

Northumberland 14-19 Strategy
and
Delivery Plan

Final Version - March 2008

1. Introduction and Context

1.1. The national context for 14-19

In 2006 **The 14-19 Implementation Plan** was launched by the then DfES setting out a national vision and entitlement for 14-19 including the introduction of 14 Diploma lines and an apprenticeship entitlement to be made accessible locally to all young people by 2013.

In 2007, the now DCSF, introduced further proposals for all young people to be in education and training to the age of 18 by 2015.

National developments have continued apace, setting 14-19 within broader learning and skills policies informed specifically by the 2006 Leitch Review of Skills Needs in the UK.

Two new Government Departments – the Department for Children, Schools and Families, and the Department for Innovation, Universities and Skills, are now leading the integration of the learning and skills agenda. The transfer of funding for 16-19 education and training from the LSC to Local Authorities is designed to re-focus leadership, planning and accountability at a 'local' level, with Local Authorities given the responsibility and duties to deliver for all young people aged 0-19.

In Northumberland this will lie with Northumberland Local Authority working through the Northumberland Families and Children's Trust.

At the national level, the Department for Children, Schools and Families and the Department for Innovation, Universities and Skills have worked with the Learning and Skills Council to articulate key principles for 14-19 development. They are as follows:

Principles pertinent to the 14-19 system

- It must link effectively to pre 14 and post 19 provision, providing clear progression, choice and an 'end to end view' for learners;
- It must secure delivery of the 14-19 entitlement, Apprenticeship entitlement, Raising of the Participation Age and September Guarantee in and across Local Authority boundaries;
- It must be able to target and support those Young People most in need;
- It needs to take account of the differing needs in different geographical areas, and areas should have a say in how this works for them;
- It needs to embody the principles of the Further Education Reform White Paper *Raising Skills, Improving Life Chances*, including comparable funding for comparable activity;
- It sees the Local Authority taking the overall strategic lead for the planning, commissioning and delivery of 14-19 education and training within a local area;
- It makes sure the Local Authority coordinates its activities with other Local Authorities and in relation to institutions serving two or more areas at a sub national level to enable delivery of cross border provision for young people;
- It applies a funding model based on where young people participate in learning, but also allows LAs to discharge their responsibilities under the Children Act;
- It needs to recognise the autonomy of all providers, a commitment to enable their greater self governance, and the development of the FE sector as a whole;

(Source – Machinery of Government Changes: The Way Forward. Letter from Secretaries of State, 27 November 2007.)

1.2. 14-19 Strategy in Northumberland

In July 2007 the Northumberland 14-19 Interim Strategy Group inaugurated a strategy review to refresh the strategic direction and mechanisms through which the 14-19 agenda is addressed. Following consultations with partners and two partner events, key challenges were identified and agreement reached on how the partnership should move forward.

We have worked together to shape a Northumberland 14-19 strategy and action plan based on the unique social, economic and geographical characteristics of our area.

The strategy is a live document. It sets out the principles and priorities against which action will be taken, the partnership mechanisms through which the 14-19 agenda will be delivered and the means through which we will evaluate progress and prepare plans in an annual cycle of change.

The most challenging issues arising for 14-19 in Northumberland are:

- contrasts in population concentration and dispersal between the South East and the rural North and West,
- travel to learn distances,
- the economic base of many very small employers and a large public sector share of employment, and
- low capacity in the work-based learning sector.

In 2002 partners in Northumberland established the 14+ Network to shape and facilitate 14-19 Strategy for the county. Since that time the 14-19 Action Plan and support structures have provided the mechanism through which the 14-19 agenda is facilitated and delivered.

In 2007, Northumberland Strategic Partnership provided the mechanism to launch and consult on two key documents:

Learning for Life: The 2020 Vision for Learning in Northumberland

'Learning for Life' sets out what partners think learning should be like 13 years from now. This vision is based on a multi partnership dialogue and is intended as a driver for collaboration and change in the way that learning is perceived and delivered in the county. The development of the vision involved over 1000 stakeholders representing all aspects of Northumberland interests.

Whatever it Takes: The Young People's Education, Employment and Training Strategy for Northumberland 2008-11

'Whatever it Takes' sets out how partner organisations are being challenged to work collaboratively to drive up the number of young people who are successfully engaged in Education, Employment and Training (EET). It is complemented by a checklist for partners to benchmark current working practices and plans against the strategy and to aid continuous improvement.

Given Northumberland's relative funding position linked to falling rolls, there is a need to identify value for money solutions for 14-19 delivery which will act as another driver for further collaborations between providers.

This 14-19 Strategy brings together national policy for 14-19, the 2020 Vision for Learning in Northumberland, Whatever it Takes Strategy for EET, Putting the Learner First, 14-19 Strategy review and the current 14-19 Action Plan into a refreshed strategy and delivery plan for Northumberland.

The national implementation of 14-19 entitlement requires a 14-19 Education Plan as an integral component of the statutory Children and Young People's Plan. A key outcome from the strategy will be the preparation of the Northumberland 14-19 Education Plan.

The partnership structures which support delivery of the plan will be placed within the framework of the Northumberland Strategic Partnership. NSP structures will in turn change as the processes of movement towards unitary authority status in 2009 evolves. Aligning 14-19 within NSP now will enable the structures which support the 14-19 strategy to evolve in tandem with the wider partnership structures within the County.

2. Vision - The 14-19 Northumberland Learning Entitlement

2.1. The Vision

The vision for 14-19 Learning Entitlement in Northumberland is founded on the 2020 Vision for Learning.

Our vision is that by 2020:

'All young people who live or work in Northumberland will feel part of a culture of lifelong learning, and have access to the best learning for life to help reach their full potential. Learning happens in the family, the community, the workplace and in learning venues.'

Our young people will be:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

To achieve this, all organisations involved in learning and supporting young people will be learner-centred, committed to collaborative working, and provide opportunities which excite and engage as part of a 14-19 entitlement to learning.

Partners in the county are challenged to consider their own organisation's values, priorities, ways of working, strategic direction and levels of engagement in 14-19 in adopting this vision.

The existing 14+ Network and other partners and organisations are already working towards the ambitions that this vision sets out; our challenge is to raise the game, working effectively to create greater depth and breadth to what has already been achieved.

2.2. The challenges we face

Our young people, our communities and our network of learning providers face some critical challenges (2020 Vision):

- **The increasing pace of technological change** in the knowledge economy, means we need a flexible and adaptable workforce that is ready to re-skill and retrain to keep pace with the economy's skills needs;
- **Northumberland's changing population**, resulting in fewer young people entering the workforce in the future, meaning the potential of adults in the County needs to be harnessed;
- **Closing the opportunity gap**. Learning plays an important role in providing a route out of poverty and supporting community cohesion. It also enables people to take an active part in society – for our deprived communities; lack of access to excellent learning is a barrier to prosperity.

2.3. Our promise to all young people – The Northumberland Entitlement

The 14-19 Strategy is focussed on delivering a Northumberland Entitlement for all learners 14-19.

The Northumberland 14-19 Entitlement

"We will ensure that as a young person in Northumberland aged 14-19 you will have access to and be able to successfully engage in high quality education, employment and training

opportunities and enjoyable life experiences that meet your individual learning needs and prepare you effectively for employment and adult life.”

“We will ensure you get the information, advice, guidance, support and opportunities you need to make the best of your life – and to equip you for a great future for yourself, your family and the community in which you live.”

(Adapted from 2020 Vision and Whatever It Takes, 2007)

We will need to strive together to meet the challenge of delivering this entitlement working through three increasing levels of implementation:

- The baseline aim is for every 14-19 learner to be in education, employment, or training, taking account of any special needs and requirements.
- The next level of entitlement is to ensure that every 14-19 learner is in education, employment or training available locally which leads to successful outcomes that are matched to their potential and preferences. Such provision will be of high quality, supported by effective IAG, with clear progression through learning and into work.
- The aspirational entitlement is that every 14-19 learner is enabled to access the full national 14-19 entitlement **locally** by 2013, and that their 'journey' has been guided, supported and successful.

It will be important to be clear what these terms mean in practice:

- By *local*, we recognise that for most people, this means the community they most identify with, typically their town or within easy regular travelling distance. For learners, we interpret local as being within normal acceptable travelling distance to their place of learning.
- By *match*, we mean at the level and to the pathway to which a learner aspires, and/or into the vocational sector where they see their future.

Access to this entitlement will require provision that lies within and beyond the Northumberland border.

Delivering the Northumberland Entitlement is not purely a matter of curriculum. It also requires carefully planned and funded infrastructure solutions that deliver distributed learning through technology and travel to learn with tailored provision for young people with LDD, and other vulnerable and hard to reach young people.

We recognise that a wide range of other partners and services have a key role to play in achieving this entitlement, including employers (in Northumberland public sector employers and SMEs are of particular importance), Integrated Services to Young People, the Voluntary and Community Sector, regeneration partnerships, sectoral partnerships like the Northumberland Association of Learning Providers and the Northumberland Association of Head Teachers, and most particularly our engagement with young people.

We must be inclusive and effective in engaging this wide range of partners in the delivery of the Northumberland Entitlement.

2.4. Barriers we need to overcome

In considering how we work together to deliver our aspiration for learner entitlement partners have highlighted the challenges we will need to address. These are;

Strategic Leadership – Strong and transformational strategic leadership is required to take an overview of demands and supply across all constituencies, provide a working framework and rules of engagement, join up with other strategic priorities and be collaborative and transparent.

Market Place & Structures –acknowledgement of the central role of schools and colleges in Northumberland, the increase in autonomy and competition, the need to increase involvement of work based learning, and that a diversity of delivery clusters will be needed, including cross-boundary arrangements, to meet the particular geographical challenges of the County.

Capacity – It will be important to recognise that provider organisations and some communities will not be able to deliver the 14-19 entitlement locally, employer engagement is a particular challenge, and there are capacity issues which link to this and to the delivery of work based learning and IAG.

Focus – The 14-19 agenda is more than the Diplomas, and we need to work together on the full scope of the national entitlement. Inevitably, there will be varied levels of focus, anticipated demand and urgency on Diploma developments, and a need to protect existing quality provision. These and other local priorities may skew the focus for some individual providers.

Demography & geography - delivering an entitlement in Northumberland will be a compromise, and distributed learning must be part of our solution (travel, technology etc will be key).

Northumberland's economic environment - within which the vast majority of businesses are either VSBs (Very Small Businesses) or SMEs (Small to Medium-sized Enterprises), making employer needs analysis and employer engagement on the scale required by the 14-19 entitlement a particular challenge. The dominance of the Public Sector in numbers in employment creates complex challenges and opportunities.

For all these reasons partners agree that it is crucial to work together to harness the good work already going on across Northumberland and build that into a coalition of effort to make learning fantastic in the County for every learner 14-19.

3. Values and Principles

Our aim is that by 2020, learning will be influenced by some core values which will bind the culture of individuals and organisations.

Three key themes are identified:

- The value of lifelong learning to the community
- The importance of shared ownership and collaboration
- The need for learning to be much more than schooling

3.1 Golden Thread

The overarching value, the golden thread on which this strategy is founded is that meeting **the needs of all our young people must drive this strategy, define our priorities and shape what we do.**

3.2 Values

We have chosen our values to explain what we mean by lifelong learning, define the behaviours and provide the touchstones which guide our strategic journey:

- Learning is lifelong and valued by all sections of the community

- Learning is not only schooling, learning is 24 / 7 and every moment is a learning opportunity
- All learning is valued and is measured by personal outcomes alongside attainment and qualifications
- The learning system is part of and accessible to the whole community
- Learning is a fundamental part of ensuring well being
- Learning is flexible, rewarding, enjoyable, active and personalised
- Learning is owned by the learner but is a shared responsibility between the individual, family, community, employers and 'learning providers'
- Learning is based on collaboration, respect, equality and mutual understanding
- Learning is celebrated

Our aim is that by 2020, partners, communities, employers and individuals will be working together successfully to make Learning for Life a reality.

(Source 2020 Vision, 2007)

3.3 Principles

Partners are keen to work within a framework of guiding principles which will enable the smooth and transparent delivery of 14-19 strategy. The national principles set out in the opening section of this document clearly apply, but partners see the following as critical to effective collaborative working:

- 14-19 strategy and deployment of resources will be driven throughout by the needs of the learner
- The development of provision will be based on sound intelligence of learner needs and perspectives and the economic priorities for Northumberland
- Partners and consortia will be focussed on delivering results, skills, progression and quality
- Commissioning processes will be driven by strategic priorities and be transparent to all
- The strategy will be delivered locally to the shared values set out here
- Collective responsibility will acknowledge and balance local competition and self determination
- All partners will be accorded equal respect, irrespective of size or sector
- Collaborative developments will build and operate on trust, and will be carried out through active and open dialogue to promote improvement and highlight and mediate issues
- Conflicts of interest will be openly acknowledged and partners will act with sensitivity in addressing them

These principles will be re-affirmed and if necessary reviewed by the Northumberland 14-19 Forum as part of the regular review and evaluation process.

4. Strategy, priorities and actions

Our strategy is based on delivery through five interrelated themes

- (i) Developing a high quality contemporary curriculum for all 14-19 learners** which fulfils the national 14-19 entitlement and which meets the aspirations set out in the 2020 Vision for Northumberland, and in which the needs of learners come first.

What we will do:

- We will establish partnership mechanisms to address curriculum modelling and development including supporting the full roll-out of Diploma lines, the apprenticeship entitlement and the foundation learning tier strand.
- We will establish mechanisms to align curriculum modelling and development to Northumberland's employment and economic regeneration realities and priorities,

integrating employer involvement and engagement into the development processes.

- The **priorities for action in 2008** are:
 - auditing and mapping existing facilities and provision within the county
 - building an updated curriculum roll-out strategy
 - establishing the connectivity with the pre-14 and post-19 curriculum,
 - establishing effective mechanisms for involving employers in 14-19 curriculum strategy
 - coordinating the development of diplomas and apprenticeship provision across the county,
 - specifying the nature and level of support to future Diploma and other curriculum developments in 14-19.

(ii) Forging the link between information, advice and guidance, the learning we offer and the employment opportunities for learners.

What we will do:

- We will act to underpin curriculum provision and the progression from learning and work with coordinated IAG, employer engagement and pathways to employment
- Tailored provision will be provided to support those who are NEET or at risk of becoming NEET and for those who have particular needs including LLDD, young people in care, young people with health and mental health problems and teenage parents through the delivery of *Whatever it Takes*.
- The **priorities for 2008** are to:
 - audit and facilitate the local availability of IAG
 - strengthen tracking and monitoring of learners through their progression
 - maintain and develop the Northumberland 14-19 prospectus
 - identify the mechanisms to support active engagement of employers at the local level and articulate plans for employer engagement and enterprise support at the county level. In Northumberland, Public sector employers have a key role to play in providing WRL opportunities. Raising the level of active employer engagement will require coordinating the work of the additional employer engagement providing resources to support networking, identifying and strengthening examples of effective pathways from learning into work, and strategic coordination to determine needs, showing where the gaps are and how provision should be developed to meet the economic priorities for the county.

(iii) Developing the infrastructure which supports access, facilitating practical and financial solutions that enable learners to access a wider range of learning more easily.

What we will do:

- Baselines for accessing the Northumberland Entitlement will be established. Issues of access to entitlement to learning in Northumberland will be prioritised, addressed and resolved. Arrangements for common timetabling, travel and funding will be developed to enable access to enable students to access provision in providers other than their home school.
- The **priorities for 2008** are:
 - establishing the baselines for delivering entitlement
 - developing arrangements for common timetabling to support delivery of the entitlement
 - developing exemplar transport solutions including innovations such as the Northumberland College Bus and independent travel initiatives
 - investment in and use of technology to support distributed learning solutions

- working with employers to improve access to work placement, apprenticeships and employment
- clarifying roles and accountability in relation to young people who draw on multiple providers
- developing stronger links with the Voluntary and Community Sector, and
- setting out the funding mechanisms and protocols which will enable learners to easily access learning in and outside of the county.

(iv) Building the capacity and capability across the 14-19 system to deliver the learner entitlement and raise learner aspirations.

What we will do:

- We will take action to ensure that employers, teachers, trainers, other staff and relevant adults understand the role and contribution they play in enabling young people to move between learning and work; improving their ability to engage reluctant learners and to raise learner aspirations; in creating effective extended learning contexts, and enhance their skills in partnership and multi-organisation leadership and working.
- We will prepare a plan for co-ordinated workforce development across the system and between partners to ensure that young people can achieve and progress with ease.
- The **priorities for 2008** are:
 - workforce development solutions that support teaching and learning for a high quality contemporary vocational curriculum
 - leadership development that links provider and consortia provision to economic regeneration priorities
 - employer recruitment and development of young people, and
 - building the capacity and capability of partners to develop multi-organisation solutions that help young people make the transition to work or higher learning.

(v) Evolving the 14+ Network to focus on 14-19, becoming a part of the Northumberland Strategic Partnership with structures and protocols which facilitate distributed leadership and effective structures for partnership working so that strategy and delivery of 14-19 Entitlement is strengthened and the focus on learners' needs is always central to the strategy.

What we will do:

- A tight strategic group will be established. This will consist of LSC, LA and NSP with representation from schools, including special schools, FE, WBL, Integrated Services for Young People, and the Community and Voluntary Sector. It will be supported by a dedicated and effective 14-19 Team to take forward and facilitate rapid development. Whilst the statutory accountability for Northumberland's 14-19 education plan rests with the Local Authority, the 14-19 Strategy Group will be responsible for consensual leadership of the 14-19 plan and representation of the area and constituency interests of the partners. The scale of the group will be small enough to act effectively, yet represent the constituencies adequately
- A 14-19 Forum will be established as one of a number of mechanisms to ensure inclusivity
- The NSP will work with the 14-19 Strategy Group to scope and then implement a transparent process for securing and funding 14-19 activity, including developing the infrastructure and managing assets.
- Mechanisms to gather the views of learners will be developed to ensure that learners and employers have a voice and that their needs are central to the further development of the 14-19 Strategy and Plan.
- Establish an annual action plan, monitoring and evaluation framework to support implementation of the strategy, strengthening the capacity for data

sharing and analysis, capturing feedback from learners, employers and communities, developing a suite of strategy specific indicators which should include: indicators of performance, implementation, innovation and client (learner and employer) satisfaction.

- The **priorities for 2008** are to:
 - agree the key priorities and action plan to support delivery of the strategy
 - establish a credible 14-19 Team to facilitate and support delivery of the Northumberland Entitlement
 - agree the mechanisms through which NSP provides strategic underpinning for the 14-19 Strategy Group and 14-19 Forum
 - establish a transparent strategic commissioning function, within NSP, through which resource can be secured and deployed to support the priorities and key activities identified in the strategy
 - establish the working groups and partnership structures through which developmental priorities will be delivered
 - establish the monitoring and evaluation framework for the strategy with agreed success criteria and mechanisms for data gathering, analysis and sharing
 - establish effective mechanisms for the views and needs of young people and employers to be instrumental in driving the 14-19 strategy and plan.
 - determine the mechanisms, protocols and channels through which an effective two way dialogue will be maintained and good practice shared

5. How Partners work together

5.1. Structure

Developing action plans to deliver on the five themes set out above will be the launch point for preparing the required detailed 14-19 Education Plan which will be completed by September 2008.

We recognise that new structures for collaborative planning and delivery are required to secure the 14-19 entitlement. We also recognise that structures in themselves will not deliver entitlement, but if they engender trust, commit to and promote the values and principles set out above, encourage innovation, enable all relevant partners to contribute, including meaningful avenues for learners to contribute, **and as a result make good things happen**, then they will serve the needs of our learners well.

With these challenges in mind a partnership model for Northumberland has been developed which combines:

- An inclusive 14-19 Forum
- A tight and representative 14-19 Strategic Group
- Local delivery consortia where partners see the need to establish formal mechanisms for working together to deliver the Northumberland Entitlement and to match the characteristic (or area) communities in Northumberland
- Self determined, quality assured delivery by individual partners at the local level

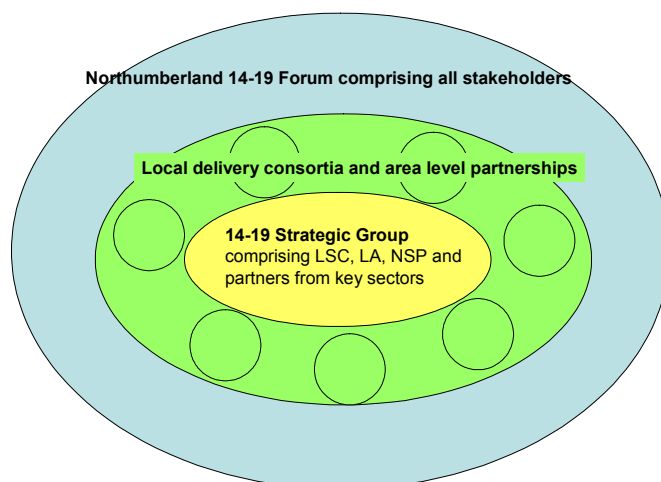


Figure 1 Northumberland Partnership model

The precise role and contribution of each component is described below.

5.2. The Northumberland 14-19 Forum comprising all stakeholders

The consultation process for the review of 14-19 strategy concluded that the 14-19 Strategy should be placed within the framework of the Northumberland Strategic Partnership and be guided by a wide group of partners reflecting all the key stakeholders – The Northumberland 14-19 Forum.

The Forum should be inclusive and will include everyone with an interest and contribution, amongst others: Schools, Further Education, Northumberland Association of Learning Providers, Voluntary and Community Sector providers, Business Link, Integrated Services for Young People, Higher Education, Employer organisations, Area Management Partnerships, communities, Local Authority, Learning and Skills Council, Northumberland Strategic Partnership and most importantly young people.

The Forum will meet twice yearly to inform strategic direction and oversee progress. It will contribute to the strategic picture for learning in Northumberland and help to ensure the delivery of a quality learning entitlement for all.

It will draw on the views of learners wherever possible to ensure that direction, progress and delivery meets their needs. The Forum will reflect, hold and apply the values and principles determined by partners which define delivery of learner entitlement and promote the behaviours which follow from them.

5.3. 14-19 Strategy Group and 14-19 Team

Delivery of the 14-19 Strategy and Northumberland Entitlement will be led by the 14-19 Strategy Group and supported by the 14-19 Team.

The role of the 14-19 Strategy Group is as follows:

- **Providing strategic leadership and direction**, The group will be responsible for overseeing the implementation of the 14-19 strategy and education plan, facilitating the identification of strategic priorities based on the needs and views of young people, communities and other stakeholders in Northumberland and linking 14-19 with NSP strategy and wider learning strategy. It has a key role in evaluating the impact of the strategy and ensuring that planning and practice is future-proofed and cohesive and that delivery of the 14-19 entitlement aligns with the guiding principles and values set out in this document.
- **Facilitating delivery, providing a strategic commissioning function** which is; founded on agreed and transparent funding principles and mechanisms; delivers targeted investment scoped to address key priorities arising from regular analyses of demand and supply across all learner constituencies; and be flexible to enable local and central improvement. It will also ensure that resources are deployed through transparent commissioning processes to meet the priorities set out in the 14-19 Plan, that mechanisms are in place to facilitate and support delivery, and that support enables local delivery consortia to offer the 14-19 entitlement to learners in Northumberland.
- **Maintaining a framework to build capacity for collaborative working**, provide guidance for setting up partnerships, coordinate emerging practice, decide and mediate for coverage, and ensure effective communication and engagement with partner constituencies (schools, work based learning, FE etc) with the wider Northumberland 14-19 Forum.
- **Ensuring engagement through effective two way communication** and active dialogue that is both collaborative and transparent. It will also work with regional and national

partners to ensure that the needs and priorities in Northumberland are recognised and responded to, influencing regional and national decision making.

- **Engaging partners in addressing county level issues** including strategies for employer engagement, coordination and delivery of independent IAG, independent gathering of views of young people, supporting the framework of diploma and apprenticeships, and crucially, engaging in active dialogue with key groups and constituencies.

Composition of the 14-19 Strategy Group

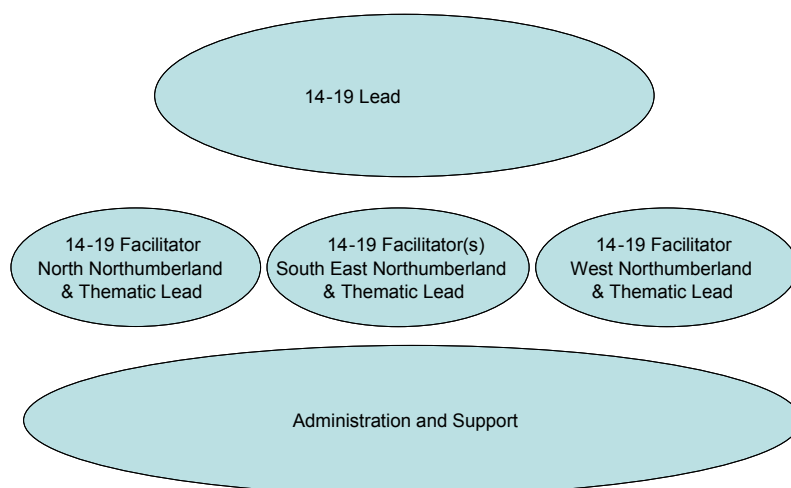
The following composition is proposed:

- Local Authority – Director of Schools and Family Support
- Learning and Skills Council – Northumberland Partnership Director
- Northumberland Strategic Partnership – Executive Director
- Northumberland Integrated Services for Young People – Head of Service
- Northumberland College – Principal
- Northumberland Association of Learning Providers (1 representative)
- Head Teacher Representative from each of the three Northumberland characteristic (or area) communities (3 representatives)
- Special School Head Teacher (1 representative)
- Lead Member for Children’s Services
- Voluntary and Community Sector network (1 representative)
- 14-19 Lead

The 14-19 Strategy Group will co-opt others as required including a representative of the Connexions Service.

14-19 Team

The resource for a 14-19 Team to support delivery of the Northumberland Entitlement will be funded jointly by the Local Authority, Northumberland College and Schools. The team structure will be as follows:



5.4. Local and Area Consortia

The Northumberland context is one of considerable diversity, and no uniform pattern of area-based structures will meet the different needs of localities. The County's educational landscape is changing significantly, including developments such as Trusts/Federations, academies, new delivery partnerships, and reorganisation through **Putting the Learner First**. A mixed economy of local arrangements is necessary to create an adequate suite of delivery consortia.

It is expected however that area structures, management and service delivery arrangements will emerge from the process of unitisation based on three characteristic (or area) communities. 14-19 Partners will need to determine the most appropriate way to engage with these area management arrangements when formed.

Local consortia will be responsible for offering and delivering the 14-19 entitlement to learners in Northumberland.

In addition to their aims of delivering successful outcomes and learning journeys, they will need to address issues of asset management, cross border working, partner roles and responsibilities, and delivery of quality.

The composition and distribution of local consortia will be to a large extent a bottom-up affair. Following consultation, the stakeholders' preferred position on this is to create a pragmatic and non-prescriptive framework, but within the values, principles and commitment to a quality entitlement for all Northumberland learners.

For some former 14+ Network partnerships, their configuration will require relatively minor adjustment to meet the increasingly specific entitlement demands, in other areas significant realignment may be needed. Provider engagement is likely to be primarily (but not wholly) at the area level, and some providers will be active in more than one delivery cluster. Delivery relationships with providers outside of Northumberland will feature in some areas of the County by necessity or choice. Where gaps in provision and therefore entitlement become evident, the 14-19 Strategy Group will broker or commission existing or new consortia to fill the gaps.

5.5 Local Learning Providers

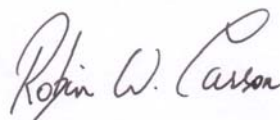
Local learning providers will be responsible for working in partnership with others within the Northumberland 14-19 Strategy, to ensure local delivery of the 14-19 entitlement and delivery of their statutory and contractual responsibilities in the area they serve.

Signed by Northumberland Interim 14-19 Strategy Group

Tony Sacco
Chair of the Interim 14-19 Strategy Group
Northumberland Partnership Director
Learning and Skills Council



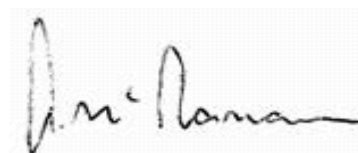
Robin Casson
Director of Schools and Family Support
Northumberland County Council



John Litherland
Executive Director
Northumberland Strategic Partnership



Austin McNamara
Chief Executive
Connexions Northumberland



Rachel Ellis-Jones
Principal
Northumberland College



John Dowler
Head Teacher
Haydon Bridge High School



Annex 1 Road Map leading to preparation of 14-19 Education Plan

The outline road map for taking the 14-19 Strategy forward in the first instance preparing the 14-19 Education Plan is as follows:

| | Dec | Jan | Feb | Mar | Apr | May | Jun | July | Aug | Sept | | | |
|--|--------|--------|-------------|--------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Strategy and Structures | | | | | | | | | | | | | |
| Draft strategy, structures and road map prepared | Yellow | | | | | | | | | | | | |
| Consultation with ISG and issue for comment | Yellow | | | | | | | | | | | | |
| Consultation event with partners | | Yellow | | | | | | | | | | | |
| Revision and final draft | | Yellow | Yellow | | | | | | | | | | |
| Evaluation structures, success criteria, information management and performance review mechanisms reviewed and further developed | | | | | | | | Yellow | Yellow | Yellow | | | |
| Annual evaluation and progress review | | | | | | | | | | | Yellow | Yellow | Yellow |
| Resources | | | | | | | | | | | | | |
| Review of available resources | Blue | | | | | | | | | | | | |
| Detailed proposals for 14-19 Team | | Blue | | | | | | | | | | | |
| 14-19 Lead Officer JD specified & recruitment initiated | | Blue | Blue | Blue | | | | | | | | | |
| Continuation of current arrangements | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Blue | | | |
| Migration of current arrangements | | | | | Blue | Blue | Blue | Blue | Blue | Blue | | | |
| Resourcing strategies developing by Exec function working with NSP | | | | | Blue | Blue | Blue | Blue | Blue | Blue | | | |
| Annual review of resource modelling and sources | | | | | | | | | | | Blue | Blue | Blue |
| Contemporary 14-19 Curriculum | | | | | | | | | | | | | |
| Diploma submissions | Green | Green | | | | | | | | | | | |
| Feedback on diploma submissions | | | | Green | Green | | | | | | | | |
| Prepare for Gateway 3 | | | | Green | Green | Green | Green | Green | Green | Green | | | |
| Plans and strategy for curriculum development to support 14-19 Entitlement prepared reviewed and revised by 14-19 SG with delivery arrangements agreed & implemented | | | Green | Green | Green | Green | Green | Green | Green | Green | | | |
| Annual review, prioritisation and plan prepared | | | | | | | | | | | Green | Green | Green |
| IAG & Employer Engagement | | | | | | | | | | | | | |
| Forward plan for IAG and Employer Engagement reviewed and revised by 14-19 SG with delivery arrangements implemented | | | Pink | Pink | Pink | Pink | Pink | Pink | Pink | Pink | | | |
| Annual review, prioritisation and plan prepared | | | | | | | | | | | Pink | Pink | Pink |
| Access | | | | | | | | | | | | | |
| Forward plan for Infrastructure and access reviewed and revised by ISG with delivery arrangements | | | Orange | Orange | Orange | Orange | Orange | Orange | Orange | Orange | | | |
| Whatever it Takes placed within framework of 14-19 strategy | | | Orange | Orange | Orange | | | | | | | | |
| Update 14-19 Prospectus | | | | | | | Orange | Orange | Orange | Orange | | | |
| Design & implement common application process | | | | | | | Orange | Orange | Orange | Orange | | | |
| Plans for infrastructure support and funding modelling reviewed and revised | | | | | | | | | | | Orange | Orange | Orange |
| Annual review, prioritisation and plan prepared | | | | | | | | | | | | | |
| 14-19 Partnership | | | | | | | | | | | | | |
| ISG revised and 14-19 Strategy Group Established within the structures of NSP | | | Purple | Purple | Purple | | | | | | | | |
| Northumberland 14-19 Partnership Event prepared and delivered | | | | | | | Purple | Purple | Purple | | | | |
| Area and consortia partnership arrangements audited and reviewed by 14-19 Strategy Group | | | Dark Purple | Purple | Purple | Purple | Purple | Purple | Purple | | | | |
| 14-19 Lead and 14-19 Team established | | | | | Purple | Purple | Purple | Purple | Purple | Purple | | | |
| Annual review, prioritisation and plan prepared | | | | | | | | | | | Purple | Purple | Purple |
| 14-19 Education Plan | | | | | | | | | | | | | |
| 14-19 Education Plan drafted and agreed based on 14-19 strategy | | | | | Light Green | Light Green | Light Green | Light Green | Light Green | Light Green | | | |
| 14-19 Education Plan implemented | | | | | | | | | | | Light Green | Light Green | Light Green |
| Annual review with 14-19 Partnership | | | | | | | | | | | Light Green | Light Green | Light Green |