

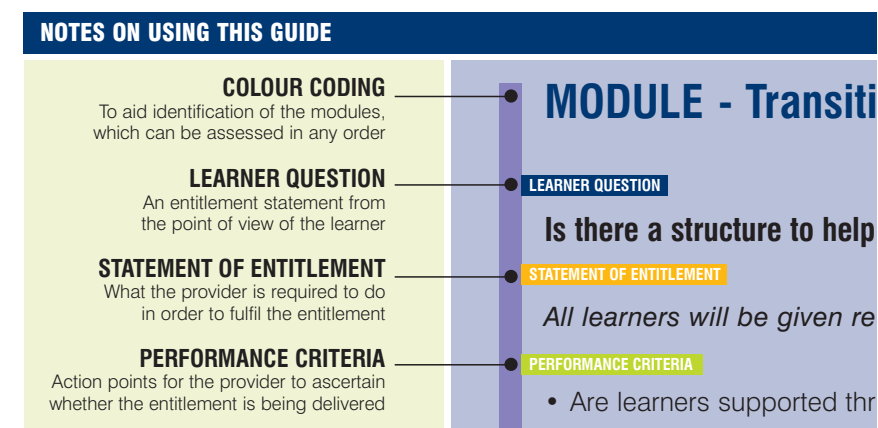
Putting
the learner
first

learner entitlement for learners in Kirklees

MODULE GUIDE

learner entitlement

for learners in Kirklees



Introduction to Learner Entitlement

AIM

- To put the learner at the heart of activities, with the intention to give every learner the chance to fulfil their potential.
- To contribute towards delivery of two of the “Every Child Matters” outcomes:
 - Enjoying and Achieving**
 - Achieving Economic Well Being**
- To provide the means by which Schools, Colleges, Work Based Learning providers, and other stakeholders can work in partnership to enhance the support and guidance provided for learners making choices about their future education and/or training

OBJECTIVES

- To develop agreed standards of School/College/Work Based Learning guidance provision across Kirklees
- To provide a manageable framework by which all providers can monitor, review and improve standards, in partnership with learners and other key users.
- To promote an active role for learners in this process

STRUCTURE

- The following information is designed to be used in conjunction with the software which accompanies this booklet.
- This booklet has been designed to provide an overview of the content of the Learner Entitlement. More detailed information is available within the software package which has been devised so that each provider can use it as a Self Evaluation tool which can also be linked to other frameworks for inspection and support.
- There are eleven **MODULES** to the Learner Entitlement which are incorporated in the accompanying software. Each **MODULE** has one or more **LEARNER QUESTIONS** taken from the learner point of view, followed by a **STATEMENT OF ENTITLEMENT** from the provider point of view.
- Following on from the **STATEMENT OF ENTITLEMENT** are a series of **PERFORMANCE CRITERIA** to assist the provider to evaluate the level of provision for each **MODULE**.

MODULE - Interviews and Preparation

LEARNER QUESTION

Have I had an individual interview with each provider to whom I applied to assist me in deciding on my transfer and/or progression path?

STATEMENT OF ENTITLEMENT

All learners will have an opportunity for an individually focused interview with an appropriate member of staff from the prospective provider.

PERFORMANCE CRITERIA

- Are all learners given the opportunity to have an individual interview of at least 15 minutes duration?

LEARNER QUESTION

Have I been allowed time to attend transition interviews?

STATEMENT OF ENTITLEMENT

Within reason learners should be enabled to attend interviews during their working day and support given to make up lost time.

PERFORMANCE CRITERIA

- Are learners able to attend for internal or external interviews without being made to feel pressured, discouraged or stressed?

LEARNER QUESTION

Have I had guidance and support to prepare for transition interviews?

STATEMENT OF ENTITLEMENT

Learners should have the opportunity for a mock interview or other appropriate interview preparation and be provided with a check list of interview requirements.

PERFORMANCE CRITERIA

- Are learners given clear guidelines, advice, and preparation to optimise the interview time?
- Are learners encouraged to take their Record of Achievement / Progress File to their interviews?
- Is reference made during the interview to the contents of the learner's Record of Achievement / Progress File?

LEARNER QUESTION

Has the interview allowed me an opportunity to discuss the choices available?

STATEMENT OF ENTITLEMENT

Learners should have the opportunity to receive appropriate information and be encouraged to ask questions about their choices available.

PERFORMANCE CRITERIA

- Is information about specific learning needs identified?
- Is reference made to progression opportunities beyond what the learner is planning to do?
- Is the learner invited to ask questions?
- Is the learner informed of the outcome of their programme / course application and given reasons for the decision?
- Are interviewers adequately trained / briefed?



MODULE - Transition, Induction and Support

LEARNER QUESTION

Is there a structure to help me with the requirements of my programme / area of study?

STATEMENT OF ENTITLEMENT

All learners will be given regular opportunities to identify their individual learning needs and to be given information about how the provider will meet these needs

PERFORMANCE CRITERIA

- Are learners supported through the transition to their new learning environment?
- Are learners aware of the range of support for their learning needs?
- Are learners aware of when and how their individual needs are assessed?
- Is it made clear to learners where they can turn for help if they encounter problems at any time during their programme?
- Is it made clear to learners what their rights and responsibilities are?
- Is explicit reference made to health and safety?
- Is an initial assessment made of the learner's learning needs?
- Does each department, programme, or subject area with which the learner comes into contact take part in the induction?
- Are learners made aware of procedures for discipline and other issues?
- Is there a formal review to mark the end of the induction period?

MODULE - Information Given by the Provider

LEARNER QUESTION

Do I know what is expected of me, and what I can expect from my provider?

STATEMENT OF ENTITLEMENT

All learners will receive a clear, written statement of what they can expect of staff, what staff can expect of them, and how they will be expected to treat each other.

PERFORMANCE CRITERIA

- Do learners feel they are given clear information of what is expected of them and what they can expect of the provider?
- Are learners made aware of their time commitments to the new programmes?
- Are learners aware of the variety of support available to them from staff?
- Do learners know what will happen if they do not fulfil their commitment to the provider?
- Do learners know what to do if the provider fails in its commitment?

MODULE - Transfer of Information

LEARNER QUESTION

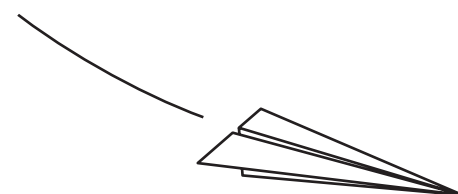
Do I know that information about my achievements and needs is transferred to future providers?

STATEMENT OF ENTITLEMENT

All learners will be informed that information about their achievements and identified needs will be exchanged between providers.

PERFORMANCE CRITERIA

- Is the learner's prior achievement used when considering progression opportunities as detailed on the Post 16 Progression Form?
- Is the learner aware that information about their needs known to their current provider will be shared with future providers to inform progression opportunities?



MODULE - Learning and Assessment

LEARNER QUESTION

Do I know what and how I will learn and how I will be assessed?

STATEMENT OF ENTITLEMENT

All learners will be given information about teaching practices and strategies and will receive clear information about what the learner will cover, what learning styles the learner will experience, and how the learners work will be assessed. For example, this will include information about assessment in the work place, examinations, portfolios, coursework, and fieldwork.

PERFORMANCE CRITERIA

- Are learners given detailed information about what they will learn?
- Are learners given information about the ways in which they are expected to learn?
- Are learners given detailed information about how they will be assessed?
- Do learners know when they will be assessed?
- Do learners know what work will be assessed?
- Do learners have an active role in assessing their own needs?

MODULE - Student Entitlement Delivery

LEARNER QUESTION

Do I know what I can do if I think my entitlement is not being delivered?

STATEMENT OF ENTITLEMENT

All learners will receive information and guidance on how they can use their entitlement.

PERFORMANCE CRITERIA

- Do learners know who to contact if they are unhappy about the delivery of the entitlement?
- Do learners feel that the contact is accessible?

MODULE - Monitoring and Review

LEARNER QUESTION

Do I understand the monitoring and review process?

STATEMENT OF ENTITLEMENT

All learners will have regular opportunities to discuss the quality of their experiences and the chances of achieving their targets, allowing them to change their targets where appropriate.

PERFORMANCE CRITERIA

- Is there: **a)** A systematic monitoring process of each individual's learning?
b) A systematic review process of each individual's learning?
- Are relevant others (e.g. parents, mentors, employers, Personal Advisors, etc) involved in **a)** The monitoring process?
b) The review process?
- Does the monitoring and review process allow learners to participate in the setting of targets, plan for achieving them, and adapt according to identified need?
- Are records kept of each stage in a learner's review?
- Are these records accessible to the learner?
- Are the records compliant with the provider's record management policy?

MODULE - Changing Programmes

LEARNER QUESTION

Do I know how to change my path?

STATEMENT OF ENTITLEMENT

Learners who need or wish to change their programme will be given unbiased guidance and information about different pathways

PERFORMANCE CRITERIA

- Are there reasonable structures to facilitate early identification of learners whose needs are not best served by their current programme?
- Do learners know what to do and who to contact if change of programme is appropriate?
- Do learners feel that they will get impartial guidance about alternative pathways?
- Is the learner given credit for the time and effort spent on the current programme?
- Does the provider attempt to ascertain reasons for individuals changing courses and take this into account during the guidance process and on induction onto new programmes?

MODULE - Guidance Process

LEARNER QUESTION

Do I know what pathways are available to me and what the entry requirements are?

STATEMENT OF ENTITLEMENT

Before starting a programme, all learners will be given help to achieve, through clear information and unbiased guidance about the pathways they can take towards their learning and career targets, based on their anticipated level of achievement.

PERFORMANCE CRITERIA

- Does the guidance process include access to impartial guidance from outside the provider where appropriate?
- Does the guidance process include access to specialist guidance from outside the provider where appropriate?
- Are learners made aware of the evidence of prior achievement (including but not restricted to examination results) required to access the relevant pathways?
- Are learners made aware of how choices made now will affect their future learning and career opportunities?

LEARNER QUESTION

Do I know how to apply for the progression route of my choice and am I able to access the appropriate application procedure?

STATEMENT OF ENTITLEMENT

All learners will be given clear and unbiased information about the choices available, the application procedures for all providers and have access to the relevant application literature.

PERFORMANCE CRITERIA

- Do all learners have access to prospectuses, application forms, and contact details for all providers?
- Are all learners given sufficient advance notice of time frames for applications?
- Are learners made aware of anything which might disbar them from a particular career pathway?

LEARNER QUESTION

Do I understand the application process?

STATEMENT OF ENTITLEMENT

All learners will be given impartial guidance and support to help them make a good application

PERFORMANCE CRITERIA

- Are all learners given impartial guidance and support in completing applications to best sell themselves to prospective providers?
- Have all learners been given a Post-16 Progression Form, completed jointly with the learner and teacher / tutor to be included in their Record of Achievement / Progress File?
- Are all learners enabled and actively encouraged to maintain an up-to-date Record of Achievement / Progress File?

MODULE - Equality and Diversity

LEARNER QUESTION

Do I know my entitlement to Equal Opportunities?

STATEMENT OF ENTITLEMENT

All learners will receive information to emphasise equality of treatment on their merits, irrespective of age, colour, disability, ethnic origin, gender, race, religious beliefs, or sexual orientation.

PERFORMANCE CRITERIA

- Do learners know who to contact if they are unhappy about their treatment with regard to Equal Opportunities?
- Do learners feel that the contact is accessible?



MODULE - Preparing for Progression

LEARNER QUESTION

Do I know what I can do next?

STATEMENT OF ENTITLEMENT

During the programme all learners will be made aware of future options and given advice about how to access them. This will include information about things learners might have to pay for while on a course and any help learners can get in paying for these.

PERFORMANCE CRITERIA

- Is information and advice available in ways accessible to all learners, and do they know when and where to access this?
- Do all learners have advice and information which is supported by appropriate guidance?
- Does the information encompass all providers?
- Are learners informed about future options through a variety of regular experiences within the current programme?
- Does information and guidance include the financial implications of each option?

APPENDIX 1

BACKGROUND INFORMATION TO THE LEARNER ENTITLEMENT

The 14-19 Learner Entitlement Document was developed in Kirklees by a partnership of providers and agencies involved in 14-19 Education and Training.*

The Entitlement was commissioned by the 14-19 Strategy Group, a working party which reports to the Kirklees Learning Partnership, and was produced by the 14-19 Transition Team.

The 14-19 Strategy Group has a wide membership:

- Four College Principals
- Four Head teachers (two with Sixth Forms)
- Members of the School Effectiveness Service (SES)
- Representatives from the 14-19 Transition team
- Representatives from Calderdale and Kirklees Careers
- Representatives from Work Based Learning organisations
- The Director of Lifelong Learning for KMC
- Representatives from Community Education and regeneration (CE&R)
- A Representative from KMC Planning and Development
- A Representative from Connexions West Yorkshire
- A Representative from Huddersfield University
- A Representative from the Learning and Skills Council (LSC) West Yorkshire
- Kirklees Collegiate Managers

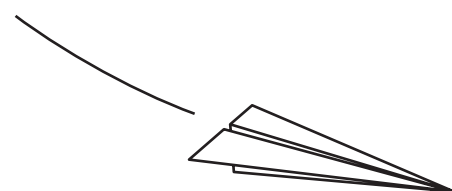
A key priority for the 14-19 Strategy Group is to consider how Schools, Colleges, Work Based Learning providers, and other agencies can collaborate to establish a consistency and coherence in provision.

The Kirklees Learner Entitlement is one response identified to address this priority.

Through collaborative action, the 14-19 Strategy Group aims to promote provision for all young people within Kirklees which:

- Is high quality and coherent
- Ensures continuity of opportunity
- Ensures progression pathways
- Ensures equality of opportunity

*Although devised specifically for the 14-19 phase of Education, the Entitlement document has been identified as a valuable framework to support transition across other phases of education.



APPENDIX 2

LEARNER ENTITLEMENT - WHO IS IT FOR?

Learners would use the Entitlement:

- To help them make choices by analysing the information available to them
- As a checklist to review their experience within a provider
- As a framework within which learners can negotiate
- To provide the means by which learners can help schools, colleges, and work based learning providers to maintain and develop the quality of provision
- To identify their responsibilities in relation to the Entitlement

Parents/Guardians/Carers would use the Entitlement to:

- Support their role as consumers of services within schools, colleges, and work based learning providers
- Support their role as mentors and advocates for those in their care

Personal Tutors in Schools, Colleges, and Work Based Learning providers would use the Entitlement to:

- Raise the awareness of learners about their Entitlement and about learner responsibilities
- Inform the planning and delivery of their work with individual learners in relation to their overall programme.

Support Assistants/Learning Mentors in Schools, Colleges, and Work Based Learning providers would use the Entitlement to:

- Support learners in groups or individually in relation to specific programmes or areas of study
- Raise awareness of learners about their Entitlement and responsibilities, and help draw up learning agreements

Teachers/Deliverers of Courses in Schools, Colleges, and Work Based Learning providers would use the Entitlement to:

- Inform the planning and delivery of their work with groups and individuals in relation to specific programmes.

Senior Managers in Schools, Colleges, and Work Based Learning providers would use the Entitlement to:

- Review and develop the quality of provision
- Promote good practice by clarifying and communicating roles and responsibilities
- Raise the awareness of their learners about their Entitlement
- Promote the quality of provision for external inspection
- Help draw up their guidance agreement.

Personal Advisors (Careers) would use the Entitlement to:

- Raise the awareness of the learners about their Entitlement
- Help draw up guidance agreements with schools, colleges, and work based learning providers
- Inform the planning and delivery of their work with individual learners in relation to choices which they have to make.

Governors/Directors of Schools, Colleges, and Work Based Learning providers would use the Entitlement to:

- Inform their decisions about school/college/ work based learning provider development and resourcing

The LEA would use the Entitlement to:

- Act as a promoter of quality in collaboration with schools, colleges, and work based learning providers
- Act as a provider of training and support
- Act as an advocate for learners and their parents/guardians/carers
- Assist with monitoring and reviews directly related to the quality of the learner experience.

The LSC would use the Entitlement to:

- Aid the regulation of contracts and bids by assessing the extent to which initiatives support the principles and implementation of the Entitlement.

DfES would use the Entitlement to:

- Provide additional monitoring and review focus for Kirklees which relate directly to the quality of the learner experience

APPENDIX 3

THE LEARNER ENTITLEMENT SELF REVIEW PROCESS

- 1) The School / College / Work Based Learning provider reviews provision against the Statements of Entitlement
- 2) The plans identify the degree to which the Statements of Entitlement have been met:
 - The evidence sections identify the degree to which the provider has met the Performance Criteria
 - Where the performance criteria have not been met the action required section indicates how the provider intends to meet the requirements of the Performance Criteria
 - The success criteria section allows the provider to detail the measures to indicate that the Performance Criteria has been fully met
- 3) Each Performance Criterion can be referenced to other evaluation frameworks, e.g. SDP/SEF/SAR
- 4) The Action Planning Form is used to identify and record the provider's intentions for developing provision, tasks, responsibilities, and time scales
- 5) The provider monitors progress regularly and reviews process and actions as necessary

APPENDIX 4

LEARNER ENTITLEMENT

An Outline to the Provider Self Review Document

CONTENT

- 1 Interviews and Preparation
- 2 Transition, Induction and Support
- 3 Information Given by the Provider
- 4 Transfer of Information
- 5 Learning and Assessment
- 6 Monitoring and Review
- 7 Changing Programmes
- 8 Preparing for Progression
- 9 Guidance Process
- 10 Student Entitlement Delivery
- 11 Equality and Diversity

AS A YOUNG PERSON IN THE KIRKLEES AREA YOU ARE ENTITLED TO:

Interviews and Preparation

- An individual interview of at least 15 minutes duration.
- Time away from your current programme of study to attend interviews.
- Interview preparation through checklists of interview requirements, preparation of Progress Files / RoAs etc.
- An interview which allows opportunity for discussion with feedback on the outcome of the interview.

Transition, Induction and Support

- A structured induction to help you settle in, to make your rights and responsibilities clear, including health and safety issues; a review between yourself and your provider regarding procedures and support which may be necessary.

Information Given by the Provider

- Clear outlines of the responsibilities, guidance, and behaviour expected of you, other learners and your provider, know what will happen if you/your provider cannot meet the requirements of your programme.

Transfer of Information

- Know that information about your achievements and learning needs will transfer from one provider to another.

Learning and Assessment

- Help in understanding how you will be assessed, when you will be assessed with information about what you will be expected to learn.

Monitoring and Review

- On going review and monitoring with other agencies if required, of your progress to help you do your individual best with copies of review or monitoring documentation made available to you.

Changing Programmes

- Help in understanding what you can do next with clear guidelines on the alternatives available to you including help and guidance about changing direction or making new choices.

Preparing for Progression

- Easily understood information about what you can do at the end of your current programme of activity.

Guidance Process

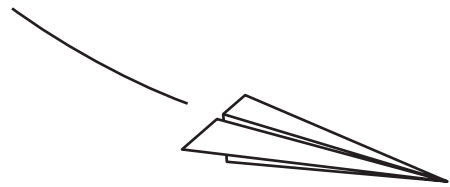
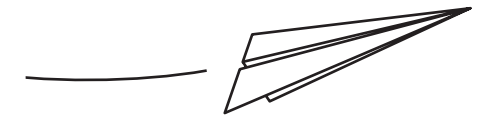
- Unbiased guidance and advice on the opportunities available and the qualifications you will need to progress.
- Information about what you need to do to apply for your chosen course, including appropriate timeframes.
- Assistance with your application and access to all necessary forms and prospectuses, including the Kirklees Post 16 Progression Form.

Student Entitlement Delivery

- Know how to make any concerns about your entitlement known, and who to make them to.

Equality and Diversity

- Know about your rights to equal opportunities and who to turn to if you feel you have problems.



APPENDIX 5

THE STUDENT VERSION OF THE LEARNER ENTITLEMENT

WHAT IS THE LEARNER ENTITLEMENT?

The Learner Entitlement is there to help you through “**TRANSITION**”. It tells you about the things you should have, and what you need in your School, College, or Work Based Learning provider.

WHAT IS TRANSITION?

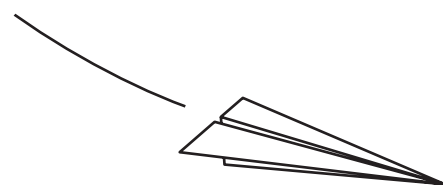
Throughout your education/training there will be times when you will move from one stage of learning to the next. This is called “**TRANSITION**” – it is usually a time of change.

You have times of “transition” when you:

- Leave junior school to move to secondary
- Choose your options and move into Year 10
- Change schools to study different courses
- Leave compulsory education at 16
- Finish School, College or Work Based Learning at 18

AS A LEARNER YOU ARE ENTITLED TO:-

- A face to face interview that lasts at least 15 minutes with feedback
- Time given from your current studies to attend interviews
- Help in preparing for interviews by going through lists of what is required
- Be told about your rights and also, your responsibilities
- Help in settling in to your new provider
- Access to the 14-19 Learner Entitlement and clear outlines of what you are expected to do and what you can expect from your provider
- Know that information about your achievements and learning needs may be passed from one provider to another
- Help in understanding how and when you will be assessed and the information you will be expected to learn
- Know about your rights to equal opportunity and who to turn to if you feel you have problems
- Help in understanding what you can do next in order to progress or, if you wish to, change direction
- Know how to make any concerns about your entitlement known, and who to make them to
- Ongoing reviews of your progress to help you with your work
- Be given information about what you can do when you move from one place to another to learn
- Fair advice and guidance about your opportunities and the qualifications open to you
- Information about what to do when applying for new courses including any deadlines
- Help in filling in any application forms and the Kirklees Post 16 Progression Form



Context

The Learner Entitlement has been developed by the 14-19 Transition Team through collaboration between partners involved in the development of an agreed Kirklees 14-19 education strategy.

