt a similar approach to information requests as is adopted by the relevant partner school (provided that the college is satisfied that the school's approach is sensible and lawful) and to seek the consent of both the Young Learner and the parent for the disclosure of information about the Young Learner's activities at the college (including, amongst other things, attendance, behaviour and achievement) to the parent.</p>				
<p><i>The background analysis leading to this conclusion is set out below:</i></p> <ol style="list-style-type: none"> <i>1. The Education (Pupil Information)(England) Regulations 2000 (as amended) place an obligation on the head teacher of maintained schools to provide a written report about a pupil's educational achievements at least once a year. No charge may be made for the report. The report is provided to a pupil's parents, although adult pupils may receive the report themselves.</i> <i>2. The same Regulations also entitle a parent of a pupil to make a request in writing for a copy of their child's education records. The head teacher should comply with the request within 15 school days and a charge not exceeding the cost of supply may be levied. A parent of a child who is in the final year of a Key Stage is entitled to ask for and be given, within 15 school days, additional information relating to their child's performance in the attainment targets for the foundation subjects .</i> 				

<p>3. A parent of a child of compulsory school age is under an obligation to secure the education of their child. Where that child is on a school roll, the parent is under an obligation (punishable by prosecution as a crime) to secure the attendance of their child at school.</p> <p>4. The Schools/Colleges Collaboration Agreement involves Young Learners between the ages of 14 and 16 (ie compulsory school age) remaining on the school's roll (unless they are excluded or not on the roll for some other reason) but attending an FE college for certain aspects of their learning (defined as "Programmes" in the AoC Model Partnership agreement).</p> <p>5. Therefore, since the child remains on roll at the school, it would seem that the parent's rights referred to at 1 and 2 above will attach to the School and not the college. That being so, the college would need to comply with the Data Protection Act 1998 which, as we have discussed before, does not give rights to data subjects only when they reach the age of 18. The question of whether or not a child will be able to consent or object to the processing of his personal data will depend on the individual child's maturity and ability to understand the implications of that processing. However, as a general principal, a child aged 12 or over is presumed to have the maturity required to be able to consent for themselves. Therefore, the parent cannot give consent for the processing of data except where the child is not competent to give informed consent. Plainly that requires an examination of each individual child, which may not be practicable. The cautious approach must, therefore, be to ensure that one has consent from both the child and the parent or guardian.</p> <p>6. When a person, claiming to be a parent, phones a school and asks for information about a pupil, the school will generally not give out information. This is not only due to the data protection issues involved, but also child protection issues. A question that may on the face of it be innocent, "Is my child at school today?" may be coming from a person (and indeed a "parent") who is asking for nefarious purposes.</p> <p>7. Colleges ought, therefore, to adopt a cautious approach to providing personal information about any of their students. In the context of collaboration arrangements, a useful approach may be for the individual college to ask about the skills and techniques used, and policies adopted by, partner schools to deal with such questions and, in doing so, would forge closer links with the schools.</p> <p>8. It is also worth noting that general information about a college's courses, course structure, levels of student attainment (ie collective information such as 80% pass rates) and other such information can and should be given (indeed the Freedom of Information Act will place an obligation on the college to provide the information - although not necessarily in response to a phone call).</p>				
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Topic 1a

Legal Requirements List
AoC Model Agreement

Identifying the partners

■ Legal/statutory requirements

i) The legal implications of the development of the partnership include:

- Equal access to learning
- Learners with special educational needs
- Supervision
- Child protection
- Approved qualifications
- Reporting attendance
- Health and safety
- Disclosure of information.

ii) These should be reflected in the partnership agreement, which is the formal contractual agreement signed by all members of the partnership.

■ Management and CPD

i) All parties need shared vision of why the partnership is being developed. That vision should be included in school and college strategic plans with the full support of senior management and governors. For a successful partnership to develop this support should be maintained throughout the implementation of the programme, through, for example representation on the strategic group.

ii) All parties should have a good understanding of the implications for their organisation of the government's *"Opportunities and Excellence* paper and the Tomlinson consultation documents..

iii) When identifying partners, there is a need to have a clear idea of the curriculum offer required and to establish whether colleges have, or are able to develop, the infrastructure within their institutions to accommodate the programme and in particular its young learners.

iv) It is important to consider local labour market trends, potential employer involvement and Centres of Vocational Excellence (COVEs) and specialist schools in vocational areas.

v) Once a decision has been made to take the partnership forward, it is good practice to identify a coordinating role with a remit clearly defined to develop the relationship and policy. Each partner organisation should have a named contact.

vi) Partnerships should include a wide range of organisations, which might include:

- School(s)
- College (s)
- Training providers
- The LEA
- The local LSC
- The Connexions Service
- EBP / EBLO
- Employers
- Local sector skills councils
- Youth and community services
- LSDA.

The role of the school(s)

- i) Schools should be able to provide essential information on the young learners and suggest teaching and learning strategies that are advisable for this age group.
- ii) Schools should also provide the young learners with help to make informed decisions on curriculum choices and support throughout their programmes.
- iii) They can work closely with the college on review meetings to monitor progress and can contribute to joint professional development events such as approaches to positive management of behaviour.
- iv) Schools can also support the young learners with the aim of improving attendance, attainment, motivation and self-esteem.

The role of the college

- i) Colleges can act as lead partners and should therefore keep schools informed of the wide range of vocational and academic programmes and expertise available to the partnership and its young learners. The range includes models such as visits and tasters through to the opportunity to gain nationally recognised qualifications, on programmes lasting one, two or more days per week over one or two years.
- ii) Colleges will need to identify the costs of the provision, negotiate with the partnership how these will be met, and agree how the provision is to be promoted.

The role of the local education authority (LEA)

- i) Young learners under the age of 16 are the responsibility of the LEA, which must be kept informed of key decisions about the provision.
- ii) It is advisable to include a representative of the LEA on a management / steering group, as each LEA will have a 14 - 19 strategy, setting targets, under DfES guidelines, for achievement and attainment.
- iii) The LEA should be able to provide a co-ordinatory role giving schools and colleges support in policy development, implementation, curriculum materials, monitoring and evaluation, and the sharing of good practice across partnerships.

The role of the local learning & skills council (local LSC)

- i) The local LSC has a management responsibility for Increased Flexibility Partnerships but can also enhance all 14-19 partnerships by providing local data on training, education, employment and labour market information (LMI).
- ii) It can also ensure contractual requirements are met and identify additional sources of funding.
- iii) The local LSC could subsidise assessor training for employers and teachers with relevant vocational expertise and co-ordinate work experience placements and industry days.

The role of the Connexions Service

- i) The Connexions Service can play a valuable role within the partnership, offering advice and guidance to all the young learners, providing details of local, regional and national events and in some areas assisting with the co-ordination of work experience placements and progression opportunities.

- ii) The Connexions Service has a responsibility to track all young people between the ages of 13 - 19. It should be able to support year 9 learners, who are choosing options, to understand learning styles, assessment and the skills they need and to be aware of local progression routes.
- iii) From its work with young people the Connexions Service will gather a substantial amount of intelligence about their needs and thus can provide a valuable perspective on the planning of future provision within the partnership.

The role of employers

- i) Employers should be encouraged to become members of partnerships. Employers can offer valuable advice to the partnership on the most appropriate vocational training to offer in response to local labour market needs. They can act as consultants or mentors to teachers and young learners by offering support such as industry days and company training resources. Employers should be encouraged to see the partnership as benefiting them, for example as a potential source of staff.
- ii) The partnership should take account of the pressures on employers and coordinate its approaches to them.

CPD

- i) During the development of the partnership there will be many opportunities for joint professional development across a range of topics relevant to all members. This will include offering support to schools in their understanding of the vocational curriculum, its assessment and where it complements the National Curriculum. There is the opportunity for schools staff to participate in training in vocational subjects or to observe teaching and learning on vocational programmes so they can develop activities, for example, in mathematics, which are set in a realistic vocational context.

Topic 1b**Developing the structure of the partnership**

Legal Requirements List
DFES Guidance on WRL

■ Legal/statutory requirements

i) When developing the partnership, colleges must consider the relevant legal requirements detailed in the legal requirements list.

■ Management and CPD**Management**

AoC Model Partnership
Agreement

i) The membership and structure of the partnership should take account of the number of partners. The exemplar below is based upon there being more than one college and more than one school within the partnership. (In the case of Increased Flexibility programmes for 14 to--16 year olds the LSC issues an invitation to submit partnership proposals , including information on forming the partnership.)

ii) Schools should note that they have the prime duty of care for their pupils. Responsibilities and issues that they should consider are set out below. The procedures are not complex and are largely based on common sense. They can usually be put in place, to the satisfaction of all partners, through simple checklists, exemplar recording mechanisms and the experience of practitioners. The checklist might include the following:

- Activity supervision is adequate
- Child protection arrangements are secure –vetting arrangements for staff and volunteers
- Attendance is recorded off-site and readily transposed to the school records
- External qualifications are approved, ie, on the Section 96 list
- Work experience placements organised by the college/provider comply with school and local authority policies
- The school has confidence in the health, safety and welfare arrangements for the students while at the college or training provider
- The insurance cover of the provider extends to the young learners
- Disclosure of information to the provider is relevant and negotiated with young learners and parents
- Data protection is secure
- Travel and transport arrangements, including funding, are appropriate and agreed
- Arrangements for supervision during break and lunchtimes have been negotiated
- Behaviour management policies and disciplinary procedures have been agreed
- Staff support in classrooms has been organised, where necessary
- Teachers or learning mentors support the young learners with regular monitoring/progress visits
- Arrangements are made for feedback and reporting to the school, parents and young learners.

Partnership structure**Strategic group**

i) If the strategic group is to be effective each partner should be represented by a senior manager, who is able to make decisions on behalf of the organisation:

- Schools - head teacher (either one from each school or a single representative)
- College- principal / vice principal
- Training provider - manager

- The LEA - senior LEA adviser - 14 -19 / WRL
- LLSC - senior development / contract Manager
- EBP / EBLO - senior manager
- Connexions Service - head of service
- Employer - managing director / director of education
- Youth and community service - senior manager
- Local sector skills councils - education manager

ii) The group should meet at least once a year. However, during initial planning and development of the partnership, it may be necessary for the group to meet more regularly.

iii) The strategic group will hold overall accountability for provision across the partnership as set out in the partnership agreement and will typically be responsible for;

- Auditing all provision
- Ensuring breadth and balance of the curriculum across the partnership
- Ensuring quality of provision, including health and safety and teaching and learning
- Ensuring all legal and health & safety requirements are understood by the partnership
- Monitoring progress against local and national targets
- Agreeing systems to collect data and track learner achievement and progression
- Identification of policies and procedures required
- Monitoring the effectiveness of policies and procedures
- Agreeing the action to be taken in the case of young learners who do not conform to the agreed policies and procedures
- Ensuring that the partnership links with strategic plans of participating organisations
- Monitoring spending against contract arrangements
- Ensuring sustainability of provision and identify additional sources of funding

Operational group

i) Members of this group should be staff working in the partnership organisations who have been identified as the key individuals taking day to day responsibility for the development, implementation, delivery and monitoring of the provision. The operational group should meet regularly, for example, twice termly, and is accountable to the strategic group.

ii) Good practice suggests that the responsibilities will include:

- ensuring termly reports are provided for the strategic group on progress
- monitoring the effectiveness of partnership/ service level agreements
- making recommendations to the strategic group
- identifying and implementing CPD programmes
- implementing funding and invoicing procedures
- collecting and analysing data
- reviewing the effectiveness of policies and procedures and monitoring their implementation
- developing new provision
- ensuring that qualifications meet the standard required
- co-ordinating open/parents' evenings across the partnership
- establishing additional support procedures
- developing pastoral support systems
- developing promotional materials
- advising on action plans

- sharing effective practice in teaching across the partnership, particularly in relation to practice, and improving attendance, attainment, participation and progression
- disseminating information from review meetings about progress and action needed

CPD

i) Suggested topics for a partnership CPD programme relevant to all members:

- Vocational qualifications - to include training from awarding bodies
- Vocational curriculum and Key skills
- Teaching and learning strategies
- Differentiated learning
- Dyslexia and other specific learning difficulties
- Classroom and behavioural management
- Clarifying communication systems and procedures
- Legal Requirements including data protection
- Health and safety and risk assessments
- Child protection
- Understanding Key Stage 3 assessment – Standard Assessment Tests (SATs)
- Portfolio development.

Topic 1c

Funding sources and costing

■ Legal/statutory requirements

- i) There are no legal requirements relating to charging for provision.
- ii) A legal contract (the partnership agreement) is recommended between colleges and schools to define what the college will provide and the costs for which each partner will be liable.

AoC Model Agreement P.6.

■ Management and CPD

Management

- i) It is strongly advised that an operational agreement is reached between the college and school senior management teams about the partnership model, its funding and the costs incurred;- there are wide variations, both in the amount of time young learners spend out of school and also in the contribution of the school to the teaching of the programme.
- Duration can vary
 - Some models can involve team teaching across the partnership
 - Others might involve the school buying in tutor support from the college for an in-school programme (or part of a programme).
- ii) A timetable for payment of fees should also be established as part of this agreement.
- iii) The whole partnership also needs to address the issue of sustainability where provision is reliant on external funds which may not be maintained.

Funding sources

- i) The DfES Increased Flexibility Programme (IFP) funds partnerships at around £50,000 per year per cohort: this may provide a limited number of pupils with a completely subsidised programme or may offer reduced fees to a much wider group.
- ii) Other partnerships have no Increased Flexibility funding and schools pay the full/agreed costs from their own or other local funding sources.
- iii) Additional funding sources include European Social Fund, local LSC and other local partnerships.
- iv) The Learning and Skills Development Agency (LSDA) can provide some additional funding for CPD events through the Increased Flexibility Support Programme (IFSP).

Costing

- i) The operational agreement should clarify what protective clothing and equipment young learners' will need and which partner bears the cost. This cost could be funded through sponsorship (e.g. CITB) or the equipment might be provided on loan by the college.
- ii) The payment of qualification, registration and assessment fees must be agreed. Where the model used includes an employer placement in Year 11 assessment costs arising from employer based assessment will have to be assessed.

iii) The college's insurance company should be informed of the age and number of pupils on placement and the nature of the activities they are undertaking. It is possible that insurance premiums will need to be adjusted.

iv) Additional costs to be considered include transport and learning support.

v) Costs need to be agreed by the partners. Early negotiations are needed on all of the above points so that schools have a full picture of the long-term costs of the partnership for their financial planning.

vi) It should be noted that, at the time of writing this guidance (Aug 2003) the national LSC was funding a research project looking at the costs of partnership working. Some of the 14-19 Pathfinder projects are also testing different funding models.

CPD

i) LSDA will support IFP networks and partnerships. It can provide customised and in-house training, regional briefings, newsletters, access to a website and materials for on-line tutorials for staff, and a number of other resources.

ii) If the delivery model involves schools in taking responsibility for some of the teaching on a common programme with the college then collaborative CPD events will benefit all partners. Good practice suggests that these might cover:

- Learning and assessment on college programmes.
- Opportunities for schools to reinforce the understanding of health and safety in the school curriculum.
- A school-based health and safety qualification to underpin workplace awareness of risk.
- Curriculum content which could lead to key skills activity/assessment.

■ Teaching and learning

Not applicable

Topic 1d

AOC Model Agreement
Legal Requirements List
DfES/1032/2003
WRL at KS4

Developing partnership and operational level agreements

■ Legal/statutory requirements

i) The content of the partnership and operational level agreements should set out the legal responsibilities of each partner in respect of the legal guidance on:

- qualifications
- insurance
- health & safety
- child protection
- data protection
- supervision
- attendance
- reporting systems
- work placements.

The contract should clarify the roles and responsibilities of each partner and adhere to the appropriate legislation as set out in the legal requirements checklist pages.

■ Management and CPD

Management

i) A partnership level agreement should be developed by the strategic group of the partnership and should clearly set out the roles and responsibilities of all partners involved.

ii) This agreement should be signed by the college, each school in the partnership and the other partners involved. The key partners are the school (s) and the college(s), but may also include the LEA, training providers, the Connexions Service, employers, EBPs and youth and community services.

iii) When compiling the agreements, all parties involved must take into consideration their organisations own legal and curriculum requirements, as well as their own values and ethos.

iv) Good practice suggests that the content of the partnership agreement should include:

- Quality assurance
- Policies and procedures on behaviour
- Employment of staff
- Supervision at lunchtimes and breaks
- Parental consent
- Reporting and monitoring procedures: for attendance, absence, behaviour, examination results etc.
- Identification of key personnel
- Invoicing and agreement of costs
- Provision of equipment and materials
- Child protection
- Special educational needs and additional support provision
- Health & safety risk assessments and monitoring
- Insurance
- Timescales for auditing, financial reporting and payments
- Communications & data protection

v) Good practice suggests that the content of the operational agreement should cover:

- Programme delivery, i.e., method, times, days
- Approved qualifications - refer to section 96
- Promoting provision
- Referral, interview and induction programmes
- Learner contracts
- Information and guidance for staff, parents, pupils
- Pupil registration and identity documents
- Staff training and development
- Open / parents evenings
- Progression routes
- Transport arrangements

For all these things to be carried out effectively a clear communication strategy needs to be agreed within the partnership.

CPD

Not applicable

■ Teaching and learning

- i) Teaching and learning should be referred to throughout the operational level agreement.

Appendix to Topic 1d

A checklist drawn from good practice to support the development of partnership and operational level agreements

Identifying actions required, and roles and responsibilities

Appendix to Topic 1d

In meeting the common purpose *the college* will

- Provide a structured programme of learning, with clear aims, objectives and methods, leading to a nationally recognised qualification, as listed on section 96
- Work effectively with the LEA / schools, providing ongoing support to achieve the aims and objectives of the programme
- Produce marketing materials of programmes for schools / young learners and LEAs
- Provide young learners / the LEA / schools and their parents / guardians with all relevant programme details, i.e., term dates, whom to contact, timetables etc.
- Provide all tools, equipment and materials required for all practical and classroom-based areas of the programme
- Provide a set of personal safety equipment required for all practical work where necessary and provide training in its use
- Provide a thorough induction programme, to include health and safety, at the start of the programme
- Carry out risk assessments on all aspects of provider programmes prior to the commencement of the programme
- Provide a clear process for the reporting of accidents
- Receive referrals from the LEA / schools and where appropriate interview all prospective young learners - offer year 9 taster sessions if appropriate
- Keep all young learners' details in accordance with the Data Protection Act
- Employ staff with relevant teaching and vocational experience
- Collect and supply the necessary data for audit requirements
- Contact the LEA / school immediately regarding any young learner whose behaviour or progress is causing concern

**Appendix
to Topic 1d**

- Contact the LEA / school on the same day if the young learner does not arrive at the college
- Provide an area where young learners can have their lunch, and ensure that they understand that during lunchtime they must remain on college premises unless a letter from their parent / guardian has been received. (Some practice recommends that this letter must be counter-signed by the school to ensure the signature is genuine.)
- Where students are to have the unsupervised rights of fellow students, parents / guardians will be informed and their consent obtained
- Provide an identified person to be available for support during lunch and break periods
- Monitor progress and provide termly written reports to school to be forwarded to the parent / guardian. Discuss the reports with the young learner at the end of each school term.
- Record individual attendance and provide termly reports to the LEA / school
- Notify the LEA / school of any timetable changes or any variation
- Ensure that all young learners have regular tutorials either in college or school
- Provide personal support and guidance for programme participants if deemed appropriate
- Enrol young learners as college members
- Ensure that all accreditation costs are met
- Comply with centrally agreed drugs, bullying and disciplinary policies
- Comply with LEA trips and visits guidelines and ensure that all necessary documentation is completed
- Ensure that child protection regulations are adhered to and all staff working with pupils are CRB checked
- Ensure moderation and quality assurance systems are robust and meet any external requirements
- Provide learning support for young learners who require it
- Ensure that staff receive appropriate training where necessary
- Hold at least one open / parents' / school evening a year
- Provide work placements for young learners where appropriate and agreed, ensuring that they meet all legal standards and health and safety requirements
- Provide a free meal where required
- Provide a clear post-16 progression route in education, training or employment with training
- Ensure that injury or loss insurance covers young learners under the age of 16

- Invoice the LEA / school for the agreed amount on a termly basis
- Attend regular progress meetings with the LEA / school to monitor all provider programmes

In meeting the common purpose **the school** will

**Appendix
to Topic 1d**

- Nominate an appropriate member of staff to act as the key contact and co-ordinator
- Work effectively with the college and the LEA providing ongoing support to achieve the aims and objectives of the programme
- Identify and select appropriate young learners with the support of the personal advisors, in line with the aims and objectives of the programme
- Carry out a risk assessment of young learners it nominates for a programme
- Interview prospective young learners with their parents and obtain written permission from parent for them to be taken onto the course
- Assist the provider with the internal marketing of the WRL programme
- Make a commitment to the programme for two years if a young learner is in year 10
- Provide in writing, prior to the commencement of the programme place, relevant detailed reports on the participant's circumstances, behaviour and educational status. Provide an emergency contact number and information on any known medical condition
- For young learners who are statemented as having special educational needs, provide a copy of their most recent statement
- Ensure that all necessary insurance documentation regarding off-site provision is completed. Obtain parental consent in writing
- Ensure that parents / guardians are aware of the lunchtime supervision arrangements at the college and obtain their written agreement
- Notify programme co-ordinator of any significant change or circumstances involving the young learners or details likely to effect programme delivery
- Ensure that young learners attend any interviews and pre-programme tasters and where possible accompany them
- Support colleges with concerns. Take responsibility for the following up of non-attendees after notification of absence and provide support if other problems occur
- Assist the college with carrying out the previously agreed disciplinary procedures and behaviour polices
- Collect the necessary data for audit requirements
- Notify the provider of any known absence such as work experience or examinations
- Arrange, co-ordinate and finance transport to and from the college

- Remind the parents / guardians that travelling to and from the provider placement remains their responsibility
- Inform the LEA and the college immediately if a young learner is to be withdrawn. Complete all necessary documentation
- Attend all open evenings held by the providers
- Ensure that all colleges have the necessary health and safety arrangements in place
- Ensure that all documentation regarding trips and visits is completed in accordance with LEA regulations
- Settle invoices for the agreed payment within the college's specified time
- Maintain the school's statutory responsibility for the young learners, including responsibility for educational needs, except as delegated to the college by agreement
- Attend regular progress meetings with the college / LEA to monitor all programmes.

Additional roles and responsibilities for the LEA:

**Appendix
to Topic 1d**

- Hold regular meetings across an area to monitor and review provision both with schools and colleges
- Collect all necessary data for audit requirements
- Support training programme for both schools and colleges
- Assist with the production of policies to support the provision
- Act as a consultant to colleges and visit placements regularly
- Ensure that all provision meets health and safety requirements
- Ensure that provision meets legal requirements.

Topic 1e

Developing the curriculum offer and delivery model

■ Legal/statutory requirements

The curriculum offer

i) It is expected that young learners will have 25 hours of tuition per week (QCA recommendation). However, there are no legal requirements that impinge on a school producing a timetable.

ii) The 14-16 core curriculum proposed in *Excellence & Opportunity* requires pupils to be taught English, mathematics, science and ICT, alongside personal, social and health education (PSHE,) physical education, religious education, citizenship and work-related learning.

iii) From September 2004 schools will no longer have to disapply pupils from modern foreign languages or design & technology in order to follow other qualifications.

Accrediting the curriculum

i) It is essential that KS4 pupils only work towards qualifications which are approved by the DfES for pupils of compulsory school age. This will also ensure that pupils pre-16 will only be undertaking activities that have been assessed by Sector Skills Councils (SSCs), or what were known as National Training Organisations, as suitable for their age.

ii) Information on these qualifications is available in the 'Section 96' entry on the DfES web-site and it is possible to search the site by age. Once qualifications are entered on the website they are ready for immediate use by schools and colleges.

iii) Please note that qualifications can be removed from the list so it is advisable to check the website frequently.

Delivery models

i) There are no legal requirements.

■ Management/CPD

Management

Developing the curriculum offer

i) Colleges and schools need to work together to:

- Plan a range of curriculum opportunities to offer young learners
- Provide the necessary information advice and guidance to ensure young learners enrol on appropriate courses
- Identify appropriate and challenging targets for young learners in order that they are on target to achieve the qualifications they are undertaking
- Ensure that the tutorial system incorporates action planning and target setting that includes work undertaken in college
- Identify progression, to ensure that there are suitable courses in place in the event that young learners wish to continue post-16 courses started pre-16
- Plan for young learners who complete their programme before the end of the year.

www.dfes.gov.uk/section96

Delivery models

i) In developing a delivery model consideration needs to be given not only to how the college can meet the needs of young learners but also to the impact that young learners will have on other learners and the ethos of the institution. The way that these young people are integrated into college life will impact upon the culture of the institution.

ii) The following are key questions for colleges to address:

- Are young learners going to in-fill into existing groups made up of post-16 learners or are they going to be taught in discrete groups?
- If young learners are going to be integrated into existing mainstream provision, is the institution going to pair post-16 learners with young learners as a means of providing mentoring support to help bridge the gap between school and college and aid the promotion of a new ethos at the college?
- Are young learners going to be attached to one curriculum area/faculty/department?
- If young learners are going to participate in courses across the curriculum, who is the named person responsible for the learners at the college?
- Who is going to co-ordinate pre-16 provision in your institution?
- Are young learners going to have their own base-room or common room?
- Will there be staggered breaks and lunchtimes to cater for these additional learners?

iii) The model chosen will also need to recognise the way partner schools organise their learning. This can be done in a number of different ways: some use 25 one-hour periods per week and timetable the curriculum over a fortnight. There are many variations: for examples visit the QCA web-site. Schools often allow 10% curriculum time for each GCSE subject, excluding science, mathematics and English, which often have slightly more.

iv) Colleges will need to agree with schools, no later than the spring term, the days and times that college courses will be offered in order that schools can build this into their timetables.

v) It is also preferable if schools and colleges can agree on common days for the provision, as this helps to ensure sufficient numbers of pupils to make economically viable groups

■ Teaching and learning

i) College staff need to work with school colleagues to:

- Plan course programmes so the school curriculum supports out-of-school learning
- Provide suitable classroom materials that can be used to complement the teaching and learning that goes on in each establishment
- Agree appropriate procedures for classroom management when working with young learners.

Topic 1f

Meeting young learners' needs (including special educational needs - SEN)

■ Legal/statutory requirements

i) Educational establishments should be aware of the legal requirement of the *Disability and Discrimination Act 1995* (as amended by the *Special Educational Needs and Disability Act 2001*) part 4 (and the *Code of Practice Post 16 COPP16 – July 2002*). The legal requirement of the DDA is that schools and colleges should not subject students with disabilities to less favourable treatment and should make reasonable adjustments to overcome disadvantages caused by the disability.

ii) Young people must have equal access to learning, irrespective of their varied learning abilities. It is a college's duty as well as a legal requirement to ensure it provides equal opportunities for all learners to reach their full potential.

iii) Under the *Education Act 1996*, schools must use their best endeavours to make suitable provision available for all young learners with special educational needs (SEN). For those with statements, the school should reach an agreement with the college to arrange content and delivery of provision that is suitable for the young learner. The LEA has a duty to review the provision in the statement annually. Additional support needs are funded through the school. Colleges providing for young learners of compulsory school age with SEN should therefore ensure they are informed of the details of the statement that has been agreed in order to determine the level of support needed.

■ Management / CPD

Management

i) A college's learning policy should underpin its responsibilities
Good practice suggests that key features are likely to include:

a) Ensuring that learners have equal access and entitlement to:

- Well-planned, well-structured and well-taught programmes
- Appropriate assessment which identifies additional support for learning
- Effective, well-resourced learning support.

b) Providing a learning environment which:

- Promotes accessible modes of delivery which meet the learning requirements of learners
- Promotes equal opportunities
- Addresses diversity in the classroom
- Takes account of individual learning styles and cultural diversity.

ii) Managers should be aware that in practice meeting some learners' needs depends upon detailed initial assessment and diagnosis. For larger cohorts colleges should make use of the information available from school-based assessments such as SATs.

iii) There are therefore implications for the detail of the information that schools are requested to provide for the college about their pupils. Guidance will be needed on its interpretation. Where additional support is needed in college the partnership agreement should clarify how this will be funded and delivered.

iv) Teachers in the young learners' schools will be best placed to know whether pupils are working to their preferred learning styles and will be key ensuring pupils' learning out of school is effective. Partnerships may therefore need to arrange professional development

to familiarise school staff with the vocational context and style of assessment so that the school can help their young learners derive maximum benefit from out-of-school learning by reinforcing it through school-based activity.

■ **Teaching and learning**

i) Research suggests that the following ten simple questions provide a check for whether learners' needs are being met. (*Understanding and Managing the Individual Learning Process, Inclusive Learning Quality Initiative*):

1. What do the young learners need to learn?
2. How are they going to learn it?
3. How will I know when they have learnt it?
4. What are the learners doing?
5. Why are they doing it?
6. What are they learning?
7. Why are they learning it?
8. Is it what they need to learn?
9. How does this learning fit with other learning?
10. What are they really learning?

Topic 2a

The planning cycle

■ Legal/statutory requirements

i) In advance of planning it is advisable for schools and colleges to become familiar with the statutory requirements for providing education and training for young learners of compulsory school age. The following list is not necessarily exhaustive:

- Colleges must negotiate with schools, on the basis of the colleges' and schools' risk assessments, the level of supervision required and put in place the agreed level of supervision both in class and on premises prior to and between lessons and at lunchtime.
- The curriculum being followed with young learners of compulsory school age must meet the Key Stage 4 statutory requirements and qualifications used must be approved by the Secretary of State under Section 96 of the *Learning and Skills Act 2000*.
- Schools have a legal requirement to keep a record of attendance of pupils of compulsory school age. It is therefore essential to agree a procedure for the school to report absence to the college and for the college to report absence to the school
- Colleges should establish with their insurers if there is a need to adjust their premiums to provide adequate cover.
- Schools and colleges should comply with the *Data Protection Act 1998*. The *DfES Guidance* suggests it is legitimate for schools to release data to colleges about pupils' attendance, behaviour, prior attainment and so on provided schools have informed pupils (or in some circumstances the parents) that they will be sharing personal data with the college for the purpose of carrying out educational functions. It is advisable for the college to see evidence of written consent from both parent and young learner.
- Colleges will need to receive, via the school, the young learner's (and depending on the understanding of the young person the parent's/guardian's) permission for young learner data to be captured on the college MI system.

■ Management and CPD

Management

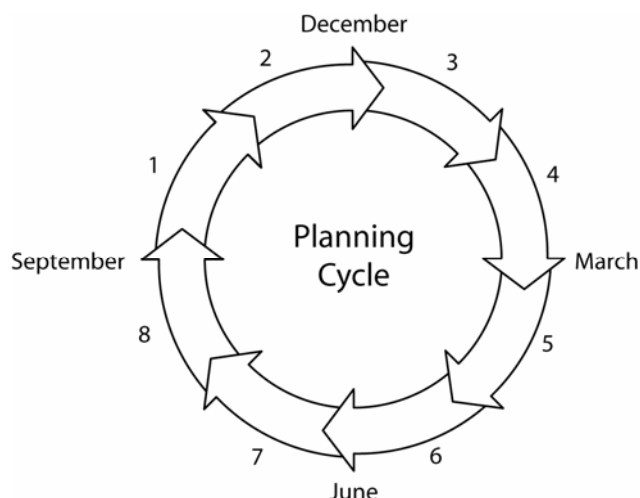
i) At least nine months' planning time is advisable. Month 1 in the cycle must be early enough to allow collaborative timetabling decisions to be made and recognise that the young learners will usually be making their choices in March for the following academic year.

ii) This timing of young learners making their choices and schools passing on to college background information about medical, behavioural, emotional and disability considerations will determine when aspects of the suggested planning cycle will take place. See the attached appendix for a flow chart illustrating the application and interview process.

iii) Colleges will find it helpful to include information about young learners on their MI systems to facilitate provision of student passes, registers, examination board registrations, etc. **It is essential the young learners are coded as 14-16 year olds on MIS so they are not included in returns to the LSC.**

iv) Current practice suggests that a customised application form is a useful method of ensuring up-to date information about the young learner and their educational background and medical history is captured. If the school has already received parental consent for

the college programme and for transferring information about the young person to the college (including their medical history), it should not be necessary for a parent's / guardian's signature to be included.



1 - 2 months

- Initial strategic planning meetings take place with a range of partners: colleges, schools, LSC, LEA, EBLO, Connexions Service
- Curriculum offer based on approved qualifications is agreed
- Transport issues are discussed and arrangements set in motion
- Costs of provision and timing of invoicing are outlined and possible models of provision suggested
- Schools encouraged to collaborate to make cost effective teaching groups; potential numbers agreed
- Schools agree on common timetable for out-of-school provision
- Coordinators appointed from partner organisations including the college to meet as operational group..

2 - 3 months

- College explains learning and assessment style to schools
- Roles and responsibilities and an on-going professional development programme are agreed
- Processes for sharing information are agreed across the partnership about dates such as INSET days which will affect young learners attendance at college
- Term dates for college and school, and dates for year 11 GCSE exam and work experience are taken account of
- Arrangements for when young learners are on their work experience placements are agreed. Good practice suggests that there are two options. One, where young learners continue to attend college i.e. mirroring traditional day release, or two, where the dates for each school are identified and the college programme designed to avoid them
- Operational planning meeting starts to agree on model of collaboration e.g. aspects of programme to be taught in school, support/tutoring in school from college staff; levels of supervision, effective ways of underpinning within school curriculum learning that has taken place out-of-school
- College, with support from EBLO and Connexions, explains progression pathways and provides information to be used at Year 9 option evenings
- Risk assessments carried out by schools and college
- College contributes to option evenings: good practice suggests that there may be an opportunity to use young learners currently involved in the provision at option evenings
- A programme guide for school staff involved in selection, clarifying course requirements and identifying levels of maturity required for some practical contexts is produced.

3 - 4 Months

- Extent of offer agreed by provider
- Young learners make choices or are selected/interviewed
- College starts to receive information on young learners' backgrounds
- College begins to identify additional support required to ensure that provision is appropriate
- College agrees places.

4 - 5 Months

- Colleges raise awareness of health and safety and levels of supervision with schools/ parents
- Operational planning group works on systems to assure health and safety and child protection: shares policies and procedures, agrees on registration systems and communication protocols
- Risk assessments of provision are carried out.

5 - 6 Months

- Information is shared on young learner's suitability for and potential to succeed on programme
- College and school ensure young learners will be enrolled on appropriate level of course
- School staff are invited to college to view facilities and observe courses (Include English and maths staff from school)
- The handbooks for staff and students are created.

6 - 8 Months

- Operational group starts to plan induction activities for young learners to take place at start of course (September).
- Information evenings are arranged for parents at college (presentation based on the learner's handbook)
- Early review dates are agreed to identify any young learners for whom provision is not appropriate
- Timing of learner perception surveys to aid future planning is agreed
- Colleges check with schools to identify activities being offered to prepare young learners for the world of work
- Travel arrangements and provision of information on level of insurance cover available are finalised.

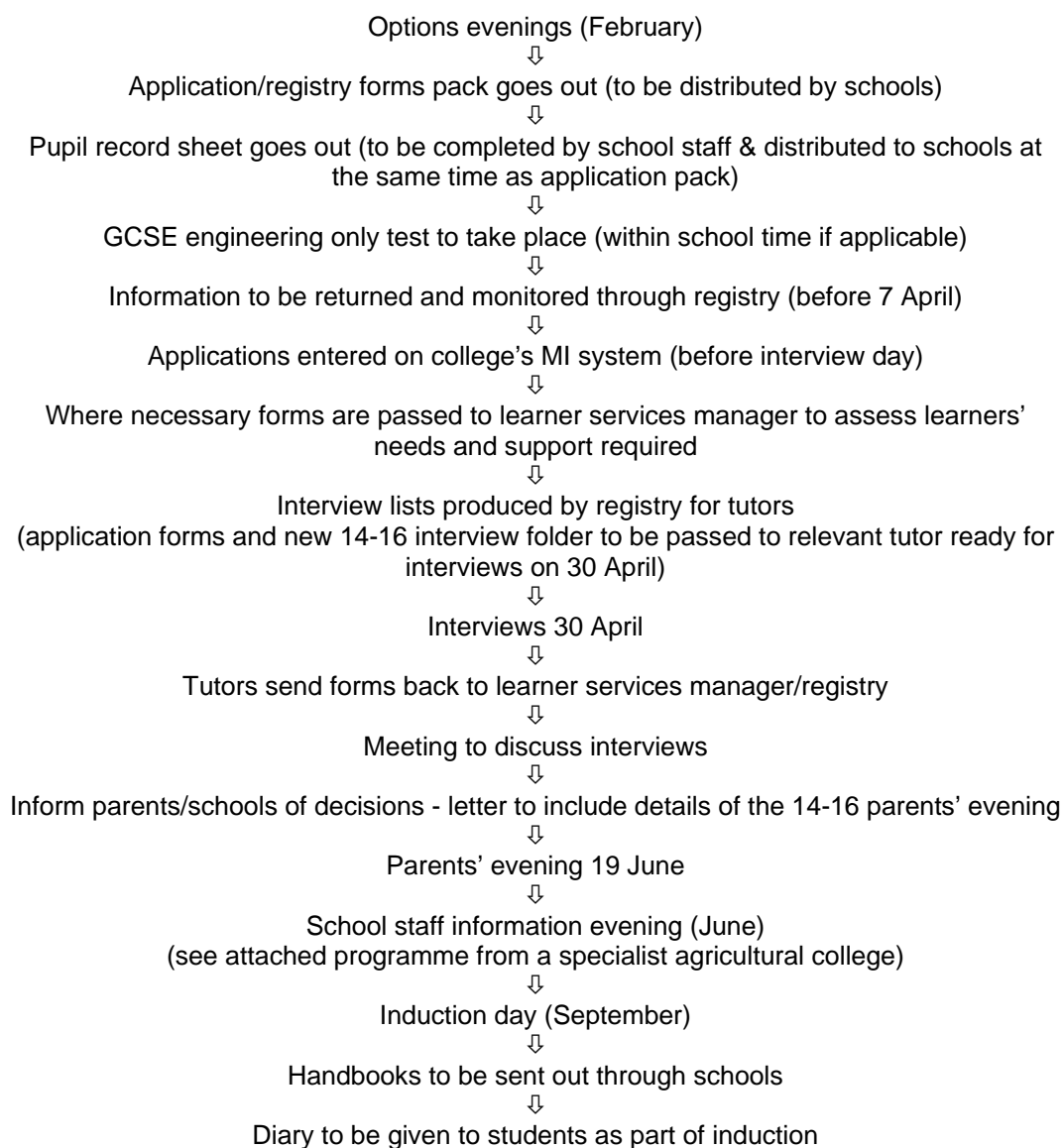
CPD

Not applicable.

Appendix to Topic 2a

A college application and interview process flow chart drawn from practice.

Flow chart from a college showing 14-16 year olds' application & interview process



Topic 2b

Change management: Developing a new ethos and culture

■ Legal/statutory requirements

There are no legal requirements

■ Management and CPD

Management

i) The developing 14-19 phase of education with increasing numbers of 14 to 16 year olds being taught in post-16 colleges will impact upon the culture, environment and staff of these organisations. Consideration needs to be given to the impact that these young learners will have on other learners, and on the culture and ethos, as they are integrated into the institution.

ii) Effective change management will play its part in promoting the efficient introduction of new programmes, systems procedures, documentation and partnerships. The introduction of anything new involves people. Changing individuals' attitudes and being aware of peoples' personal experience and views are crucial if the process is to be managed effectively and the aims to be achieved. Preparing a team for new initiatives involves timely support mechanisms for staff.

iii) Strategies for implementing change include:

- Communicating regularly with all staff including regular informal meetings to tackle concerns
- Providing support to achieve success.
- Planning and resourcing change.
- Training staff to work with the younger age group and working to their strengths
- Making use of external partners to achieve successful change management.
- Providing effective leadership to drive change.
- Disseminating good practice.
- Creating a shared approach as a vehicle for effective change.
- Recognising and use staff contributions.
- Gaining the confidence of staff.
- Dealing with negative perceptions of change and professional development.
- Using accommodation to promote teamwork.
- Recognising and dealing effectively with staff wants and needs.

References:

Managing Curriculum Change in the FE Sector
Dr. Cheryl A. Jones and Mike Anderson 2000
ISBN: 1 85338 642 1

Managing Curriculum Change in Schools
Jones et al 2001
ISBN: 1 85338 642 1

CPD

Not applicable

Topic 2c

AoC Model Partnership Agreement

Information about provision**Informing stakeholders/producing information about the curriculum****■ Legal/statutory requirements**

i) Colleges must provide schools with adequate details of provision to enable the school to obtain parental consent for their child to participate. It is advisable for the college to see evidence of written consent. The college also has the responsibility to obtain parental consent should a young learner's photograph be required for external publicity on both printed and electronic media. Good practice suggests that schools can be requested to provide a list of young learners whose parents have agreed for their photographs to be used.

ii) Colleges may wish to protect their intellectual property including use of their name and logo.

■ Management and CPD**Management**

i) Providers have a responsibility to supply informative materials to schools prior to the selection process being undertaken and the commencement of the provision. Other recipients of information may include parents, teachers, Connexions staff and other relevant parties

Printed materials

i) Materials can be presented in a variety of styles, such as flyers, a booklet, or a directory of provision. It is suggested that materials should contain the following information where appropriate:

- Details of partners, locations and travel arrangements
- Description of provision and its value to young learners
- Qualifications being offered
- Cost to young learner (if any)
- Mode of study
- Term dates, days, times, holidays etc
- Equipment required / provided
- What to wear
- Cost of provision
- Potential progression routes
- Young learners' responsibilities in relation to out-of school programmes and travelling may include, attendance, behaviour, punctuality, protective clothing, health and safety within classroom/workshop/social setting.

Events for young learners

i) Other forms of providing information are through college taster days and open evenings for young learners, their parents/guardians, school staff and other relevant parties.

ii) Good practice suggests that:

- Young learners, parents/guardians value a pre-selection/application visit to the college.
- Gaining an insight into the curriculum offered as well as the college's organisation assists the young learner's confidence in making a key decision about their future education.

- Whenever possible taster days should be informal and practical
- The college's current young learners should be involved in the taster sessions
- The college should seek learners' permission to retain or copy pieces of their work for use at future taster evenings
- It is usual for these to take place in the term before the young learner is considered for the programme.
- Tasters also give the provider the opportunity to gain an insight into some of the teaching and learning needs and requirements of the young learners.
- School staff should be involved in the planning and implementation of these events.

Topic 2d

Policies, procedures & communication protocols

■ Legal/statutory requirements

Policies and procedures

i) A college's governing body has a duty of care towards the young learners and a duty to protect as far as is reasonably practicable the health and safety of young learners. Policies and procedures for dealing with bullying are to be agreed.

ii) Each college must ensure that it has policies and procedures covering all the legal and statutory requirements for the education of 14 -16 year old as detailed in the legal summary such as:

- Equal access to learning
- Learners with special education needs
- Supervision
- Child protection (including from bullying)
- Approved qualifications
- Reporting attendance
- Health and safety
- Disclosure of information.

Communication protocols

i) Under the Data Protection Act, DfES guidance suggests it is legitimate for schools to release data to colleges. These data can include information about pupils' attendance, behaviour, prior attainment etc., provided schools have informed pupils (or in some circumstances the parents/guardians) that they will be sharing personal data with the provider for the purpose of carrying out educational functions, e.g. to ensure an appropriate level of support is provided for additional needs. It is advisable for the provider to see evidence of written consent.

ii) Sensitive personal data relating to special educational needs or behaviour, for example, may only be disclosed if explicit consent is received from the pupil/parent. If consent is not received it may be advisable for providers not to accept the pupil.

iii) Colleges will need to receive, via the school, parental permission for young learner data to be captured on the college's Management Information system. Colleges may need to remind schools that failure to pass on information could lead to a situation where the safety of the young learner is compromised.

Confidentiality

i) The provider has a duty to ensure that the personal information on young learners' backgrounds is stored safely and is accessible only to relevant staff.

ii) Good practice is based on information being:

- Accurate
- Up-to-date
- Kept no longer than necessary
- Kept secure.

iii) Very sensitive information should be handled with great care and with the young learner's permission. In this situation pastoral/support staff should be involved in the

Legal Requirements List

Data Protection Act and Human Rights
Act article 8 1998
AoC Model Partnership Agreement

process of providing a suitable placement with appropriate level of support from provider and school.

iv) Connexions partnerships will have protocols for the processing of personal information between agencies.

■ **Management and CPD**

Management

i) In addition to policies needed to meet the legal requirements above it is also advisable to have policies and procedures covering:

- Examinations procedures
- Smoking.

ii) Colleges will already have many of these policies and procedures but they may need slight adaptation for young learners.

iii) The partnership must agree the action to be taken as a result of behaviour or actions that are not in line with the agreed policies.

iv) .It is essential that the content of all policies and procedures is disseminated to all staff involved through CPD and that the policies are available for reference in a staff handbook.

v) As the programme progresses, effective communication between the college and school will alert partners to potential problems and enable action to be taken. Termly review meetings involving the college and the school on individual young learners enable this discussion to take place and contribute to the monitoring of progress.

vi) It is good practice to have an annual calendar of strategic and operational planning meetings and a clear procedure for disseminating and carrying through strategic and operational decisions.

vii) The partnership should agree on a policy and system for reporting on bad behaviour so that information can be sent to parents and schools immediately. Good practice suggests that colleges use self-carbonating paper for reports so that a copy is retained.

CPD

i) Staff training should raise awareness of good practice in secure storage of personal information on young learners, and how such information should be used.

ii) Joint training for providers' staff with schools will help them understand LEA/schools' practice in dealing with specific behavioural problems or medical conditions.

Topic 2e

Supervision: tackling health & safety, child protection, and work experience issues**■ Legal/statutory requirements****Health and safety and risk assessment**

i) The college's governing body will have responsibility for young learners placed with the college and for conducting the necessary risk assessments.

ii) Key findings of the risk assessment and the control measures to minimise or ideally eliminate any significant risks must be conveyed to the school which will have the responsibility of providing them to parents / guardians.

Note Whilst there is no requirement to provide any of this information in writing colleges are advised to do so in order to protect themselves against any subsequent dispute arising from an accident. Procedures and named contacts should be agreed before provision begins.

iii) Colleges will need to ensure that young learners and the school are made aware of general standards of safety to which all young learners and college students must conform.

iv) If an accident occurs to a young learner whilst at college this must be reported to the school immediately and to the HSE/local authority.

Child protection/vetting

i) College staff teaching young learners will require positive Criminal Record Bureau (CRB) checks.

ii) Where young learners are in-filled on programmes with students over the age of 18 they should be supervised by an approved adult, ie, one who has been CPB checked, who must ensure that other adults do not have substantial unsupervised access to the child.

Supervision

i) Colleges need to assess the risks related to working with an age group with which the college is unfamiliar and take any necessary action.

ii) A college must negotiate with the school, on the basis of the college's and school's risk assessments, the level of supervision required, and put in place the agreed level of supervision both in class and on premises between lessons and at lunchtime.

iii) Where young learners are in-filled on programmes with students over the age of 18 they should be supervised by an approved adult, ie, one who has received positive Criminal Record Bureau (CRB) checks.

iv) A college's governing body has a duty of care towards the young learners and a duty to protect as far as is reasonably practicable the health and safety of young learners. Policies and procedures for dealing with bullying are to be agreed.

v) The college will need to ensure that young learners are aware of systems for supervision and where they can get help in case of emergencies.

■ Management and CPD

Management

i) The partnership should agree on systems, allocation of roles, communication channels and records to support the process of ensuring safe practice

Managing risk

i) The appropriateness of the placement should be vetted by a competent person representing the interest of the young learner, the school and LEA and the activity in the college must be suitable to the age and experience of the young learner.

ii) It is recommended that the college should produce a guide to safe practice and a contract to be signed by each young learner.

Insurance

i) The provider may wish to confirm with the school or LEA that parents are aware that LEA personal accident insurance is limited, and also that parents are clear about who has responsibility for young learners travelling to and from the placement.

ii) Paperwork confirming that employer and public liability insurance cover is in place should be returned to the school/LEA as requested.

Supervision

i) A letter should be sent to parents by the school or college explaining the different levels of supervision available at different times during the day and asking for written agreement that this is acceptable. This agreement should then be recorded and kept. The school should assess the risks of the site at lunchtime and agree with the college the degree of freedom allowed/level of supervision needed. Requests by pupils and parents to travel off-site e.g. to the dentist, should be subject to the same restrictions and protocols as they would be on the school site.

Information sharing

i) Colleges should check that a letter has been sent to parents by the schools explaining that relevant information on the young learner (on medical, physical, emotional or behavioural difficulties) must be made available to the college to ensure that necessary levels of support are available and that the placement is appropriate to the needs of the young learner. The letter should request agreement and records kept.

Accidents

i) Procedures should be agreed by the partnership and communicated to relevant people. These should include:

- Contact details for home and school
- Availability of first aid
- Arrangements for emergency treatment
- Procedure for any accidents to be reported to the school, LEA and LSC
- Serious accidents or incidents (ie, those reportable to the HSE under RIDDOR) should also be reported to LSC national health and safety team by forwarding a copy of the RIDDOR form or in the case of work experience accidents by using form MISC/0624/03.

ii) The induction of the young learner in year 9 and at the beginning of the programme should include:

- Raising awareness of health and safety
- The correct use of protective clothing and equipment.

iii) Young learners should sign an agreement that they will abide by college rules and procedures on health and safety.

Child protection

i) The partnership should ensure that systems are in place:

- To prevent unsuitable adults having unsupervised access to young learners
- To prevent young learners being placed in situations where they are working alone with a single adult
- To cover absence through illness and ensure that the college is informed
- That enable the daily registration of pupil when off-site to take place and how and when the register is communicated to school. It is important to ensure that young learners' whereabouts are known at all times
- To ensure that contact names and numbers at school and college are known to relevant people
- That ensure Young learners are clear about whom to consult if problems arise, e.g., mentor, Connexions personal adviser
- To deal with bullying; the systems need to be made known to young learners and parents

ii) There should be agreed quality assurance procedures which will ideally be based on the college's existing procedures.

Work experience organised by the college

i) Occasionally pupils on extended placements with a college will have a work experience placement arranged by the college. In these circumstances, the college is assuming the role of school, which normally contracts through the local EBLO, TRIDENT or the local Connexions service for the organisation of work experience. The same criteria apply:

- The experience should be organised by a competent person with access to specialist advice on health and safety
- The competent person should vet the placement to check that the employer has carried out a risk assessment, with the needs of an inexperienced and immature young learner in mind
- The competent person should check that insurance cover is adequate and that the necessary forms are completed and records are kept
- The work programme should consist of activities appropriate to the age and experience of the young learner
- Termly monitoring visits should be made to ensure activities carried out continue to be appropriate
- Records should be kept of monitoring visits and reports made to relevant staff if changes need to be made
- If any employees have duties that include supervising, training, caring for, or being in sole charge of children under 18 they must be CRB checked
- If staff have concerns about the possible unsuitability of a colleague for work with young learners they need to be made aware that legislation exists to protect whistleblowers reporting concerns.

CPD

i) Joint CPD events with schools/LEA and other partners, particularly Connexions, provide an opportunity to gain familiarity with existing:

- Child protection policies and procedures agreed by the LEA and social services; guidance should include recognition of abuse and handling the disclosure of abuse
- LEA off-site activity guidelines
- LEA work experience guidelines
- School and LEA practice in promoting positive behaviour
- Education welfare officers' guidelines on promoting good attendance.

ii) All these policies and guidelines are for the well-being of all pupils in the care of the LEA and schools and apply even when young learners are on a college placement.

iii) Training events with school staff can also be used to set health and safety in the context of vocational programmes, enhancing the relevance of support in school which might be included in the PSHE curriculum.

■ Teaching and learning

Communication skills

i) Young learners will benefit from an induction to out-of-school learning which includes opportunities to practice language appropriate for an adult workplace. It is important for them to be able to communicate confidently and even assertively in situations which might arise such as:

- Being asked by a supervisor to carry out a task they do not fully understand
- Being able to challenge in-appropriate behaviour by an adult
- Having the confidence to resist encouragement by others to ignore college or school rules
- Dealing with unexpected situations that arise when travelling to the college or placement.

ii) Out-of-school learning will provide many opportunities for young learners to develop communication skills and these can be further developed in school through practice in presentations, etc.

Appendix to Topic 2e

**Accident reporting form MIS/0624/03
and the list of causation factors of accidents
(The form is available from the LSC website
www.lscdata.gov.uk/healthandsafety/has_accidents.html)**

Causation Factors of Accidents

Use the codes to complete the causation factors. Avoid the use of codes 01,29,59 and 79 wherever possible. If no other code is relevant, a full explanation must be given.

Code Description

Organisational Factors

01	No Reasonably Practicable Precautions Available
10	Inadequate Standard Of Training Or Instruction
11	Inadequate Supervision
12	Inadequate Standard Of Maintenance
13	Failure To Provide A PTW System (Permit to Work)
14	Failure Of A PTW System
15	Poor Control Of Physical Standards
16	Unsafe System Of Work For Routine Job Production
17	Unsafe System Of Work For Maintenance Job
18	Unsafe System Of Work For Transient Job
19	Inadequate Traffic Control System including Separation Of Vehicles & Persons
29	Other - Eg. Poor/Inadequate Planning Of Job

Physical Factors

30	Guarding Or Safety Devices: Not Provided
31	Guarding Or Safety Devices: Fallen Into Disuse
32	Guarding Or Safety Devices: Removed And Not Replace
33	Guarding Or Safety Devices: Failure
34	Guarding Or Safety Devices: Inadequate
35	Electrical Hardware Including Unearthed, Uninsulated, Overload, Uncovered Short. Include For Resultant Fires
36	Defective Equipment, Material, Plant (Inc. Pipe work) Or Instrumentation Fault
37	Structural Or Physical Aspects Of Premises, Building Including Fragile Materials, Roof Edge Protection
38	Poor Housekeeping
38	Fault In Any Working Platform Or Temporary Workplace (Not 34 Above) But Inc, Lack Of Edge Protection
40	Any Access/Egress Fault Including Defective, Unsuitable
41	Poor Control Of Toxic Substances Or Asphyxiants
42	Poor Control Of Flammable Substances In Use, Storage Or Transport
43	Inadequate Standard Of Design Or Construction
44	Inadequate Standard Of Installation
45	Illumination/Heat/Noise
46	Poor Stacking Or Storage Including Insecure Loads Or Equipment
47	Personal Protective Equipment (PPE) Not Provided Or Failed
48	Weather Conditions
49	Robotic Failure Or Control System Runaway
50	Inadequate Clearance Or Space For Persons Or Machinery
59	Other physical Factors

Employee/Trainee Or other Person's Contribution

60	Loss Of Concentration
61	Defeating Safety Devices
62	Guarding Or Safety Devices Provided But Not Used
63	Using Equipment Obviously Defective
64	Improper Use Of Equipment Including Interference With Equipment Or Appliance
65	Failure to Comply With OR Misinterpretation Of Instructions Including Failure To Isolate Danger
66	Failure To Use Available Personal Protective Equipment
67	Failure To Give Necessary Warning To Others
68	Going Into Hazardous Situations E.G. Confined Spaces
69	Employee/Training Judgement/Error
70	Assault

- 71 Horseplay
- 72 Working Under The Effects Of Alcohol Of Drugs
- 73 Using Unsafe OR Dangerous Methods Of Handling Or Lifting
- 74 Riding OR Standing In Unsafe Position
- 75 Arson, Burglary, Vandalism
- 76 Medical Or Physical Condition Of Significance
- 79 Other Including Insufficient Information To Identify Cause

Topic 2f**Developing a staff handbook**

AOC Model Partnership Agreement

Cross Reference
Legal Requirements List

DfES/1032/2003 WRL at KS4

■ Legal/statutory requirements

i) The legal requirements are set out in the legal summary. The staff handbook provides an opportunity to alert all staff, teaching and non-teaching, to the legal requirements of providing education for young learners under the age of 16. Staff should be alerted in particular to those issues around child protection and health and safety which are different due to the age of the learners.

■ Management and CPD

i) The suggested contents for a staff handbook are outlined in the attached appendix, *Content of a staff handbook*.

CPD

i) There are many opportunities for both separate college and whole partnership CPD sessions for all staff within the partnership including, where appropriate, staff from for example the local Connexions service. These are helpful in developing an understanding of both the school's and college's working environments and enhancing the relevance of the vocational curriculum within schools.

ii) Topics addressed may include:

- Systems for health and safety
- Relevant contacts
- Referrals, interviews and guidance
- Policies and procedures.

iii) In particular sessions for college staff should identify the key differences for them particularly with health and safety and child protection issues when working with young learners.

■ Teaching and Learning

i) The handbook should contain comprehensive information on learning styles and teaching strategies, which can be applied in classes within the college's programme.

ii) Content could include:

- Understanding SATs and interpreting their results
- Differentiated learning in the classroom
- Delivering basic/key skills within a vocational subject
- Classroom/behaviour management
- Different teaching strategies applicable for the age cohort
- Learning styles questionnaires and how to interpret their results
- Dyslexia and other learning difficulties
- Making the connection between college provision and the school curriculum.

Cross reference
Topic 3e

Appendix to Topic 2f

**A checklist
drawn from good practice to support
the development of a staff handbook**

Appendix to Topic 2f**Developing a staff handbook**

Content of staff handbook

Topic	Ref
Introduction	
The aim of the provision, the partners, the national and local context	DfES Guidance
The curriculum	
Courses, qualifications, (section 96), term dates, key elements of programme design	1g
Staffing	
Teaching qualifications, experience and CRB checks	2e
Contact details	
Both relevant college, school and Connexions staff contact details	3d
Staff support systems	
Referral, interview and induction procedures	3b
State how procedures will operate	
Supervision and attendance procedures	
Supervision, in-loco parentis, attendance and parental consent	3e
Reporting procedures	
Attendance, progress, cause for concern / rewards	3e
Funding issues	
Transport, meals, equipment and accreditation costs	1a
Policies and procedures	
Disciplinary, Behaviour, Bullying, Drugs and Alcohol	2d
Health and safety	
Risk Assessments	2f
Child Protection	
Educational Trips and visits guidelines	
Teaching and Learning	
Understanding SAT testing, interpreting their results	
Differentiated learning in the classroom	
Delivering basic / key skills within a vocational subject	
Classroom / behaviour management	
Different teaching strategies applicable for the age cohort	
Learning styles questionnaires and how to interpret their results	
Dyslexia and other learning difficulties	
Making the connection between college provision and the school curriculum.	

Topic 2g

Guiding young learners' choices**Taking account of prior learning****■ Legal/statutory requirements**

Ref Data Protection Act 1998 article 8

i) Under the *Data Protection Act* DfES guidance suggests it is legitimate for colleges to ask schools to release data about pupils' attendance, behaviour, prior attainment and so on, provided schools have informed pupils (or in some circumstances the parents) that they will be sharing personal data with the college for the purpose of carrying out educational functions, e.g., to ensure the college provides the appropriate level of support for additional needs. It is advisable for the college to see the evidence of written consent schools have obtained from parents/carers/young learners.

www.informationcommissioner.gov.uk

ii) Sensitive personal data relating to SEN or behaviour, for example, may only be disclosed if explicit consent is received from the pupil / parent. If consent is not received it may be advisable for providers not to accept the young learner. Colleges may need to remind schools that failure to pass on information could lead to a situation where the safety of the young learner is compromised.

www.dataprotection.gov.uk**■ Management and CPD****Management**

i) Although young learners should be able to select programmes according to their needs, interests and abilities, the college should retain responsibility for setting selection criteria for the admission of young learners.

ii) It is important for young learners to have access to information, advice and guidance when making choices. A college programme guide can be used for parents and staff to clarify course requirements and the level of maturity required.

iii) Good practice suggests that it is advisable for college staff attend Year 9 option and parents' evenings in schools to provide relevant information about:

- Qualifications, courses and progression routes
- Methods of delivery and assessment
- How life for young learners in college is different from school.

iv) To ensure equal opportunities and access to programmes, dependent upon the nature of the qualification, young learners can be asked to undertake aptitude tests to ensure their suitability for teaching and learning styles inherent in qualifications; e.g. GCSE engineering or NVQ in performing engineering operations. All young learners should have the potential for success on their chosen vocationally related qualification. Colleges should ask schools for relevant information held on each learner to avoid the need for additional screening and testing.

v) Colleges need to be aware of what information schools have about their young learners that could be shared with them. They will need to know about the school experience young learners will have already had during Key Stage 3. Colleges can also ask to see the previous school report which will help to build up a picture of the learner.

Assessment data available to colleges from school

(NB This summary is correct as of September 03; however, it is advisable to check the QCA web-site regularly for up-dated information.)

- i) Colleges can draw on school assessment data to guide appropriate enrolment and, working with schools, determine how this prior learning can be used in supporting vocational qualifications. Schools will be able to provide;
- Test scores, both externally and teacher assessed
 - The expectation they have of their young learners regarding predictions for GCSE results
 - Reports compiled by tutors

SATs and CATs – school-based assessments

Standard Attainment Targets (SATs)

- i) As they complete Year 9, at age 14, young learners will have undertaken tests in the core subjects of English, maths and science. They will have received a report containing:
- Levels achieved in these tests
 - Teacher-assessed levels in all their core and foundation subjects i.e. a modern foreign languages, design and technology, ICT, history, and geography
 - Information on whether they are working at the anticipated level in art, music and PE
- ii) The range of levels is from 1 to 8, with level 9 as exceptional performance:
- At Key Stage 1 pupils are expected to be in the range 1-3 and by the age of 7, at the end of Key Stage 1, the expected attainment for the majority of pupils is level 2
 - At Key Stage 2 pupils are expected to be in the range 2-5 and by the age of 11, at the end of Key Stage 2, the expected attainment for the majority of pupils is level 4
 - At Key Stage 3 pupils are expected to be in the range 3-7 and by the age of 14, at the end of Key Stage 3, the expected attainment for the majority of young learners is level 5/6
 - These levels are:
 - Based on the knowledge, understanding and skills the young learners have developed
 - Criterion referenced.

Cognitive Ability Tests (CATs)

i) In addition to SATs scores, schools have CATs scores held on their data systems which could easily be made available to college staff, together with pupils' Key Stage 2 and 3 results and teacher-assessed levels. CATs scores are based on verbal, non-verbal and quantitative verbal tests. It may be advisable to ask for three specific areas and not simply the average CATs score, as this may disguise a young learner's problems or high achievement in one area.

ii) In schools CATs scores are used:

- To predict GCSE grades
- To predict the number of GCSEs a student is likely to gain.

iii) It should be recognised that the CATs tests will have taken place over a number of days when pupils were 11 years old. The scores are an indicator, not a predictor. Many young learners, especially those for whom English may not be a first language at home, achieve far higher than their CATs scores may suggest. Some pupils have settled into a positive work ethic during Key Stage 3 and have overcome any problems encountered in the primary school. Others may have become disaffected before or during Key Stage 3 and may be underachieving in relation to their CATs score predictions.

www.nc.uk.net

iv) There may be a variation between test and teacher-assessed results as teachers may see a wider range of pupils' work than is demonstrated in a SATs test. Some young learners may progress through a whole level in one year, but many may stay at the same level. They may make progress within the level which may not show in the report, but most pupils progress at least one level during Key Stage 3.

v) Approximately 98% of all young learners will be expected to gain at least one GCSE at grade A*-G. Every school has targets for how many young learners are expected to gain GCSEs. Schools will be able to provide information about GCSE grades anticipated for young learners in a specific group.

vi) GCSEs in vocational subjects are equivalent to two GCSEs, as all are double awards, so could have significant impact on the school's ability to achieve its target percentage of young learners achieving the appropriate grades. These are set by LEAs on behalf of the government, in conjunction with the head teacher of each school.

vii) National curriculum documents are available to give descriptions of what the young learners should achieve at each level of the national curriculum, in each subject, and these can be found on the national curriculum website at www.nc.uk.net if they are not already in a college's learning resource centre.

viii) There are several appropriate staff in schools that a college can contact for information: work-related learning coordinators, heads of year and special educational needs coordinators, as well as form tutors who know young learners well. College staff should also have a named teacher to contact who will be able to answer any queries about a particular young learner.

Initial assessment/identification of need

i) If a college or school identifies an additional difficulty with a young learner then an Identification of Need Assessment (ION) can be undertaken to help the learning support specialist plan suitable support and ensure that the course is appropriate.

■ Teaching and Learning

Key Skills

i) Key Skills are signposted in all GCSEs in vocational subjects, NVQs and GNVQs. Schools suggest that these are being developed within the national curriculum; communication through English and all other subjects and extra curricular activities, application of number through mathematics, geography, and technology etc. However, there are some schools that may be involved in key skills pilot projects at Key Stage 4. Colleges would be advised to enquire whether their programme would contribute to this.

Using the learners' prior learning from Key Stage 3

i) There has also been an emphasis in Key Stage 3 on literacy and numeracy where weakness or gaps in young learners' learning have been tackled by focusing on a particular unit of work. The intended outcome is to maximise achievement and ensure that one area of weakness is not detrimental to overall success.

ii) Young learners may have studied ICT during Key Stage 3 and some of them are very proficient. They may have used desktop publishing packages, spreadsheets, databases and Power Point, know how to email and search the web.

iii) The literacy hour in primary schools, and the literacy strategy in secondary schools use many traditional and grammar-based exercises and develop writing and oral communication skills. College staff should consider giving the young learners the

opportunity to demonstrate what they know, understand and can do rather than assuming that they need to be taught.

iv) During the induction process young learners could be encouraged to bring evidence of their school achievements to enable college staff to make decisions about the appropriate level of provision. Including the young learners in this process, evaluating their past achievements, and planning for their future achievement enables them to improve their learning and lays a foundation for self review throughout the course.

Topic 2h

Careers education and guidance

Careers Education and Guidance in
England
A National Framework 11-19
DfES/0163/2003
Tel 0845 60 222 60

■ Legal/statutory requirements

i) Careers education is a statutory requirement in the curriculum for all pupils age 13-16 (i.e., in years 9, 10 and 11), and this requirement is to be extended from September 2004 to include years 7 and 8. To help ensure that young people receive effective careers education to prepare them for the choices ahead the DfES has recently published a national framework of recommended learning outcomes.

■ Management and CPD**Management**

i) College staff need time to liaise with schools to ascertain what young learners' experience has been in the Key Stage 3 careers education programme, in order to assist the process of choosing options for Key Stage 4.

This could include:

- Information about employment
- Career pathways in different sectors
- A guide to post-14 and 16 curriculum options
- Local progression opportunities.

ii) There are several points in the partnership planning cycle where careers education and guidance is the focus of college-school contacts.

Year 9 option evenings

i) It is helpful if the college has a presence at the year 9 option evenings, which usually take place in the spring term. A college presentation to students and parents could cover:

- Details of courses on offer for 14-16 years olds at college, vocational qualifications and potential progression opportunities
- An explanation of learning and assessment styles and the nature of the activities involved
- Information, where relevant, on transport, supervision, and protective clothing and equipment arrangements and any associated costs

ii) This event is an opportunity to supply parents and the young learners with a handbook or course leaflets to help answer any questions. Good practice suggests that young learners in year 9 respond positively to brief presentations from, or discussions with, current year 10 learners on college programmes or with post 16 college students who previously attended the young learner's own school.

iii) Dates can also be provided for young learners' visits to the college for "taster days" to help inform choices. These need to be planned within the partnership to cause minimum disruption to school timetables

Connexions Interviews

i) Colleges should liaise with their partner schools to encourage their Connexions personal advisers within school to carry out one-to-one interviews with year 9 learners who choose to do a vocational course. This should take place in the spring term and should inform the learners' response to year 9 option evenings. It is also a chance for the young learner to receive impartial advice about possible progression routes.

Working across the partnership to promote careers education and guidance

- i) College information leaflets could stimulate young learners to do their own careers research using the Connexions or careers libraries
- ii) The partnership could also agree on using the Progress File to support the process of career planning.

Parents' information evenings at college

i) Good practice in a number of colleges suggests that parents benefit from meeting college staff and seeing the facilities to be used. The details and organisation of these evenings should be discussed at operational group meetings within the partnership, to fit in with the different approaches of individual schools to liaison with the college. The college presentation could include:

- A video of school students on college programmes
- Course information
- Policies and procedures
- Student code of conduct
- Employment and HE progression opportunities.

CPD

i) School subject staff are often the first point of contact for year 9 learners thinking about choices and progression routes but their knowledge may be limited to their own academic experience. College staff should check that subject teachers in school have access to up to date information on employment opportunities in their subject area, post-16 curriculum options and pathways to careers and HE. College staff could also provide information to year 9 form tutors and to Connexions personal advisers to ensure they are up-to-date with post-16 curriculum options and career pathways.

Involving English and maths staff from school

i) The involvement of school's English and maths staff in observations of college vocational activities can assist the subsequent development of Key Skills activities in school. This will benefit young learners understanding of how Key Skills can contribute to employment opportunities

■ Teaching and learning

i) There will be opportunities during the college course for further advice and guidance to be offered about the types of careers and jobs which exist within the young learners' chosen area. This could be enhanced by industry visits, guest speakers and through one-to-one discussions as part of the tutorial programme.

Topic 2i

Developing a young learners' handbook.

■ Legal/statutory requirements

- i) The college's governing body will have responsibility for young learners placed with the college and for conducting the necessary risk assessments.
- ii) Colleges will need to ensure pupils and the school are made aware of general standards of safety to which all pupils and provider students must adhere. The college's security policy can be made available to school staff who can select relevant points to be emphasised to young learners during their induction.

■ Management and CPD

- i) Good practice suggests that the college should compile a young learners' handbook which should be;
 - agreed by the partnership
 - given to relevant college staff and school coordinators.
 - received by young learners prior to the commencement of their programme.
- ii) In addition to the learner contract a young learners' handbook containing college information and detailed programme information ensures that the young learner is fully informed.

CPD

Not applicable.

■ Teaching and learning

- i) The young learners' handbook should be used as an essential tool during induction and the young learners should be guided through its contents. It is considered best practice to give young learners the opportunity to personalise their handbooks. A young learners' log book can also be developed (see Part 3) and could be combined with the handbook.
- ii) It is important that any handbook produced is accessible to all young learners and colleges should consider young learners who have, for example, dyslexia, learning difficulties and visual impairments.
- iii) It is advisable to give a checklist to young learners to ensure that they have completed a thorough induction and understood the contents of their handbook.
- iv) When a young learner commences a programme after the initial induction period, their teachers should ensure they fully understand the contents of the handbook and are able to discuss its implications in the context of attending their programme and achieving their full potential.

Appendix to Topic 2i

**A checklist
drawn from good practice to support
the development of a student handbook**

Appendix to Topic 2i

Suggested content of a young learner's handbook

Content of a young learner's handbook

It is important that sections marked with an * are also included within the learner's contract

What is the programme on offer

State programme aims and objectives - content of provision, who is involved

Description of the organisation

To include the college's mission statement, organisational structure and message from Principal

What to expect from your college

State the college's service and commitment to its learners

What are the college's services

To include learning resource centre, library, student services, relevant sports and recreational facilities

Whom to contact

Give contact details of all relevant personnel

Induction programme / procedures

Give details of programme and timings

Term dates

State when programmes start and finish, including holidays (note any differences from the school timetable), examinations, work experience days and times and other days of significant note

Programme detail

Provide information on qualification, assessment, examination, content of modules / units, progression routes

Enrolment

Explain the identification procedure for the young learner

Equipment required

Give details of what equipment is required, what will be provided by the organisation and what will need to be provided by the young learner

What to wear

Provide information on what to wear, including clothing and equipment to be worn in regard to health and safety

Reporting procedures

Explain how the provider will report the young learner's progress to both schools and parents / guardians

Tutorial and pastoral support systems

Provide the young learner with details on how they will be supported whilst while on the programme

Mentoring systems

Give details of mentoring systems in place within the partnership

Supervision procedures

Give precise information on the agreement of supervision of the young learner, giving details on where the young learner should be during lunch times, break and study periods and the procedures to exempt them these arrangements

Health and safety

To include policies and procedures on anti-bullying, drugs, smoking, disciplinary measures and behaviour. Ensure that these policies and procedures are clearly set out in the handbook or, if more appropriate, that the young learners know where they are kept

Child protection procedures

Ensure that the child protection procedures are clear and that the young learner understands all procedures

Medical care

Provide the young learners with details of procedures should a young learner become unwell and require medical care or in the case of a young learner needing to disclose information related to prescribed medication.

Code of conduct for behaviour

Provide detailed information on the behaviour expected from the young learner whilst with the college

Transport details

Give details of any transport arrangements, how to travel to and from the college, including any costs

What to do in an emergency

State all first aid, fire and evacuation procedures

Complaints procedure

State the college's complaints procedure

Catering

Provide information on the college's free school meals procedure and other catering facilities

Careers advice and guidance

Explain where young learners can access free careers advice and guidance and personal adviser support.

Equal opportunities

Give the college's equal opportunities statement or policy

Additional support

Provide information on the college's additional support service, how the young learner can access this service and what they can expect

Parents' open evening

State wherever possible dates and times for parents/open evenings and their purpose

Computer use

State the college's policy on computer use and the implications for misuse

Learning styles

Provide information on different learning styles, how young learners can assess their learning styles and the impact understanding different learning styles will have on teaching and learning

Young learner records and documents

Explain what personal data is collected and for what purpose, where this data is kept and who can access it.

Work experience (when appropriate)

Explain the purpose of a work experience placement, how it will benefit the young learners, where and when it will take place and for what duration, what will be expected of them, what they can expect and other relevant procedures to be implemented.

Topic 2j

Developing a learning contract for young learners

■ Legal/statutory requirements

- i) Colleges must provide schools with adequate details of provision to enable the school to obtain parental consent for their child to participate. It is advisable for the college to see evidence of written consent.
- ii) Colleges must negotiate with the school, on the basis of the college's and school's risk assessments, the level of supervision required, and put in place the agreed level of supervision both in class and on premises between lessons and at lunchtime.
- iii) The curriculum being followed with young learners of compulsory school age must meet the Key Stage 4 statutory requirements and qualifications used must be approved by the Secretary of State under Section 96 of the *Learning and Skills Act 2000*.
- iv) Schools have a legal requirement to keep a check on the attendance of young learners of compulsory school age. It is therefore essential for colleges to agree a procedure for the school to report absence to the college and for the college to report absence to the school
- v) Colleges will need to ensure that young learners and the school are made aware of general standards of safety to which all young learners and college students must adhere.

Web Reference

<http://www.qca.org.uk/ca/14-19/14-16/>

■ Management and CPD

- i) It is suggested that the minimum content of a learner contract should include:
- the nature of the course of study to be followed or training to be given (including topics to be covered and indicative teaching methods)
 - arrangements made for supervision of the young learner both during formal teaching time and at other times, such as during lunchtime and any free period or private study time
 - arrangements for any visits, work placements or other off-site activities forming part of the programme
 - arrangements (if any) for travel between the school and the college and to and from any off-site location used in the provision of the programme
 - the nature of external qualification, or other certification, and the nature of any assessment
 - arrangement in respect of the young learner's health, safety and welfare (including any anti-bullying policy or disciplinary procedures)
 - the name and contact details of the school's and the college's representative
 - the arrangement between the school and the college for reporting absences of any young learner participating in the programme
 - Term dates for the programme, including holidays (note any differences from the school timetable), examination and work experience days and other days of significance
 - The arrangement between the school and the college for reporting progress, both academic and pastoral.
 - The expected behaviour of the young learner whilst with the college
- ii) The learner contract could form part of the young learner's handbook, which gives both programme and college information in more detail.

Topic 3a

Quality assurance**■ Legal/statutory requirements**

i) Educational institutions are required to adhere to mandatory external agency requirements which include those of the national Learning and Skills Council, the inspectorates, the QCA and to the compulsory requirements for specific qualifications individual examination boards.

ii) As part of the *Learning and Skills Act, 2000*, Ofsted and the Adult Learning Inspectorate (ALI) undertake inspections of post-16 provision on behalf of the national Learning and Skills Council. The quality document used when inspecting post-16 provision is the *Common Inspection Framework (CIF)*. An electronic copy of the CIF, together with *Inspector's Handbook* can be obtained from the Ofsted post-16 web-site.

<http://www.ofsted.gov.uk/>

■ Management and CPD

i) Quality assurance monitoring arrangements should be agreed with partner schools and adhere where possible to the college's arrangements for quality assurance, whether courses are made up of discrete groups of pre-16 learners or of young people from schools in-filling into existing groups predominantly made up of post-16 learners.

ii) Post-16 establishments may be inspected as part of:

- College and area-wide post-16 inspections
- 14-19 area-wide inspections
- School OFSTED inspections
- Connexions inspections.

iii) Procedures need to be agreed within the partnership on how the outcomes of inspection are to be made known and to whom.

iv) The college will have a range of quality assurance monitoring arrangements, such as observations of teaching and learning, quality audits of course files and internal verification/moderation procedures. The college must decide what evidence it are going to share with the school or schools.

v) Provision offered to pre 16 learners delivered within curriculum areas (such as art and design, construction and engineering) should be detailed within the scope of provision section of the self-assessment report (SAR). This will highlight the breadth of provision on offer and the efforts being made to offer a 14-19 curriculum.

vi) Good practice suggests that as part of the evaluation and quality assurance of the partnership as whole, colleges should ask school staff to evaluate how successfully the college has made clear to them the content of the course.

vii) In addition, there needs to be an agreement between the college and the school or schools as to what school quality arrangements college staff may need to participate in, for example, the annual course review and evaluation process.

Quality reviews and the Increased Flexibility Programme (IFP):

i) The national review of the IFP began in 2002 and will be undertaken over a two year period covering the first phase of funding. A number of external agencies will be evaluating the quality and effectiveness of the IFP including:

- Ofsted, via college and school inspections, area-wide inspections and 14-19 reviews
- Local LSCs
- QCA
- LSDA.

The focus of these quality reviews will evaluate whether the IFP has:

- benefited a range of learners meeting their individual needs
- established partnerships between colleges, schools and other providers
- provided breadth of opportunities for a wide range of learners so that they might acquire knowledge and develop skills to meet their needs as well as address community employment requirements
- promoted progression to FE and a range of vocational qualifications including MAs and NVQs
- increased post-16 stay on rates
- met the national objectives of the programme

Features that will be assessed under the Ofsted IFP reviews include:

- What is being achieved across the partnership?
- Is the partnership working well?
- If the partnership is working well, how?
- Has the partnership identified its own development needs and if so, what are they?
- Are there any significant concerns about the partnership that are not being addressed?
- How successful are work placements and are they meeting the needs of all parties?
- How effective is the induction programme, including Health and Safety?
- How effective is teaching and learning?
- Is learning effectively and efficiently monitored by appropriate methods?
- Are resources meeting the needs of learners and the curriculum?
- How are employers involved in the partnership?
- How effective are the logistical arrangements of the partnership working, for example, timetabling and transport?
- How effective is the partnership meeting the national targets/objectives?
- Are progression opportunities well planned?

Examination body quality requirements:

i) Examination bodies have produced a range of quality monitoring documents available on their respective websites. Examples of these include a full range of documentation to support the new GCSEs including assessment mark sheets, assessment feedback sheets and internal moderation forms. If your institution decides to customise these standard documents, you must ensure they remain fit for purpose and meet the examination body requirements. It is good practice to compile in-house quality assurance monitoring documentation that has a dual purpose, for example, meeting the needs of both Ofsted and the awarding body requirements, to reduce the amount of paperwork.

■ Teaching and learning

i) Whether provision you are offering is being inspected as part of a college post-16 inspection or an area-wide or 14-19 Inspection, the quality criteria for an effective teaching and learning session will be the same (see CIF).

Examination body web sites

edexcel.org.uk
ocr.org.uk
aqa.org.uk

Cross Reference
Topic 3e

Cross Reference
Appendix 3e

- Are young people learning as a result of the session?
- Are weaker learners supported and able learners challenged to reach their full potential?
- Are all learners engaged and involved in meaningful activity for the duration of the learning session?
- Are assignments/tasks/activities fit for purpose?
- Are all learners provided with detailed, constructive and evaluative feedback which will help them progress?
- Are individual learner's needs being met?
- Is there effective monitoring of learning by appropriate methods?

Appendix to Topic 3a

Quality assurance arrangements in colleges

Appendix to Topic 3a

The focus of quality assurance arrangements in college is to check that the programme:

- Meets learners' needs
- Meets external agencies' requirements
- Ensures young people are receiving high standards of education, training and levels of support
- Informs curriculum planning and staff development strategies
- Highlights and disseminates good practice
- Identifies where provision is falling below the quality threshold so that remedial action can be undertaken to prevent further detriment to the learner
- Provides evidence on which to make judgement about the quality of provision as part of the self-assessment process and provide evidence for the SAR
- Contributes to a culture of continuous improvement.

Strategies to implement quality assurance arrangements may include:

- Observations of teaching and learning
- Reviews and evaluations of learners' work
- Review of retention and achievement
- Internal verification/moderation
- Review of assessment records
- Course file audits, covering lesson plans and schemes of work and live information on learners. such as assessment and progress records
- Examination of course reviews and evaluations and of development plans
- Tutorial records
- Schedules of one-to-one tutorials
- Individual learning plans
- Learners' perception surveys.

Topic 3b

Health and Safety
at Work Act, 1974
Disability Discrimination
Act 2002, part 4
(Code of Practice
Post-16 Code:
COPP16 - July, 2002)
Cross Reference
Topic 1d

Induction of learners**■ Legal/statutory requirements**

i) Colleges will need to ensure that young learners and the school are made aware of general standards of safety to which all young learners and College students must adhere.

ii) Educational establishments should be aware of the legal requirement of the *Disability Discrimination Act, 1995* (as amended by the *Special Educational Needs and Disability Act, 2001*) part 4 (and the *Code of Practice Post 16 COPP16 – July 2002*). The legal requirement of the DDA is that schools and colleges must not subject students with disabilities to less favourable treatment and must make reasonable adjustments to overcome disadvantages caused by the disability. The college and school should also bear in mind their respective obligations to have a race relations policy and monitor its impact on the admission and progress of learners.

■ Management & CPD

i) It is essential for young people to undertake an induction programme covering all aspects of the college experience' including:

- Health and safety policy and procedures of the college, for example, the fire procedure
- Health and safety pertaining to a particular department, for example the construction workshop and its specialist equipment'
- Young learners' handbook
- College services, such as the IT facilities, the library and student services and such services and facilities that they may or may not be able to access through the student union
- Systems and procedures of the college
- Equal opportunities policy
- Learner agreement
- Code of conduct
- Course specifications, assessment styles and deadlines.

■ Teaching and learning

i) Colleges are advised to check that the induction and preparation of young learners in school includes:-

- Assessment styles used on vocational and WRL courses
- Safe travel to college
- Familiarity with new environments, visits and routines
- Generic information on health and safety in the work place and recognition of risk
- Behaviour in the work place
- Development of a portfolio.

ii) Where several schools in the partnership are working together to a common timetable, team building activities can be arranged so that young learners can get to know each other before the college course begins.

Appendix to Topic 3b

**A Checklist drawn from good practice
to support the development of
induction programmes for young learners**

Appendix to Topic 3b

Guidelines from practice on induction programmes for young learners

Induction programmes work best when they are:

- staggered over a longer period
- interesting and fun
- imaginative and creative and include activities such as treasure trails to help the learners get to know their new environment
- introduce health and safety in the form of a quiz.

In addition, induction programmes provide opportunities for learners to:

- reflect on their past achievements
- get to know their peers and begin to build peer support networks
- familiarise themselves with their environment
- be issued with their timetable and have it explained
- enrol and be issued with identification and library cards
- be issued with personal protective equipment (PPE) such as overalls for engineering learners and appropriate uniforms for catering learners and hair and beauty learners
- meet key staff on the programme including:
 - o personal tutor
 - o course/subject tutors
 - o connexions staff
 - o learning mentors
 - o learning resource staff
 - o counsellor
- discuss and negotiate on a one-to-one basis Individual Learning Plans with their personal tutor
- discuss their rights and also their responsibilities
- undertake initial assessment/identification of need assessment
- meet learning support assistants, if applicable
- change course if their initial choice is not for them.

Induction programmes do not work when they:

- overload the young person with information
- present policies using inappropriate language and format
- are boring
- are crammed into too short a period of time.

Topic 3c

Promoting a relationship between the college programme and the school curriculum

■ Legal/statutory requirements

i) The curriculum being followed with young learners of compulsory school age must meet the Key Stage 4 statutory requirements and qualifications used must be approved by the Secretary of State under Section 96 of the *Learning and Skills Act, 2000*.

ii) Where a college course does not lead to a qualification; health and safety issues must still be taken into account and the activities required of the learner must conform to what is appropriate to age, maturity and experience of the learner. A good guide is to limit activity to what would be done on an approved level 1 qualification in the same sector.

■ Management and CPD

Management

i) The aim of developing a collaborative and complementary approach to the experience of the young learner at college and at school is to exploit in school the motivating experience of stimulating college-based activities.

ii) Reinforcing out-of-school learning in school will have an impact on overall progress which will benefit both college and school.

iii) When young learners see that their college experience is valued in school, and that the skills learnt there can contribute to success in other subjects then motivation and self-esteem can be enhanced. College staff can help to achieve this by encouraging school staff to enable young learners to discuss and record their achievements at college.

iv) College programmes of study need to be shared with school staff with a time plan indicating when topics are covered so that the schools can plan activities in school to support and complement the college based learning such as;

- Linking the teaching for the Foundation Food Hygiene Certificate to relevant units of the NVQ in catering
- Raising young learners' understanding of health and safety in the work place through the Foundation Certificate in Health & Safety. This should also encourage young learners to recognise the transferability of this awareness and make the connection with health and safety at school

CPD

i) Colleges can offer school staff a CPD event explaining how the assessment operates on a particular course and what evidence is gathered for a portfolio. This will enable school staff to help young learners in portfolio building and to practice communication skills that will enable the young learner to respond confidently to oral assessment questions.

ii) College staff can help school staff to understand the NVQ approach to competence based learning and assessment.

iii) A joint CPD event can be offered focusing on the use of the Progress File as a valuable tool that can be used to log skill development and encourage young

TKIT Section E

<http://www.qca.org.uk/ca/14-19/14-16/>

learners to reflect on their achievement. A joint approach promoting and valuing the Progress File in both college and school will support this, particularly if it is regularly used within tutorial support systems in both institutions.

iv) English and maths teachers can be encouraged to visit vocational areas such as catering or construction to provide a context for maths and English activities in school.

v) Joint CPD sessions can highlight opportunities for PSHE, careers, and IT curricula to contribute to skills development. Both school and college staff need to recognise where aspects of the school's curriculum are present in applied forms in the college e.g. chemistry in hairdressing, or physics in construction.

■ Teaching and learning

i) College staff can work with school staff to ensure that the learning materials used in college are appropriate for young learners' abilities and experience and that they recognise and apply the concept of preferred learning styles.

ii) Vocational sectors can become vehicles for learning in the school curriculum through the development of activities such as

- The development of CVs or job applications in PSHE for a particular sector.
- Writing school-based activities that use the applied context of a sector to demonstrate a particular theoretical aspect
- Producing Key Skills activities for a vocational sector.

iii) When this type of activity described above is taking place between a school and college then both school and college staff need to inform each other about the classroom material they are using to avoid duplication.

Cross Reference
Topic 3h

Topic: 3d

Day-to-day communication and reporting

■ Legal/statutory requirements:

i) Schools have a legal requirement to keep a check on the attendance of young learners of compulsory school age. It is therefore essential for colleges to agree a procedure for the school to report absence to the college and for the college to report absence to the school.

■ Management and CPD

Management

i) Effective communication is the key to harmonious working relationships, successful day-to-day management and organisational administration.

ii) It is therefore important to ensure that in a partnership:

- There is an agreed and clear communication strategy which applies to planning, implementation and day-to-day management and review
- Channels and forms of communication are agreed that are practical and are not dependent on paper-driven systems and procedures
- Effective methods of exchanging information are agreed between partners.
- Copies of information are only sent to those who need to know
- Information communicated from individual to individual, or from organisation to organisation, is sent on time for it to be effective.

Reporting:

i) It is important to agree reporting mechanisms at the planning stage of the partnership. The partnership protocol on sharing information should cover how often and when reports will be produced and who the recipients will be.

ii) Most routine matters concerning the young learner require communication between the college and school, but sometimes other agencies will be involved. The partnership should be clear about defining appropriate named contacts and their role e.g. subject or personal tutor, 14-16 coordinator. Relevant personnel in other agencies could include Connexions personal advisers, social workers or the Youth Offending Team (YOT).

iii) Standard topics of information that need to be shared include:

- Behaviour reports
- Attendance, absence and punctuality reports
- Progress reports (Including meeting deadlines)
- Outcomes from tutorial reviews.

iv) Procedures will have been agreed among partnership members recognising which of the above require urgent communication e.g. absence reports or notification of behaviour incidents and which can be covered through planned regular review meetings. The urgent communication should be made through a system that is simple and instant (e.g., through the use of NCR (no carbon required) report slips, and faxed absence lists.)

v) Where a young learner has been working closely with a Connexions personal adviser (PA) it is important to keep the PA informed of both concern and matters for celebration.

- vi) Opportunities for celebrating young learners' successes should be taken up in, for example, newsletters, articles and photographs in the local press, open evenings, letters to parents, schools and college awards evenings.
- vii) Displays of young learners' work at open evenings can be a positive form of communication. Good practice suggests that retaining, with learners' permission, samples of work provides an excellent resource for the open evenings the following year.
- viii) College and school reviews and college tutorial and target setting reviews provide opportunities for the communication of essential information.
- ix) An annual or termly review or report can be made generally and at an individual level through a report to school and parents.
- x) Occasionally, in the case of particular difficulties, an extraordinary meeting can be arranged between college and school tutors and coordinators.

■ **Teaching and learning:**

There are no teaching and learning requirements.

Topic 3e

Course delivery & classroom management

Teaching and learning, assessment and promoting positive behaviour

■ Legal/statutory requirements

Ref DDA 2002 Part 4

i) Educational establishments should be aware of the legal requirement of the *Disability and Discrimination Act, 1995* (as amended by the *Special Educational Needs and Disability Act' 2001*) part 4 (and the *Code of Practice Post 16 COPP16 – July 2002*). The legal requirement of the DDA is that schools and colleges must not subject students with disabilities to less favourable treatment and must make reasonable adjustments to overcome disadvantages caused by the disability. The college and school should also bear in mind their respective obligations to have a race relations policy and monitor its impact on the admission and progress of learners.

ii) Colleges will need to make arrangements to convey to the school the results of any qualifications taken through the college on the day that the results are notified so that schools can include where necessary the data in their performance tables.

■ Management and CPD

Management

Not applicable

CPD

i) A CPD programme for the partnership should include events on teaching and learning, assessment and the promotion of positive behaviour. The programme should include non-teaching support staff from the college.

ii) In looking at teaching and learning college staff will need access to CPD events on how to work more effectively with young learners of differing abilities.

iii) As regards assessment, colleges and school will need to work together to ensure that young learners are enrolled on courses leading to qualifications at the right level. To achieve this a joint INSET day can be provided during which:

- School staff provide a presentation explaining KS3 SATs, CATs scores and other methods that schools use to identify pupils' achievement potential.
- College staff provide a presentation about vocational courses' learning styles, content and assessment

iv) To enable all college staff to become familiar with ways of responding to young learners in college to promote positive behaviour a whole college staff CPD event followed by on-going support meetings can be planned.

v) Non-teaching staff should be included in the information sessions about the partnership and be aware of staff handbooks and other support materials on protocols and policies and whom to contact in case of difficulty.

■ Teaching and learning

i) As with all teaching and learning in colleges, the better the quality of teaching and training the more likely it is that learners will learn effectively and achieve their desired outcomes. While there are features of good practice that apply to all learning contexts there are perhaps additional features that apply particularly to

Good Teaching
and Learning:
a handy checklist for
teachers and observers
www.s4s.org.uk/qualitypacks

young learners. The following, based on inspectors' observations, offers guidelines on effective teaching and learning for young learners.

How learning happens

- i) Learning does not happen by chance; learning needs to be planned in advance, and developed during the learning session through appropriate activities and the right balance of correction and encouragement.
- ii) Common traps for teachers new to teaching young learners include mistaking activities that keep young learners occupied for learning, and using didactic teaching methods to control young learners rather than to stimulate learning. This often results in dull and uninspiring sessions, which can lead to inappropriate behaviour by young learners.
- iii) As for all learning, young learners need to understand what has been taught and remember the lessons learnt. Rather than learning being done to them, young learners need to participate in their own learning.
- iv) The teacher's role is to help them make sense of information, put it in to a context, and encourage understanding. To promote understanding, the lecturer should challenge young learners to think, for without thinking the young learner will not understand and learning will be minimal. It has been observed that it is when young learners are not stimulated and are discouraged from thinking for themselves that they become bored and disruptive. The hallmark of a poor session is when limited learning takes place and the teacher is unaware what actual learning has occurred on the part of individual young people.

Setting the learning goals

- i) Lecturers need to be clear about the learning goals or outcomes for each session and communicate them clearly to the group at the beginning of the session, checking they are understood. Learning is a shared process and young learners need to be given joint responsibility for helping to achieve those goals. The learning goals ideally form a checklist for reviewing learning throughout and at the conclusion of the session.
- ii) When it is evident to young learners that they are achieving their goals, it promotes self-confidence, helps build self-esteem and encourages the learner to take an active part in the session, thus minimising inappropriate behaviour. Lecturers should remember that the objective is for young learners to leave sessions with improved knowledge, greater understanding, and the ability to do something they could not do before. If this has been achieved, the teaching and learning will have been right, young learners will have been made to think and thereby stimulated, their needs will have been met and inappropriate behaviour will have been minimised.

Activities

- i) When deciding on activities to be included in a session, teachers are advised to take into account learners' prior knowledge, and preferred learning styles and consider how the activity will help young learners to learn. Activities should be selected which facilitate learning and help achieve the learning goals. A variety of activities need to be included within each session catering for each learning style and ensuring that there is something for everyone within each session. Tasks need to be appropriately explained so that the requirements are clearly articulated to all learners and related teaching and learning materials need to be fit for purpose and appropriate to meet individual learner needs. On conclusion of an activity, thorough de-briefing should take place by the lecturer to ensure learning is maximised.
- ii) Good practice activities observed in vocational programmes include:

Cross Reference
Appendix A 3e

- Vocationally based tasks and assignments which are realistic and supported by effective links with local industry/business:
- Media students/young learners who are writing a feature for the local newspaper to be featured in an edition of the newspaper, with accompanying photograph
- Art and design young learners/students who are designing the logo for the local football team to be featured on their shirts
- Travel and tourism /students/young learners undertaking tasks in conjunction with a local travel agent
- Health and social care students/young learners undertaking a research project commissioned by a local crèche or residential home.

Differentiation

Cross Reference
Topic 3e Appendix B

i) College staff will need to adapt their material and teaching strategies to take account of the age and experience of young learners. Teaching and learning sessions need to be planned around a recognition that learners differ in many ways and a "differentiated" approach to planning the session will help all learners achieve their potential.

Individual learners in a group may vary in their:

- Preferred learning style
- Listening skills
- Ability to co-operate
- The amount and quality of homework they can do
- The amount and quality of work they complete in class
- Ability and learning speed
- Prior learning

Cross Reference
Appendix B

For more information see section B of the appendix to Topic 3e which explains how differentiation can be achieved by task, outcome and time allowance.

Learning styles

i) A learning style is the way a learner tries to learn. We approach learning, experience learning and utilise the information we are presented with in different ways. The brain has a right side and left side which allows us to do different things. People's preferred learning style depends on which side of their brain they use most. Information about young learners' preferred learning styles can be used to promote effective learning and inform lesson planning. It can also contribute to the development of an individual learning plan.

ii) For more information see section c of the appendix to Topic 3e which provides more details on how teachers can use different learning styles to inform their planning.

Assessment

i) The assessment methodology used in vocational courses can be unfamiliar to many school staff. When this has been explained teachers can help prepare young learners for assessment. This can involve, for example, developing communication skills in preparation for oral assessments.

ii) The partnership will need to agree on the extent to which schools will support young learners in collecting evidence for portfolios and ensuring they meet the deadlines agreed.

iii) The partnership will need to build in a self-assessment system whereby learners judge how well they have achieved against the assessment criteria. This will promote an ownership of the process, improve learner participation and promote progress.

Cross Reference
Appendix D

Promoting positive behaviour

i) Some college staff who are not used to working with 14-16 year old learners find negative and inappropriate behaviour can be a barrier to learning. If the teaching and learning are right then inappropriate behaviour can be minimised and learning maximised. Developing effective classroom management strategies can support teaching and learning and also lead to the avoidance of inappropriate behaviour.

Appendix to Topic 3e

Section A Good practice in teaching and learning

Section B Differentiation

Section C Teaching and learning styles

Section D Classroom management and promoting positive behaviour

Section A of appendix to Topic 3e**Good practice in teaching and learning**

- i) The session must begin on time, ideally with all learners present at the start of the session.
- ii) The learning goals should be clearly explained to learners at the outset, with the teacher checking to ensure that all learners understand the learning goals. Linkage to previous learning needs is good practice as is explicit reference to the syllabus/units of assessment to emphasise the relevance of the session.
- iii) The content of each session needs to be fit for purpose in terms of accuracy and relevance with appropriate pace and level. The teacher should display their in-depth subject knowledge appropriate and consistent with effective teaching, training and assessment of the course and where appropriate, demonstrating up-to-date commercial understanding. It is imperative that teaching materials used do not militate against the promotion of equal opportunities. Teaching materials need to ensure access to learning and achievement for all learners.
- iv) A teacher who is in command of a subject will demonstrate enthusiasm, confidence, warmth and creativity. Good rapport and professional relationships promoting learning are an integral part of good sessions where mutual respect is in evidence.
- v) The well planned learning session should include a variety of exercises and activities appropriate to the subject, course and the group, underpinned by initial assessment and young peoples' preferred learning styles. Methods and styles of teaching need to be appropriate to help achieve the learning goals of the session.
- vi) The environment created by the teacher must facilitate learning for all young people in the group, supporting weaker learners and challenging more able learners.
- vii) The work young people are required to undertake must be set at an appropriate level. If questioning is used to check learning, the questioning technique needs to be well developed and question distribution appropriate. A confident teacher will encourage the learners to ask questions, and provide explanations which individuals can clearly understand. A well planned teacher will pose questions clearly and logically and use learners' contributions well to promote interaction and ultimately learning. All learners need to be actively involved and contributing to the learning experience.
- viii) Appropriate oral and written feedback should be provided in a supportive and constructive manner. Feedback needs to be detailed enough to be useful to the learner; it needs to be evaluative and where necessary, provide advice and guidance on how to improve. Feedback is one of the teachers most effective tools and needs to be put to good use at every opportunity. There must be a good balance of correction and encouragement to promote learning.
- ix) The session must be planned for so that it meets the needs and interests of learners. Learners must be well supported to ensure they achieve their learning goals. Able learners needs to be stimulated and challenged so that they reach their full potential.
- x) The teacher needs to be able to adapt approaches to suit the evolving situation and individual learners' needs, while providing guidance on self-development.
- xi) There was a time when teachers and learners were the only people present in a learning environment. With the widening participation and inclusive learning agendas being addressed by educational organisations, there is increased use of

support staff to facilitate learning such as learning support assistants (LSAs), scribes, signers, basic skills support and personal carers. LSAs and other support colleagues need to be appropriately briefed by the teacher, and efficiently deployed to promote effective learning for all young people. Professional relationships between the teacher and LSA need to be established and maintained to create an effective working environment for all. The regular and thorough checking of learning by appropriate methods must undertaken throughout the session, and at its conclusion, demonstrating to the teacher and individual learners that learning has taken place.

Section B of appendix to Topic 3e

Differentiation

- Differentiation means recognising that each learner in your class differs from the others in many ways.
- *There is a wide variation within any group of learners in their:
 - Listening skills
 - Presentation skills
 - Ability to be cooperative
- Plan learning activities based on diagnostic test results, past achievements and preferred learning style
- Differentiation can be approached by:
 - Task
 - Outcome
 - Time allowance
- Remember to check readability levels of teaching and learning materials.

Section C of appendix to Topic 3e

Teaching and learning styles

Introduction

A learning style is the way a person tries to learn. We approach learning, experience learning and utilise the information we are presented with in different ways. The brain has a right side and left side which allows us to do different things. Some people use one side of their brain more than others. Some people learn best by seeing, or hearing or doing.

- ❑ **The left side of our brain allows us to use:**
 - Words and language
 - Numbers
 - Logic
 - Sequencing
 - Writing
 - Reading
 - Mathematics
 - Detail
- ❑ **The right side of our brain allows us to use:**

- Creativity
 - Visualisation
 - Pattern
 - Pictures
 - Spatial awareness
 - Music and rhythm
- **Our brain processes information in three different ways:**
- Visual
 - Auditory
 - Kinaesthetic
- **Some people learn best when they see:**
- Pictures
 - Diagrams
 - Moving Images
 - Colour.

The visual learning style

- 29% of the population learn best by storing images in the right side of their brain
- **When producing teaching and learning material for visual learners make sure you use:**
- Pictures
 - Mind maps
 - Computers
 - Diagrams
 - Flowcharts
 - Key words
 - Television extracts
 - Video clips
- **When producing teaching and learning material for visual learners make sure you use:**
- Colour which will help the brain remember
 - Different colours on diagrams to denote different things
 - Highlighter pens on written notes
 - Information in bullet point format or key words.

The auditory learning style

- Some of us learn better through hearing sounds and voices
 - 34% of the population prefers to learn by storing sounds in their brain
- **When compiling teaching and learning material for auditory learners:**
- Organise group work - paired activities where work is discussed and learners help each other to understand
 - Make audio tape-recordings instead of giving notes/handouts
 - Play music when learners study
 - Repeat work-out load
 - Use CD-ROMs and computer programmes

The kinaesthetic learning style

- 37% of the population prefer to learn by movement or touch
 - Some of learners favourite teaching and learning sessions are when teachers demonstrate a skill, followed by a practical task where the young person can undertake a practical activity - feeling and touching and practicing their skills
- **When compiling teaching and learning sessions which include kinaesthetic learners:**
- Design tasks which require learners to touch and feel
 - Include practical tasks
 - Allow learners to use computers
 - Introduce 'brain gym' exercises
 - Allow learners to stand-up and stretch every twenty minutes

Ref: *Mind Your Head! Get to know your Brain and How to Learn* by Heather Thompson and Sean Maguire
ISBN: 1 85266 087 2

Identifying a young person's preferred learning styles is only half the story. It is what is done with this information that can promote learning. The data should be used to assist lesson planning. Information on a young person's preferred learning style should also be used in the compilation of an individual learning plan.

Although a proximately a third of the population has a visual learning style, a third auditory and a third kinaesthetic, evidence indicates that young people attracted to vocational learning have a kinaesthetic learning style.

Section D of appendix to Topic 3e

Classroom management and promoting positive behaviour

Creating a positive environment for all young people to learn is better than having to deal with inappropriate behaviour that occurs because the teaching and learning is not right. We assume that young people know how to learn but in fact the first step of effective teaching is to provide the learner with the tools to learning by teaching them how to learn. Identifying a young person's preferred learning style can be used by the teacher to help individuals learn better by playing to their strengths and presenting information in a format that promotes learning and ultimately achievement. When young persons can see they are learning and achieving, their self esteem is increased and inappropriate behaviour is minimised.

Approaches to classroom management

- Prevention
- Encouragement
- Consequences of inappropriate behaviour
- Repair and rebuild

These four approaches to classroom management can be used as the basis for developing strategies to promote an effective learning environment for all members of the group. Each teacher will develop strategies that suit their style of teaching. Try and incorporate the following:

Prevention:

- Set the work agenda
- Set high expectations for yourself and for learners

- Creative positive relations with learners
- Promote high self-esteem among learners
- Make clear that individuals are making progress and achieving learning goals
- Establish rights and responsibilities at the beginning
- Build rituals and routines into every session
- Scan the group and make eye contact with individual learners
- Energise and stimulate the group by changing activities and methods of work
- Value individual learners' contributions.

Encouragement:

- Create a relaxed and non-threatening environment
- Ensure there is a balance (6-1) of encouragement and correction
- Include non-verbal communication as a means of conveying encouragement to individuals
- Demonstrate that all young people can achieve
- Create an environment where individuals feel able to ask for help
- Support weaker learners
- Challenge able learners.

Consequences of inappropriate behaviour:

- When defining rights and responsibilities, it is important to discuss the consequences of inappropriate behaviour
- Distinguish between a consequence and a punishment - a consequence should offer a learning opportunity for the young person
- Explain to the group that they have a choice whether or not to fulfil the agreed responsibility
- Communicate to learners that it is their choice to engage in inappropriate behaviour, not your fault that there have been consequences
- Be firm, fair and consistent.

Repair and rebuild:

- Continual correction will adversely affect the professional relationship
- It will also damage the self-esteem of individual learners.
- Professional relationships need to be rebuilt as soon as possible
- It is our responsibility as teachers to rebuild relationships because it is our job as professionals and adults to maintain a healthy working atmosphere
- Recognise improved behaviour on the part of the individual
- Kind words can bring many benefits and cost nothing.

Topic 3f

Motivating, supporting and celebrating achievement and developing self-esteem

■ Legal/statutory requirements

There are no legal requirements

■ Management and CPD

Motivating and developing self-esteem

i) Senior management commitment across the partnership is seen as the key to creating an appropriate culture and lines of responsibility that promote a high status for the programme in the eyes of both the young learners and the school and college staff involved.

ii) Promoting the required image and high status should start when year 9 choices are being made. The whole partnership needs to develop and convey a sense of privilege for the young learners selected and this can be developed and maintained by actions/activities such as:

- Having the information in school option booklets at the beginning and not as the last entry
- Selection through interview
- Creating criteria for selection
- Making motivation one of the criteria
- Creating a waiting list
- Issuing the young learner a college identity card
- Celebrating the signing of the college contract.
- Involving successful role models from the college/local area or previous programmes
- Including feedback and views from local employers on the value of qualifications
- Developing a college under-16 learning policy, shared with the partnership
- Creating a team structure for under-16 provision with clear accountabilities
- Customising disciplinary procedures which recognise the need for prompt, appropriate and shared action (with school, parents/carers)
- Customised individual learning plans
- Developing a programme of staff training for all staff involved, to share ideas and experiences in order to develop a motivated team.

ii) Whilst good teaching and learning strategies are as vital to young learners as to any group of learners, good practice suggests that motivational techniques to build self-esteem and recognise and reward achievement have proved invaluable in helping young learners to value their own worth and to contemplate success. Key characteristics of such an approach include:

- Setting clear boundaries through establishing agreed rules
- Customised handbook for learners, school and parents
- Insisting on mutual respect
- Identifying named personnel to be available at known times, in a known place, to deal with crises
- Agreeing SMART targets within the context of the individual learning plan
- Regular monitoring
- Celebrating small successes such as a whole week of punctuality, regular attendance, a well-presented piece of work, an act of kindness with a customised certificate

Cross Reference
Topic 3d

- Rapid response to an area of concern
- Celebration events involving all stakeholders (the odd celebrity helps as well and most certainly the principal!)
- Progression discussed and mapped and Connexions involved in preparing for interview/work experience etc.

iii) Developing competence in new skills will contribute to an improvement in self esteem and this will be continued if the young learners achieve success in additional qualifications such as Foundation Health and Safety certificate, Food Hygiene, First Aid, as well as NVQs, BTECS and the new GCSEs

Supporting and celebrating achievement

i) Learners' achievements can be marked by various styles of celebration, including:

- College presentation events
- School awards evening
- Reports in school/colleges' news bulletins
- Displays using products made by young learners, and photographs of activities, in both schools and colleges
- Newspaper and local radio/TV articles
- Reports from college to school and home.

ii) Team-building activities at pre-induction events can enable young learners from different schools to meet each other. They can help to establish the high status and the image of the 14-16 programmes and also help prospective young learners to appreciate the importance of collaborative working. Careful planning among partners is needed to structure these events well and support is available from a number of agencies such as the Army, community police, EBP and employers. At every age level it is possible to involve older students in different aspects of the support for the young learner through arranging activities, peer mentoring, contributing to parents'/open evenings which appeal to the young learner and help build the self-esteem of the older students.

Support

i) Appropriate enrolment on the course can be assured by:

- Sound guidance and preparation in year 9
- Individual target setting and review
- School involvement in out of school experience such as observation visits by school staff
- Review meetings between school and college staff to identify barriers to learning
- Curriculum support in schools for the college programme
- Clear communication of systems for support, and setting boundaries.

■ Teaching and learning

i) Young learners can be encouraged to draw on their college experience in school activities such as presentations for communication skills assessment. Maths teachers can contribute to self-esteem by developing maths activities using the context of the workplace or vocational sector to build on the young learners experience and strengths.

CPD

Not applicable.

Topic 4a

Embedding in the mainstream of the college and school

Staff development and sharing good practice

■ Legal/statutory requirements

There are no legal requirements.

■ Management and CPD

Embedding in the mainstream of the college

i) For the provision for young learners within post-16 environments to become embedded it has to be:

- A key element in the college's role in providing a collaborative, comprehensive and broad 14-19 provision in the local area
- Viewed by the governing body, SMT and staff as a long term high status commitment adding value to the college's status in the local area
- Valued as way of improving recruitment and as a feeder courses from which young learners can progress to more advanced programmes
- Seen as a vehicle for improving attendance rates and the behaviour of the young learners involved
- An important part of the institution's course portfolio
- Valued for improving the range and nature of provision offered within each curriculum area
- An integral part of each curriculum area - if provision is a bolt-on extra, it will not be valued.

ii) The success of the embedding process will show itself in:

- Staff volunteering to become involved in new initiatives
- Key staff being appointed to take responsibility for new initiatives, for example:
14-16 coordinator, head of department for WRL, vice-principal 14-19
- The course review and evaluation process
- Minutes of course team meetings
- Collaborative CPD events
- Young learners receiving prizes as part of the college annual award ceremony
- Success story awards
- Provision advertised within the college general prospectus
- All departments/curriculum areas wanting and having a piece of the action
- Self-assessment reports (SARs)
- Ofsted inspection reports
- Overt sharing of good practice between college and schools.

Cross Reference
Topic 3d

Embedding in the mainstream of the school:

- College and school staff participating in the joint delivery of provision at the school
- Sharing of information on teaching and learning styles across the school
- Collaborative staff development events
- School-college assessment/internal moderation/verification sessions
- Some college based learning being experienced by all learners across the school (some for all, not all for some)

CPD

Sharing good practice:

See appendix 4a

i) Staff are generally willing to share good practice. However, the greatest barrier which prevents the dissemination of lessons learnt from participating in new initiatives is lack of time. It is important to implement dissemination of good practice strategies in a time effective manner

Appendix to Topic 4a

**A guide to some strategies for
disseminating good practice**

Appendix to Topic 4a

A guide to some strategies for disseminating good practice

- Pair staff up to undertake activities, such as lesson planning and compiling teaching and learning material. As well as the dissemination of good practice, useful material will be produced, possibly presented in innovative ways
- Compile assignments as a team to lighten the load and share expertise in creating materials
- Arrange team teaching activities
- Compile one page case studies highlighting good practice, benefits to learners and lessons learnt
- Organise once a month breakfast briefing sessions - for the price of a bacon bap or coffee and a croissant, staff engage in reflective practices and share ideas and alternative ways of doing things. Staff have not been caught up in the problems of the day and appreciate refreshments provided without huge investment by the provider
- Publish success stories in newsletters, and the methods by which they were achieved
- Publish a dedicated good practice newsletter
- Arrange for different teams to give short presentations at department meetings (make it a standard agenda item)
- Use teaching mentors
- Design good practice pages on the Intranet or e-mailed A4 good practice flyers to staff
- Organise 'Good Practice of the Month' awards
- Build good practice briefings into in-house training courses
- Organise training days where teachers/tutors can share their experiences in a structured way.

Topic 4b

Monitoring, evaluating, data collecting, tracking and progression**■ Legal/statutory requirements****Monitoring of quality**

- i) Increased Flexibility provision can be inspected by OFSTED/ ALI through school, college, area-wide post-16 and 14-19 and Connexions inspections.
- ii) Local learning and skills councils collect data on Increased Flexibility provision which contributes to the national evaluation and reporting of statistics by the national LSC.
- iii) Monitoring of health and safety: colleges should cooperate with routine monitoring visits from a competent person from the LEA or school to ensure that the young learner's activities continue to fall within health and safety requirements.

Data collection

- i) FE Colleges will need to make arrangements to convey to the school the results of any qualifications (or part qualifications) taken through the college on the day that the results are notified so that schools can include where necessary the data in their performance tables.

■ Management and CPD**Monitoring**

- i) When monitoring arrangements have been agreed by the partnership it is good practice to compile documentation to evidence the data obtained from the process.
- ii) Where the college has been involved in individual target setting with young learners there is an opportunity to monitor progress. This information can be made available to schools and parents through termly reports.
- iii) Termly review meetings between school and college staff will allow any problems arising to be discussed and for progress to be monitored

Evaluation

- i) Involvement in networks such as LSDA's regional networks can be an effective way for a college coordinator to keep up to date with practice and systems in other organisations in order to evaluate their own.
- ii) The partnership should review annually (or more frequently) at operational level and the strategic group level
 - Progress of young learners
 - Effectiveness of systems
 - Improvements to be made in process and delivery
 - Possible expansion in the number of partners
 - Funding issues.
- iii) Good practice suggests that involving the young learner in the evaluation process provides a valuable insight which can support the development and improvement of the programme.
- iv) This activity should lead to the identification of any changes needed and a planning timetable for the next year.

Tracking

- i) Data on young learner's achievement of NVQs, NVQ units and GCSEs can be collected and a useful value-added analysis can be made of learners' overall achievement against predictions from Key Stage 3 SATS information which schools can provide on an individual pupil basis. Where

partnerships have agreed on a common format for data collection comparison can then be made across an area and trends identified. Post code information should be studied so that the impact of college programmes on young learners in areas of deprivation can be researched.

Progression and tracking

i) Colleges will want to investigate what can be learned about young learners' attitudes to progression to post-17 education, training or employment with training, as well as later progression to HE.

ii) Research activities could include interviews with young learners in a target college link group and a matched group not attending college before, during and at the end of the college programme to gather information on whether attitudes to post-16 education and training were affected by the college experience and could record the impact on self-esteem and the achievement of qualifications.

iii) Tracking individual young learner choice of post-16 programmes compared with the KS4 college provision would indicate the extent to which young learners continue in the same vocational sector and whether a KS4 introduction to a vocational qualification in a particular sector had an impact on long term achievement and employment. Similar research activities set in the context of college provision of academic courses for KS4 learners could also provide useful information on long-term achievement and also participation.

CPD

Not applicable.

■ Teaching and learning

There are no teaching and learning implications.