

Learning Pathways 14-19

Annual Network Development Plan 2008-2009

**PEMBROKESHIRE
NETWORK AREA**

1. THREE YEAR STRATEGY

There are no significant amendments to our priorities in 2008/09: Where slight changes have been made these are noted in italics below.

2. Pembrokeshire 14-19 Network – Strategic Priorities.

Strategic Priority 1 - Develop access to vocational provision at level 1 and 2.

- Develop facilities for vocational provision around the County, as funds permit.
- Give financial support for equipment and resources to start up new vocational courses.
- Engage vocational instructors in construction and engineering to deliver new courses (through arrangements with the College or work based training providers).
- Commission the Youth Service and Community Focused schools Co-ordinator to deliver 10 non-formal programmes for learners.
- Ensure there are suitable learning opportunities for youngsters who are, or in danger of becoming NEETS.

Strategic Priority 2 – Develop appropriate provision to meet the Curriculum Entitlement as laid down by WAG Regulations.

- *Work with individual institutions to identify potential gaps in meeting the curriculum entitlement requirements.*
- *Develop partnership and collaborative working between institutions to ensure the curriculum entitlement is met.*
- Further develop the Haverfordwest Federation to include 14-19 learning.
- Develop more bilingual provision to meet entitlement.
- Support the development of e-learning through training “e-learning champions in each school and College.
- Ensure the Learning Choices database is made available to all learners across Pembrokeshire.

Strategic Priority 3 - Develop an accredited programme for Learning Coach.

- Pilot a local programme of learning coach training in centres across Pembrokeshire.
- Give learning coach support to those youngsters who are, or in danger of becoming NEETS.
- Act on evaluations of Learning Coach Pilot projects at Tasker Milward school and Ysgol Y Preseli.
- Establish a Learning Coach entitlement Framework across all schools.

Strategic Priority 4 - Develop an implementation strategy for Learning Core Requirements.

- Improve the take up of Key skills qualifications at KS5.
- Ensure there are appropriate training opportunities for staff delivering Basic and Key Skills Programmes.
- Commission Careers Wales West to deliver a minimum of 8 Work focused experience events for learners.
- Support the Princes Trust initiatives in key and basic skills programmes.

Strategic Priority 5 - Develop a coherent multi-agency support for Personal support.

- Commission the Young Peoples Partnership to develop a multi-agency personal support system across the County
- Commission the Young Peoples Partnership to develop an independent counselling service for young people.
- Support the Pembrokeshire association of voluntary Services (PAVS) in developing student involvement in decision making, through the Student Cabinet system.

3. VISION INTO ACTION OUTCOMES

Our plans for 2008/09 address all 6 key elements of the 14-19 Learning Pathways agenda. In so doing those activities that relate to curriculum development specifically target the following at pre 16 level:

- Ensuring that no pupil leaves full time education without an approved qualification by ensuring that relevant and appropriate courses are made available to young people so that they can follow an individual learning pathway that is motivational and relevant to them thus ensuring engagement and achievement (This means that programmes at different levels, from different domains and with different learning approaches are all provided.)
- Supporting the improvement year on year of the average points score per 15 year old pupil for all qualifications by ensuring that relevant and motivational learning pathways are offered to ensure learner engagement and attainment
- Supporting the target that by 2010 60% of 15 year olds achieve the equivalent of GCSE grade A*-C by again ensuring that learners follow appropriate programmes of study to encourage engagement and achievement.

We would point out that currently in Pembrokeshire:

- *59% of students achieve 5 A*-C qualifications (2007). This indicator has shown a continuous improvement over the last 3 years and is above the Welsh average.*
- *Only 1.8 % of students left full time education without achieving a recognised qualification. This is below than the Welsh average of 2%.*

At post 16 level:

- To encourage more 16-18 year olds to remain in education, training or employment by again ensuring that programmes of study are offered that are relevant and wanted by learners so that they continue to engage in learning.

We would point out that, in Pembrokeshire, 84% of students continued in full time education and training post 16 at school or College. This is the highest percentage in Wales and well above the Welsh average of 76%.

Other activities within the plan focus on the support provided to learners that again will support learners to remain within education/training and raise their levels of achievement thus addressing the Vision Into Action targets.

Against each project within the plan the key Vision Into Action theme that is relevant to that project is highlighted.

4. ANDP PLAN

Please see annex B attached

5. BUSINESS CASE ANALYSIS

See attached annex E attached

6. QUALITY ASSURANCE AND IMPROVEMENT PLANNING

The Pembrokeshire 14-19 network intends to work with swamwac and the Welsh Assembly Government to implement the joint common principles for quality assurance and improvement to be developed via the Quality Champions. We currently have an independent consultant employed by the network for 3 days per week who has audited current QA processes and procedures in place for ANDP funded collaborative provision.

Once the quality framework principles are agreed both nationally and regionally the Quality champion will work with the network manager and providers to ensure that reliable methods of QA are operated consistently and within an agreed framework in order to judge standards, outcomes, quality of teaching and learning and progression etc. The outcomes of this will support the development of a network self assessment report and action plan so as to inform future planning.

It is intended that the framework should work with and enhance processes already in operation within and across providers so as to prevent duplication and repetition whilst promoting effective ways of improving standards of service by the use of rigorous evidence based self evaluation and independent external inspection from such bodies as Estyn, EFQM, IIP.

It is important that the process of quality assurance and improvement planning is owned by all the partners of the network and hence some joint meetings will be required to raise awareness of the cross network framework to all providers and agree how this will be taken forward. Whilst the network quality champion will lead this work partners must engage and believe they are part of the development process rather than having a process imposed upon them that may not necessarily fit with their own institutional plans and structures. Thus the Quality Champion will help partners to agree what is to be audited, how observations are conducted and to ensure that learners are consulted in a meaningful manner. A team of nominated professionals, drawn from the partners will work with the Quality Champion to fulfil the Network quality assurance and improvement planning process. Where necessary the Network will undertake to train and develop members of the partnership to ensure the highest quality of quality assurance, inspection, reporting and leadership for improvement. This group will also recommend to the Pembrokeshire 14-19 steering group for approval, a set of performance indicators that are readily, robustly and reliably measurable. In particular value added to the measure performance indicators will be of interest to the Network. Over time, the trends of the measured performance indicators will allow the Network to judge where intervention and change improves the performance of the Network.

The quality processes, judgements, reports and development plans will (as have been to date) be configured in terms of the CIF. All seven of the Key Questions are and will continue to be addressed. Thus it will be possible to readily make use of data from partners and to supply meaningful information to other groups such as The Children and Young People's Partnership.

In essence it is proposed that:

- The Network quality processes draw on the standardised quality processes of the individual partners.
- These judgements are summarised and tested by the Network Quality Group
- This group then produces a self-evaluation report and a quality development plan.
- The upward spiral of improvement will require all partners to consider the Network self-evaluation and quality development plan when writing their own development plans. This cycle is laid out diagrammatically in diagram A below. It is important to note that key foci will be the identification and

management of risks to standards, outcomes, learner entitlements and to meeting the needs of the learners and the communities that are served by the Network.

The quality champion will continue to identify and share good practice both within the network and across the region.

All the quality and improvement activities of the Network will be placed within the agreed protocols of working, and partnership. They will be conducted in an equitable and transparent manner so that the interests of learners are promoted and so that the partners of the Network are helped to deliver their services to learners effectively.

A. The process of quality assurance:

