

DARLINGTON



T R U S T

DARLINGTON

14 – 19

STRATEGY

March 2008

CONTENTS

- 1 Introduction
- 2 National Context
- 3 Regional Context
- 4 Local Context: A Picture of Darlington
- 5 Structures, Partnerships and Leadership
- 6 Strategic Priorities
- 7 A Vision for Darlington
- 8 Resources

APPENDICES

- A 14 – 19 Implementation Plan
- B Critical Path to September 2009 – Diploma Development
- C 14 – 19 Protocol Development Plan

1 INTRODUCTION

It is intended that this will be a relatively brief document, outlining a clear, well-focused strategy for the development of educational provision and services for all 14-19 year olds in the Darlington area over the next five years.

It will place Darlington within its national and regional contexts, and will articulate a clear vision for 14-19 educational developments over the period to 2013. Priorities will be identified and clarity will be provided on the nature of the local structures and partnerships whose effectiveness will be essential if the Strategy is to be delivered and the vision realised.

2 NATIONAL CONTEXT

Developments in Darlington are taking place against the background of a national 14-19 reform programme. This programme presents a significant challenge to all agencies, institutions and organisations in the compulsory and post-compulsory learning and skills sector to develop:

“a system of 14-19 education matching the best anywhere; a system where all young people have opportunities to learn in ways which motivate them and through hard work to qualify themselves for success in life.”

The national policy framework is outlined in four key documents:

- 14-19 Education and Skills Implementation Plan (DfES 2006)
- Raising expectations: Staying in education and training post 16 (DfES March 2007)
- World Class Skills: Implementing the Leitch Review of Skills in England (DIUS July 2007)
- Better skills, Better jobs, Better lives – our annual statement of priorities (LSC November 2007)

These documents together set a very clear national framework for action, each examining particular aspects of key issues within an overall reform programme. In essence, these key elements can be separately identified and these will clearly inform the 14-19 Strategy in Darlington:

- **Raising attainment now** – getting all young people on a learning programme that meets their needs, and helping them to achieve their potential;
- **Designing new curriculum and qualifications** – reforming 14-19 learning programmes so that what young people learn better prepares them for life and work, enabling them to participate in, and benefit from, local economic activity;

- **Delivering on the ground** – creating local partnership and cross border arrangements and infrastructures.

Darlington has a clear understanding of the national context and it will be imperative that its institutions and organisations work in partnership to ensure that all young people will be able to access relevant, high quality, personalised provision, with the appropriate levels of guidance and support, so that the five outcomes of the Every Child Matters framework become a reality for all within the Borough.

3 REGIONAL CONTEXT

It is important that within the 14-19 Strategy we acknowledge the position of Darlington in a regional context. The importance of addressing the needs of young people is highlighted within the **Regional Economic Strategy** which emphasises the goal of “raising aspirations and attainment of young people”. The Strategy also reinforces the importance of ensuring young people are aware of the changing employment opportunities in the region through effective information, advice and guidance at all ages.

Within this context the Regional Economic Strategy stresses the importance of ensuring the region’s young people understand the valuable contribution they have to make as the region develops, and the importance of young people having attained the necessary skills by the time they enter the labour market. It also emphasises the need for a more entrepreneurial culture and identifies young people as a key target group to be nurtured and made aware of support available if they wish to become self employed.

The **Regional Skills Partnership**, responsible for setting priorities and driving action on skills within the region, also places a strong emphasis on changing young people’s perceptions and supporting young people by increasing their knowledge of employment and learning routes. The **Regional Skills Action Plan** prioritises the need to ensure ‘young people are motivated and skilled in order to enter and succeed in an increasingly knowledge-based labour market’.

The Darlington 14-19 Strategy must also be seen within the sub regional context and the ongoing importance of the **City Region** concept. The City Region development programme stresses the importance of enterprise awareness and its integration into the mainstream curriculum so that young people are fully exposed to enterprise as a concept. The Trust will take a wider view of the impact of the Tees Valley City Region on the development of 14 – 19 provision in Darlington.

In addition to ensuring young people in Darlington are aware of regional and sub regional opportunities, it is important that, through our partnership structures, we take opportunities to influence regional and sub regional thinking and ensure it is informed by the needs of young people in Darlington. The 14 – 19 Trust is represented on the newly formed forum for Headteachers, **Schools North East**, and the chair represents the Trust

on the emerging **14-19 Regional Commission** which will provide an effective mechanism and forum for discussion of the regional agenda; it is important that the Trust is represented in this way and that Darlington has the opportunity to play a strong role in such discussions.

4 LOCAL CONTEXT: A PICTURE OF DARLINGTON

Educational provision for 14-19 year olds in Darlington is compact and reasonably coherent. There are six 11-16 schools one of which is a recently established academy whilst another incorporates specialist provision for young people with learning difficulties and disabilities; in addition there is a 11-18 Roman Catholic secondary school, and two independent schools – one for girls aged 5-18 and the other for boys 11-16. The specialisms of the schools include technology, vocational, maths and computing, languages, sport and the arts. It is intended that the two local authority schools which currently do not have specialist status will have achieved it in business and enterprise, and science by 2009. Post 16 provision is located within a general further education college, a sixth form college and the 11-18 schools. There are also 9 work based learning providers contracted by the North East Learning and Skills Council working in Darlington, together with a number of other providers which have national LSC contracts.

Performance indicators for 14-19 year olds in Darlington indicate a mixed and varied picture. In 2007, the number achieving 5 A*-Cs or better was 60.0% compared to a national average of 59.3%. Similarly, the number achieving 5 A*-Cs, including mathematics and English was 45.9%, compared with a national average of 45.4%. Contextual value added KS2-KS4 in 2006 was poor although a significant improvement is expected when the 2007 figures are released.

There is a clear disparity in the performance of the town's secondary schools with the highest achieving 96.3% 5 A*-Cs in 2007 and the lowest 31.0%. The equivalent GCSE figures including mathematics and English were 79.9% compared to 21.2%. However, between 2006 and 2007 there was a reduction in the gap of 9% between the highest and lowest performing secondary schools, in terms of those achieving 5 A* - Cs at GCSE.

In overall terms, post 16 performance is better. Darlington has been in the top 10% of local authorities for the last five years with respect to average points score per student at A Level, GCE and VCE. During this period, the Borough varied between 2nd and 11th in the list of all local authorities in England and Wales.

The number of young people in years 10 and 11 in Darlington schools at the present time and projected over the following five years is as follows:

Year Group	2007-8	2008-9	2009-10	2010-11	2011-12	2012-13
Year 10	1286	1246	1208	1238	1365	1308
Year 11	1314	1286	1246	1208	1238	1365

Total	2600	2532	2454	2446	2603	2673
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In terms of post 16 participation, the numbers in years 12 and 13 in schools, colleges and work based learning at the present time and projected over the following five years is as follows:

Year Group	2007-8	2008-9	2009-10	2010-11	2011-12	2012-13
Year 12	2304	2348	2393	2415	2442	2481
Year 13	1097	1135	1166	1207	1226	1257
Work based learning	226	236	276	296	316	336
Total	3627	3722	3835	3918	3984	4074

The total numbers of 14-19 year olds in Darlington who are engaged in education or training over the period to 2013 is therefore likely to be:

Age Group	2007-8	2008-9	2009-10	2010-11	2011-12	2012-13
Age14-16 in school	2600	2532	2454	2446	2603	2673
Age17 in school/college	2304	2348	2393	2415	2442	2481
Age 18/19 in school/college	1097	1135	1166	1207	1226	1257
Age 17-19 in WBL	226	236	276	296	316	336
Total 14-19 in education/training	6227	6251	6289	6364	6587	6747

The Darlington economy is relatively buoyant. Unemployment at 3.2% compares with Tees Valley and national figures of 4.15%, and 2.7% respectively. Darlington is the second smallest borough in the Tees Valley with an estimated population of 99,800 in 2006. The working age population is 59,700 with 77% currently economically active compared to a national average of 78.3%. The working population is mainly concentrated in the following industrial sectors: engineering; business and financial services; health, social care and education; logistics; creative industries; retail/tourism and leisure. There is a relatively high proportion of low paid, low skilled jobs in the town. Darlington is believed to have a potentially prosperous economic future because of its location with respect to major transport routes and its recent success in attracting inward investment. This has been confirmed by the findings of recent research into Taking Forward Darlington Gateway, which has examined Darlington's potential for development over the next 10 to 20 years.

5 STRUCTURES, PARTNERSHIPS AND LEADERSHIP

The key body which will determine the success of 14-19 developments locally is the Darlington **14-19 Trust**. Following a review of 14-19 provision in the town, the Trust was established in 2005 with a membership which included senior representatives from the local authority, the Learning and Skills Council, Connexions, all secondary schools, both colleges, the work based learning providers' forum and the Darlington local strategic partnership. It is important that the Trust takes advantage of the research mentioned

above, to get a better understanding of the skills needs and opportunities presented by Darlington's economy.

Members of the Trust have agreed that they will work collaboratively to

- plan the 14-19 curriculum for 14-19 year olds in Darlington;
- monitor and seek improvements in the educational achievements of 14-19 year olds in Darlington;
- ensure the sharing of good practice and resources with respect to teaching and learning in key subjects;
- further develop and create new specialist centres of excellence for the delivery of 14-19 programmes to provide a broad and balanced curriculum to enable students to make genuine choices;
- develop elements of common timetabling across Darlington;
- oversee guidance arrangements and ensure young people are fully informed about the options available to them;
- bid for additional resources to add value to the Trust activities;
- identify the transport needs of students accessing 14-19 provision and seek to co-ordinate where possible.

The Trust meets at least six times a year and is currently chaired by a head teacher. It has made progress since its inception but it does not currently concern itself with some of the areas identified above. It will need to evolve further so that it has the capacity not only to discharge the responsibilities originally envisaged but also the following additional requirements arising from national developments:

- make decisions about the programme for the introduction of diplomas;
- agree protocols in a variety of areas where teaching and learning are provided collaboratively;
- agree a 14-19 education plan which meets local needs;
- approve a Borough-wide quality assurance system for collaborative 14-19 provision;
- shape the strategic commissioning of collaborative 14-19 provision within Darlington.

In addition, employers will need to become more directly involved in the work of the Trust as they will be able to bring a contribution and perspective which is not currently available.

A number of other groups and teams are now in place to enable the Trust to meet these obligations. The Council's Business Engagement Strategy (adopted by CMT on 30 November 2007) will provide the means by which this is co-ordinated.

The 14-19 Development Team comprises an Assistant Director from the local authority, a 14-19 officer, a consultant (part-time), and a seconded head teacher (part-time).

The role of the 14-19 team in Darlington is to enable the Trust to function effectively by:

- developing a strategic plan for the period to 2013;
- producing detailed annual operational plans during this period;
- producing a 14-19 Education Plan which supports the children and young people strategic plan;
- developing future gateway submissions;
- developing proposals for improving employer engagement;
- developing a robust quality assurance system for collaborative provision;
- making proposals for an effective funding mechanism for collaborative provision;
- facilitating partnership agreements within the Trust;
- developing proposals for the improvement of guidance and careers education in Darlington;
- developing and maintaining processes for data capture;
- advising on key issues to be addressed by the Trust.

In essence, the 14-19 development teams will aim to facilitate the effective operation of the Trust by making a variety of relevant, informed and timely proposals for consideration. The Trust will be the decision making body.

Four additional groups will assist the development team and the 14-19 trust in their work.

The Diploma Development Group comprises members of the 14-19 team and representatives from all the schools, colleges and the work based learning providers' forum. Its remit is to consider and advise on the development of:

- the programme for gateway submissions;
- a range of protocols for collaborative provision;
- a quality assurance system for collaborative provision;
- guidance and careers education arrangements within Darlington;
- employer engagement and the work related learning arrangements within schools;
- any other logistical and operational arrangements for diploma delivery.

Again, the Diploma Development group is aiming to facilitate the effective operation of the 14-19 Trust by giving careful consideration to a range of issues before making recommendations to the Trust.

Whilst the Diploma Development Group will clearly focus on diploma issues, **the Curriculum Group**, which mainly comprises curriculum deputy headteachers from schools and colleges, will concern itself with the broader transformation agenda in Darlington. This includes:

- review of KS3;
- development of functional skills;
- foundation learning tier;
- revisions to GCSE and AS/A levels;
- timetabling issues;
- collaborative curriculum provision (excluding diplomas).

It will advise the 14-19 teams and the Trust of developments in these areas and make proposals, where appropriate, particularly with respect to possible collaboration and partnership arrangements.

The NEET reduction partnership comprises representatives from connexions, job centre plus, the 14 – 19 team, the colleges, work-based learning providers, secondary schools and the LSC partnership team.

It has a very clear remit which is to oversee the reduction of numbers of young people categorised as NEET. In doing so, the group will contribute to the attainment of annual milestone targets and the Local Area Agreement stretch target to reduce the number of young people NEET to 5.7% by 2010.

One of the key tasks of the group will be to engage with the 14 – 19 Trust in such a way that it influences curriculum and guidance arrangements for this age group and also engenders wider ownership/activity to address NEET issues.

Finally, **the Employer Engagement Group** comprises employers, colleges, work-based learning providers, Connexions, the 14 – 19 team, the Durham Business Education Partnership and the local authority Economic Regeneration team. Its remit includes:

- ascertaining local employers' skills needs;
- considering the appropriate involvement of employers in the 14 – 19 curriculum;
- identifying employers who might be involved in diploma development;
- advising on the phased introduction of diplomas, particularly with respect to any deficits in local skills;
- advising on the development of the work related 14 -19 curriculum;
- considering the implications of the diplomas for local work experience arrangements and placements.

This group will be expected to advise the Trust on all issues related to employer engagement and make recommendations to it in the areas specified above.

In addition, the Data Group, Work Based Learning Providers' Forum, Darlington-wide Mentoring Group, Aimhigher Steering Group and Diploma Curriculum groups all act as sub-groups to the Trust to advise on developments in their specialist areas and, in some cases, oversee aspects of operational activity.

In terms of structures and partnerships, Darlington is well placed to deliver the curriculum changes planned over the next five years. However, it will be vital that the 14-19 Trust matures into a decision making, commissioning body with a clear link to the Children's Trust.

Given the pace and significance of change, particularly over the next two to three years, the Trust ought also to give consideration to the establishment of a small executive group which might have a co-ordinating responsibility and deal with issues arising between meetings which need immediate attention. This would certainly support the chair and would clearly be accountable to the Trust.

It will be essential over the next five years that effective leadership is provided on 14-19 developments within Darlington. Given that the Trust will be the key decision-making body, it will be essential not only that the members work as a genuine partnership, but also that the chair receives sound guidance and strong support from senior officers of the local authority and the Learning and Skills Council.

6 STRATEGIC PRIORITIES

The Darlington 14 – 19 Trust has agreed the following priorities:

1. Collaboration and Partnership Working.
2. 14 -19 Capacity Building and Planning.
3. Promoting Participation and Engagement.
4. Guidance.
5. Raising Attainment and Standards.
6. Curriculum Planning.
7. Employer Engagement and the Work Related Curriculum.
8. Workforce Development.

An implementation plan will be drawn up in the first instance and will specify the operational actions planned for the period leading up to September 2009. This will incorporate a number of key areas and will include a critical path analysis, the development of protocols, cross-border opportunities and phasing arrangements for the application and introduction of diplomas.

7 A VISION FOR DARLINGTON

By 2013 it is intended that Darlington will be recognised for the excellence of its 14-19 provision in schools, colleges and work related environments, and its capacity to work collaboratively.

At the current time, excellence exists in many aspects of 14-19 provision but there is a high degree of inconsistency. As a way of measuring the improvements anticipated, Darlington is aiming to be in the top quartile of local authority areas for the major 14-19 performance indicators used by government; this will be combined with strong, positive and well-structured partnership arrangements.

If this vision is to be realised, it is essential that an agreed learner entitlement operates across the schools, colleges and work based learning providers in the town and that provision is quality assured in an open, professional and robust manner.

The 14-19 Trust has already approved a learner entitlement which provides the basis for developing collaborative provision over the next five years. However, it will be essential for all providers to be in a position in which they can assure learners that they can expect the following:

- high quality teaching;
- a challenging curriculum with a wide choice of extra activities;
- a learning environment which is pleasant, safe and appropriate for each course they are taking;
- high quality resources to enable effective learning;
- a well structured careers education programme;
- clear advice and guidance on options in Year 9;
- individual advice and guidance from a careers professional in Years 9,11,12, and 13;
- access to courses at any of the town's 14-19 providers where they are offered on a collaborative basis;
- access to high quality , relevant work experience where appropriate;
- an individual learning plan at age 14 which will be reviewed regularly up to the age of 19;
- inclusive access to a wide range of provision for all learners, irrespective of disability;
- to be set targets and for performance to be regularly measured against them;

- learning and personal support from a tutor and mentor if needed;
- access to a school counsellor or personal advisor if needed;
- information and support for carers about their education;
- assurance that their personal details are handled securely and sensitively;
- the opportunity to have a say in any decisions that will affect them.

This is an indication of what learners can reasonably expect from 14-19 providers. It will be important that all providers can give assurances that such arrangements will be in place by December 2008 in preparation for the introduction of new collaborative provision from September 2009.

Whilst it is essential that there is an agreed learner entitlement within the town, it is especially important that all students are clear about what is expected of them, particularly when taking courses provided on a collaborative basis. A protocol on behaviour will be produced along with a document making explicit these expectations. It will be essential that all 14-19 year olds who are involved in learning outside their own school/college understand and sign up to these expectations.

As part of its vision for 14 – 19 collaborative provision within the Borough, Darlington will also develop a strategy for change – a related capital programme. A draft document will be prepared and presented to the 14 – 19 Trust by the end of 2008. It will inform the process of designing new facilities through Building Schools for the Future and will make proposals on how the targeted capital fund of up to £8m will be spent. It is anticipated that this funding will be drawn down on a phased basis, starting in 2009, with a view to completion by 2011.

Finally, it is intended that a new Borough wide quality assurance system for collaborative provision will be in place by September 2009. This approach to quality assurance will be evidence based using a number of indicators including:

- attendance;
- examination results;
- value added achievements;
- course retention;
- teaching observations;
- monitoring visits by awarding bodies;
- learner views.

Quality assurance reports will be produced for every course operating on a collaborative basis as soon as all the evidence is available. An annual cycle will develop and reports will be presented to the 14-19 Trust.

The development of a 14 -19 quality assurance system is seen as essential to the well-being of collaborative curricular provision within the town. It is intended that it will give schools and colleges confidence that when their students are engaged in learning elsewhere, they will be receiving a high quality experience which is closely monitored.

8. RESOURCES

It will be essential for the future well-being of 14-19 provision in Darlington that a number of important principles are agreed by the Trust with respect to funding:

- additional capital funding will be essential and decisions about its allocation should be agreed by the Trust;
- similarly, additional resource will be required to meet the higher operating costs arising from the expansion of 14-19 curriculum provision across the Borough;
- the funding of individual schools, colleges and work-based learning providers will continue to reflect the number of students enrolled at each institution;
- funding will follow students where part of their programme is with a provider other than their home school/college;
- the Trust will need to agree the rates of funding for any such collaborative activity;
- where students are taking part of their programme with another provider, charges should be reasonably proportionate;
- providers will need to prepare their annual budgets making assumptions about the possible movement of students to or from other institutions;
- all charges will need to be agreed in advance to ensure effective financial management across the Borough;
- the Trust will be responsible for agreeing the financial framework for all collaborative curriculum activity.

The scale and distribution of funding will be important factors in determining the success or otherwise of 14-19 developments within Darlington (and nationally). It will therefore be essential for the Trust to determine a set of principles which ensure the effective deployment of those resources which are available for collaborative provision across the Borough.

Appendix A

Darlington 14-19 Strategy

14-19 Implementation Plan

February 2008- September 2009

14-19 Strategy Priorities	<u>Actions</u>	Lead officer	<u>Timescales</u>
Collaboration and Partnership Working	Review and confirm remits of groups and reporting processes. (further work on Trust remit and membership at DFCS consultant led event March 08)	DJH	April 2008
	Define planning cycle and review processes on a regular basis		
	Ensure all partners are represented		
	Ensure student voice informs 14-19 developments (Student council event – Carmel College March 2008)		
	Ensure 14-19 Strategy is kept live and reviewed on a regular basis		
	Develop and maintain systems to ensure all partners are fully informed and involved in 14-19 development.	AD	Ongoing (annual report to 14-19 Trust)
14-19 Capacity and Planning	Ensure that 14-19 team is up to date on policy and developments	HE	Ongoing (annual report to 14-19 Trust)
	Drive 14-19 agenda locally to comply with national and regional requirements.		
	Review all aspects of 14-19 data, currently held in a number of service areas, and develop comprehensive data set and reporting cycle.	JC	July 2008
	Enable the 14-19 Trust to gain a broad informed view of the quality of provision across the whole of the 14-19 agenda		
Promoting Participation and Engagement	Maintain and develop Transition mentoring programme (Appoint ESOL mentors re GONE and Aimhigher funding Mar 08)	Aimhigher until August 2008 then HE	Ongoing (annual report to 14-19 Trust)
	Provide appropriate CPD through the Darlington wide Mentoring Network		
	Develop and implement Borough wide NEET strategy through the NEET Reduction Partnership	LK	

	Manage and develop Y 11 data transfer re Transition and Progress Forms	HE	
Guidance	Develop Borough wide careers education programme	LK	September 2008
	Ensure access to IAG specialist support for all students (entitlement to 1:1 with careers qualified staff in Y9 and Y11)		
	Develop and maintain prospectus (include development of ILP and CAP for collaborative courses as appropriate)	LK	Ongoing – review Spring 2008
	Review, renew, raise awareness of learner entitlement	LK	Sept 2008
	Raise awareness of WBL in schools (Work Based Learning Providers’ Forum)	MW	ongoing
	Develop strategy to raise awareness of diplomas in schools (DDG see critical path)	DJH	December 2008
Raising Attainment and Standards	Devise effective model for QA for the delivery of diplomas (DDG see protocol development plan)	DJH	October 2008
	Further develop model to embrace other learning opportunities i.e. KS4 engagement		
	Ensure 14-19 curriculum developments support the raising standards agenda across the town	AD	ongoing
Curriculum Planning	Develop protocols to support diploma delivery (DDG see protocol development plan)	DJH	December 2008
	Develop systems and processes to support delivery e.g.; transport, finance, enrolment etc.	HE	May 2009
	Develop plan for diploma entitlement to be in place for 2013 (bid for support from DCSF consultant April – Sept 2008)	HE	September 2008
	Gateway 1 submission – category 3s Ensure planning to achieve 2009 start (see critical path) (Creative and media, IT and Engineering)	HE	April 2008
	Gateway 2 submissions – monitor bid outcomes (hospitality and catering ,construction and hair and beauty)	HE	April 2008
	Ensure secondary curriculum is fit for purpose 11-16 and enable new developments to be embraced in an appropriate manner (e.g. functional skills and FLT)	RT	Ongoing to September 2009
	Develop consistent, comprehensive, high quality provision across all settings 11-19 to support any transition or transfer		

	Improve understanding of interface between KS3 and KS4		
	Consider the development of a skills centre to achieve value for money and improve range of provision - consider capital bid. (bid for LSC funding for feasibility study – Feb 08)	AD	July 2008
	Improve QA to inform broader 14-19 agenda	AD	September 2009
Employer Engagement and the Work Related Curriculum	Develop protocols to ensure LA activity supports learners (to include commissioning opportunities and the role of DBC as an employer)	GLJ / HE	December 2008
	Review the current picture of opportunities for learners in placements to inform future plans	HE	September 2008
	Develop a Borough wide approach to ensure local employers are engaged and understand opportunities to support learners (Employer Engagement Group and closer strategic link between DBEP and 14-19 Trust)	DJH	December 2008
	Highlight potential opportunities for support from local employers either for curriculum (i.e. diplomas) or employability skills. (including GONE funding to develop employer engagement re diplomas March 08)	Curric Devel groups	Ongoing to support diploma development
Workforce Development	Develop and guarantee process for industrial updating and CPD for all staff engaged in 14-19 programmes	Curric Devel groups/ Workforce Devel Team	December 2008
	Complete a comprehensive skills audit for all staff involved in current 14-19 programmes and ensure this is refreshed on an annual basis to meet future need		

Appendix B

Darlington 14-19 Strategy

14-19 CRITICAL PATH TO SEPTEMBER 2009 - DIPLOMAS

Issue	Date
Finalise the 14-19 strategy	Mar 2008
Specify role of diploma subject leader	Mar 2008
Specify role of course leader for each level of diploma	Mar 2008
Appoint a 14-19 diploma co-ordinator	Apr 2008
Identify subject leaders for each diploma	May 2008
Determine entry requirements for diplomas at each level	Jul 2008
Select awarding bodies	Jul 2008
Finalise timetable arrangements for each diploma	Jul 2008
For each diploma, at each level, determine which units are to be delivered	Jul 2008
Determine which provider is to deliver each diploma unit at each level	Jul 2008
Develop prospectus materials for each diploma at each level	Sep 2008
Identify careers specialists to provide IAG in schools	Sep 2008
Determine financial cost structures	Sep 2008
Determine diploma application procedure	Sep 2008
Run diploma taster sessions for Y9 students	Sep-Dec 2008
Determine transport arrangements	Oct 2008
Determine functional skills delivery model	Oct 2008
Determine additional specialist learning offer at each level	Oct 2008

Brief all staff who are likely to be involved in guidance	Nov 2008
Complete the production of protocols	Dec 2008
Identify course leaders for each level of diploma	Dec 2008
Establish a diploma management group comprising subject and course leaders to oversee diploma operational arrangements	Jan 2009
Determine max/min for diploma set sizes	Jan 2009
Determine examination entry procedures	Mar 2009
Allocate students to places on diploma courses	Mar 2009
Establish administrative systems to support the diploma protocols	May 2009

Appendix C

Darlington 14-19 Strategy

14-19 PROTOCOL DEVELOPMENT PLAN

Date – 2008	Protocol	Lead
Feb	Attendance	Anita Hamer
Mar	Safeguarding	Odette Sanderson
Jun	IAG & CEG	Lynn Kilpatrick
Jun	ARR	Sue Richardson
Jul	Timetabling	Susan Johnson
Jul	Student conduct	Anita Hamer
Jul	Determination of diploma providers (criteria)	Helen Ellison
Sep	Work placements	Sue White
Sep	Health & safety	Sue White
Sep	Dress codes and equipment	Angela Shaw
Sep	Application procedure	Julie Bee
Sep	Financial arrangements	Ian Coxon
Oct	Transport	Helen Ellison
Oct	Quality assurance	David Heaton
Oct	Data protection and sharing	Chris Bracken/Julie Bee
Nov	Induction	Helen Ellison

Nov	Staffing and CPD	Helen Ellison
Dec	Individual learning plans	Lynn Kilpatrick
Dec	Inclusion	Kate Crallan/ Hetherington Val
Dec	Examinations	Helen Ellison
Dec	Complaints	Julie Bee