

14-19 STRATEGY 2008 - 2013
2010-11 ACTION PLAN

Objective	Strategic action (We will:)	How	Success criteria	Who	Timescale
A) An effective 14-19 Partnership with defined collaborative and	Continue to roll out the successful 14-19 Curriculum Group model, with senior representatives from each provider, to collaboratively plan the 14-19 Curriculum offer, Information, Advice and Guidance (IAG) services and Employer Engagement activity across the city.	1. Direct and steer collaborative curriculum development, in particular the City Curriculum 2015 initiative, through clear commissioning by the 14-19 Partnership Board of the activity of its sub-groups and task & finish groups, and regular feedback from these groups to the 14-19 Partnership Board	Agreed curriculum plan through to 2015 in place, showing how RPA will be implemented	Richard Wing and 14 – 19 Curriculum Group	Dec 2010
		2. Support the further development of key IAG mechanisms, including AWP, CAP, Plan-It and Your Future, Your Choice, and keep under review their effectiveness through regular feedback from the IAG Group	All schools and colleges using these mechanisms effectively All schools and colleges participate in successful YFYC event	Philip Ward and IAG Group EBP team	October 2010

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productive arrangements is in place		3. Detailed arrangements for improving employer engagement and the number of contacts made to employers (led by EBP and involving City Council's Economic Development Team and B&H Economic Partnership) set out against Objective F – in particular F1 and F3	All schools and colleges committed to implementing collaborative employer engagement arrangements	EBP team	Dec 2010	
		4. Engage consultant to review the effectiveness of the 14-19 Partnership Board, using the recommendations of the 'Robinson report' as the starting point	Report received and actions on recommendations agreed	Michael Nix	February 2011	
	Within the principles of Partnership for Success create effective relationships between the 14-19 Partnership Board and the Local Authority Commissioning process for 14-19 provision.	1. 14-19 Partnership Board to be regularly briefed on the 16-19 National Commissioning Framework and its implementation in B&H, including briefing on dialogue with E and W Sussex in Travel to Learn Group			Michael Nix	November 2010
		2. 14-19 Partnership Board members (individually and collectively) to be given opportunities to discuss and make inputs to the B&H Commissioning Statement at key points in the commissioning cycle (June/July and Oct/Nov)	Evidence that PB has been able to influence the Commissioning Statement	Michael Nix	November 2010	
		3. 14-19 Partnership Board reviews and endorses (with any amendments) 'Partnership for Success', to endure that it remains fresh and relevant	Review completed	Michael Nix	February 2011	

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	Ensure that effective collaborative arrangements across the Travel to Learn area are in place with published and agreed planning and commissioning cycles.	1. Agree Memorandum of Understanding for 16 – 19 commissioning with East and West Sussex	MoU in place, signed by Directors	Michael Nix	April 2010
		2. All three LAs to share interim and final Commissioning Statements as these are developed, and then Commissioning Plans	Evidence of agreed positions between three LAs	Michael Nix	March 2011
		3. Clear arrangements for dispute resolution in place, and rarely used	Disputes procedure in place, signed by Lead Members	Michael Nix	April 2010
			Evidence of procedures being used effectively – and rarely	Michael Nix	Ongoing
		4. Maintain effective relationships with neighbouring Local Authorities and their 14-19 Partnership Boards to ensure cross border collaboration and support, for example in joint planning of Foundation Learning opportunities and ESF provision	Sussex wide LA meetings continue to be held	Linda Ellis	Ongoing
			Successful bid for ESF funding in next round	Valerie Koffman, Kirsten Trussell	Nov 2010

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	Formalise the relationship between 14-19 Partnership Board decisions and individual institutional governance.	<ol style="list-style-type: none"> 1. Keep Chairs of Governors and Corporations regularly informed of the main 14-19 policy developments through an annual meeting and include them in 14-19 newsletter and Board minutes 2. Implement the decision to include a governor on the Partnership Board and Executive Group 	<p>Annual meeting held with attendance from each 14-19 institution</p> <p>Chairs all included on 14+ newsletter distribution</p>	<p>Linda Ellis and Governor support team</p> <p>Michael Nix</p>	<p>Ongoing</p> <p>July 2010</p>
	Maintain effective relationships between the 14-19 Partnership Board and the wide group of relevant partners including the Local Strategic Partnership, Community and Voluntary Sector, Higher	1. Consider extending membership of the 14-19 Partnership Board to a representative of the National Apprenticeship Service		Michael Nix	July 2010
		2. Ensure that the 14+ newsletter is distributed to all key stakeholder groups (CVSF Children & Young People's subgroup, Economic Partnership and other employer representative groups)	Evidence that newsletter is informing partnership working with these groups		March 2011

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	Education organisations and employers.	<ul style="list-style-type: none"> 3. Learning Partnership Board to be represented at LSP meetings, with support from Post 16 Development Team, and give regular feedback to Board 4. Improve awareness within 14-19 Partnership Board of relevant aspects of the Sustainable Community Strategy for B&H and Local Area Agreement targets and identify ways in which joint working with other partners in the LSAP can contribute to 14 – 19 Strategy objectives 5. To work closely with all the partnerships in the city 	Minutes of meetings evidence increased engagement between PB and LSP on mutual issues	Chris Thomson Michael Nix	March 2011

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B) Learner centred, quality driven, impartial, Information, Advice and Guidance (IAG) processes are available, which support young people in the city to achieve progression and economic wellbeing through effective learning and	1. Prepare for re-commissioning of an appropriate IAG infrastructure, based on robust MI that takes account of learner needs and numbers across the city, which is targets priority groups whilst offering a universal service,	1. Ensure that 14-19 Partnership Board is represented on any future commissioning round panels	14 – 19 PB member on IAG procurement panel	P Ward	April 2011
		2. Any commissioning processes must adhere to Standard 12 of the National IAG Standards	Spec for IAG contract	P Ward	April 2011
		3. Any commissioning provision should take account of Management Information on student numbers and additional needs	Spec for IAG contract	P Ward	April 2011
	2. Maintain and promote a suite of on line resources that provide up to date information on progression routes and improve communication on young people's progress and achievement. (These will include an electronic Individual Learning Plan, an Area Wide Prospectus and a citywide Common Application Process.)	1. Work with neighbouring authorities to ensure tender for/renewal of contracts for AWP	New 3 year contract in place	J Garland	July 2010
		2. Key staff within each provider to ensure roll over/update offer, including FL offer is on the AWP	AWP regularly/accurately updated	J Garland and IAG Group	October 2010
		3. Promote eILP and obtain school and parental 'buy-in' and engagement to ensure commitment and successful roll out of eILP	All schools engage with and run Plan it /all learners can access it	N Lombardo	April 2010 onwards

career choices. (Led by IAG group which meets six times per year)		4. Support and train staff in all schools to use and deliver Plan-it through use of case studies, training from S Cool, sharing local good practice etc	All schools attend training and run Plan -it	N Lombardo	April 2010 onwards
		5. CAP live pilot September 10 building on outcomes and lessons learnt from CAP trial March 2010 with a view to full entitlement/roll out Sept 2011	CAP in place and can be used by all learners ?	P Ward	Sept 2011
	3. Support the development of the national Apprenticeship Vacancy Matching Service that ensures young people are aware of their Apprenticeship entitlement as one of the four progression pathways	1. Work with NAS as a strategic Partner to communicate with schools, learners, parents and Connexions PA's about Apprenticeships and Apprenticeship vacancies, for example at events such as Your Future, Your Choice	Increased awareness of Apprenticeships as one of 4 progression pathways	N Lombardo	November 2010
		2. Dissemination and training about Apprenticeships and Apprenticeship vacancies for schools and Connexions PA's for example via the Apprenticeship Toolkit	Increased awareness of Apprenticeships as one of 4 progression pathways	N Lombardo	October 2010

		3. Apprenticeships and Apprenticeship vacancies included in web based resources such as AWP and CAP, Progression Pathways documents and other CEIAG materials	Increased awareness of Apprenticeships as one of 4 progression pathways	N Lombardo	September 2010
	4. Develop a comprehensive programme of CEIAG focused CPD, aligned to the IAG strand of the Workforce Reform strategy and delivered to all teachers/tutors/support staff and for Connexions Personal Advisers.	1. In line with objective G 3.2 ensure staff are updated on 14 -1 9 reforms, progression pathways, FL, RPA and implications of choices	Staff in all schs attend training and confident to deliver IAG	N Lombardo	September 2010
		2. In line with objective G 3.2 ensure IAG Skills training for teachers, tutors and support staff as detailed in the School Teachers Pay and Conditions and the ITT Induction Standards	Staff in all schs attend training and confident to deliver IAG	N Lombardo	September 2010
		3. Hold a common city wide INSET day to include IAG and 14-19 opportunities/pathways	Staff in all schs attend training and confident to deliver IAG	L Galloway	April 2011
		4. Provide CPD on CEIAG and Economic Wellbeing Curriculum	Staff in all schs attend training and confident to deliver CEG	N Lombardo	February 2011
		5. Deliver training on 14-19 reforms, Diploma content, FL , RPA etc to Connexions PA's	CXS PA's attend training and confident to deliver IAG	L Galloway	Ongoing

5. Support the development of the overall CEIAG infrastructure within all 14 – 19 providers ensuring all provision meets the new Principles for Careers Education, the National Quality Standards for IAG and the local IAG quality mark which will be introduced in 2010.	1. IAG Standards Audit completion and Action Plans for improvement	All schools have completed audit/Aplan	N Lombardo and IAG Group	July 2010
	2. Ensure implementation of Statutory Guidance via Local Authority Directions and Guidance etc	Successful IAG review	IAG Group	Autumn 2011
	3. Work with Post 16 providers to develop a package of materials to support PSHE and Economic Wellbeing	Package of materials developed and made available.	N Lombardo and Post 16 Group	September 2010
	4. Organise and hold city wide IAG event 'Your Future Your Choice' with post 16 providers, work based training providers, employers, Connexions PA's, interactive exhibits etc to support choices and decision making for all year 9 and 11 learners.	Learners access city wide IAG event	EBP team	November 2010
	5. Identify and implement a new quality mark for Careers	New quality mark in place	N Lombardo	March 2011
6. Ensure economic and labour market intelligence which reflect local employment sectors is available and appropriately presented for young people,	1. Link with objective F, work with local employers and the CESP to maintain/update 12 LMI leaflets of local employment sectors and communicate these to schools, young people and parents; to be used also in connection with YFYC event.	Leaflets produced and evidence of use	M. Nix and Post 16 team	October 2010

	parents and the 14 -19 workforce.	2. Work with the Economic Development team to identify the range of LMI that is available to support IAG services to learners and 16-19 commissioning	Report produced with recommendations for sustainable action adopted by P'ship Board	M. Nix and Post 16 team	
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Objective	Strategic action (We will:)	How	Success criteria	Who	Timescale
C) A broad 14-19 curriculum, reflecting the DCSF pathways, is accessible across the city to meet the needs of all young people.	1. Revise the curriculum offer to include the 3 pathways at 14+/5 pathways at 16+ and take account of the needs of all learners (with particular reference to Raising the Participation Age), including establishing a range of starting points across the academic year to address retention issues	1. Ensure CC2015 meets the needs of RPA and shortcomings in provision. Work with providers and other partners to decide on the best configuration of provision. Work with the YPLA regional strategic analysis teams to review and agree future needs. Identify the main risks and perceived gaps in provision	Identify numbers of learners. Identify learner needs. Identify current provision. Identify required provision. Commission provision Assure quality of provision	R Wing R Wing 14-19 Group FLIG Post 16 team 14-16 group FLIG SIPS 16-19 Quality group	In place June 2010
		2. Agree and implement a timeline to ensure access to the full 14-19 Entitlement exists for the City's learners by 2013.	Diploma timeline documents revised in light of Gateway 4 and 5 FL timings included	L Galloway	Nov 2010

		3. Agree and submit Diploma Gateway 5 applications with a more robust methodology related to participation in consortia that includes an agreement from providers to replace current, appropriate curriculum offer with the Diploma	Gateway submitted 5 applications Provider curriculums modified	L Galloway	Nov 2010
		4. Implement the 16 – 19 dimensions of the citywide Apprenticeship Plan to increase their availability and take up by 16 – 19 year olds	Increase no of places available to meet trajectory targets negotiated with NAS – c 380 starts for 2009/10	M Nix	
		5. Gather information about range, quality and take-up of 14-19 curriculum provision through SIP and Quality Group quality assurance visits to schools with sixth forms, and through Quality Group meetings	Range, take-up and quality of curriculum is further developed	Chris Marshall, and 16-19 Quality Group	April 2011
		6. Ensure the sixth form curriculum is effectively delivered through high quality teaching and learning, through sharing research, Ofsted findings, good practice and feedback from quality assurance visits at meetings of the Quality Group	Teaching and Learning improves in quality leading to improved levels of attainment in schools with sixth forms and colleges	Chris Marshall, and 16-19 Quality Group	April 2011

		<p>7. Commission provision that will reduce NEET rates, increase participation, retention and attainment by:</p> <ul style="list-style-type: none"> • A wider range of start dates including January, Easter and roll on-roll off provision • Developing Foundation Learning programmes • Targeted Youth Support, especially for those with additional support needs 	<p>Increased post 16 learner places available with starts other than September.</p> <p>Reduced Neet rates, greater participation and retention</p> <p>Reduced dropout rates</p> <p>Greater numbers reaching level 2 by 19 if not achieved by 16</p>	<p>Post 16 Development team</p> <p>Post 16 group</p> <p>FLIG</p>	
		8. Review Terms of reference of the 14-16 Group to include Quality issues	Terms of reference reviewed	G Hughes	Dec 2010
		9. Use commissioning to ensure there are sufficient and suitable progression routes focusing on the number of level 1 and 2 courses	Improved progression pathways. More post 16 level 1 and 2 courses.	Post 16 team	Ongoing
		10. Align capital and revenue spending plans to support significant changes in provision	Changes in adequately provision supported	M. Nix Post 16 dev team	Ongoing
		11. Provision is flexible enough to meet the needs of young people who have to re-engage in learning at different times of the year and that allows those in employment without training to access learning and training alongside their jobs	Flexible start times available	Post 16 dev team. 16-19 Curriculum group	

		12. Secure additional funding where possible to support the delivery of the pathways	Ensure any funding obtained is used to support collaborative curriculum offer	Post 16 Dev Team	
		13. Ensure that all courses offered to students in Brighton and Hove are of good quality and good value for money	Students learn to the best of their potential and achieve targets	Quality Assurance teams	Ongoing
2. Ensure all learners have opportunities to stretch them to meet their full potential preparing them for progression.	1.	Share information at 16-19 Quality Group meetings about opportunities in Brighton & Hove for collaborative enrichment activities, and agree and implement suitable events for targeted 16+ students from different local schools with sixth forms and colleges	Enrichment activities offered in Brighton & Hove have a good uptake across schools with sixth forms and colleges at 16+ Measure through improved value added	Chris Marshall	April 2011
	2.	Engage learners in Community Action	Meet target of 96% of all B&H learners aged 14-16 Continue and develop Community action programme	Duncan Young	March 2011
	3.	Secure additional funding, where available, to build collaborative enrichment activities	Ensure that any additional funding is used to support appropriate collaborative enrichment activities	Hazel Haywood'	April 2011

	3. Further develop the methodology for collecting appropriate and robust information, including learner voice, on curriculum supply and demand, uptake and quality for analysis and use in decision making	1. Identify who holds data	Data collected	R Wing and 14-19 curriculum group	Dec 2010
		2. Identify information needs	Needs identified	R Wing Connexions	Sept 2010
		3. Collate information	Data analysed	R Wing Connexions	
		4. Continue to promote student participation in decision-making about curriculum and other school sixth form and colleges issues through the work of the 16-19 Quality Group, making links with the development of the Framework for Excellence, Analyse the degree of student uptake in different providers and take necessary action to increase if required	Schools with sixth forms and colleges report improved levels of student participation in curriculum-related and other decision making	Hazel Haywood and 16-19 Quality Group	April 2011
	4. Actively support the 14-19 Curriculum Group in its monitoring functions to ensure successful collaborative curriculum delivery	1. Review and revise existing protocols to encompass all off site provision	Adopt one set of protocols for all collaborative work which are aligned where possible with neighbouring consortia	L Galloway	Sept 2010

		2. Review the cross city curriculum model	Model evaluated Changes made where appropriate	14-19 Group	June 2010
		3. Consider greater collaboration in travel to learn areas	Greater collaboration reviewed	L Galloway	October 2010
		4. Monitor quality of provision and value for money	High quality provision	16-19 Quality group 14-19 curriculum group	Ongoing
	5. Reduce the number of courses without defined progression routes and increase the number of level 1 and 2 courses available post 16	See Strategic Action Number 1.9		Post 16 dev team	
	6. Create a Foundation Learning Group and produce a Foundation Learning Implementation plan and implement.	See Strategic Action Number 1.7 Majority of schools, colleges and other relevant providers offer FL programmes	Personalised FL programmes start in 2011 in most providers	FLIG	May 2010
		Agree the spend of Foundation Learning Funding	Funding is used to build capacity and deliver FL provision	FLIG	Sept 2010
	7. Ensure that the curriculum has sufficient range and flexibility to meet the needs of learners	See Strategic Action Number 1.1		14-19 curric group	

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D) There is effective support for young people with special educational needs and those at risk of disengagement (Led by the IAG Group)	1. Work with Connexions and others to improve the systems for early identification of vulnerable young people who are at risk of non-participation in educational training post-16, and up to 25 for those Learners with Learning Difficulties and/or Disabilities (LLDD) in order to meet the September Guarantee and RPA.	1. Convene a group comprising a range of agencies and CYPT teams who have NEET on their agenda in order to agree a strategic approach to identifying and supporting NEET young people.	Shared understanding and strategy for early identification of potential NEET young people and integrated action to support them into EET.	Philip Ward	End May 2010
		2. All year 11 pupils to record their intended destinations on Aspire and this information to be passed to the Post-16 Commissioning team to inform commissioning of appropriate provision for 11/12 and beyond.	Appropriate provision commissioned to meet needs of Yr 11 leavers.	Philip Ward	September 2010 Is this too early?
		3. Processes in place to record September Guarantee offers and support young people to access them.	All 16 and 17 year olds have September Guarantee status recorded. Figures for 'No offer made – no appropriate provision' are within target	Philip Ward	March 2011
		4. Processes in place to record January Guarantee offers and support young people to access them.	All eligible young people to be offered	Philip Ward	March 2011

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			appropriate provision under January Guarantee. This should lead to a corresponding reduction in NEET rate.		
	2. Improve post-16 providers' systems for early identification of those young people who are at risk of non-participation in educational training post-17.	1. As part of NEET group's remit, to look at ways of using Aspire to allow the communication of student support needs from pre-16 to post-16 institutions.	Post-16 Institutions receive data on student support needs to enable them to continue to offer support and thereby increase retention rates on courses.	Philip Ward	July 2010
		2. Work with the 14-19 (including learners with LDD up to age 25) IAG subgroup to design a 'bespoke' version of the Common Application Process in Brighton & Hove to allow communication of student support needs before colleges make an offer of a place.	As above	Philip Ward	September 2010
		3. To agree with all post-16 providers including ISPs that they will alert Connexions of a student's 'intention to leave' and refer to a PA for IAG and inform Post 16 team (or named officer in the Local Authority.)	Students leaving courses will be contacted by Connexions and offered support and IAG.	Nicola Lombardo	July 2010

Objective	Strategic action (We will :)	How	Success criteria	Who	Timescale
		4. To agree with post 16 providers how they will implement the requirement to alert Connexions within 5 days of a student's leaving a course (Directions and Guidance to LAs document). To work with an ISP to inform Post 16 Development Team of any withdrawal from learning at an ISP.	As above	Nicola Lombardo	July 2010
	3. Ensure integrated youth support is well-targeted to prevent young people becoming NEET and provides more appropriate and targeted support for those at most risk of exclusion or disengagement.	1. A review of Integrated Youth Support (IYS) and integrated working looking at the make-up of area teams and links to school cluster areas.	Two areas, east and west/central, will link into the seven clusters, allowing the development of services better fitted to meet the needs of local communities.	Philip Ward	June 2010
		2. To undertake a Young Peoples Services Review in order to promote and achieve positive futures for young people in Brighton and Hove. This will focus on the interface between CYPT provision and third sector provision by reviewing how far this is meeting young people's needs and the impact of current provision on delivering positive futures for young people.	Strengthening the links and integration between complementary services by acting on the recommendations of the analysis.	Sally Wadsworth	October 2010

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		3. A review of Targeted Youth Support (TYS) referral processes linking to CAF	Revised pre-CAF assessment checklist resulting in appropriate referrals for vulnerable young people including NEETs.	Philip Ward Chris Parfitt Emma Fincham	September 2011
	4. Ensure forward planning is in place for students with disabilities so they have equal access to the full curriculum post-16 in the city or nearby.	4.Processes in place for Connexions PAs to support Section 139a applications in line with the statutory requirement on the Local Authority to secure provision up to the age of 25 for LLDD including at an ISP.	All eligible young people to have a completed S139a assessment.	Philip Ward	May 2010
	5. Further develop current strategies for post-16 provision for supporting students with special educational needs, in particular those with Behaviour, Emotional and Social Difficulties (BESD).	1. Processes in place for Connexions PAs to support Section 139a applications in line with the statutory requirement on the Local Authority.	All eligible young people to have a completed S139a assessment.	Philip Ward	May 2010

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E) Sufficient, appropriate and accessible facilities exist across the city to deliver a broad range of high quality provision	Agree and begin to implement an Integrated Capital Strategy for secondary schools and colleges across the city, which incorporates the Strategy for Change, and which responds to the requirements of the new curriculum	1. Identify capital requirements in schools and colleges arising from 14 – 19 curriculum developments, and how these can be captured in BSF, Academy and other capital development plans	Evidence in Readiness to Deliver statement and other capital plans	Michael Nix Linda Ellis	Ongoing
		2. Ensure that all consideration of curriculum development (e.g. Diplomas, CC15, FL) consider facilities requirements and include proposals for meeting these within their plans – these should not necessarily require major capital investment where it is unlikely that this can be made available within required timescales, and may for example include the use of other existing facilities, including colleges and third sector	All development plans include recommendations for facilities development	Michael Nix	Ongoing
		3. Ensure that planned developments in 14-19 are considered alongside other plans for capital development being developed by the Schools Futures Team, such that economies can be achieved through joint development where appropriate.	Evidence in Readiness to Deliver statement and other capital plans	Gil Sweetnam	Ongoing

	Ensure that the capital strategy links effectively with other major strategic developments in the city and nearby, including the Community Stadium and the Shoreham Dock developments	<ol style="list-style-type: none"> 1. Participate in project led by City and Northbrook Colleges to consider new 14 – 19 provision across Portslade/Adur areas 2. Work with Community Stadium and partners to develop education use of East Stand at Community Stadium 	<p>Any new provision is accessible for B&H learners as necessary</p> <p>Provision made in stadium for education and training use</p>	<p>Michael Nix</p> <p>Michael Nix</p>	<p>Ongoing</p> <p>March 2011</p>
	Secure resources for the capital strategy, in particular through the Building Schools for the Future programme	<ol style="list-style-type: none"> 1. Schools Futures Project to continue to develop in dialogue with Partnerships for Schools proposals for BSF delivery in B&H 		Gil Sweetenham	ongoing
	Within the principles of 'Partnership for Success', ensure that 16 – 19 provision across the city is organised to respond to learner needs, reflected in the 16 – 19 Commissioning Plan, and is readily accessible	<ol style="list-style-type: none"> 1. Further develop the proposal within BSF Plan to create a 16 – 19 (or 14 – 19) centre on the Hove Park Lower School site once this becomes available 2. Undertake a project to improve achievement and the best use of resources in school sixth forms, including at the Brighton Aldridge Community Academy 	<p>Worked up proposal agreed with schools and colleges and included in next stage of BSF</p> <p>Improvement Plan agreed with schools</p>	<p>Gil Sweetenham</p> <p>Michael Nix</p>	<p>December 2010</p> <p>December 2010</p>

	Building on the city's emerging pre-eminence in digital media industries, develop a city wide virtual learning environment that will support young people's learning anywhere and at any time.	1. Encourage usage of citywide Platform by all 14-19 Providers, in particular through work of curriculum development working groups	Evidence of VLE use Examples of good practice disseminated	David Cooper	ongoing
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F) Further develop effective employer links which involve them in the delivery of high quality work-related and work based learning in the city (led by employer engagement group which meets four times per year)	1. Agree a citywide employer engagement strategy that limits the number of separate contacts employers receive and increases the number of employers engaged in activities that enrich the 14 – 19 offer.	1. Deliver Work Related Learning opportunities using the EBP Employer Engagement Strategy document (2009 – 2011) The strategy will :- Raise Attainment Develop Employability Skills Provide the future workforce required by the City Promote a culture of lifelong learning	We will measure the success of this strategy through the impact it has made on learners, employers and providers. This can be established through both teacher and pupil feedback processes.	TC	To March 2011
		2. The EBP will :- Create an environment where education and business can work together to maximise effective and appropriate outcomes.	The strategy will meet the needs of learners by offering a service which supports their needs.	TC	To March 2011
		3. Equip young people with the skills they need to become productive members of the future workforce. EBP staff to deliver a Citywide IAG Careers event November 2010 to ensure a comprehensive and inclusive offer to all students. Provide a service to local Academy schools and promote a culture of Entrepreneurialism.	Monitoring and evaluation of the effectiveness of employer involvement in curriculum activities is used to improve and develop new activities according to current trends.	TC TC	To March 2011 Nov 2010

		4. Provide a service that supports the professional development needs of local teaching and support staff.	Opportunities for employers to contribute to shaping and inspiring the future workforce by offering relevant work related learning opportunities and work placements to both students and as part of the Professional development programme for teachers.	TC	To March 2011
	<p>2. Ensure that employers are fully aware of the opportunities that exist for them to engage with the 14 – 19 offer.</p> <p>3. Ensure employers offer formal training and development opportunities to all young people in the workplace from age 16.</p>	<p>1. Work with and provide information for local business forums to encourage employer links for schools to be brokered by the EBP.</p> <p>Set strategic and approved guidelines through the EBP Management Board for employer contacts.</p> <p>1. Schools to use the Veryan system for WEX placement booking activities.</p> <p>Encourage employers to offer their staff aged 16-19 appropriate training opportunities</p>	<p>Ensure attendance to local business forum meetings and Curriculum group meetings.</p> <p>Reduction in the number of young people in work without training</p>	<p>PB</p> <p>TC</p>	To March 2011

	<p>4. Forge effective partnerships with the main employer representative groups (The Economic Partnership, Chamber of Commerce, MD HUB, Brighton & Hove Business Forum) in the City to increase employer involvement in the 14 – 19 phase of education.</p>	<p>1. Enhance membership of the EBP Management Board/Steering group Committee targeting useful business contacts to support the Board. Brighton & Hove EBP has achieved the accreditation required by national IEBE standards (Institute of Education Business Excellence) April 2010.</p> <p>AEBE (Award for Education Business Excellence).</p>	<p>Having met the quality assurance standards for the AEBE Assessment, Brighton & Hove EBP can now market and promote the quality standard reached by continuing to offer a high level of service delivery in the City.</p>	<p>PB</p>	<p>To March 2011</p>
	<p>5. Implement the Citywide Apprenticeship Strategy to increase the number of Apprenticeship starts available in the City to meet the Apprenticeship entitlement by 2013.</p>	<p>1. Brighton & Hove EBP will continue to promote Apprenticeship opportunities in the City, working with M Eaton – Citywide Apprenticeship Manager and other local agencies who deliver and market Apprenticeship opportunities.</p>	<p>EBP regularly discusses Apprenticeship opportunities with employers. Apprenticeship opportunities are marketed through other business forums and through EBP Business breakfasts.</p>	<p>TC</p>	

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G) The Brighton & Hove 14-19 Workforce is trained and prepared to deliver and support a broad range of high quality provision	1. Map skills and training requirements for the effective delivery of: <ul style="list-style-type: none"> • Apprenticeships • Foundation Learning • Diplomas • International Baccalaureate • Revised GCSE • Revised AS/A2 	1. Apprenticeships: Implement commitments in City Apprenticeship Strategy and in Memorandum of Understanding with National Apprenticeship Service to ensure that relevant LA staff (commissioners, Connexions PAs, teachers) understand the requirements of local and national strategic targets for apprenticeships and how provision can be delivered and promoted to meet these	Effective joint planning and commissioning with NAS in place Connexions PAs and teachers able to advise learners impartially on the apprenticeship opportunities available to them	M Nix	Dec 2010
		2. Foundation Learning Implementation Group to identify and meet training needs. See also 3.1, 3.2, 3.4, 3.5, 3.6	Training needs identified and met. Funding identified. Persons to organise identified training	FLIG	
		3. Collate information about CPD needs to inform VT contract for Industrial Updating	Template agreed. Data collected. Data shared.	L. Galloway L.Galloway, L. Galloway	May 2010

		4. Train and provide support to staff to deliver Functional Skills and to improve the success rate of learners	Success rate increased to national standards and above	NS team	
	2. Evaluate progress and refresh B&H LP 14-19 workforce development plan under the four strands: <ul style="list-style-type: none"> • 14-19 reforms • IAG • Professional status • Leadership and management 	1. Update the BHLP 14 -19 Workforce Development plan to reflect the DCSF pathways.	Approved at 14-19 Curriculum Group and Partnership Board	Lindi Galloway	16th June and 7th July
		2. Ensure individual member CPD plans reflect the B&H 14-19 LP Workforce Development Plan	CPD plans in place and actioned for each member organisation	Helen Horsley and CPD leads	On going
	3. Provide and/or broker high quality professional developments based on needs identified	1. Cascade information on DCSF pathways with particular emphasis on FL and RPA	B&H 14-19 LP members hold series of events to brief all workforce (teaching and support)	SMT and CPD leads	On going
		2. Ensure all staff are updated on 14-19 reforms/pathways FL RPA	Staff attend briefing and are able to share information.	As above plus Nicola Lombardo	On going
		3. VT contract delivers range of training opportunities to reflect identified need from 1.3	Programme devised and delivered	VT staff – Craig Loud	June 2010 onward
		4. Exam officers updating through national/regional network meetings and events	Termly network meetings Updating event	Liz Devereux Of QCDA Liz Devereux	Termly July 2010

		5. Ensure awareness and facilitate attendance of strategic planners/SMT at national events held by <i>government departments</i> and /or access data released by government departments	Understanding of national picture and able to cascade within BH 14-19 LP and their own organisations	SMT of BHL P members organisations	Ongoing
		6. Ensure awareness and facilitate attendance of HODs/Line leads at national /regional events held by <i>awarding bodies</i> and /or access data released by awarding bodies	Understanding of national picture; able to cascade within BH 14-19 LP and their own organisations	Heads of Department/line leads	On going
		7. Ensure awareness and facilitate attendance at national /regional events related to each of the Diploma pathways	Understanding of national picture; able to apply and cascade within BH 14-19 LP.	Teaching staff	
		8. Ensure awareness and facilitate attendance at national /regional events <i>related to Quality Assurance</i>	Understanding of national picture; able to apply and cascade within BH 14-19 LP.	Domain and lead Assessor	
		9. Ensure awareness and facilitate attendance at regional network events for 15 Diploma lines	Understanding of national picture; able to apply and cascade within BH14-19 LP and their own line of learning group	Line of learning leads/domain assessors	
		10. Diploma Support	Staff trained to deliver G4 diploma lines	Lindi Galloway	Sept 2010-July 2011
			Sufficient staff trained to account for growth and succession planning	Lindi Galloway	Sept 2010-July 2011

		11. General Qualification Support	Staff updated	CPD leads	Ongoing
		12. Foundation Learning Support	Staff updated	CPD leads	Ongoing
		13. Apprenticeship Support	Staff updated	CPD leads	Ongoing
		14. Engage with other relevant agencies and fund holders:-			
		i. Awarding Bodies	Staff updated	Delivery teams	Ongoing
		ii. National Strategies Team B&H	Staff with skills to deliver functional skills	David Cooper Jenny Thomas Zeb Friedman	Ongoing