

Meeting:	Lifelong Learning Scrutiny
Date:	4th April 2006
Subject:	14-19 Reforms
Responsible Officer:	Director of Children's Services
Contact Officer:	Brenda Rayson Principal Adviser Secondary
Portfolio Holder:	Cllr Stephenson
Key Decision:	No
Status:	Public 1

Section 1: Summary

Decision Required

To note and comment on the report submitted

Reason for report

Request for an update on the national and local picture with regard to 14-19 provision

Benefits

Informed to assist with future decision making

Cost of Proposals

Not yet available as proposals are still at a developmental stage

Risks

Failure to provide appropriately for pupils aged 14-19 in Harrow would have an impact on the quality of education, standards and parental perceptions

Implications if recommendations rejected

Not applicable

Section 2: Report

2.1 Brief History

Background

There have been a number of key documents over the last four years which have engaged educational debate about the purpose and shape of post-14 education.

The Green Paper 14-19: *Extending Opportunities, Raising Achievement* was published in February 2002. This set out proposals for a coherent 14-19 phase of education and training and was followed by a substantial consultation exercise with 58 regional workshops across the country to raise the debate about 14-19, including events to gain the views and engagement of employers and higher education. In January 2003 *14-19: Opportunity and Excellence* was published which set out the next steps. It called for a more unified 14-19 phase with greater flexibility in provision and more recognition of the vocational route, it established a Working Group under the chairmanship of Sir Mike Tomlinson, HMI to gain a consensus on more radical changes needed. At the same time a series of “14-19 Pathfinders” were set up to develop and test ideas in locally led pathfinder projects.

Tomlinson was charged with producing a radical strategy for the longer-term reform of the 14-19 phase. The Working Group’s remit was to address a series of long standing deficiencies within the structure of 14-19 learning provision. These deficiencies are manifest in the high proportion of young people (just under half) who leave school without 5 good GCSE grades, and the high proportion (about one in twenty) who leave school with no GCSE grades of any kind. Among OECD countries, the UK is nearly the worst performer in terms of post-16 educational participation. The vocational offer in both secondary and post-compulsory education has for long been perceived as inadequate and confusing and in itself may have been a cause of educational under-achievement. Employers have for long expressed dissatisfaction with standards of numeracy and literacy among school-leavers.

Tomlinson produced an Interim Report in early 2004 and consulted widely on it before publishing the final report in October 2004, *14-19 Curriculum and Qualifications Reform: Working Group on 14-19 Reform*.

The Secretary of State, Ruth Kelly, set out the government’s response in the February 2005 White Paper, *14-19 Education and Skills*. In this document the government expressed the intention to:

- tackle low post-16 participation – aiming to increase participation at 17 from 75% to 90% over the next ten years;

- ensure that all learners gain a sound grounding in the basics of English and mathematics and the skills they need for employment;
- provide better vocational routes that equip young people with the knowledge and skills they need for further learning and employment;
- introduce qualification and curriculum changes to stretch all young people; and
- re-engage the disaffected.

It proposed that every young person at 14 -19 will have the opportunity to pursue a course of study where they will learn in a style that suits them and in subject areas that motivate them. To achieve this the Government will develop new diplomas and a new curriculum for young people to extend and complement what is already on offer.

Following on from the White Paper, an *Implementation Plan*, 14-19 Education and Skills, was published in December 2005 outlining the expectation for reform over the next ten years.

Alongside these specific Government Reports, the 14-19 agenda features prominently and is linked within all recent major educational drivers for change and development: The Five Year Strategy and New Relationship with Schools (2004), The Children Act (2004) and Every Child Matters, Education Act 2005 and more recently the Education White Paper, Higher Standards, Better Schools for All (2005) and the Green

2.2 Options considered

14-19 Education and Skills: *Implementation Plan* (Dec 2005)

This provides a timetable for the key developments to create a “system of 14-19 education matching the best anywhere”. The major reforms proposed are set out below.

The Basics

All young people will master **functional** English and mathematics and ICT before leaving education.

Standards for these functional skills are currently in development (early 2006) and will be trialled in 2006/7

New GCSEs in English , ICT and mathematics will include the agreed functional core. Higher grades at GCSE (C+) will depend on mastery of the functional elements. ICT and English will be fully in place by 2009. More substantial changes in mathematics, following the Smith Report on post-14 mathematics, will be in place by 2010.

A new higher benchmark will include mathematics and English within the 5+ A*-C standard in published Achievement and Attainment tables from 2006.

A General Diploma

A new General Diploma will be awarded for 5 A*-C GCSEs including English and mathematics.

14 new Specialised Diplomas

14 Specialised Diplomas at three levels up to advanced level are being developed by Diploma Development Partnerships (DDPs) led by Sector Skills Councils (SSCs).

The Diplomas will be required to incorporate the functional skills. They will include practical learning and they may include within them relevant GCSEs and A levels. They will be accredited at three levels:

- Level 1 (foundation),
- Level 2 (equivalent GCSE A*-C) and
- Level 3 (advanced)

Level 1 and 2 Diplomas will occupy about half of the curriculum time and Level 3 will be equivalent to 3 A levels in.

The first five will be available to schools by September 2007 to prepare teaching from September 2008. The next five from 2009 and the final four in 2010. Following evaluation the 14 diplomas will be fully in place by 2013.

Entitlement Curriculum at 14-16

At 14-16 every young person will continue to study a core for about half the time:

- English, mathematics and science;
- ICT, PE and citizenship;
- work related learning and enterprise;
- religious education;
- sex, drug, alcohol and tobacco education; and
- careers education

The **choice** available to each young person **must include:**

- all 14 specialised diplomas
- at least one subject course in each of the following areas, with the opportunity to take a programme including all four areas if they wish it:
 - the humanities
 - modern foreign languages
 - design and technology
 - the arts

Entitlement at 16+ By 2013

As well as existing AS / A2 level subjects and other qualifications, all young people at 16+ will have the entitlement to:

- the opportunity to study towards any one of the 14 specialised diplomas
- study functional mathematics, English and ICT until at least level 2 (GCSE is achieved)

Reform of KS3 Curriculum

In order to prepare young people better for the new choices available at 14, the Key Stage 3 curriculum will be reformed for introduction in 2008. This will enhance the personalisation of learning at KS3 and create more space to stretch all pupils.

Extended Projects at A Level

Introducing more challenging options at advanced level (including the new advanced specialised Diplomas) by developing a new extended project, introducing more stretching questions and a new option to take higher education modules whilst still at school or college.

Strengthening the apprenticeship route

Apprenticeships will remain distinct within 14-19 provision. Policy to encourage the development of apprenticeships will continue and there will be clear progression routes from specialised Diplomas into apprenticeships

Improving

The Green Paper, Youth Matters, proposed that Children's Trusts should

Information Advice and Guidance (IAG) commission IAG services for their own area, working in partnership with schools and colleges. The DfES will work with Local Authorities to ensure that high quality IAG is provided in all schools from Year 7 by 2008.

The Specialised Diploma Lines

2008 ICT; health and social care; engineering; construction and the built environment; creative and media;

2009 land-based and environment; manufacturing; hospitality and catering; hair and beauty; business administration and finance;

2010 sport and leisure; public services; travel and ; and retail.

Supporting Every Area to Deliver

Offering every young person access to the new educational entitlement will require profound changes throughout the system. The proposed entitlement cannot be delivered in full by individual schools acting alone nor by many colleges. It is stated that there can be no uniform, nationally-imposed model of delivery. The delivery model will entail only a minimum level of national prescription and a large amount of local discretion.

Duties on Local Authorities and Learning and Skills Councils (LSCs)

The Government will seek, through the 2006 Education Bill, to put duties on local authorities (14 – 16 year olds) and the LSCs, (16 – 19 year olds) to ensure sufficient provision in each local area. The Bill will also put duties on schools to ensure that young people on their rolls have access to all the Diplomas available locally.

Every Local Authority area is expected to have a 14-19 partnership led by the local authority and the local LSC. Local Authorities and local LSCs are expected to draw up a prospectus during 2006, which will set out in full the courses available to young people in the local area. Local authorities will be required to show how they will enable the 14-19 entitlement in their area.

Schools, colleges, and work-based learning providers will decide which courses they wish to offer and these will be set out in each prospectus produced during 2006. The 14-19 partnerships will decide how to deal with key local delivery issues such as governance, common curriculum framework, transport *etc.*

Developing teaching and learning

The Quality Improvement Agency (QIA) and the Specialist Schools and Academies Trust (SSAT) will lead the design and development of teaching and learning materials for the first five Diploma lines during 2006/07, working alongside DDPs and awarding bodies. The QIA will design and develop materials to support the teaching of functional skills during 2006/07, and will provide support during 2007/08 on the teaching of functional skills. The QIA and the SSAT will lead work during 2007/08 to support schools, colleges, and training providers to deliver the first five Diploma lines from 2008.

Sharing expertise and developing provision

The Government intends to establish 12 new employer-led National Skills Academies by 2008 and these will be expected to make a significant contribution nationally, linking regionally with Centres of Vocational Excellence (CoVEs) across further education and tertiary colleges. There are already 360 CoVEs in place expanding to 400 by April 2006. The specialist schools programme includes vocational specialisms and by 2008 there will be 200 new Vocational Specialist Schools. All other specialist schools will be expected to develop and offer applied learning in the area of their specialism.

Where there is an identified shortfall of 16-19 places, or where provision is not of the right mix or quality the LSC will fill it by holding a competition. The Building Schools for the Future (BSF) programme is a major programme to transform the entire 11-19 secondary school estate over the coming years. Future submissions will need to demonstrate how they will enable the 14-19 entitlement to be delivered.

The LSC will begin holding competitions in January 2006, and the first providers of 16-19 provision entering the system through competition will open in September 2007. By March 2006, 400 Centres of Vocational Excellence (CoVEs) will have been set up, and the LSC will make its first allocations from the capital pot from June 2006. In autumn 2006, the new National Skills Academies will begin operating. By September 2008, 200 Vocational Specialist Schools and 12 National Skills Academies will be set up, and an additional 50,000 16-19 school, college, and work-based learning places will be in place.

New National Targets

A series of national learning targets are linked to these reforms:

- by 2006, at least 70% of young people to have achieved level 2 (5 A* – C GCSEs or equivalent) by age 19, and at least 72% by 2008
- by 2007/08 the number of young people completing Apprenticeships in full to have increased by at least 75%
- by 2015 at least 90% of 17 year-olds to be participating in education (compared to 75% now) and by 2010 a reduction from 10% to 8% of young people not in education, employment, or training (NEET).

14-19 DEVELOPMENTS IN HARROW

Background

There have been a number of developments since 2002 in Harrow. These are summarised below.

Following the school organisation debate in 2002 the Council has adopted a twin track approach to the achievement of 11+ Transfer and increasing choice in post 16 provision. Several bids for capital funding to achieve these developments have been submitted, and numerous representations have been made to the Department for Education and Skills (DfES). The necessary capital funding has not been forthcoming, and there may not be the opportunity to bid further for Building Schools for the Future funding before 2011. However, a bid has been submitted to the Learning and Skills Council for 16-19 Capital Fund monies to increase post 16 provision through capital development on Harrow high school sites.

In July 2003, Cabinet resolved to establish a cross-party steering group to oversee the development of options for consultation on increasing choice at post 16. Cabinet also approved the establishment of a 14-19 Advisory Group of representatives of key partners to progress the development of a 14-19 strategy and to advise the steering group on options to increase choice at post 16 and the consultation process

In March 2004 Cabinet considered a report summarising the progress of work on 14-19 provision, which included the development of three school and college groupings, plans to establish a Skills Centre in Harrow, the outcome of a stakeholder survey, and criteria to assess models for post 16 provision. Cabinet approved a proposal to establish a Harrow Sixth Form Collegiate that formalises the collaboration with the schools and colleges. The collegiate would be a strategic provision, and the three school and college groupings would be required to work closely together to ensure maximum opportunities and to avoid duplication.

In January 2006 Cabinet approved, in principle, the Harrow 14-19 Strategy subject to the final drafting work of the sub group of the Harrow 14-19 Advisory Group. All partner organisations are in the process of giving formal approval to the Harrow 14-19 Strategy.

Increased Flexibility Consortium

The Harrow 14-16 Increased Flexibility Consortium was established in 2002, between the high schools, Stanmore and Harrow colleges to stimulate the development of vocational provision at 14-16. Funded through national grant, the Harrow scheme enabled the introduction of applied GCSE in high schools as well as extending the college-based offer for alternative vocational courses at KS4. A key feature has been the joint work between college and school staff, using college expertise, to support the development of school-based vocational provision.

14-19 Pathfinder (2003-05)

Harrow was awarded a 14-19 Pathfinder in 2003. The project bid was submitted and managed by Park High and Stanmore College. Its aim was to promote developments in accelerated AS study between schools and colleges, to further develop vocational provision at 14-16 and strengthen vocational progression at 16+.

Seven schools in collaboration with college links introduced AS level study at KS4. An increased vocational programme, open to all high schools, including special schools was offered at the colleges for Year 11 students on day release, drawing upon the vocational specialisms and interests of the colleges. The use of ASDAN awards and other qualifications has also been strengthened and promoted in schools. The Pathfinder developed and part-funded the Skills Centre project.

14-19 Advisory Group

Established in Autumn 2003 the 14-19 Advisory Group, consists of representative headteachers from high schools; the three college principals; other stakeholders; and local authority and LSC officers. This has provided a forum for reviewing provision and shaping strategic direction for 14-19 across Harrow. The Advisory Group have contributed to the London West Learning and Skills Council Strategic Area Review, and undertaken a self assessment in accordance with the previous OfSTED inspection framework. The Group has developed the Harrow 14-19 Strategy which has taken account of this work, and has also taken account of national and local policy developments. The Harrow 14-19 Strategy was approved by Cabinet in January 2006.

The Harrow Skills Centre

The Skills Centre proposal produced in 2003/4 arose out of a determination to begin to fill the vocational "gap" in Harrow and create a network of vocational courses on offer at 14-16 with clear routes at 16 to ensure a coherent 14-19 plan. The Skills Centre provides vocational courses in construction (BTEC qualifications Foundation /Level 1 and 2)

The Skills Centre, managed by Harrow College, opened in a refurbished industrial unit in September 2005. The Centre itself provides facilities for construction courses at KS4 and post 16. In September 2005, 99 KS4 students (Year 10 and 11) were enrolled at the Centre. There has also been the addition of places at Harrow College (27) and Stanmore College (9) in Hair and Beauty. All high schools within Harrow are participating in this day-release provision for 14-16, including pupils from Shaftesbury Special School. The 16+ course, is designed to be six months intensive at the Centre followed by six months

work experience and therefore two cohorts progress each year starting in September and February .

Discussions are underway to investigate the delivery of BTEC Land and Environment in partnership with support from officers within Harrow's Urban Living Directorate.

School–College Consortia Partnerships

Alongside borough-wide initiatives, groups of schools and colleges have successfully worked on local developments.

The Catholic Consortium brings together the two Catholic high schools, Salvatorian College and the Sacred Heart Language College, working closely with St Dominic's College. This is a well established partnership with clear progression routes between Key Stage 4 to the Sixth Form College A level provision. Work has been ongoing between the institutions to develop plans to increase the vocational offer between the three sites.

The Chandos Consortium comprises Stanmore College, Park and Canons High Schools in the east of Harrow. The institutions have worked together for some time in developing links and have established a Joint Council with institutional representatives at managerial and Governor level, as well as student representation. The Consortium have undertaken a feasibility study to develop 6th form provision on school sites and developed plans to begin to implement this from 2007.

Central Consortium is made of Harrow College, Bentley Wood High School, Harrow High School, Rooks Heath High School, Hatch End High School, Nower Hill High School and Whitmore High School. The Central Consortium formed in 2004/5 and developed plans to introduce sixth forms on the schools sites in September 2006 as a collegiate within a franchise arrangement with Harrow College.

The Central Consortium Collegiate offers an entitlement curriculum, currently 4 AS subjects with tutorial, enrichment and key skills. Each learner will have a 'home school' that will be responsible for pastoral support. There will be high quality ICT resources and network that will support the entitlement curriculum, monitor individual learning plans, including tracking, target setting, monitoring and reporting, as well a virtual learning environment. A prospectus was published in the autumn and there have been has been a series of publicity events including open evenings. The consortium is engaged in a significant joint staff training and development programme to prepare for September.

2.3 Consultation

16-19 Capital Fund and Proposal to Establish a Harrow Sixth Form Collegiate

In August 2005 the Learning and Skills Council issued Consultation Guidance on proposals to combine DfES and LSC school sixth form capital funding into a new 16-19 Capital Fund from 2006-07 onwards. Available funding nationally totals £120 million in 2006-07 and £180 million in 2007-08. Consultation Guidance was also issued on proposals to establish a competition process for applications to this fund. Final Guidance was issued on 15 December 2005.

On 15 November the London West Learning and Skills Council (LWLSC) decided that the work already done in Harrow meant that the specification for applications to the 16-19 Capital Fund should not be opened up to the competition process in the London West region. The LWLSC agreed an Outline Specification for Expanding Post 16 Provision in Harrow by 1000 places, and has invited Harrow to make a proposal in response to the specification by 31 January 2006. The aspiration is to have 100% of 16-18 year olds participating in education and training by 2010. A core group of headteachers, college principals and officers started meeting at the beginning of October to work on developing a proposal, on behalf of all schools and colleges, to establish sixth form provision in high schools.

All high schools and colleges, including special schools, have subscribed to the final proposal which was submitted at the end of January. LWLSC will scrutinise the proposal against their criteria and submit it to their Council for consideration on 21 March. If the LWLSC recommend and support it the proposal will then be carried forward to be considered for funding by national LSC.

The appendix A attached provides an overview of the proposed Harrow Sixth Form Collegiate.

2.4 Financial Implications

The proposals involve a substantial capital bid to the Learning and Skills Council see appendix A

2.5 Legal Implications

All proposals have been reviewed for legal implications

2.6 Equalities Impact

The key purpose of the proposals is to ensure equality of opportunity

2.7 Section 17 Crime and Disorder Act 1998 Considerations

NA

Section 3: Supporting Information/Background Documents

Background Documents: Appendix A THE HARROW SIXTH FORM COLLEGIATE – AN OVERVIEW

This Overview of the proposed Harrow Sixth Form Collegiate defines the Collegiate model in general including the Learner Offer, Quality Assurance, Management and Financial arrangements.

The Model

The Harrow Sixth Form Collegiate is a group of 14-19 providers working in partnership to ensure a high level of participation and success rates for students living in Harrow.

The co-ordinated work of the Collegiate will ensure that:

- There are high participation and success rates for students living in Harrow.
- Students living in Harrow have access to a wide range of curriculum and pathways.
- Opportunities for students in Harrow are maximised and unnecessary duplication avoided.
- Appropriate information, advice and guidance are provided for students at transition stages of education.

The Collegiate will be comprehensive and inclusive, recognising the aspiration of all learners and their families, and provide access to a wide curriculum choice at 14 and post-16 in Harrow that :

- builds upon existing provision and further develops pathways at 14-19 in vocational areas and skill sectors, including improved integration of apprenticeships;
- sustains and further develops a wide range of AS and A level choice;
- continues to strengthen provision for students working at and below Level 1 and to support appropriate routes at 19;

- targets provision to those not in education, employment or training (NEET) or at risk of NEET;
- enables students to access a wider range of curriculum and pathways than available presently in any single setting;
- include all institutions, in an equal partnership as one collective group recognising the interests of all learners and their families, and building upon the schools' and colleges' specialisms and individual distinctive characteristics;
- formalise the collaboration across high schools, special schools, colleges, skills centre(s) and work-based learning providers in order to facilitate access and progression;
- be underpinned by a collaborative management that will seek to co-ordinate aspects of provision for the Learner including:
 - Independent information, advice and guidance including careers education
 - The Harrow Learner Entitlement
 - Curriculum Offer and Planning
 - Meeting Learners Special Education Needs
 - E-Learning

Collaborative management will also:

- Manage the applications to the Collegiate
- Develop appropriate Management Information Systems and ICT
- Develop and implement Quality Assurance across the Collegiate
- Develop and implement a Collegiate Workforce Strategy
- Manage shared Collegiate funding and the submission of applications for additional funding and other projects
- Ensure that other essential policies and logistical issues are addressed for example transport, timetabling

Harrow Sixth Form Collegiate for the Learner

For the Learner the Harrow Sixth Form Collegiate will provide a broad range of learning opportunities, in a variety of institutions and support mechanisms to ensure that their potential is realised from Key Stage 4 to 19. The offer will focus on individual talents, skills and interests whether academic, skill based or vocational. The Collegiate Curriculum will have two strands. The General Offer and Breadth of Choice.

The General Offer will include functional English, Maths and ICT (including through GCSEs), Citizenship, RE, PE etc as part of the KS4 curriculum, Work-related learning, including work experience, Careers education and guidance, Programmes relevant to learners with additional learning needs and Independent study skills and study support.

To secure Breadth of Choice there will be a combination of courses available including AS/A Level and GCSE, Level 1 and 2 accredited courses and Specialist Diplomas. The Collegiate will monitor curriculum developments and demand to ensure that course provision meets changing needs. Where it is not possible to provide a course within the Collegiate, it will seek to collaborate with other providers outside of Harrow to secure appropriate provision.

Each Learner will have an Individual Learning Plan that will provide a record of skills and achievement. It will also be developed to assist Student tracking across the Collegiate.

The Learners within the Collegiate will be able to access courses at any institution within the Collegiate providing they meet course entry and admission criteria where spaces are available. This may require some travelling. Each Learner will have a 'Home Institution' that will be responsible for pastoral support including Tutorials and Information Advice and Guidance. The Collegiate Core Group have developed the proposals for IAG and the details are in Section 3.

Learners will have access to high quality ICT at all sites to support Learning. Each of the institutions will have appropriate post-16 facilities including study areas, resources and informal spaces. Learners with additional needs will be supported as appropriate and in accordance with the Collegiate Special Education Needs policy.

Quality Assurance

To ensure high quality education and experience for the Learner the Harrow Sixth Form Collegiate will undertake appropriate Quality Assurance and Quality Improvement. Each institution will accept primary responsibility for quality assurance, but there will be other mechanisms provided through collaboration. For example, a programme of continuous professional development, access to the London 14-19 Practitioners Web-Site, Collegiate Workforce Strategy and monitoring Value Added between Key Stage 4 and 5.

The Collegiate Core Group are developing the Learner Offer, Information Advice and Guidance and Quality Assurance proposals further details are in Section 3.

Management of the Harrow Sixth Form Collegiate

The Harrow Sixth Form Collegiate Partnership Board will set the strategic objectives for the Collegiate. Membership of the Partnership Board will consist of:

- the headteachers of each of the high schools;
- the headteachers of each of the special schools;
- the principals of each of the colleges;
- a representative of the local education authority.

The Partnership Board will be chaired by members of the Partnership Board with each chair serving for a maximum of two years. The Partnership Board will meet at least six times per academic year. There will be series of Sub-Groups that report to the Partnership Board. Members of the Partnership Board will chair these meetings. Terms of Reference will be established for the groups including membership, meeting frequency etc. The proposed Sub-Groups are as follows:

- Curriculum Development and Timetable Team (six times per year).
- Pastoral Team (once per month).
- Quality Assurance Team (three times per year).
- Information Advice and Guidance Team (three times per year).

Members of the Collegiate will abide by the conditions of a Memorandum of Agreement. The terms of the Agreement will be developed in consultation with

the Schools and Colleges and Legal advisers. It is expected that it will be based on and extend the Compact that has already been signed by the Schools and Colleges to confirm their commitment to the Harrow Sixth Form Collegiate. The Memorandum will formalise institutions commitment to ensure that:

There are high participation and success rates for students living in Harrow.

- Students living in Harrow have access to a wide range of curriculum and pathways.
- Opportunities for students in Harrow are maximised and unnecessary duplication avoided.
- Appropriate information, advice and guidance are provided for students at transition stages of education.

The Memorandum of Agreement will remain in force initially for a four-year period. Any establishment wishing to cease to be a member of the Collegiate shall give 12 months notice by 1st September of the year preceding departure. It is expected that it will be based on and extend the Compact that has already been signed by the Schools and Colleges to confirm their commitment to the Harrow Sixth Form Collegiate.

Harrow Sixth Form Collegiate Co-ordinator

A Co-ordinator will be employed by the Harrow Sixth Form Collegiate. The costs of which, in addition to administrative support and working base and infrastructure, will be borne by the educational providers by an agreed apportionment basis. The Co-ordinator will report to the Partnership Board and service all Partnership Boards and Sub-Group meetings. The Job Description, Person Specification and Conditions of Employment will be developed in accordance with advice from Human Resources.

Harrow Sixth Form Collegiate Financial Arrangements

Financial arrangements will ensure that funding follows the learner and the following principles will apply:

- The total number of students on each course shall be calculated for 1st November each year (or a date to be agreed).
- An agreed percentage of the funding per course will be transferred from a student's home institution to the learning institution. The percentage figure shall include all incidental charges.
- No refunding shall occur for subsequent course changes; neither shall additional charges be made.
- The percentage to be exchanged between institutions for each guest student shall be determined annually by the Partnership Board.
- All institutions will contribute to the overheads of the Collegiate through an apportionment mechanism to be agreed.

Harrow Sixth Form Collegiate Transport Policy

The Collegiate will develop its own transport Policy. It will be underpinned by the following principles:

- Learners will access a maximum of two institutions

- Timetabling will ensure that travelling between institutions will be usually during the lunch period.
- The Policy will be developed in consideration of existing School and College Transport Policies
- The Policy will seek to maximise the Council's emerging Policy taking into consideration Transport for London proposals.
- Travel between institutions for courses will not be the responsibility of the Learner.

Applications and Admissions

A system will be established to manage Collegiate applications. Admissions will be the responsibility of institutions within the Collegiate, and the current admissions responsibilities will apply. This system will only deal with applications from pupils at Harrow schools (about 2500). Other applicants will apply direct to the institutions. External college applications will not be part of this system. Institutions will act within a code of practice, which will include timelines.

Prospectus and Publicity

The Harrow Sixth Form Collegiate will have a single prospectus and a planned programme of events for students and parents that are marketed together.

February 2002	The Green Paper 14-19: <i>Extending Opportunities, Raising Achievement</i>	Set out proposals for a coherent 14-19 phase of education and training and was followed by a substantial consultation exercise with 58 regional workshops across the country to raise the debate about 14-19, including events to gain the views and engagement of employers and higher education
January 2003	<i>14-19: Opportunity and Excellence</i>	Set out the next steps. It called for a more unified 14-19 phase with greater flexibility in provision and more recognition of the vocational route, it established a Working Group under the chairmanship of Sir Mike Tomlinson, HMI to gain a consensus on more radical changes needed. At the same time a series of "14-19 Pathfinders" were set up to develop and test ideas in locally led pathfinder projects.
October 2004	14-19 Curriculum and Qualifications Reform: <i>Working Group on 14-19 Reform</i>	Tomlinson produced an Interim Report in early 2004 and consulted widely on it before publishing the final report