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Education

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Subject:

**DELIVERING THE ENTITLEMENT FRAMEWORK BY 2013:
GUIDANCE ON ENTITLEMENT FRAMEWORK SUPPORT
ARRANGEMENTS FOR SCHOOLS AND AREA LEARNING
COMMUNITIES**

Circular Number: DE 2009/08

Date of Issue: 22 June 2009

Target Audience:

- Principals and Boards of Governors (BoG) of all grant-aided post-primary schools and special schools with secondary departments;
- Education and Library Boards (ELBs);
- Further and Higher Education Colleges (F&HE);
- Council for Catholic Maintained Schools (CCMS);
- Comhairle na Gaelscolaíochta (CnaG);
- Northern Ireland Council for Integrated Education (NICIE);
- Council for the Curriculum, Examinations and Assessment (CCEA);
- General Teaching Council for Northern Ireland (GTCNI); and
- Education and Skills Authority Implementation Team (ESAIT).

Summary of Contents:

This circular, issued by the Department of Education, outlines the development of the Entitlement Framework policy and details the support arrangements to assist schools to make progress towards the delivery of the Entitlement Framework by 2013.

Enquiries:

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Governor Awareness: Essential

Status of Contents:

For information and action by schools

Related Documents:

See Annex A

Expiry Date: N/A

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Introduction

1. DE Circular 2008/12 – Entitlement Framework Support Arrangements - June 2008 outlined the legislative background of the Entitlement Framework (EF). The Department has reviewed the arrangements in place to support schools with the collaborative delivery of the EF and the purpose of this circular is to outline the revised arrangements and to indicate where these differ from 2008/09. In order for schools to plan effectively and to ensure a consistent approach, the revised support arrangements remain largely unchanged as detailed in DE Circular 2008/12 “Entitlement Framework Support: Guidance On Arrangements for 2008/09 School Year”.
2. This Circular should be read in conjunction with the related documents listed in Annex A, in particular DE 2008/12 and DE 2006/20A ;“Delivering the Entitlement Framework”, DE 2007/06 and DE 2007/20.



Lorraine Finlay

14-19 Curriculum Entitlement Team

Delivering the Entitlement Framework 2013; Guidance for schools and Area Learning Communities

Entitlement Framework Support Arrangement from 2009/10

The Entitlement Framework in the wider context

1. The Entitlement Framework (EF) is an integral part of young people's education within the Revised Curriculum at Key Stage 4 and above and must not be seen as an optional extra or a short-term initiative. The requirement to offer greater breadth and balance in the courses and pathways available to young people is a key contributor to our overall goal of raising standards within all post-primary schools and of reducing the levels of educational underachievement that currently exist. In that context, the EF is an integral part of our vision for successful schools as outlined in "Every School a Good School"¹, namely:

- Child-centred provision;
- High quality teaching and learning;
- Effective leadership; and
- Connection to the local community.

2. The over arching policy objective of the EF is to guarantee all post-primary pupils aged 14 and above greater choice and flexibility by providing them with access to a wide range of learning opportunities suited to their needs, aptitudes and interests, irrespective of where they live or the school they attend. **From September 2013 it is the Minister's intention that schools will be required to provide all pupils with access to a minimum number of courses at KS4 (target 24) and minimum number of courses at post-16 (target 27). In both cases at least one-third of the courses must be general courses and at least one-third applied courses. The Department wishes to ensure continuing, indeed accelerated, progress towards these targets.**

Progress to date: the Online Audit

3. A key indicator to allow DE to monitor schools' progress towards delivery of the EF will be an analysis of the expanding curricular offer. The information from the EF Online audit has begun to paint a detailed picture, not only of the current curricular offer to pupils, but also of the pace and range of the emerging collaborative arrangements

¹ "Every School a Good School – A Policy for School Improvement" DE April 2009

between schools and with the Further Education (FE) sector and other providers. Regionally, the level of collaboration is encouraging as is the increasing curricular offer to pupils. **However there remains a significant distance to travel if schools are going to be in a position to meet the legislative requirements from 2013 and schools should be identifying the key milestones and the next steps required to ensure that they are going to be in a position to comply with the requirements of the Entitlement Framework by 2013.**

4. By way of illustration, in 2008/09:

- 46 non-selective schools (30.6%) offered access to 24 or more courses to Year 11 of which one third were applied.
- No grammar schools offered access to 24 or more courses at Year 11 of which one third were applied.
- 16 post-primary schools with post-16 provisions (9.3%) currently met the requirements of the full EF to provide access to a minimum of 27 courses of which at least one third are applied².

5. While the audit information is extremely useful at a strategic level for the Department, the detailed local information also provides a very powerful tool to facilitate planning at school and Area Learning Community (ALC) level. **Schools and ALCs should be using the data from the audit and planning accordingly, setting targets for each of the next three years (2009/10, 2010/11, 2011/12).** The EF Support arrangements for 2009/10 have been designed to facilitate this planning.

6. **In planning their curricular offer the focus of schools and ALCs must not be on the needs of institutions or on what individual schools have traditionally offered. Rather the focus must be on the needs and aspirations of all of the pupils in an area and on identifying the courses and pathways that meet them.** Schools individually, and collectively within the ALC, should be reviewing their curricular offers, in particular the coherence of, and balance between, the general and applied courses, and the uptake of those courses on offer to ensure that these are relevant to the needs of all the pupils in the schools within the ALC.

7. The legislation in relation to the specified numbers has not yet been commenced as the Department of Education (DE) has sought to emphasise that as well as focusing on

² All figures taken from the "Entitlement Framework Audit Report 2008/09"

increasing the number of courses, schools should also give consideration to the quality and coherence of their offer rather than rush to introduce a particular number of courses. The “numbers” are a means to an end; a broad and balanced offer with better educational outcomes for young people, and are not to be seen as an end in themselves.

8. The facilities and expertise available in the FE sector (and some training organisations) offer a wide range of new opportunities and pathways to pupils and FE Colleges will have an increasingly important role in expanding the applied curricular offer to young people. As schools review and plan the curricular offer in an area it is vital that the potential contribution of **all** providers is considered and, where appropriate, these providers should be included in such discussions. The aim should be to maximise the opportunities for young people while avoiding duplication across schools and with the FE Sector and other providers.

9. Consultation with pupils and parents should also be an integral part of this process. However it is recognised that pupil and parental choice varies over time and, where a course is offered but is consistently not taken up by pupils, a school should review the suitability of that course for inclusion in the school’s curricular offer.

Additional funding for delivery of the EF

10. Under the existing arrangements under the Local Management of Schools (LMS) scheme, the Board of Governors of every grant-aided school receives a delegated budget to meet the costs of providing access to the curriculum for the pupils within that school. **Additional EF Support Funding is intended as a contribution to the additional costs associated with expanding access through collaborative working with other schools and providers.** The principal aim of the current EF support funding model is to provide a means of allocating resources to schools that allows them to plan and deliver the EF through a manageable and coherent programme of expansion of their curricular offer. **Schools must not use EF support resources to cover school budget shortfalls. In addition, schools cannot use their EF support funding to duplicate facilities already available in the local area, including those already provided in the FE sector.**

11. As with other earmarked funding, the EF support funding must be spent within the 2009/10 financial year, and should relate to costs associated with the collaborative delivery of an increased curricular offer to pupils. All expenditure and activity must be additional to normal activity that is already funded under the LMS formula and should be separate and distinct from those of other DE funded programmes, such as Specialist schools, Extended Schools and other programmes funded by DE, its non-departmental bodies or indeed external bodies such as the Sharing Education Programmes I and II funded through Queen's University on behalf of the International Fund for Ireland and Atlantic Philanthropies.

Review of 2008/09 EF Support Arrangements

12. The arrangements for the 2008/09 year marked the first in which schools were given a full purchaser role when entering into collaborative arrangements and considerable progress has been made over the course of the year. The Department has analysed feedback from schools on the arrangements obtained either directly or through the EF Development Officers (EF DOs). This analysis has informed the modifications made to the support arrangements from 2009/10 year and these are detailed elsewhere in this guidance. However a number of points were raised consistently and warrant being highlighted:

- A Service Level Agreement (SLA) must be in place before collaborative provision commences. Article 21 of the Education (Northern Ireland) Order 2006³ allows schools to enter into arrangements to provide secondary education on behalf of the school by an institute of Further Education or other provider. Any such arrangements are subject to a written agreement which must include specific details on issues including pastoral care and child protection, quality of provision, the basis for any costs to be incurred or charged and any other issues deemed necessary by the school's Board of Governors. DE will seek to ensure a consistent approach on this issue and schools should ensure that this documentation is available within the school if required at any point in the school year.
- To enable ALCs to function effectively, agreed **ALC action plans** should be in place in time for the new school year rather than developed as the year progresses. The new plans should build on the 2008/09 plan and, to enable monitoring and

³ See DE Circulars 2007/20 and 2007/06 for more information.

evaluation strategies to be effective, targets must be Specific, Measureable, Achievable, Realistic and Time-bound (SMART) and **focused on outcomes for young people rather than measures of activity.**

- Targets and strategies outlined in the ALC Action Plans should be reflected in **individual schools' Development Plans.** Preparation for the delivery of the EF should be at the core of what schools do.
- Special schools have played a very important part in the developing collaborative arrangements and DE wishes to ensure that this work continues. It is the Department's intention to adopt an approach similar to the one described in this circular and based on an appropriate "entitlement" for pupils with statements of Special Educational Needs (SEN) (including those receiving their education in a mainstream setting). However DE recognises that the level 2 and level 3 courses offered under the EF may not always be suitable for pupils with SEN and those that are suitable do not always meet the requirements of the EF as it is currently described in the DE Circular 2007/23. Work is continuing to determine what is appropriate in relation to statemented pupils, including an examination of courses and programmes of study which are currently not accredited but are nonetheless appropriate for individual pupils.
- In 2009/10 funding for Special Schools will be directly linked to the funding they received last year and DE will provide an estimate for each Special School based on the 2008/09 year allocation.

Guidance on Arrangements for 2009/10

Programme Priorities

13. The priorities for EF Support Arrangements in 2009/10 remain the same as for the previous year, namely:
- increase the range of level 2 courses at KS4 and level 3 courses at Post 16, with an emphasis on applied courses, to meet the needs and aspirations of young people and to support economic growth;
 - support the work of the ALCs to enable schools, both individually and collectively, to determine their own priorities for the delivery of the EF within the local area, taking account of DE guidance and criteria;
 - support schools to expand their curricular offer in a manageable and coherent manner ensuring a match between desired progression pathways and the combination of courses chosen by young people; and
 - support collaboration to avoid unnecessary duplication of provision, to maximise the impact of expertise and resources for the benefit of young people, and to rationalise economically unviable classes.
14. EF Support funding in 2009/10 will be calculated on an individual school basis in 4 elements (the 2009/10 arrangements for Junior High Schools are detailed in paragraph 33):
- **EF Online Audit Formula Element** - calculated using the verified information from each school contained on the EF Online Audit;
 - **In-School Development Element** – at a fixed rate of £5,000 per school;
 - **Collaboration Element** – up to £10,000 per school within the ALC; and
 - **New Course Element** – An additional contribution towards the cost of establishing new applied provision will be paid in October/November 2009, based on pupil numbers and at a rate to be determined. Only new applied courses offered collaboratively between 2 or more schools or 2 or more schools and the FE College or other provider and which appear in schools' entries in the October on-line audit will attract funding.

Online Audit Formula Element

15. Annex B provides details of the basic rates and the weighted factors that will be used to calculate the formula based element of the allocation to schools. As with 2008/09, this formula approach to funding will be used in the 2009/10 year.

16. This element will be available to all schools and the allocation will be directly linked to the school's curricular offer, method of delivery and the number of pupils involved. In addition, rural schools will receive a higher weighting, principally to reflect higher transport costs. For this exercise, schools were classified as 'rural' or 'urban', based on the classification of their postcode in relation to settlement of 4, 500 or more population in size. The Department is aware that the current urban/rural classification boundaries as defined from Settlement Development Limits (SDLs) do not always reflect the position of individual schools and the transport costs associated with collaborative provision. The Department will be reviewing the use of these definitions over the coming year with a view to developing a mechanism to better capture schools' experience, particularly in relation to transport costs.

17. Allocations will be retrospective in the same way as the Local Management of Schools (LMS) Common Funding Formula is applied. Figures for 2009/10 will be based on the information provided by schools for 2008/09 year.

18. Each school will have access through the EF Online Audit website to an estimate of the EF Online Audit Formula Element funding as well as the curricular information submitted and verified by the Principal.

Changes to the Online Audit Formula Element for 2009/10

19. Based on the first year of the formula's operation, a number of modifications have been made for the 09/10 year to reflect better the experiences of schools. The outworking of these can be seen in Annex B, however these can be summarised:

- Based on feedback from schools and DOs, the funding ratios for "import" and "export" have been reversed to reflect more effectively the experiences of collaborating schools. In 2009/10, therefore, a higher proportion of the funding attracted by a collaborative course will be allocated to the "importing" school, as this school generally incurs a higher proportion of the associated costs of course delivery.
- For courses delivered by FE, the percentage of a course being delivered by FE will be factored in 4 bands, based on the information from the 2008/09 audit (see Annex B for more details).

In-School Development Element

20. The level of funding under this element in 2009/10 will be **£5,000** and will be allocated along with the Online Audit Formula Element.

21. It is essential that, at all levels, staff understand the concept and rationale for the implementation of the EF; how it links to the KS3 curriculum; and how it contributes to raising standards and school improvement. This element is allocated to assist schools in developing awareness and understanding of the EF across all school departments. This work should be complementary to the priorities identified for the ALC. This funding should be used to support EF related activities, particularly:

- curricular modelling and research into appropriate courses;
- raising awareness across the school of the offer and facilities available in the FE sector;
- increasing understanding of applied courses; and/or
- in-school coordination activities to ensure that the curricular offer is coherent and cohesive.

Schools may also wish to use this element for a renewable annuity for a teacher(s) to act as a “champion(s)” for the EF within the school. As with all other aspects of schools work on delivery of the EF, it is essential that work under the In-school Development Element is reflected in schools’ Development Plans.

Collaboration Element

22. In 2009/10 the Collaboration Element will be an amount **up to £10,000** for each school within the ALC. This element is directly targeted at those schools actively participating within an ALC. It aims to support the ALC concept and ensure that schools take account of the current local provision when planning new provision in order to avoid unnecessary duplication. These resources are a contribution towards all related activities which **clearly contribute to the delivery of the EF** and may include establishing and implementing the management structures of the ALC including systems for:

- strategic planning;
- ALC sub-groups and associated sub-cover and staff development
- quality assurance of provision;
- community co-ordination costs;
- study visits and research; and
- administrative support.

23. Where contracts of employment/contractual agreements have been entered into, for ALC Co-ordinators for example, these should be in line with existing employment procedures and should have a clear job description and agreed outcomes and delivery targets. DE will be working over the coming months with the EF DOs and ALCs with a view to developing a common job description for ALC Co-ordinators.

24. It is expected that all ALCs will also have CEAIG⁴ targets which support the curriculum development priorities of the ALC. This should be based on a rigorous research of available courses using the Online Audit, the NDAQ website, pupil and parent preferences and other available tools and data.

25. The above list is not exhaustive and it will be a matter for the partners within the ALC to agree how best to support the delivery of the targets for delivery of the EF set in the ALC's Action Plan. However schools should ensure that **the activities should be in line with the priorities for EF funding** outlined earlier in the circular.

26. All targets should be SMART and, where possible, should be identified following a comprehensive and rigorous analysis of the current position of the ALC. Targets should focus on:

- Attainment /achievement and progression (not just access), linking to PSA targets where appropriate;
- Increasing the percentage of the KS4 (and post-16) cohort taking applied courses;
- Expanding the range of courses planned for delivery in 2010 and beyond to meet the targets by 2013;
- Courses to be delivered through collaboration from September 2009; and
- Development of the capacity of the staff within the ALC to understand their collective responsibility to deliver the best possible outcomes for young people within the ALC through the implementation of the EF.

New Course Element

27. DE is aware that the first time a 2 year course is delivered, uptake may be comparatively low, and that this could potentially act as a disincentive to expanding

⁴ See "Preparing for Success – a Guide to Developing Effective Career Decision Makers" DE January 2009 for more information.

curricular offer, particularly when the formula is based on an optimum class size of 14 and is paid retrospectively. In order to address this, a revised rate will be piloted in 2009/10 for new collaboratively offered applied post-16 provision, i.e. courses offered collaboratively and taken up by 2 or more schools for the first time in Year 13 (the course must be new to both of the schools for 09/10). New courses being offered through FE or other providers will only qualify for funding under this element if they are being run by 2 or more schools acting in collaboration. As with any decision to expand curricular offer, schools should make a full assessment of existing provision within the ALC to avoid unnecessary duplication. This element of the funding will be allocated in October/November after the closing of the online audit. This element, along with a possible similar weighting at KS4, will be kept under review for 2010/11. Schools will be notified of the weighting which such new provision will attract in due course.

EF Implementation Plan

28. Each ALC is required to draw up an **EF Implementation Plan** which summarises the main priorities and costs from the ALC's Action Plan and identifies the key priorities for the area and which demonstrates the expenditure planned for 2009/10 relating to the purpose of this element. This year, the EF audit website has a common format for the EF Implementation Plan which ALCs should complete online, which allows them to review their Strategic Priorities and Objectives and Targets for 2009/10 and to agree them for 2010/11, 2011/12 and 2012/13.

29. This Implementation Plan will detail costs and actions relating to the agreed Priorities, Objectives and Targets and the template can be found at Annex C. **ALCs can now access the online versions of the EF Implementation from the EF Audit website at www.efaudit.org/site/.**

30. **The Department will allocate the Collaboration element of the support funding once Section 7 of the EF Implementation Plan has been completed and signed off online by all schools in an ALC.** Please note that, while this is the only element which is required before the allocation of resources, DE will be closely monitoring schools progress in completing the other elements of the EF Implementation Plan, which will demonstrate that each school has:

- signed up to the remit/constitution and modus operandi of a named ALC;

- identified priorities for expanding the curricular offer to pupils and agreed a costed action plan signed by a member of the Board of Governors other than the principal of each school; and
- an agreed Service Level Agreement(s) (SLA) in place which covers all provision secure outside the school.

31. The mandatory template on the EF audit website outlines the minimum required by DE to enable effective monitoring by both DE and the respective managing authorities (and ESA from Jan 2010). Schools and ALCs will be expected to produce more detailed Action Plans at operational level with details of agreed actions, specific courses, details of costs to be incurred etc, and ALCs are free to employ their own formats for these. While DE does not require these detailed plans to be forwarded to the Department as a matter of course, it may seek to examine these plans at any point in the year and they should be available on request.

32. As can be seen from the mandatory templates, DE expects all schools and ALCs to be setting targets for the next three years, all with a view to full delivery of the EF by 2013 and beyond. As referred to above, these plans, along with the data from the EF Online Audit, will become the principal means by which progress towards the EF is monitored and by which proper accountability is exercised by schools, managing authorities and DE over the funding allocated under EF support.

Support Arrangements for Junior High Schools

33. The Department welcomes the active membership of Junior High Schools within ALCs in the Craigavon area and is keen to ensure that the EF Support Arrangements continues to assist the contribution of these schools. The work of Junior Highs at KS3 can directly contribute to an increased understanding of the delivery of the EF and in some cases such schools can contribute directly to increased provision at KS4 within the ALC. For the purposes of allocating support funding in 2009/10, three broad categories of schools have been identified:

Category 1

Junior High Schools with pupils at Key Stage 3 and Key Stage 4 – these schools will be funded on the same basis as all other schools with 11-16 provision i.e. eligible to access all 4 elements provided that they meet the conditions attached to each element.

Category 2

Junior High Schools with pupils at Key Stage 3 and a Special Unit providing for KS4 pupils with a statement of SEN) - these schools will be eligible for :

- **online audit element** for courses accessed for KS4 pupils provided conditions are met.
- **in-school development element** of £5k to facilitate whole school understanding of the EF and the implications at KS4 and KS3/KS4 transition to Senior High School;
- **collaboration element up to £5k** based on an agreed EF Implementation Plan (see Annex C) to facilitate membership of the area learning community; and
- New Course element where the conditions are met.

Category 3

Junior High Schools with KS3 pupils only – these schools will be eligible for:-

- **in-school development element of £5k** to facilitate whole school understanding of the EF and the implications at KS4 and KS3/KS4 transition to Senior High School; and
- **collaboration element up to £5k** based on an agreed EF Implementation Plan (see Annex C) to facilitate membership of the area learning community.

For categories 2 and 3 the collaborative element will be kept under review by the Department and the EF DOs to ensure that the needs of these schools are properly addressed.

Monitoring and Evaluation: Progress in 2008/09 and Planning for 2009/10

34. DE will be working with the EF DOs to assist schools plan for implementation of the EF. Following the issuing of this Circular, along with the associated estimates of funding based on the formula and the elements outlined above, DE hopes to convene a series of meetings with the EF DOs and representatives of a number of ALCs to review progress on the Action Plans submitted for the 08/09 year and to discuss the ALCs' plans for the 09/10 year. These meetings will be arranged as deemed appropriate by DE and the relevant EF DOs.

35. This will provide an opportunity for DE officials to hear at first hand how the work within the ALCs is going and will provide the ALC Chairs and/or Co-ordinators with an opportunity to seek clarification on aspects of the EF support arrangements.

Role of the Education and Training Inspectorate

36. Given that the EF is an integral part of the curriculum provision for KS4 and Post-16 DE will ask the Education and Training Inspectorate (ETI), as part of the normal school inspection process, to comment on the progress towards delivery of the EF and the coherence and quality of the curricular offer in each school.

37. DE will consider the evidence from the Online Audit and the qualitative evidence gathered by the ETI in school and area inspections to determine how best to support the implementation of the EF. The formula will be kept under review and may be amended to ensure that it supports the EF policy objectives and the wider developments in education and that it delivers value for money. DE will continue to monitor the performance of pupils in terms of attainment and progression.

Role of the EF DOs

38. The EF DOs have a key role in supporting schools to determine the most appropriate arrangements for delivery of the EF and will continue to work with the ALCs in an advisory capacity to ensure that the plans are in line with the EF priorities.

39. The EF DOs have detailed knowledge of the local arrangements and are best placed to deal with the initial queries relating to the EF Support Arrangements. Schools should consider their provisional offer of funding alongside this Circular and, if there are any issues which schools wish to raise regarding its contents or the application of the Online Audit Formula Element, they should contact the relevant EF DOs for clarification. Where appropriate, the EF DO will bring any outstanding issues to the attention of the Department and these will be considered. Any issue raised with DE should be supported by the relevant information to allow DE to give the matter full consideration. This may include evidence from the EF Online Audit and/or information contained within the SLA. If SLA evidence is relevant, schools should ensure that final, signed agreements are forwarded to DE as draft documents cannot be taken into account as they do not comply with the statutory requirements.

Timetable for actions an allocation of resources

Date	Activities
June 2009	<ul style="list-style-type: none"> • Guidance and estimate of EF Support Allocation issues to schools. • Schools consider the allocation and highlight any issues to the relevant EF DOs. • DE will consider any issues raised by schools. • Schools receive EF Formula and In-school Development allocations. • ALCs review progress and agree revised priorities and associated strategic objectives for 2009/10,2010/11 and 2011/12 . • Templates available online for schools to begin work on EF Implementation Plan.
October 2009	<ul style="list-style-type: none"> • ALCs finalise costed action plans and seek ratification by individual school BOGs. • Individual schools and ALCs complete Online Audit and EF Implementation Plan pro-forma. • Allocation of Collaboration Element of EF Support Grant to schools once Section 7 completed. • EF Audit reopens and closes.
November 2009	<ul style="list-style-type: none"> • Allocation of New Course Element of EF Support Grant where appropriate.

Related Documents

The following documents have been issued to schools and are also available on the DE website <http://www.deni.gov.uk/index.htm>

- DE 2006/20 – Entitlement Framework – Further Guidance
- DE 2006/20A – Delivering the Entitlement Framework
- DE 2006/24 - Approval of Qualifications, and Guidance on the Classification of Courses
- DE 2007/06 - The Education (2006 order) (Commencement No. 1) order (Northern Ireland) 2007
- DE 2007/20 - The Education (2006 order) (Commencement No. 2) order (Northern Ireland) 2007
- DE 2007/23 - Approval of Qualifications, and Guidance on the Classification of Courses
- DE 2008/12 – EF Support: Guidance on Arrangements for 2008/09 school year.
- “Preparing for Success – a Guide to Developing Effective Career Decision Makers” DE January 2009
- Every School a Good School – A Policy for School Improvement” DE April 2009

Also:

- “Entitlement Framework Audit Report 2008/09” WELB CASS Research and Development Unit available from; www.efaudit.org/site/

ANNEX B

EF On Line Audit element – Baseline Formula

DE Circular 2007/23 defines a course at KS4 and Post 16 and these definitions determine the number of guided learning hours that DE will fund. The base rate of the formula was determined on the following assumptions:

- To count for the EF courses have specified guided learning hours
 - Level 2 course at KS4 must normally be at least 160glh over 2 years; and
 - Level 3 course at Post 16 must normally be at least 320glh over 2 years.
- An average FE hourly rate for a course is £65 based on an average class size of 14 pupils;
- Applied courses are usually practical in nature and should be within the guidelines on Class Size in Practical Subjects.
- Where courses are double or triple award they will attract double or triple the relevant factor (see audit website for details).

Base Rate Formula

KS4 - $160\text{glh} \times £65 / 2 / 14 = £371.42$ Rounded to **£372** per pupil

16 + - $320\text{glh} \times £65 / 2 / 14 = £742.85$ Rounded to **£743** per pupil

The table overleaf illustrates the weighted factors for types of provision and method of delivery along with rounded monetary value based on these weighed factors

	General Courses				Applied Courses		
Delivery	U/R	Factor	Per pupil Monetary value (£)		Factor	Per pupil Monetary Value (£)	
			KS4	Post 16		KS4	Post 16
Own school	U	0.00	0.00	0.00	0.00	0.00	0.00
	R	0.00	0.00	0.00	0.00	0.00	0.00
Other school Export	U	0.125	47.00	93.00	0.25	93.00	186.00
	R	0.150	56.00	112.00	0.30	112.00	223.00
Host school Import	U	0.25	93.00	186.00	0.50	186.00	372.00
	R	0.30	112.00	223.00	0.60	223.00	446.00
FE (Full delivery) and TO	U	0.25	93.00	186.00	1.00	372.00	743.00
	R	0.30	112.00	223.00	1.20	446.00	892.00
FE (Part delivery)	U R	Directly linked to % of part delivery	Directly linked to % of part delivery	Directly linked to % of part delivery	Directly linked to % of part delivery	Directly linked % of part delivery	Directly linked to % of part delivery
Other	U	0.00	0.00	0.00	0.25	93.00	186.00
	R	0.00	0.00	0.00	0.30	112.00	223.00

Annex C Entitlement Framework Implementation Plan

Section 1: Area Learning Community details

Name:

Partners :
.....
.....
.....
.....

Chair:

e-mail:

Tel:

Lead EF DO(s):

Section 2: Evaluation of Area Learning Community Action Plan 2008-2009

<u>2008/09 Targets</u>	<u>Evaluation / Evidence</u>	<u>Review of Quantitative Data</u>	<u>Areas for Development</u>

Section 3 EF Strategic Priorities for 2009/2012 (including implications of quantitative data)

1:

2:

3:

4:

Section 4: EF SMART Targets⁵ 2009/10 to deliver strategic priorities

Strategic Priority 1:

2009/10
2010/11
2011/12

Strategic Priority 2:

2009/10
2010/11
2011/12

⁵ Focusing on course delivery and capacity building within ALC (see above)

Strategic Priority 3:

2009/10
2010/11
2011/12

Strategic Priority 4:

2009/10
2010/11
2011/12

Section 5: Area Learning Community Action Plan 2009/10

EF SMART Targets to be Achieved (Qualitative and Quantitative)	Success Criteria How will we know when we've got there?		Approaches to be Used/ Actions to be taken	Responsibility for Action	Monitoring and Evaluation (in particular outcomes for young people)
<i>Where do we want to go?</i>	Qualitative	Quantitative)			

Section 6:

Further details on the number of courses to be delivered from September 2009 and progress towards delivery of the EF

School	2008/09		2009/10		2010/11		2011/12		2012/13	
	Applied	General	Applied	General	Applied	General	Applied	General	Applied	General
School A										
School B										
School C										
School D										

Section 7: Allocation of resources⁶

School	Priority 1		Priority 2		Priority 3		Priority 4		Total to be allocated to each school	
School A										
School B										
School C										
School D										

⁶ See completed example on next page

School	Priority 1		Priority 2		Priority 3		Priority 4		Collaboration Element
	Subcover-Strategic group		Subcover-CEIAG subgroup	Hosp/travel	Subcover – Curr subgroup	Develop of Online learning	Co-ordinator/Strategic Dev.	Monitoring/Evaluation Sub Cover	
Local High School	£1,900		£1,100	£1,000	£1,200	£2,100	£2,100	£600	£10,000
Other High School	£1,900		£1,100	£1,000	£1,200	£2,100**	£2,100*	£600	£10,000
St A High School	£1,900		£1,100	£1,000	£1,200	£2,100**	£2,100*	£600	£10,000
St B College	£1,900		£1,100	£1,000	£1,200	£2,100	£2,100*	£600	£10,000
Special School	£1,900		£1,100	£1,000	£1,200	£2,100	£2,100*	£600	£10,000
The Grammar School	£1,900		£1,100	£1,000	£1,200	£2,100**	£2,100*	£600	£10,000
	£11,400		£6,600	£6,000	£7,200	£12,600	£12,600	£3,600	£60,000

* Represents contribution from each school to Local High School to cover cost of employing part time Learning Community Co-ordinator.

** Represents contribution from 3 schools to partner schools who are developing OLTE on behalf of Learning Community.