



HILLINGDON
LONDON

Education & Children's Services Policy Overview Committee

14 -19 Strategy – Raising Expectations, Enabling the System to Deliver

2008/9

Members of the Committee:

Cllr Eddie Lavery (Chairman)
Cllr Judith Cooper
Cllr Peter Curling
Cllr Catherine Dann (Member of Committee from
28th January 2009)
Cllr John Hensley (Vice Chairman)
Cllr Judy Kelly (Member of Committee until
28th January 2009)
Cllr Anita MacDonald (Labour Lead)



Other Voting Representatives for Education Issues:

Anthony Little - Roman Catholic Diocesan Representative



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14 -19 Strategy – Raising Expectations, Enabling the System to Deliver

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CHAIRMAN'S FOREWORD



I am delighted to present this major review of the new 14 – 19 strategy which is set to bring both change and increased choice to the courses available to students. The vocational and applied courses will require more collaboration between schools if they are to be successful both in terms of take up by students and to increase levels of achievement. This will be particularly important for those groups who tend to under achieve at present.

Officers have already carried out much of the strategic work required for successful implementation but the key to ultimate success will be the buy in of both schools and parents. To move the agenda forward targeted and sustained publicity will be required to inform parents and students of the options available. It will then be essential that the mechanisms to both track students and to ensure course quality are robust particularly as; students may be studying for part of the week at a school / college other than their own.

On behalf of the Committee, I would like to thank the external witnesses and officers for participating in the review.

Cllr Eddie Lavery

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INTRODUCTION

1. Background and Importance

The overall aim of the changes to 14-19 education is to address some of the criticisms that the Government has faced in respect of existing qualifications; the lack of rigour felt to be inherent in GCSEs and A Levels, and the need for skills and training (in response to the Leitch Report which stressed the need for these in response to an increasingly competitive global environment). Therefore there have been changes in A Levels and GCSEs, and the introduction of new qualifications: the Diploma and Functional Skills.

The Diploma has been designed with a large input from employers. The Government stresses that this qualification is not vocational even though the principal learning is sector specific. It is hoped that it will bridge the divide between vocational and academic education. There are to be 17 Diplomas that will be introduced into the curriculum over the next 5 years.

In order to prepare the population to deal with the job market of the future, there is a need to increase levels of participation for 14-19 learners so that young people stay in learning to age 18 and beyond. This means that there need to be pathways to maximise progression for 14-19 year olds, that will encourage their attainment to level 2 and level 3.

This will be achieved by making sure that all young people have access to learning programmes that are appropriate and personalised for them, whether this is via an academic or vocational pathway, using the following educational vehicles:

- Diplomas
- Functional Skills
- Foundation Learning Tier
- Apprenticeships

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2. Future Developments

Development has started in terms of the three geographic Consortia (north, central and south) which have been formed in order to take responsibility for the Borough's 14-19 provision. They are tasked with highlighting areas where there may be curriculum gaps, especially in vocational education. This information will contribute to the 14-19 Strategic Plan.

Plans are also being drawn up for more effective links between the Strategic Group (SG) and Connexions which will improve the Information, Advice and Guidance (IAG) given to 14-19 students providing clear, impartial routes for learners to all educational pathways, academic, vocational and work based.

3. Connected Work and Connections with Other Strategies

Connected Work

'Review of Practical Skills in Hillingdon' by David Smith, provided an initial audit of vocational provision across the Borough of schools, FE and Training Providers and also provided an audit of all KS4 programmes of study. In addition it mapped this provision to local economic need.

The 14-19 SG has created documentation to lead on the changes for 14-19 education. These include a *Vision Statement, Learner Entitlement, Action Plan and Protocols for Collaborative Learning*.

The Diploma Steering Group co-ordinates the 5 Diplomas that will be delivered in Hillingdon. Teachers and employers are collaborating in each of the 5 lines of learning to develop the Diplomas for 2009.

The West London Provider Forum, a group made up of local training providers, is looking at a number of ways of increasing the number of

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Apprenticeships across London. Hillingdon Training Ltd is an active partner in the group. There is a strong drive towards increasing the number of public sector Apprenticeships in London. Learning and Skills Council London West is keen to support the company in expanding the number of Apprenticeships within the Borough, and particularly at the Local Authority.

Hillingdon Training Ltd is also a key member of The West London Entry to Employment (E2E) Provider Forum. Hillingdon Training Ltd is looking to expand its E2E provision in the coming year.

Links with other Strategies

The strategy is also related to a number of ongoing programmes and strategies including:

- Building Schools for the 21st Century;
- The Extended Schools programme;
- Sports and Play Strategies;
- The development of young people centres and the Integrated Youth Support Service agenda;

4. Reason for the Review

To support the work of officers from the Council's Education & Children's Services Department who are currently working to implement the revised 14-19 curriculum. The range of learning opportunities for young people will expand and therefore parents, students, governors and teachers will need to be aware of the choices that are available and how to access them. The provision of good quality information will be critical to this process. Local Authorities will need capacity to provide overall leadership to enable the

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various programmes to be delivered to a high standard and too ensure that educational attainment is raised.

Key issues

1. What is the effect on schools, the College, work based learning providers of the changes in 14-19 education?
2. How can we make sure our students benefit from increased choice of provision?
3. How do we ensure that there is good quality information advice and guidance about what paths young people could take in education or training?
4. How do we ensure that we have sufficient capacity to allow teachers and leaders in education and training, sufficient time to ensure that they are fully prepared for these changes?
5. How can we incorporate the changes to the skills agenda including Apprenticeships?

5. Aim of the Review

To make recommendations that will guide Council policy on 14 to 19 developments and how they are being interpreted for the benefit of learners in particular raising attainment of under achieving pupils in Hillingdon.

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METHODOLOGY

We used three meetings to obtain evidence from a range of witnesses in relation to the key issues identified.

The witness sessions were:

- November – National and Regional Advisers:
 - I. National overview from *Trevor Sandford*, 14 to 19
Regional adviser
 - II. *Shree Mandke*, Hillingdon Partnership Director at the
Learning Skills Council.

- December– Officers from the Education & Children's Services Directorate:
 - I. *Anne Newton*, Deputy Director, Lead Officer 14 to 19
Provision
 - II. *Alison Moore*, 14 to 19 Senior Officer
 - III. *Peter Sale*, Work Based Learning in Hillingdon Advisor

- February – Uxbridge College and Youth & Connexions Service
 - I. *Lorraine Smith*, Principal of Uxbridge College
 - II. *Tom Murphy*, Education & Children's Services Directorate,
Youth and Connexions Service.

In March 2009 we visited two local employers of contrasting size and structure to investigate their approaches to skills and training and to explore the types of options available to Hillingdon residents.

- *Web Fusion*
- *British Airports Authority - (BAA)*

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EVIDENCE & FINDINGS

The following evidence was gathered at the witness sessions, which took place at the Committee meetings in November, December and February. In addition, the Committee visited two local employers in March 2009.

The White Paper: Raising Expectation and its effect in Hillingdon

The Learning Skills Council will come to an end from 2010 and most of their areas of responsibility will be transferred to the Local Authorities. Therefore it will be the Local Authority that will identify demand and plan provision to meet the needs of young people 16-19. The Local Authority will have the responsibility to commission places post 16 and will be expected to commission courses that can demonstrate success and retention rates as well as demand. It is recommended that there is inter-Borough provision to deal with any curriculum gaps.

Witness Session 1 - November 2008

Shree Mandke, from the Learning and Skills Council (LSC) referred to the changes due to be implemented from 2010, when the onus of responsibility for all 16-19 year olds will be transferred to Local Authorities. The Committee noted that the following changes would also be necessary:

- Creating a system that would enable easier access to learning and training for young people
- Building a system around the young person to raise attainment and participation
- Constructing a 'demand-led' system to ensure young people have the skills and training that employers desire
- Offer better curriculum choices and guidance for all young people and . link the system with regional planning
- Bring schools and FE sectors together in one coherent 14-19 phase

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- To create a system that is more integrated and led by the Local Authorities.

Shree Mandke provided further details about the expectations on Local Authorities under the new system. She said that Local Authorities will be expected to:

- Deliver the statutory duty by 2013:
- Ensure full participation for all 17 year olds in education and training (rising to 18 years old by 2015)
- Provide an apprenticeship for every students who wants one and is eligible
- Produce a commissioning plan to form the basis for funding allocation
- Lead on performance dialogue with school and sixth forms and colleges
- To account for required outcomes

At present the Learning Skills Council offer the following types of provision:

- Apprenticeships
- School sixth form
- European Social Fund
- School engagement programme
- Offender learning and skills service
- Learners with learning difficulties and disabilities
- Learner support funds (transport)

The Committee were told that the changes to the system have come about to both simplify the system and to accommodate learner choice and employer demand. Shree explained there is a need for a broader provision to be secured to create a comprehensive range of courses that allows specialisation of the system and to ensure young people have programmes of learning that are personalised to their needs and demand to encourage them

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to stay on and minimise drop out. This is important in the light of the Raising of the age of Participation in 2013 to 17 and 2015 to 18.

Members were made aware of the 'Choice' website. This analyses the range of provision at Local Authority level to ensure a wide variety of training and skills are available to young people. This informative website can be accessed by the public from municipal facilities such as local libraries.

Trevor Sandford, 14 to 19 Regional Advisor, explained that the 14 to 19 changes were driven by 2 main factors:

1. *Economic performance* – focuses on job availability for young people with and without qualifications and transferable skills.
2. *Social justice* – looks at equity of access to the provision.

Although current provision meets the needs of many 14-16 year olds, Trevor identified there was scope for improvement, especially around the provision for 16+ year olds and those who are less academic. While provision caters for academically inclined young people, it appears to offer less to those who are unable to access A-Level courses. Therefore, there is a need for all providers to work together to deliver services to young people, and this would require the Local Authority to take a lead. Young people need to be aware of the opportunities afforded by apprenticeships and the choices available to them. Therefore more work needs to be done to proactively market apprenticeships to its target audience. The new provision is summed by the three As: Academic, Applied and Apprenticeships.

The Committee were told that Head Teachers are responsible for monitoring the academic development of young persons under their charge. This monitoring role extends to those activities that take place outside the school (e.g. an apprenticeship) to ensure the child is not under-achieving. With the number of routes to further education increasing, schools will need to meet the challenge by ensuring that satisfactory systems are in place to monitor

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academic achievement. This responsibility extends to monitoring those students studying at other institutions as part of their diploma.

As part of these changes, Trevor Sandford said Hillingdon should build a trust relationship with the partners to ensure a successful implementation of the provision. In his view, Hillingdon needs to be clear about managing high expectations of quality and delivery. The largest challenge is converting the current modest start into a large scale provision.

Key Themes Arising from Witness Session 1

- The current role of the Learning Skills Council and the new duties on Local Authorities.
- The importance of striking a balance between academic and vocational learning.
- The monitoring duties imposed on schools and the challenges of monitoring pupils attending several academic providers to successfully complete a diploma syllabus.

Witness Session 2 - December 2008

Anne Newton, Deputy Director reminded the Committee of the wealth of documents available on 14 to 19 Strategy (*as outlined in the scoping report*). Members were told that funding would follow the Learner. Therefore a student that wishes to follow a programme of study in another learning institution, whilst remaining a member of his or her own school, would have an entitlement to do so, and funding for this part of their study would go the school/college providing that learning.

Funding will follow the learner.

By leading the system, the Local Authority should respond to the needs and demands of young people. This demand will shape the commissioning plan that is to be drawn up. Commissioning plans will cover:

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- The Delivery of a pattern of education and training provision filling local needs, including the labour market; Level 1 (programme of study equivalent to GCSE D-G) and Level 2 (programmes of study equivalent to 5 GCSE A*-C); and varied diploma offers at Levels 1, 2 and 3 (Level 3 is a programme at GCE A level)
- Focus on commissioning quality provision, expanding the best and eliminating or replacing provision that is not so good.
- The need to raise participation.
- To raise achievement at Levels 2 and 3 by the age of 19.
- The need to reduce NEETs (the number of those not in education, employment or training).
- Apprenticeships at Level 2 and Level 3, working in partnership with new national bodies for 16-18 year olds and 19+.
- Entry to Employment (E2E).
- Young Apprenticeships for 14-16 year olds.

Officers explained that External consultations were required and had been performed. Officers referred to how Hillingdon is placed in terms of vocational qualifications and training. A number of priority areas identified which were identified in the executive summary as:

- Increasing attainment by age 19 – at level 2 from 67% in 2004 to at least 70% in 2006 and a further 2% points by 2008, and at level 3 to 54% by 2011.
- Increasing the number of young people completing apprenticeships by 75% by 2007/8 as compared to 2002/3.
- Increasing the number of young people participating in education at 17 to 90% by 2015.
- Reducing the proportion of young people not in education, employment or training by 2% by 2010.

Anne Newton explained that David Smith, external education consultant had researched a number of areas, including comparisons with other Boroughs in

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relation to students' travel to learn patterns. He found that there are a greater number of students that travel into Hillingdon schools than there are residents that leave to study in other areas.

It was noted that GCSE figures A* - C (level 2) for 2008 have improved from the previous year, now running at 64%. However, there was relatively little post-16 activity at Level 2 and below, a reflection of the fact that the needs of this group were not being met.

At inspections since the revised Framework for OfSTED were introduced in 2005, some learning institutions were judged as 'unsatisfactory' on post-16 education in Hillingdon schools but currently all provision is at least satisfactory.

Anne Newton reported that Hillingdon's 14 to 19 offer has been restructured and the strategic direction had improved. The Policy Overview Committee report is a good start in what we need to do and officers will review 14-19 progress at the end of the academic year.

Alison Moore, Officer to the 14-19 provision, drew the Committee's attention to the 14-19 Action Plan, Work Plan and the steps necessary to drive further improvements. The Action Plan detailed the various sub-groups that had been formed: the foundation learning tier, the diploma steering group, practitioner groups, teachers working with employers group, collaborative learning groups and also referred to cross borough links with Hounslow. The Committee also looked at the Vision and Learner Entitlement Statement, documents which express the encompass the aims and objective of all stakeholders in 14-19 education in Hillingdon.

Members agreed that providing the most up to date Information, Advice and Guidance for young people in their choice of learning was particularly important, especially with more schools becoming involved in vocational learning at key stage 4 and post 16 courses at level 1 and 2 (sixth form).

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Peter Sale, Work Based Learning in Hillingdon advisor, spoke about Key Vocational Developments and in particular work based developments and how they are affected nationally.

Key Vocational Developments

Peter said that the creation of more apprenticeships across a broad spectrum of course offerings had been a welcome development. However, all Local Authorities need to do more to increase local provision. Members welcomed the news that Hillingdon has the largest young apprenticeship programme in London, with over 150 employers involved in the scheme. Last year one third of young apprenticeships developed into full apprenticeships.

Peter referred to Hillingdon Training Ltd. This is the only major local provider of apprenticeships as well as E2E, and the KS4 Engagement Programme. E2E caters for young people who have left school with none or few qualifications. Currently there are 40 learners engaged in this programme. Peter Sale said that Local Authorities have a vital role to play as they can work in partnership to stress the value of a local labour force and encourage employers to offer more apprenticeships.

Hillingdon's Progress to Date (and the types of training available)

Diploma Development

Diplomas are designed to provide an alternative higher learning option to traditional GCSEs or A-Levels. Diploma qualifications can start in Years 10 or 12 or above and can lead to further study or employment opportunities with on the job training.

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Hillingdon has been very successful in its application to deliver Diplomas. In Gateway 1, two of three lines of learning submitted, in Engineering and in IT were accepted. (Hillingdon is the only West London Borough, therefore, to be able to offer its learners a Diploma in both these subjects, as Harrow, Hounslow and Brent are yet unable to do this.)

In Gateway 2, permission was granted for 3 more Diplomas to be taught in the Borough. The areas are: Business, Administration & Finance; Hospitality & Catering; and Society, Health & Development. All five areas reflect occupational sectors where there is a strong Borough demand.

The Diplomas are currently overseen by the 14-19 Steering Group which consists of representatives of Schools, the LSC, Training Providers, Uxbridge College, Borough Officers, University, Connexions, Education Business Partnership and the Youth Service.

Direction provided by the Strategic Group has led to the creation of a strategic plan and key documents such as the Hillingdon Learner Entitlement, approved and accepted by Hillingdon Association of Secondary School Head teachers and other learning institutions, and the development of the Hillingdon Protocols for Collaborative Learning. These documents show commitment from Hillingdon Learning Providers that students will be encouraged to personalise their learning by being able to choose courses which suit them even if these do not suit their home school (by being able to travel to learn).

This choice is key to increasing participation in education and training for 14-19 year olds in Hillingdon. In addition, the changes to the curriculum and the Diplomas will ensure an appropriate curriculum is there for learners to access.

Every school in the Borough, including the special schools, wished to be part of the Gateway 2 bid. A common timetable has been agreed including protocols to facilitate the process, enabling learners to access the curriculum across the Borough.

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Employer engagement is an important aspect to Diploma delivery and other vocational programmes. The Borough has appointed a co-ordinator expressly to liaise with employers to make sure that students' work place experiences are a meaningful introduction to the world of work. Good links have already been made with employers. An employer/ teacher event took place in July 08. This was well received and an opportunity for teachers to share their knowledge of how young people learn and in depth information about the diplomas with Employers who will be in greater contact with young people as more of those young people are in programmes of applied learning such as Apprenticeships and Diplomas

Collaboration is an essential feature of the 14-19 programme, in that a single institution is expected to be able to deliver the Diploma for both its own students and those of our participating schools. Hillingdon has made progress since its successful Gateway 1 submission in terms of collaboration among all the learning institutions of the Borough.

Plans are being drawn up to ensure consistency across each of the 3 consortia as they are introduced, and to allow best practice to be shared. This consistency concerns issues common to all Diplomas, such as quality assurance, policy documents and travel procedures are being developed by a subgroup of the Steering Group.

Functional Skills

These qualifications in English, Maths and IT have been designed in response to employers' criticisms that in spite of achieving 'C' in the above subjects at GCSE, many young people are insufficiently literate, numerate or proficient at IT to function in the work place. Currently these qualifications are taken as a stand-alone, but by 2010 they will be an essential element of the GCSEs.

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4 schools have been piloting Functional Skills. Queensmead has entered 120 year 10 students in English earlier this year and had 95% success rate. Rosedale has piloted English, Maths and IT FS with their retake students in year 12. Douay Martyrs and Vyners have piloted Maths in year 10. The results for these schools became available in August 2008. Results are not clear partly because some sample sizes have been small, but also because the Qualification Authority is still deciding where the pass rate for these examinations should lie. However, Level 1 has had a 100% success rate for the 3 institutions which trialled them (Rosedale, Queensmead and Vyners. It is more difficult to draw conclusions from the Level 2 results as can be seen in the table below.

FS	Institution	Success	Entries
Numeracy L1	Queensmead	100%	55
	Vyners	100%	25
Numeracy L2	Queensmead	84.7%	124
	Rosedale	27.3%	11
	Vyners	33.3%	3
Communication L1	Rosedale	100%	8
Communication L2	Rosedale	0%	3
IT L2	Rosedale	9.1%	11
	Vyners	100%	2

Uxbridge College is to join the pilot from September.

Foundation Learning Tier

The Foundation Learning Tier was piloted nationally from Autumn 2008. This will provide a mix of qualifications to create a 'platform' for students at entry level to help them progress towards Level 1 and subsequently Level 2.

The Local Authority successfully bid to deliver the KS4 Engagement Programme. This is being delivered by Hillingdon Training Ltd and involves

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seven secondary schools – Harlington Community School, Mellow Lane, Rosedale College, Stockley Academy, as well as Chantry, Hillingdon Tuition Centre and Meadow High. The young people, who are at the end of year 9, have been identified as those students who would otherwise be likely to fail to secure Level 1 or 2 qualifications. The special feature of the KS4 Engagement Programme is that it allows for a programme of learning to be tailored to the exact needs of the student. In addition, this programme recognises the importance of mentoring which is built into the programme. 70 students started this programme in September 2008. Their induction will take place in July of this year.

Apprenticeships

Apprenticeships are work-based qualifications. There are two levels of full Apprenticeships offered. Apprenticeships are a Level 2 qualification, comprising National Vocational Qualification (NVQ), technical certificate and key skills. Advanced Apprenticeships are Level 3 qualifications with a similar structure to the Level 2 qualifications. There is currently a major Government drive to promote an expansion of the Apprenticeship route. In particular, employers are being encouraged to seek funding from the Government to run their own programmes.

The Government has promoted a Young Apprenticeship Programme for 14-16 year olds. Cohort 5 commences in September 2008. Following a model based on the full Apprenticeship model, learners spend up to two days a week completing a Level 2 vocational qualification, and a minimum of 50 days over two years on related high quality work experience.

In partnership with Hillingdon Training Ltd, the Local Authority is investigating the introduction of a Borough Apprenticeship Scheme. Hillingdon Training Ltd is piloting an Active Leisure Apprenticeship with four Borough employees this year, and has recruited four Business and Administration and Customer Care

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NVQ candidates from the Customer Call Centre. The company already operates one of the largest Young Apprenticeship Programmes in London, in partnership with local schools and other partners.

Entry to Employment (E2E)

E2E is a programme for NEET (not in education, employment or training) learners. Hillingdon has a high number of NEETs in comparison with neighbouring Boroughs, although the number is reducing substantially due to a number of effective interventions, including E2E.

Hillingdon Training Ltd operates the main E2E programme in Hillingdon. The programme operates on a 'roll-on, roll-off' basis. Hillingdon Training Ltd is the most successful provider in West London with an achievement and progression rate in excess of 60%. There are currently in excess of 40 learners on the programme.

Key Themes Arising from Witness Session 2

- The types of information on Diplomas available to schools - Anne Newton said a communication strategy was in place. Different types of information included: Articles in newsletters for governors, support at schools' open evenings, media coverage, and pamphlets which are sent to schools.
- The effect of the current economic climate and how this was impacting on the number of work placements. Peter Sale said it was too early to say how the economic recession might affect the placements. In terms of Hillingdon Training more employers are coming forward offering placements now than before.
- Members concerns to ensure that all students in all Hillingdon Secondary Schools would have full access to all programmes.

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- The types and availability of travel assistance for students. Officers explained that those receiving travel assistance will continue to do so, and they are working with specialist schools to ensure those are supported.
- Mechanisms for tracking attendance (at schools and colleges) are embedded in the Protocols for Collaborative Learning developed by the 14-19 Strategic Group. This includes ensuring links between the home and the host school or learning institution. Work is being done on the development of monitoring attendance on line.
- The responsibility for student progress remains with the school they are enrolled at even if some of the learning takes place elsewhere.

Witness Session 3 - February 2009

At the third witness session, the Committee considered the views of the Principal of Uxbridge College - Lorraine Smith and the Council's Connexions and Neets advisor – Tom Murphy

Lorraine Smith discussed Uxbridge College's role as both a local and a wider institute for London for 16-18 provision. When Ofsted inspected Uxbridge College they awarded them with 'Outstanding' for 'Effectiveness of provision' and 'Capacity to improve' – a beacon College.

The strengths of Uxbridge College are:

- Outstanding success rates for students of all ages.
- Outstanding leadership and management.
- Outstanding equality of opportunity.
- Outstanding promotion of education and social inclusion.
- Outstanding ESOL and ICT.
- High progression rates.
- Particularly good support for learners with specific needs.

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Uxbridge College has been awarded several quality marks, including:

- Ofsted Outstanding 2007/8.
- Centres of Excellence in further education teacher training.
- Matrix.
- Training Quality Standard.
- Investors in People.
- Beacon College status as of 26th January 2009.

It was noted that Uxbridge College has increased the success rate by 1% for 16-18 year olds. The success rate measures the number of students that complete their course. Lorraine Smith said she believed that they are near the top of the scale on this and the strategic aim is to stay there for the next 10 years.

Profile of Hillingdon Borough:

- 7,513, 16-18 learners at Uxbridge College, which is the 7th highest out of the 32 London Boroughs.
- 2,265 of these students are imported into the College from another Borough.
- 1,634 are exported from Hillingdon to study in another Borough.

Profile of Uxbridge College:

- Of the 7,513 16-18 year olds 2,954 (41%) attended Uxbridge College.
- Of the 2,265 imported students 1,445 (64%) attended Uxbridge College.
- Of the 4,153 learners: 1,056 are 19+ and 3095 are 16-18 year olds.
- Of the 4,000 learners at Uxbridge College around 9% are there to study 'A' levels.
- There are 167 on apprentices, 43 of which are 19+, 124 are 16-18 year olds.

The Challenges faced by Uxbridge College are:

- Achieving consistently high quality.

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- Raising participation levels further.
- Reducing NEETS further.
- Ensuring a 1st class student experience for all.

Connexions and NEETS

The Connexions Service provides a range of advice, guidance, support and personal development services for young people between the ages of 13 to 19 and up to 25 years old with young people with Learning Disabilities and difficulties.

The service is provided through contracts with a range of organisations including the statutory and voluntary sector, with the largest contract being held by CfBT, which has charitable status. The service is delivered through a network of Personal Advisers (PAs) drawn from a number of different organizations.

The Connexions service aims to help young people engage in learning, training and employment while at the same time realise their full potential and assist them with the transition to adult life. All young people can have access to a Personal Adviser, although the level of contact and support will vary according to the needs of each client. The services on offer range from one off careers interviews to intensive and ongoing one to one targeted support.

Recently the Connexions service has been successful in reducing the numbers of young people in the borough not in Education Employment or Training (NEET) from 8% two years ago to 5.6% in 2007. The reduction of the numbers of NEET young people is a key target of the service and dovetails with one of the proxy risk indicators of the Targeted Youth Support Strategy.

We also heard that the Connexions Service is undertaking a review of its work in order to continue the process of reducing NEET levels in the Borough. This

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work will include consideration of resources and methods for supporting young people at risk of disengagement and underachievement including those disproportionately represented in the NEET cohort.

The mechanisms to ensure young people receive advice and guidance:

- The Local Authority is directly responsible for providing the Connexions service
- Careers advice and guidance is provided to 13-19 year olds through colleges, schools, voluntary sector, etc. At Hillingdon there is a sub group that brings together these key players.
- Ensuring that they work in line with the standards set at a national level by the government.
- Ensuring that the services commissioned are at the highest standard they can be and focuses on support.
- Ensuring that services as terms of standard delivery go to the right young people, this is largely provided in schools.
- Recognising and securing the service and recognising the part they play.
- NEET levels in Hillingdon over the last few years have reduced and we have now plateaued at below the target rate.

Key Themes Arising from Witness Session 3

- The role of Uxbridge College as a beacon college and its fit in the wider school curriculum for 14 to 19 year olds. The College has a diverse range of courses. The Principal was confident that there is something for everyone. The College has expanded rapidly and has responded to change quickly.
- Placements are mandatory before students can accept an apprenticeship. There is also a fairly new initiative to match up interest between employers and potential employees.

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- Uxbridge College provides a wide range and a high degree of support for special needs.
- There is a symbiotic relationship between satellite schools and the promotion of Uxbridge College. Surrounding schools are viewed as competitors as well as partners. Uxbridge College regularly visits schools and promotes joint working. Open Days are an important vehicle to promote partnership working.
- Connexions provides support for up to 25 year olds for those with a level of vulnerability. Personal Advisors are employed to provide support and guidance particularly for homeless people
- Information supplied to the Connexions Service is shared within management. There is a support team which includes a range of people, including for example teachers.
- Connexions and the Youth Service use marketing to promote the service and overcome most challenges. A considerable amount of time and effort is spent on publicity.
- Connexions provide impartial advice. PA's are available to provide support in a range of settings, including the youth offending service. There are programmes that look at role models and inspirations. There is still work to be carried out on the website.

Site Visit to Web Fusion and BAA held on 12th March 2009

(Attended by Councillor Edward Lavery, Chairman and Councillor Anita MacDonald, Labour Lead). Officers included: Peter Sale and Charles Francis).

To assist our review we visited two local employers in Hillingdon to compare and contrast their experiences of apprenticeships. From our visit we learnt the following:

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Web Fusion

Background

Web Fusion was founded in 1997 and has been offering services for websites for more than ten years. It was one of the pioneers in the UK web hosting industry and it has huge experience in all areas of hosting and websites. The services it provides include:

1. Web hosting
2. Virtual private servers
3. Dedicated servers
4. Hosted e-mail
5. Share Point
6. Reseller Solutions

As an SME, it employs 158 staff at 3 locations Stockley Park - *Hillingdon*, Leeds and Romania and has an annual turnover of £26 million.

Why Apprenticeships?

Web Fusion value apprenticeships for the following reasons:

- Staff Retention – investing and developing staff enables them to progress within the company, increase their pay-scales and makes it less likely that they will wish to leave the company.
- Maximising Budget – freeing up resource for training and development
- Training and development directly relates to job roles. Aspiring managers are given an opportunity to mentor an apprentice for the duration of a non-critical business task. This provides them with a learning experience.
- Motivated staff – If staff grow within the organisation and understand the culture and values of the organisation, they are more likely to remain with the organisation.
- Careers not just jobs – see staff retention.

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Apprenticeships in practice at Web Fusion

- Apprenticeship scheme newly established.
- 5 apprentices across 3 teams – all in customer services
- 3 Recruited through Hillingdon Training 2 recruited by Web Fusion
- NVQs form an essential part of the apprenticeship. These are assessed on site.
- Apprentices also study for the Customer Service technical certificate. This study is conducted off site

Young Apprenticeships

- Working with Education Business Partnership, the minimum criteria to be considered for the apprenticeship scheme are: NVQ Level 2.
- Work Experience Placements
- Programs to give exposure to business environment and different roles and responsibilities
- Candidates complete valuable bit not business critical projects
- Mentoring and managerial experience to potential managers
- Raises profile of Company in local community and gives early exposure of our apprenticeship scheme and job opportunities to school and college students.

Key Themes Arising from the Visit to Web Fusion

- As Web Fusion is a small company, the scope to take on extra staff?
- The current economic climate and the likely effect on the number of apprenticeships offered?
- The cost benefits of apprenticeships?
- The importance of working with other organisations to market apprenticeships schemes. Web Fusion is working in partnership with Brunel University to provide a placements scheme. Placements have the advantages of the student learning the company culture and the possibility to be fast tracked.

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In comparison, the British Airports Authority (BAA) has a long established apprenticeships scheme:

BAA

Background

BAA is the world's leading airport company. About 1,700 planes take off from BAA controlled airports everyday to more than 700 world wide destinations. BAA manage almost every aspect of the day to day running of 7 UK airports (and a number overseas). BAA are a world leader in security and nearly half of all BAA employees work in this area. BAA is also one of the largest commercial landlords in the UK.

Why Apprenticeships?

BAA value apprenticeships for the following reasons:

- Staff Retention – investing and developing staff enables them to progress within the company and less likely that they will wish to leave the company.
- Training and development directly relates to job roles. Apprentices progress to become Technicians followed by possible entry into Management roles
- Motivated staff – If staff grow within the organisation and understand the culture and values of the organisation. Team building fostered during the apprenticeship scheme.
- Careers not just jobs – see staff retention.

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Apprenticeships in practice at BAA

- Apprenticeship scheme established for approximately 32 years.
- This year there are about 500 applicants for the scheme.
- Applications open in late February and closes in early April. Aptitude tests are conducted in May and assessment centres running late June, early July. (A minimum of 4 GCSEs are required to make an application).
- Candidate Selection Process – Typical statistics include: 637 applicants - 400 selected for the first phase (aptitude testing) and then short-listed to 53 which are invited to an assessment centre. The most successful 21 candidates are offered a place on the apprenticeship scheme.
- Tests at the assessment centre include: Sowell Holdsworth tests, competency based interviews and group exercises
- As well as the 4 year training programme, apprentices study for: NVQ 2 in operations and maintenance, Key Skills Level 2, BTEC national certificate in engineering, NVQ 3 in engineering maintenance and the Advanced Apprenticeship certificate.

Young Apprenticeships

- Working with Hillingdon and Ealing Education Business Partnership, and the Learning Skills Council.
- Practical skills placements at various sites across the airport. Including: Terminals, Airfields, Specialist systems (lighting / x-rays) and the Transit system at T5.
- The scheme provides a solid grounding in engineering and encourages team building
- Raises profile of Company in local community.

Key Themes Arising from the Visit to BAA

- The significance of Recruitment Fairs to attract apprentices

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- Anticipated that levels of recruitment will remain the same despite the current economic climate
- A practical skills based course – Important that most of the Technicians teaching apprentices have been through the system on a similar course.
- Mentoring and supervision – The importance of regular reviews and assessments throughout the course to monitor progress.
- The importance of a marketing strategy highlighting technology and diagnostics used in engineering. Internet marketing and video clips to dispel myths about engineering.

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CONCLUSIONS:

The Committee reviewed the effect of the 14 to 19 Strategy on schools, Colleges and providers of work based training, the impact of the choice of provision, the dissemination of information and guidance and also ensuring that Hillingdon has sufficient capacity to give schools and training providers the necessary preparation time to deliver these changes. It is clear that officers have undertaken detailed planning and co-ordination work to enable the new changes to be implemented. The key to success will be the practical workings of the new arrangements within the school consortia and in particular how many students opt for vocational or applied courses.

RECOMMENDATIONS:

Recommendation 1: That Cabinet ensure that the Authority is fully equipped to take on the responsibilities of the LSC in 2010 in relation to both funding and commissioning of services for the post 16 age group.

Recommendation 2: To ensure that there is effective presentation by all schools of the new options available to students. The 2009/10 take up of Diplomas including how many students chose an option outside of their host school by students to be monitored by officers and the cabinet member.

Recommendation 3: Schools and the Connexions service to undertake further work to identify those students likely to underachieve and /or become NEETS and by early intervention provide appropriate programmes of study and advice to enable them to succeed.

Recommendation 4: The collaborative links between schools and also Uxbridge College need to be strengthened to ensure that all students can access personalised learning appropriate to them.

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Recommendation 5: All available means of communication including school option evenings, written information and web based information need to be pursued to ensure that all parents and students can make informed choices.

Recommendation 6: Apprenticeships, including the Hillingdon Construction Apprenticeship Programme (see appendix 2), need to be promoted at all levels in order that those who would benefit from them have access to them.

Recommendation 7: The Education POC to revisit in 12 months to ascertain what progress is being made with the practical implementation of the new courses both vocational and applied.

Recommendation 8: Schools to be encouraged to forge links with industry as a means of underpinning the vocational content and context of the diploma in terms of application and appreciation of the specific skills needed within employer sector of that diploma.

Recommendation 9: Officers to continue to take all means available to market the applied and vocational courses to teachers and students. Methods could include school collaborative events, joint school / industry events, liaison with other successful authorities and use of The Education Business Partnership.

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Appendix 1

- a). **Diploma Development Plan.**
- b). **14 –19 Draft Work Plan for the London Borough of Hillingdon**

Appendix 2

- a). **Hillingdon Construction Apprenticeship Programme (H-CAP)**

DIPLOMA DEVELOPMENT PLAN

<p>1. Objective:</p> <ul style="list-style-type: none">To obtain approval and support from the 14-19 Strategic Group and HASH for a Diploma Development structure with genuine commitment from all partners to the delivery of first class Diploma programmes from September 2009.	<p>Notes :-</p>
<p>2. Overview of Diploma provision for Sept 08 and Sept 09</p> <p>September 2008 IT and Engineering – No level 1 and 2 courses to be delivered until September 2009. Level 3 Engineering will be delivered by Uxbridge College from September 08 (subject to numbers).</p> <p>September 2009 Diploma and Lines of Learning commitment as per Gateway 2 Application</p> <ul style="list-style-type: none">IT – (Vyners & Mellow lane)Engineering – (Rosedale & Uxbridge College)Society Health and Development – (Queensmead, Mellow Lane, Swakeleys, Haydon) Delivery September 2009Business Administration and Finance – (Guru Nanak, Uxbridge High & Bishops Ramsey, Northwood, Barnhill)<ul style="list-style-type: none">Delivery September 2009Hospitality and Catering – (Rosedale, Abbotsfield & TVU)<ul style="list-style-type: none">Delivery September 2009 <p>Despite Hillingdon’s lack of Diploma uptake at KS4 for September 2008, significant progress was made in the following areas:-</p> <ul style="list-style-type: none">Collaborative bid writingTimetablingProtocol developmentPractitioner groupsCollaboration	<p>Notes :-</p>

<p>3. Budget for Diploma development and delivery from Sept 2008 and Sept 2009</p> <ul style="list-style-type: none"> ▪ A comprehensive budget for the implementation of this plan is under development and will be completed by July 2008 	<p>Notes :-</p>
<p>4. Critical requirements for successful Diploma provision from September 2009 -</p> <p>The following seven critical requirements for successful Diploma Delivery were identified by participants in Gateway 1. <u>They are incorporated within the proposal outlined in Section 5 of this paper.</u></p> <p>a) Clear leadership with authority to plan, implement and manage Diploma delivery</p> <p><i>To ensure clarity of direction and effective management, all Diploma development should be coordinated and managed centrally. The leadership and membership of this group should have the authority to commission work, control an agreed budget, make commitments on behalf of the institutions they represent and ensure actions and timescales are delivered and met. This team would become the 'Diploma Steering Group'</i></p> <p>b) Simple and effective lines of communication</p> <p><i>The Chair (or nominated representative) should represent the 'Diploma Steering Group' (DSG) when communicating with the 14-19 Strategic Group, HASH and the three Borough Consortia.</i></p> <p>c) Avoidance of duplication and effective use of resources</p> <p><i>From the experience gained from developing the Gateway 1 Diploma Lines, it was evident that there were many common areas of diploma development. In order to avoid duplication of effort and maximise the efficient use of time and resources, the 'Diploma Steering Group' should identify generic and specific aspects of Diploma development and manage their development and implementation.</i></p> <p>d) Commitment and collaboration agreed between all institutions by Summer Half Term (2008)</p> <p><i>In order for the September 2009 Diplomas to be successfully delivered; all institutions need to give genuine commitment to develop the appropriate partnerships and programmes. This will enable them to deliver high quality provision on time.</i></p> <p>e) A clear understanding of the commitment required from all participating institutions</p> <p><i>The 'Diploma Steering Group' should ensure that all participating institutions are fully aware of their responsibilities for Diploma development and implementation.</i></p> <p><i>Each institution must be prepared to release appropriate staff to attend Diploma management / development meetings and ensure that actions are agreed and carried out on time. That all Diploma staff have appropriate training and that adequate cover/support is provided to enable staff to carry out these responsibilities effectively. The Diploma Steering Group' should ensure that appropriate funding and reimbursement is made available to cover these development costs.</i></p>	<p>Notes:-</p> <p>Notes :-</p>

Critical requirements for successful Diploma provision from September 2009 (– Cont'd)

- f) The management and development of high profile and timely Diploma marketing/IAG

The 'Diploma Steering Group' should ensure that timely Diploma marketing and IAG is coordinated effectively and centrally. All Diploma related information must be approved and a planned campaign implemented via schools, college, Connexions and work based Learning Providers. The Diploma's profile and offer must have a high profile and clearly understood by learners, parents, teachers and advisors by the end of October 2008.

- g) Financial clarity with planned budgets, the authority to commit funding and agreed methods of payment

The 'Diploma Steering Group' should develop an accurate budget for the development of Diplomas. This should be presented to the 14-19 Strategic Group' for ratification by the end of September 2008. The 'Diploma Steering Group' should have the authority to make payments and the ability to commission work as appropriate. There should be a simple process for participating institutions to make claims on a monthly basis and receive fast payment for resources and work carried out.

Where Lead Institutions have control of Diploma line budgets an approved format for tracking spends should be agreed and implemented throughout all participating institutions.



5. Proposed model and management structure for the development of Diplomas and their effective delivery from September 2009

Notes :-

Based on experience gained from the development of Gateway 1 and taking into account the critical requirements for Diploma development (taken from section 4 of this document), **the following model for Diploma development is proposed:-**

- a) There should be a lead person responsible for Chairing Diploma Development within Hillingdon. That position should (based on clear and well developed plans and proposals) have the responsibility, authority and budget to develop and implement a simple 'Diploma Development Plan'. It is proposed that the LA leads and facilitates this development.
- b) The Lead person should arrange for the appointment of key personnel to form the 'Diploma Steering Group'. Members of this group will have the responsibility for overall management of the 'Diploma Development Plan' and ensuring that the Diploma budget is spent effectively, wisely and in a timely manner.

Note: Institutions should be represented on the 'Diploma Steering Group' by senior representatives with the necessary authority to commission work, control an agreed budget, make commitments on behalf of the institutions they represent and ensure actions and timescales are delivered and met.

- c) The Chair will report directly to the 14-19 Strategic Group on all Diploma matters supported by members of the 'DSG' as appropriate. The Chair will also be the primary point of contact for HASH and the three Hillingdon Consortia.

Note: Until Diplomas establish parity with other learning lines, it is essential that the Diploma brand develops a momentum, identity and credibility of its own.

Initially at least in the first year, the 'Diploma Steering Group' should work separately from but parallel to the three Hillingdon Consortia. It is inevitable that the diploma groups will draw from across the consortia and that to try to directly tie them to the consortia structures at this time would inevitably undermine points (b) and (c) in paragraph 4 of this paper.

The work of the 'DSG' relating to generic operational processes for collaborative working will be directly transferable to the Consortia model. It is therefore essential that the 14 to 19 Strategic Group has a clear overview of both development areas in order to avoid duplication and ensure that best working practice is adopted and applied borough wide.

It is envisaged that the majority of the roles of the 'DSG' will, in the medium term disappear once completed or, be absorbed into the Consortia as collaborative provision gains momentum and acceptance.

- d) Each member of the 'Diploma Steering Group' should take responsibility for a specific area of Diploma development to manage and report on (i.e. their Diploma line or a generic aspect of development).

It is anticipated that within each line of learning, the Diploma Lead will delegate specific responsibilities to appropriate Groups'.

Those leading generic development areas would also delegate to specialists where appropriate.

Note: It is important for the 'Diploma Steering Group' to have the authority to co-opt on a short term basis when necessary

The 'Diploma Steering Group' representative will however have ultimate responsibility for reporting on progress, ensuring that their development areas delivers on time and to the required standard.

They will report to the Chair and provide support (when required) when presenting to the 14-19 Steering Group, HASH and the Hillingdon Consortia.

e) The format of the 'Diploma Steering Group' should be as follows :-

Diploma Steering Group

- Chair (LA) supported by:-
- Diploma Line Leads
- Training Provider representation
- College representation (additional to any Diploma Line Rep)
- Connexions
- HEI

Anticipated time allocation – 8 meetings of 2 hours duration

**Curriculum Deputy Group
(for each Diploma line)**

Note: It is not anticipated that this group will be required at the current stage of Diploma development. As the number of institutions participating in each line of learning increase and issues of standardisation arise, the groups will be created by the Diploma Line Lead.

- Chair (Diploma Line Lead)
- Curriculum Deputy from each delivery institution

Anticipated time allocation – 2 days in year 1

**Practitioner Groups
(for each Diploma line)**

Reporting directly to the Diploma Line Lead and consisting of:-

- Nominated Lead Practitioner supported by:-
- Subject specialist/consultant
- Practitioners from all delivery institutions

Anticipated time allocation – 8 meetings of 2 hours duration

Working Groups

Reporting directly to the 'Diploma Steering Group' Representative and consisting of:-

- Nominated team of people with specialist knowledge relevant to the area requiring development

f) Responsibilities

Diploma Steering Group's responsibilities:-

- Develop and implement Diploma Delivery Plan
- Setting and monitoring timescales and deadlines for all activities
- Managing slippage of the plan
- Define clear responsibilities and reporting lines for each development area
- Implement the agreed budget for Diploma development
- Agree a **common borough wide timetable slot** for Diploma training and development by end of Summer Term 2008
- Diploma Line Leads – Manage development of Diploma lines through their Curriculum Deputy and Practitioner Groups
- Manage the development of generic area of Diploma Development
- Report to 14-19 Strategic Group, HASH and the Hillingdon Consortia

Curriculum Deputy Group's responsibilities:- *Note: It is not anticipated that this group will be required at the current stage of Diploma development. As the number of institutions participating in each line of learning increase and issues of standardisation arise, the groups will be created by the Diploma Line Lead.*

- Commit on their institutions behalf to elements of diploma delivery
- Coordinate implementation and delivery within their institution
- Report to the Diploma lead on progress and slippage
- To ensure institution to commit appropriate staff time and resources
- Ensure that staff are covered whilst on Diploma work
- Submit monthly claims to the DSG for resource cover
- Liaise with the Practitioners Group as necessary

Practitioner Group's responsibilities:-

- Develop the diploma programme in accordance with agreed timelines and requirements
- Identifying and communicating resource needs
- Identifying and communicating training requirements
- To report directly to the Diploma Line Lead
- To ensure participation by all Diploma line Institutions
- To identify and communicate resource requirements
- To identify and communicate training requirements
- To ensure that Diplomas are run successfully in terms of quality of learning and enjoyment of students

Working Group's responsibilities:-

- Develop the solutions within agreed timescales and budgets
- To report directly to the Steering Group Representative
- To support the Steering Group Representative when required

6. Generic aspects of Diploma Development

Notes:-

Diploma line Leads should be relieved of responsibility for the development of the following areas of Diploma development. This will enable a more focused and effective advancement of the Diploma lines programmes, resources, staff training and collaborative delivery solutions.

Each of the generic development areas should be allocated to an appropriate member of the Diploma Steering Group' whose responsibilities will include :-

- Reporting to the Chair on all matters relating to that development area
- Delegating development and implement to an appropriate team
- Responsibility for ensuring developments and timescales are met
- Defining clear responsibilities and reporting lines

The generic development areas are :-

- General Protocols (see Note Below)
- Functional Skills
- IAG,
- Marketing and a common Diploma Prospectus
- Employer Engagement
- Transport and Travel
- Timetabling (ensuring that borough wide policy has been adopted within all participating institutions)
- Learner tracking – (progress/attendance/etc.)
- Specialist Diploma Line Advisors – (defined responsibilities)
- Payment – Development costs
- Quality Assurance

Note: General Protocols - The following requirements will be developed on a borough wide basis on behalf of all institutions participating in collaborative provision.

- **Application**
- **Assessment**
- **Notification (referral/acceptance)**
- **Induction**
- **Responsibilities of host institution**
- **Responsibility of learner institution**
- **Mentoring and Intervention**
- **Teacher training and development**
- **Uniform**
- **Disciplinary**
- **Scheduled reporting of progress and standardisation**
- **Standards & Service level agreements**
- **Reporting and accountability**
- **QA - Monitoring and Review**
- **Costs/ funding/ payment/ audit requirements**
- **H&S**
- **Equal Opportunities/ Equality/ Diversity**
- **Insurance /CRB**

Development of the general protocols should be delegated to a small specialist team to develop and present to the Diploma Steering Group by the end of June 2008

<p>7. Costs of Development</p> <p>Inevitably there are costs associated with the development and delivery of Diplomas. It is important therefore that the 14-19 Strategic Group considers how these are met. It is also important to agree where authority lies to commit to spend.</p> <p>Points to consider :-</p> <ul style="list-style-type: none"> ▪ Without an agreed budget the proposed model will not succeed ▪ A short timescale for agreeing a budget is critical to success ▪ Development costs should be controlled centrally and in an auditable manner ▪ Many of the generic processes will be transferable to the development of the three Consortia thereby reducing consortia development costs and avoiding duplication ▪ In the proposed model a significant proportion of development work is carried out centrally reducing the burden on Diploma lead institutions ▪ Marketing must be planned, coordinated centrally and implemented early (to be effective it will inevitably have significant cost implications) 	<p>Notes :-</p>
<p>8. Implications of Failure</p> <p>Whilst success in delivering good diploma courses would undoubtedly reflect very positively on all concerned failure to deliver will inevitably reflect badly on us all.</p> <p>The Diploma Offer is about widening learning opportunities. If commitment and collaboration fail, Learners in Hillingdon will be denied the full range of opportunities which will be available to learners in other authorities and nationally. This will mean that some will have to settle for courses less well fitted to their needs.</p> <p>Hillingdon has made strong and successful applications to the 'DCSF' to deliver Diplomas. We have no option but to deliver and deliver well.</p>	<p>Notes :-</p>
<p>9. Timeline for approval of this proposal</p> <ul style="list-style-type: none"> ▪ Presentation to the 14 to 19 Strategic Group on the September 2009 ▪ Approval of budget by 14 to 19 Strategic Group ▪ Full proposal to be sent to all HASH members for comment ▪ ▪ Implementation on approval (from June 2008) 	<p>Notes :-</p>

14 –19 Work Plan (as at 17.11.08)
for the London Borough of Hillingdon for 08/09

Based on Actions and Outcome from the 14-19 Action Plan, progress as at Nov 08 and priorities for 09.

These priorities focus on GOL judgments and comments from the Away Day and the ‘Progressing the Consortia’ morning with Head teachers and the Deputy Director

Action	Outcome	Progress Report as at November 08	Priorities for 08/09
<p>Create Strategic plan, reflecting vision in all policies by the development of a defined vision and entitlement statement for all Hillingdon learners that takes account of all learning providers within the borough and other boroughs according to student need</p> <p>Recommendations of consultant embedded into vision and entitlement statement</p> <p>Vision and entitlement statement communicated to HASH</p> <p>Ensure the inclusivity of all Hillingdon learners</p>	<p>Clear and agreed policies and vision at LA and schools/ providers so that every institution is pulling in the same direction</p> <p>Policies reflect the involvement of all parties including those with learning difficulties/disabilities</p> <p>Partnership vision can be seen in all policies</p> <p>Improved link between strategy and operations</p> <p>Schools/providers and LA to agree the nature of LA leadership and the vision and entitlement statement for 14-19 learners in Hillingdon</p>	<p>Learner Entitlement and vision statement are inclusive for all learners</p> <p>Development of sub groups of 14-19 SG:</p> <ul style="list-style-type: none"> ▪ Diploma Steering Group ▪ NEET strategy group 	<p>Plan for implementing all 17 diploma lines of learning to include cross borough working where appropriate drawn up</p> <p>Continue support for sub groups 14-19 SG:</p> <ul style="list-style-type: none"> ▪ Diploma Steering Group ▪ NEET strategy group <p>Develop following sub groups:</p> <ul style="list-style-type: none"> • Foundation Learning Tier group in conjunction with Uxbridge College, mainstream and special school • Extended project Group with HEI <p>Timetable agreement to enable all Hillingdon learners access to learning</p>

<p>Create a Communication plan with positive messages about new curriculum opportunities</p> <p>LA to ensure that its decision making processes are clear and reasons for its decisions are transparent</p> <p>HASH representatives on borough groups improve reporting procedures back to HASH</p>	<p>Communication plan includes parents, students, Governing bodies and Members, Officers, teachers and Connexions</p> <p>Communication plan recognises the need to include all students including those with SEN, LDD</p> <p>Improved link between strategy and operational policy</p> <p>Communications from HASH for heads improved</p> <p>Consortia Manager appointed to work with each of the Consortium, facilitating communication between the consortia and between the consortia and the 14-19 SG</p>	<p>Communication plan started to include publicity, representation at options evenings, presentations to Governors and articles in governors' newsletters, presentation to members, governors and Connexions</p> <p>Funding for Consortia manager secured for one year</p> <p>Improved communication between LA and HASH. DT seconded part time to work with the 14-19 team</p>	<p>Communication plan on going and to be developed especially for school staff, students and parents. – focus on engagement with diplomas</p> <p>Appoint Consortia manager – objective to facilitate planning, quality and IAG between the consortia</p> <p>Communication between HASH and LA to continue to be improved and developed</p>
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Action	Outcome	Progress Report as at November 08	Priorities for 08/09
<p>Three consortia to be formed based on the parliamentary wards, each of which will be responsibility for planning, enabling, quality and IAG issues of the programmes of study that are to be offered with in each consortium.</p> <p>Planning to give priority to improve resources for vocational educational and training within each consortium area, including considerations of BSF</p> <p>Arrangements are agreed for a joint timetabling/curriculum delivery to allow sharing between institutions.</p> <p>Planning to focus on the wishes and needs of the student voice including young people with learning difficulties and/or disabilities.</p>	<p>Consortia groups form working groups to develop planning, quality and IAG of programmes of study within their designated consortium area.</p> <p>More vocational courses with better resources provided improve access of Hillingdon learners to their entitlement</p> <p>Consortia Manager facilitates planning, quality and IAG between the consortia</p> <p>Consortia provide an annual curriculum audit for borough planning</p> <p>Consortia provide costed proposals to secure funding for such resources</p> <p>Joint timetable integrated into the operations of the Consortia</p>	<p>3 consortia groups have been agreed by all stakeholders</p> <p>Curriculum audit on going</p> <p>Not yet addressed</p> <p>Joint timetable agreed except for 2 schools</p>	<p>Consortia groups to become operational and to develop planning, quality and IAG of programmes of study within their designated consortium area.</p> <ul style="list-style-type: none"> ▪ Consortia provide costed proposals to secure funding for such resources ▪ Consortia Manager to support Consortia leads <p>Curriculum audit to be analysed to consider programmes of learning and resources provided v. that needed to improve access of Hillingdon learners to their entitlement</p> <p>Student demand to be assessed in the light of above</p> <p>Collaborative learning days to be agreed with ALL stakeholders</p>

Action	Outcome	Progress Report as at November 08	Priorities for 08/09
<p>All staff to be involved in on going CPD to make sure that there is enough experience and competence to guarantee students' entitlement to access any desired Diploma and other curriculum changes, eg A levels, GCSEs, Foundation Learning Tier</p> <p>Audit 6th Form courses in schools to ensure availability of appropriate provision to meet Hillingdon Learner Entitlement</p> <p>Provide an earlier and stronger focus on employment and on learning that leads to work at Entry and Level 1 for learners with SEN/LDD</p>	<p>All staff to have a programme of CPD into which they can refer</p> <p>Improved achievement and success rates for students through them being able to choose L1 and L2 courses as appropriate</p> <p>Ensure Hillingdon young learners with SEN/LDD have IAG and information about Hillingdon offer</p> <p>Introduction of Foundation Learning Tier</p>	<p>Practitioners involved in Diplomas and Functional skills have taken part in Borough and National Training. 12 diploma members have signed onto SSAT courses</p> <p>Audit includes examination of 6th form offer. LA and LSC beginning joint work To commence in 08/09</p> <p>DCSF still to confirm details</p>	<p>On going CPD and information concerning new curriculum 14-19 needed for ALL stakeholders, especially schools.</p> <p>Analysis of audit and 6th offer and resultant curriculum mapping to consider quality of courses and appropriate levels for learners and student need and wishes including those resulting from September Guarantee</p> <p>Develop FLT consortium (referred to above) to include an employer link</p> <p>Student demand considered in the above</p> <p>Communication and provision to be inclusive</p>
<p>Transport group to be set up to agree protocols for transports of learners. In addition the Transport group will link with existing processes of student transport in Hillingdon</p> <p>The Transport group acknowledges all 14-19 learners within its policy including those with SEN</p>	<p>Transport policy and protocols accepted by the Consortia</p> <p>Development of the Hillingdon MLE between diploma schools to ensure learning is accessible for students who may have difficulties travelling</p>	<p>Transport group includes 14-19 officer, HLT, LSC, SEN and LDD support.</p> <p>Specialist personnel contracted to develop MLE as specified</p>	<p>Transport group to facilitate the movement of diploma students where this falls to their remit</p> <p>Specialist personnel to develop 14-19 aspect of Fronter to provide opportunities for collaborative teaching and learning and access to learners, and to develop intra-organisation monitoring and tracking system for learners</p>

Action	Outcome	Progress Report as at November 08	Priorities for 08/09
<p>Develop links with employers and HEIs to support the work-related learning agenda</p> <p>Obtain employer and HEI involvement in steering, supporting and delivering Diplomas</p> <p>Employers and HEI should actively contribute to strategy formation</p> <p>Improve post-school transition for Statemented, School Action and School Action Plus learners</p>	<p>Employers become actively engaged in programme design and delivery</p> <p>At least one employer/HEI is a member of each Diploma Consortium</p> <p>Arrangements are made for employer champions and practitioners to discuss programmes of learning</p> <p>KS4 Engagement Programme includes learners from PRU and Special Schools to provide a pathway to employment for learners with difficulties or disabilities</p>	<p>EBP Employer engagement event for employers giving information on the Diplomas and information of ways in get involved.</p> <p>At least one employer/HEI is agreed to be part of a line of learning consortium</p> <p>Employer engagement event and practitioner event held</p> <p>KS4 Engagement programme started with 50 learners with Hillingdon Training Ltd</p>	<p>Continuation of work with existing and new employers to obtain their involvement with Diploma and with vocational learning.</p> <p>Employers and practitioners develop programmes of learning through joint employer/practitioner event</p> <p>At least one employer/HEI is a member of each Diploma Consortium</p> <p>Employer engagement event and practitioner event to be repeated</p> <p>KS4 Engagement programme to be expanded to 70 learners with Hillingdon Training Ltd</p>

Action	Outcome	Progress Report as at November 08	Priorities for 08/09
<p>Actively promote apprenticeships as an alternative pathway to 14-16 year old learners and others, including LA staff, with the support of Connexions</p> <p>Organise promotional events and materials to market vocational courses and apprenticeships</p> <p>Develop vocational programmes in schools and through the three borough Consortia</p> <p>Encourage partnerships between LA, training providers, employers and funding agencies to develop further provision</p>	<p>Awareness of apprenticeships and vocational routes is enhanced</p> <p>Uptake of apprenticeships increases</p> <p>Uptake of vocational programmes increases</p> <p>Learner offer is improved</p> <p>Develop programmes at Foundation Learning Tier level to provide educational alternatives and flexible programmes of learning below Level 1 to increase low level attainment at KS5</p>	<p>Young Apprenticeship scheme now expanded to over 200 learners through Hillingdon Training Ltd</p> <p>Cohort 6 bid submitted for a further 137 Year 10 learners from September 2008</p> <p>Borough apprenticeship scheme being planned for 45 learners – 10 in Year 1 (2009), 15 in Year 2 and 20 in Year 3.</p> <p>Pilot programme with six apprentices being launched through Hillingdon Training Ltd and Adult Care Services in January-April 2009</p>	<p>To expand the programme to 45 apprentices as agreed with London Councils</p> <p>To link Young Apprenticeship and Diploma delivery</p>

Action	Outcome	Progress Report as at November 08	Priorities for 08/09
<p>Develop and strengthen the IAG Connexions Steering Group as part of Integrated Youth Support Service Development Framework</p> <p>Connexions' Advisors to draw out people's aspiration and potential and identify employment/training opportunities for all young learners including those with SEN/LLD</p>	<p>NEET Strategy and IAG Strategy developed and implemented with full engagement and ownership of all partners.</p> <p>NEET reduction target achieved, September Guarantee implemented and extended to Yr 12 and new IAG standards introduced and applied by all IAG providers.</p>	<p>LSC backing to expand Hillingdon Training Ltd E2E programme from 25 to 35 places</p> <p>IAG strategy group formed</p> <p>Communication improved by better links between Connexions and 14-19 Team</p>	<p>Continue to develop and strengthen the IAG Connexions Steering Group as part of Integrated Youth Support Service Development Framework</p> <p>Connexions' Advisors to continue to draw out people's aspiration and potential and identify employment/training opportunities for all young learners including those with SEN/LLD</p>
<p>Improve basic skills in literacy and numeracy, IT skills and skill in Construction</p> <p>Gateway bids are to be submitted for lines of learning that reflect local and national priorities</p>	<p>Learning institutions deliver programmes which address employers' local priorities as well as students' wishes (see 'Review of Practical Skills in Hillingdon', David Smith, January 2008)</p> <p>Functional Skills piloted in 25% of Hillingdon schools</p> <p>NEET reduction target achieved, September Guarantee implemented and extended to Yr 12 and new IAG standards introduced and applied by all IAG providers.</p>	<p>Construction College launched by Hillingdon training Ltd working in partnership with Abbotsfield School</p> <p>FS piloting across a range of years and types of learners. Uxbridge College part of FS programme.</p>	<p>Development of Construction provision at Abbotsfield through Hillingdon Training Ltd Construction College – provision to include Levels 1-3 for schools and the local community from September 2009</p> <p>Increase number of schools involved with the FS programme to 50% of all the borough's learning institutions</p>

MOG changes 2008 impacting on the 14-19 SG

(as per 'Delivering 14-19 Reform: Next Steps' document)

MOG changes - impact on 14-19 SG	Progress to date	Priorities for 08/09
<p>14-19 prospectus in every area setting out courses and support available</p> <p>Introduction of the Common Application Process linked to the 14-19 Prospectus</p>	<p>College, training providers and most 14 schools have accurate information on Pan London prospectus</p> <p>New initiative</p>	<p>Information to be updated on a yearly basis. All mainstream schools to ensure information is on CHOICE website</p> <p>Introduction of the Common Application Process linked to the 14-19 Prospectus to start to be rolled out</p>
<p>Ensuring student voice is heard</p> <p>A national 14-19 learner panel to be established by Spring 2009</p>	<p>New initiative</p>	<p>Appropriate data needed to enable student voice to be heard</p>
<p>Importance of employers and Higher Education as local partners</p>	<p>Already embedded in existing plan</p>	<p>Develop as referenced in main plan</p>
<p>Development of apprenticeship programme</p>	<p>Already embedded in existing plan</p>	<p>Develop as referenced in main plan</p>
<p>Legislation to be introduced to place LAs under a duty to co-operate with 14-19 providers and so 14-19 partnerships become pivotal</p> <p>Principal funding follows learner choice</p>	<p>New initiative</p>	<p>LA to track LSC processes to gain a better understanding of commissioning 16-18 provision</p> <p>Ensure appropriate data is available and is used to give an accurate picture of learner choice</p>

Hillingdon Construction Apprenticeship Programme (H-CAP)

Introduction

The Construction Sector is an important provider of employment for Hillingdon residents; however, much of this employment is in temporary low level jobs such as labouring. Specialist trade skills are sometimes 'imported' from other areas and this practice can increase travel and accommodation costs and can lead to a reduced number of apprenticeship opportunities. Some young people embark on apprenticeships in local colleges, but sometimes fail to secure sufficient work on site to enable them to complete the NVQ component of the programme. (Details of current unplaced apprentices at East Berkshire College are attached at appendix 2).

In response to this situation Hillingdon Council has employed a Coordinator to design and implement a project to bridge the gap between 'education and employment'. The Council has also changed the planning regulations to require contractors to consider the extent to which they can support apprenticeship training as part of each construction project. New construction qualifications provided in schools such as Young apprenticeships and Diplomas also require input from employers and help to prepare young people for a career in the construction sector.

Aims of the Programme

To:-

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- provide work placements for Hillingdon Residents involved in construction training to help them complete qualifications and become skilled workers in the sector
- develop Apprenticeship opportunities for those applying for jobs in the sector and for existing employees

These aims will be met by:-

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- Establishing close working relationships with contractors engaged in construction projects in the borough
- Discussing how site activities can support apprentices and students on construction programmes
- Offering flexible placements to local apprentices to help them complete NVQ assessments quickly and to a high standard
- Encouraging the employment of apprentices

Policy Perspective

The skills base in the UK is not world class compared to other developed countries, however, there are many examples of good practice in evidence in the construction sector. The recession is having a major impact in the industry and is causing job losses and wage reductions. Recent negative publicity about illegal recruitment practices has re-enforced the unfortunate image of construction as a 'macho' dominated environment which has little regard for equality and diversity. Employers however, are more committed than ever to tackling these problems, and with help from local councils and training organisations, progress in this area is possible.

We need to invest in training which is accessible and attractive for potential employees, and easy for employers to influence and invest in".
(ConstructionSkills 2008)

Sector Analysis

The construction industry is a diverse and dynamic sector involving a broad range of skills. The traditional disciplines provided in local colleges such as carpentry, bricklaying, plumbing & painting and decorating, have been joined by new qualifications such as roofing, demolition, flooring, utilities distribution, steeple jacking and crane operations. The recently introduced maintenance operative qualification is very popular among employers as it enables apprentices to develop a wide range of skills before they specialise in an area of their choice. (The full current list of ConstructionSkills trade areas is attached at appendix 1).

The recession is seriously affecting the sector and this has resulted in a lack of new apprenticeship starts. Wages are being depressed as the level of surplus labour rises. Employers are seeking ways to reduce costs by making workers redundant and withdrawing from expensive employment agency arrangements. As the outflow of skills through job changes and retirements reduces the availability of human resources in the sector, the need for qualified apprentices will be crucial in the future when the industry starts to recover.

The high cost of traditional apprenticeships and the 3 year timescale for most training programmes makes it difficult for smaller companies or those involved in short-term site based projects to support apprenticeships although they realise how important they are. It is clear that a new innovative model of training delivery may help these employers to support local apprentices to successfully complete their programmes.

The H-CAP system

Following a consultation process with local and regional employers, a new flexible model of apprenticeship support has been designed. Employers will work closely with the H-CAP Coordinator to identify placement opportunities on sites to help apprentices complete their NVQ assessments. The system will ensure that only suitable apprentices secure placements and contractors will be encouraged to provide short term employment opportunities which will act as stepping stones towards securing a career in the construction industry.

H-CAP Delivery Model

1. To visit each individual site in the borough when the construction phase is underway
2. Gain a commitment from contractors to participate in H-CAP as part of the construction project
3. Complete a site report highlighting the trade areas where NVQ assessment is possible
4. Agree placement dates and activities in liaison with contractors, apprentices and learning providers.
5. Secure suitable Apprentices for each placement
6. Provide information, advice and guidance to employers
7. Encourage employers to provide employment either on a part-time or full-time basis
8. Involve employers in programme planning and evaluation

Financing planning and sustainability

Learning providers and employers will be encouraged to contribute financially to help support the H-CAP project. During the first 12 months of the programme, these contributions will not be obligatory.

H-CAP Priority Groups

H-CAP is funded by section 106 funding which is earmarked to provide specific benefits to local communities in Hillingdon. All placements will be offered to local apprentices first, however if there is spare capacity, apprentices from outside the area can apply. Employers will also be encouraged to give talks to groups of school children and support work experience programmes for young people on construction courses such as Young Apprentices and Diplomas.

H-CAP Consultation Partners

The following organisations have contributed to the H-CAP consultation process; however there are no formal commitments or obligations in place at this stage. A number of employers have agreed to attend meetings to review programme performance and provide expertise to support programme development.

Hillingdon Council Hillingdon Training Brunel University BDL Group PLC C-Skills (CITB) Leadbitter Group Mace Group	Clancy Group Crossrail Lovell Group Haden Young BAA GB-Building Balfour Beatty	Darvell Landscaping Transport for London East Berkshire College Ealing Hammersmith and West London College Lee Marley Brickwork
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Action Plan

Activity	Success factor
H-CAP Coordinator to visit each site in the borough to agree and record the commitment of contractors to the programme.	All contractors working on site in the borough understand the needs of apprentices and how they can help them complete their qualifications
Identify work placement opportunities to meet the needs of apprentices giving priority to borough residents	All assessment opportunities are identified and contractors are encouraged to take apprentices on work placements
Encourage employers to provide employment to apprentices	Contractors who are willing to employ apprentices can do so quickly and easily
Ensure that the programme is communicated to stakeholders efficiently	H-CAP information is professionally produced and informs stakeholders how to become involved

Appendix 1: Current Apprenticeships offered by ConstructionSkills (CITB)

Bench Joiner, Bricklayer, Built Up Felt Roofer, Carpenter & Joiner, Civil Engineering Operative, Civil Engineering Technician, Ceiling Fixer, Craft Mason, Crane Operative, Demolition Operative, Dry-lining Operative, Fibrous Plasterer, Floor-layer, Floor Covering, Form-worker, General Construction Operative, Construction & Engineering Services, Glazier, Ground-worker, Interior Systems, Suspended Ceiling Fixing and Partition Fixing, Lightning, Conductor Engineer, Maintenance Operative, Mason Paviour, Mastic Asphalter, Painter & Decorator, Partition Erector, Plant Mechanic, Plant Operator, Plant Technician, Public Utilities Distribution, Relocatable Partitioner, Roof Sheeter and Cladder, Roof Slater and Tiler, Scaffolder, Shop-fitter, Single Ply Roofer, Small Plant and Tool Fitter, Solid Plasterer, Steeplejack, Stonemason, Wall & Floor Tiler, Woodworking Machinist.
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Appendix 2

Report on the Apprenticeship priority group at East Berks College. (Contact: Chris Carter). The following apprentices have completed the Technical Certificate but have not completed the NVQ:

Brickwork	1
Plastering	0
Carpentry	1
Painting & Decorating	2
Electrical Installation	4
Heating & Ventilation (Plumbing)	4
Total	12

These learners are resident in Slough, Iver, Hayes, Bedfont, Egham & Ruislip. The number of Full-time students studying for a 'Technical Certificate' level 2 & 3 in the following construction trades are as follows:-

Carpentry	22
Electrical	15
Brick	14
Plastering	0
P&D	10
H&V / Plumbing	19
Maintenance	0
Total	80

There are 15 young people who are residents in the Hillingdon area, seeking Apprenticeship places at East Berks College when they leave school this summer. There is one East Berkshire College Apprentice who is a Hillingdon Resident who has been made redundant.

Employer questionnaire feedback 06/07 and 07/08

Customer Care Criteria	%
It was easy to contact the college	98
Responded quickly & flexibly	97%
I would recommend College to others	96%
Understood business & training needs	97%
Proposed appropriate solutions to meet needs	98%
Training was well organised	94%
Staff had the right knowledge & experience	96%
Service standards were made clear to staff	96%
Received good feedback regarding training	96%