

South Gloucestershire 14-19 Policy Framework

1 Background

"Our goal is to create a dynamic and inclusive culture of learning that enables everyone to achieve their potential"

South Gloucestershire Community Strategy (2003)

"Our aim is to ensure effective, engaging and enriching education for all learners"

South Gloucestershire Education Development Plan (2002)

1.1 The goal of the Learning and Skills theme within South Gloucestershire Council's Community Strategy is underpinned by the aims of:

- Providing high quality inclusive education and training opportunities which give good continuity and progression for children, young people and adult learners
- Raising levels of employability and meeting skill needs

1.2 The key objectives for South Gloucestershire LEA, as outlined in the Education Development Plan include ensuring that:

- Schools are encouraged and supported to be a focus for Lifelong Learning within their local community in collaboration with other agencies and providers
- Students leave school well equipped with key and employability skills to support them on their journey through adult life into further learning and the world of work
- Levels of student participation, retention and completion of learning programmes are increased as students progress seamlessly in their learning over the 14-19 phase
- Learning and management is underpinned and promoted in each school by extensive and creative use of new technologies

1.3 A key priority within the Education Development Plan is to develop a co-ordinated and coherent policy and strategy for raising standards and improving the quality and range of curriculum provision over the 14-19 phase in South Gloucestershire

1.4 This policy document is intended to provide a framework, which will allow South Gloucestershire LEA to move forward, in partnership with its secondary and special schools, local FE colleges and other providers to meet the challenges arising from the expected changes

associated with the national agenda for the reform of 14-19 education as highlighted in Opportunity and Excellence (2003) and Success for All (2002)

- 1.5 It is also intended to reflect the emerging partnership role of the LEA with the West of England Learning and Skills Council (Local LSC); and of the need for the South Gloucestershire 14-19 policy to sit within the Local Learning and Skills Council's overall strategic plan for the West of England.
- 1.6 The draft policy builds on work previously carried out in the LEA which resulted in the production of the South Gloucestershire Framework for 14-19 education which established desired outcomes and entitlements for 14-19 year olds in South Gloucestershire.
- 1.7 A subsequent review of post 16 provision in South Gloucestershire was carried out by Nord Anglia in 2001, at the request of the Director of Education. Two key recommendations from that review were

"The LEA, working with its various partners should continue to develop planning and strategic approaches that enhance the delivery of a flexible co-ordinated 14-19 curriculum"

"The LEA should continue to work towards the establishment of a post 14 forum and work through and with the South Gloucestershire Learning Partnership to enhance overall coherence and strategy"
- 1.8 The development and implementation of the 14-19 policy framework in South Gloucestershire depends on effective dialogue between stakeholders and partners. A 14-19 Strategy Group has been established as a sub-group of the South Gloucestershire Local Learning Partnership. The Strategy Group aims to facilitate the flow of information, to support the establishment of links and to inform the decision-making process
- 1.9 Working with the 14-19 Strategy Group and operating within the Code of Practice for LEA - School relations, the LEA's role is to –
 - Provide vision and leadership on 14-19 development issues (including defining expectations of what constitutes an appropriate broad and balanced curriculum).
 - Establish and articulate policy and practice in partnership with the Local Learning and Skills Council, which reflect and facilitate the translation of national developments into local practice.
 - Support the establishment of a coherent/co-ordinated approach to curriculum flexibility post 14 and continuity and progression over the 14-19 phase in partnership with providers and stakeholders.

- Challenge schools, not only in terms of their performance and efficiency (against national indicators), but also in terms of their effectiveness in meeting the needs of all learners through curriculum development, partnership and other forms of collaboration.
- Facilitate discussions to support collaboration at a local level (defining the purpose and appropriateness of such collaboration as a means of providing students with access to appropriate learning opportunities).
- Promote, in partnership with the Connexions Service, high quality and impartial guidance, which encourages a focus on meeting individual student needs through appropriate provision.
- In partnership with the Local Learning and Skills Council, further the collection and analysis of relevant data and information, which will facilitate accurate review/evaluation of performance and inform development priorities.

2 The South Gloucestershire Context

- 2.1 All 15 secondary schools in South Gloucestershire (including John Cabot CTC) have sixth forms, ranging in size from below 150 to over 350. The area is served by two FE colleges, Filton College and the City of Bristol College, which has sites at Soundwell and Parkway in South Gloucestershire, as well as in central Bristol
- 2.2 Performance at Key Stage 4 in South Gloucestershire shows a rising trend over the past four years, with the percentage of students achieving the 5A* - C GCSE benchmark reaching 51.5% in 2002 compared to the national average of 48.8%
- 2.3 The average points score at GCSE in 2002 also showed an increase over previous years to 41 compared to the national average of 39
- 2.4 The overall LEA performance, however, masks significant variations in performance within and between schools and by geographical area, linked in part to socio-economic differences and local aspirations
- 2.5 Post 16 performance rose considerably in 2002. The average point score per student at 248.3 was above that of statistical neighbours, but was below the national average of 254.5. As with Key Stage 4, there are significant variations in performance within and between schools and by geographical area
- 2.6 Value added analyses at Key Stage 4 and Key Stage 5 show that the performance of South Gloucestershire schools compares favourably with that of local neighbours, but once again the value added residuals show significant variations between schools

- 2.7 The Key Stage 3 Strategy is being implemented successfully within South Gloucestershire secondary schools. With its emphasis on transforming teaching and learning, improving the quality of subject leadership and the management of change at whole school level, the strategy provides a strong foundation on which the 14-19 policy framework can build in order to raise standards at Key Stage 4 and Post 16 across the LEA
- 2.7 The staying on rate into school sixth forms in 2002 was 48% compared to 45% and 50% in 2001 and 2000 respectively. Some schools in 2002 saw a fall in the number of students choosing to stay on into the sixth form with a corresponding rise in student numbers at local FE colleges. The overall participation rate in full-time education was 76%, a slight increase over the 2001 figure.
- 2.8 The percentage of students staying on into work-based training was very small (.8%) whilst over 17% went into full time employment which is higher than in other neighbouring authorities.
- 2.9 A recent mapping exercise carried out by the Local LSC revealed that the range of curriculum provision available to learners in South Gloucestershire in the post 16 phase is relatively limited. In particular, there is a shortfall in vocational and work-based provision as well as in entry level and level 1 programmes
- 2.10 South Gloucestershire now has eight specialist schools and one leading edge school. There is a need, within an overall LEA strategy for the identification, promotion and sharing of best practice, to exploit the opportunities for the development of specialist provision and expertise within local areas and across the LEA in order to maximise the range and quality of learning opportunities for students within the 14-19 phase
- 2.11 There is a need to improve the quality, consistency and impartiality of guidance provided for students in some schools, as identified in recent studies undertaken on behalf of the LEA by a private firm of consultants, Nord Anglia and by the Select Committee Scrutiny Review Team
- 2.12 There is a growing recognition by providers of the need to work collaboratively to improve the quality and range of provision to improve outcomes for learners. There is a long established tradition of partnership working between schools and more recently with FE colleges
- The Yate and Sodbury Post 16 Link has been in existence for 20 years and is actively seeking to develop relationships with other providers to improve the range of provision available to learners over the 14-19 phase in the Yate and Chipping Sodbury Area

- The Kingswood Partnership of six secondary schools and a local FE college has been in existence for a number of years and with the appointment of a full time co-ordinator has developed to such an extent that it was awarded 14-19 Pathfinder status early in 2003
- Preliminary discussions have taken place in the Filton/Patchway area and in Thornbury between schools and the local FE college with a view to the further development of collaborative arrangements.

3. The South Gloucestershire 14-19 Policy Framework

3.1 The aims of the South Gloucestershire 14-19 policy are to:

- Raise levels of participation, retention and achievement in the 14-19 phase
- Promote greater continuity and progression in students' learning so that they gain the necessary knowledge and skills to prepare them for the next steps in education, training or career
- Maximise choice for learners at a local level through effective provider collaboration
- Improve the quality and integrity of student guidance within and across schools, colleges and other providers
- Promote greater efficiency in the deployment of resources to meet the needs of learners
- Promote the principles and practice of inclusion and equality of opportunity and access in planning and delivery of provision for all learners including those with special educational needs, looked after children isolated learners, travellers and those from ethnic minorities

3.2 Student Outcomes and Entitlements

The South Gloucestershire 14-19 Framework document of 1998 (Revised in 2003) outlined a number of outcomes for students over the 14-19 phase. It stated that at the end of their 14-19 learning experience individual learners in South Gloucestershire should:

- Have gained the qualifications to enable them to progress to the next step in their education / training and/or career
- Be literate, numerate and ICT competent

- Have well developed key skills in: communication, application of number, information technology, team working, managing own learning and problem solving
 - Be able to make informed decisions about their next steps in learning or career
 - Have personal attributes, such as motivation, reliability and a positive attitude
 - Be self confident and independent learners who understand how they learn best
 - Value the importance of lifelong learning
 - Value themselves, others and the environment
 - Be sensitive to the norms of the society in which they live
 - Recognise and appreciate the richness of cultural diversity of their own society and of the wider world
 - Respond creatively and flexibly to a variety of situations
 - Demonstrate initiative and enterprise
 - Be able to deal constructively and learn from setbacks and to demonstrate the qualities of resilience, determination and perseverance
 - Take responsibility and be accountable for their own actions and decisions
 - Be politically and economically aware within local, national and international contexts
- 3.3 Ensuring that the infrastructure, the capacity and the strategies to support school, colleges and other providers to secure the achievement of these outcomes for individual students remains a core driver underpinning the 14-19 policy framework in South Gloucestershire
- 3.4 The overall outcomes for 14-19 learners in South Gloucestershire by 2007 are incorporated within the LEA's Education development plan
- 3.5 In order to facilitate the achievement of these outcomes all students should have an entitlement to access:

- High quality, up to date and impartial information and guidance on course provision and progression routes to lifelong learning opportunities in the local area
- A broad curriculum with relevant and appropriate courses matched to their individual needs and with clear opportunities for progression over the 14-19 phase and beyond
- An effective programme of induction to courses including an assessment of need and opportunities to develop effective study skills building on previous learning
- High quality and diverse learning experiences including the opportunity to acquire key and employability skills through work related learning opportunities
- Quality feedback on their progress in relation to targets and desired outcomes
- Citizenship programmes which provide opportunities to exercise responsibility and employ critical thinking through appropriate broadening studies
- Opportunities to develop a range of personal and self management skills
- Experience of achievement at an appropriate level

4. The Vision - The South Gloucestershire 14-19 Learning Campus

- 4.1 In its strategic plan, the West of England Learning and Skills Council outlines its vision for a West of England Campus, with cafeteria style learning opportunities available to all learners across the local area
- 4.2 In response to the area post 16 inspection of Bristol, the Local Learning and Skills Council has begun to develop the Bristol Campus as a planned solution to issues specific to the Bristol context in relation to 14-19. Whilst South Gloucestershire LEA and 14-19 Strategy Group endorses the concept of the Campus, It would wish to adapt the model to suit the local context, in order to more effectively meet the needs of learners across South Gloucestershire
- 4.3 The vision is of a South Gloucestershire Learning Campus, with locally based provision, developed through structured collaboration between providers, to meet the needs of learners in 5 distinct areas/ or clusters. Current thinking suggests clusters in the following areas:
 - **Kingswood**, (incorporating the Kingswood Partnership, Warmley Park School and possibly John Cabot CTC and building on the experience of the 14-19 pathfinder in that area)

- **Yate and Chipping Sodbury** (building on the long established Yate and Sodbury Sixth Form Link, including Culverhill School and further developing collaboration with local FE colleges)
- **Filton and Patchway** (including the proposed Bradley Stoke secondary school and building on emerging links with Filton College in that area)
- **Thornbury** (including Marlwood and Castle schools, both of whom have large sixth forms, New Siblands School and building on developing links with local FE colleges)
- **Winterbourne and Frampton Cotterell** (based around a strong stand alone level 3 centre at the Ridings High, with provision at levels 1 and 2 enhanced through appropriate collaborative arrangements with a range of providers including local FE colleges and work based training providers)

- 4.4 However, with proposed changes to schools' areas of prime responsibility due to further housing development and population growth in parts of South Gloucestershire the precise composition of local clusters is likely to remain open to further discussion
- 4.5 All local providers should be involved as partners in the cluster including schools, FE colleges work-based training providers, adult and community learning providers, local employers and the Connexions Service
- 4.6 In considering how provision within each cluster area might be developed to ensure a sufficiently broad and coherent range of general and specialist programmes to meet learner needs, the partners would need to agree appropriate procedures to facilitate develop joint decision making when considering new programmes within the cluster
- 4.7 Each cluster should aim to exploit the opportunities for broadening and enhancing learning opportunities arising from the spread of subject specialist provision in the area and from the development of "extended school" as well as adult and community learning activity
- 4.8 The local clusters should provide structure and coherence to the planning and delivery of provision, but with individual institutions retaining their autonomy and individual responsibilities for the students in their care

5.0 The Cluster Learner Entitlement

- 5.1 Within each cluster the expectation is that there should be an agreed and inclusive **Learner Entitlement** to:
- Access the statutory core curriculum requirement at Key Stage 4 as

well as an appropriate amount of PE and Sport

- An appropriate range of general and specialist provision at Entry level, Level 1, Level 2 and Level 3, agreed, through a joint decision making process, between local partners including FE colleges and work-based training providers, following a detailed audit of local learner and employer need and existing provision.
- As a minimum, each cluster should offer access for students to an agreed range of general and specialist qualifications at Entry level, Levels 1, 2 and 3 within an agreed travelling distance from their home (See Appendix 1 for exemplar)
- Each local cluster will also be expected to work in partnership with local employers and training providers to provide access for students to foundation and advanced modern apprenticeships where appropriate
- Clear and agreed entry requirements for cluster institutions and individual courses post 16
- Clear opportunities for continuity and progression for all students, including those with special educational needs within the local area, in learning through their preferred pathway, but with opportunities to change if needed
- In addition, it is expected that each cluster will forge partnerships with local HEI in order to secure opportunities for local students to progress to Higher Education
- Access to high quality and impartial student guidance at the beginning and throughout the 14-19 phase with the opportunity to complete an Individual Learning Plan with appropriate levels of support from suitably qualified staff
- Regular feedback on their progress with the opportunity to set individual learning targets
- The opportunity to gain key skills in Literacy, numeracy and ICT to at least Level 2
- The opportunity to take part in quality work related learning activities which meet the statutory requirements at Key Stage 4 as part of their wider learning programme
- The opportunity to study on a planned programme of Citizenship
- Access to a range of study support and enrichment activities throughout their 14-19 phase of learning

6.0 Implementing the Policy Framework

- 6.1 The overall policy will be managed by the 14-19 Strategy Group, reporting to the South Gloucestershire Local Learning Partnership
- 6.2 The membership of the 14-19 Strategy Group should reflect fully the range of interests and stakeholders operating in the 14-19 arena in South Gloucestershire. It should include:
- LEA representation including the Post 14 Strategy Manager, Head of Central Teaching Service, the Head of Education Planning.
 - Up to 5 secondary headteachers representing the local areas of the LEA and different types of school
 - A Special School headteacher
 - The co-ordinators of the Kingswood and Yate/Sodbury Partnerships
 - A senior representative from the Local Learning and Skills Council
 - A senior manager representing each of the two colleges in the area
 - A representative of the Western Training Providers Network
 - The Local Connexions Service manager
 - Representatives from local HEI and Local Employers
 - The project manager for the South Gloucestershire Increased Flexibility project.
 - The facilitator of the West of England Increased Flexibility Consortium.
- 6.3 The Strategy Group will meet six times a year, with minutes circulated to all secondary headteachers, college principals and other key stakeholders; and with direct links through the Post 14 Strategy Manager, to the scheduled meetings of the secondary headteachers, deputy headteachers and the Post 16 Network once a term.
- 6.4 The role of the 14-19 Strategy Group will be to:
- Develop and oversee the implementation of the overall policy and strategy for 14-19 Education and Training in South Gloucestershire under the auspices of the South Gloucestershire Local Learning Partnership;
 - Ensure all schools and other partners are made aware of developments and opportunities arising from the national and local 14-19 agenda;
 - Promote the development of a coherent and collaborative approach to the 14-19 agenda in South Gloucestershire whilst acknowledging the autonomy of individual institutions.

- Develop in partnership with the Local Learning and Skills Council:
 1. A framework for quality assurance and for monitoring the implementation of the 14-19 policy framework
 2. Common approaches to the collection of performance and other data and to the monitoring of the progress of all learners including those from ethnic minority and other vulnerable groups
 3. Common approaches to the organisation and funding of post 16 and post 14 transport based on an audit of travel to learn patterns and of individual learner needs within each local area
- Ensure that the South Gloucestershire 14-19 policy framework is closely aligned with that of the Local Learning and Skills Council and with the South Gloucestershire Community Strategy
- Inform and focus LEA and LLSC planning activity related to 14-19 development
- Identify and prioritise issues requiring ongoing or specific review and/ or development
- Support the development of action plans to address issues arising from internal and external reviews, evaluations and inspections
- Facilitate access to additional funding – by providing a mechanism to develop the collaborative bidding process.
- Inform the process of supporting schools to develop the capacity to respond effectively to the changes arising from the 14-19 agenda.
- Ensure developments align with issues arising from any LLSC Area Review and strategic plan and prepare for the Area Wide 14-19 inspection

6.5 It is recognised that a leadership or executive function may be needed for any major planning and decision making activity, for example on the organisation of provision or responding to an area inspection. The LEA and LLSC's respective planning responsibilities indicate that they would fulfil the executive role within the Strategy Group on such occasions

- 6.6 Working within an overall framework developed by the 14-19 Strategy Group, each cluster will have a local management group comprising:
- Head teachers of secondary and special schools
 - Representatives from Local FE College (s)
 - Representative of the local work- based training providers network
 - Local Connexions manager or team leader
 - Representative of the Adult and Community Learning Service
 - Representative of the Youth Service
 - Local employer representative(s)
- 6.7 The LEA will work with the Local Learning and Skills Council to seek the necessary funding to ensure that each cluster will have dedicated funding for co-ordination and management of collaborative activities
- 6.8 Working within an overall framework developed by the 14-19 Strategy Group, each cluster will develop joint approaches to:
- The development of standard operating procedures
 - Agreement on course entry requirements
 - Course marketing and publicity
 - Overall quality assurance of provision and cluster procedures
 - Institution and cluster self-evaluation
 - Institution/ cluster and Individual target setting
 - Student tracking/ recording of achievement
 - The exploitation of innovative approaches to the use of ICT and E-learning
 - Standards for viability/efficiency
 - Transport
- 6.9 The cluster model recognises that the LEA, in partnership with the Local LSC, can only meet its educational aspirations for 14-19 year olds with the active involvement and support of its schools. But this is not a *laissez-faire* solution for the LEA. Both the LEA and schools need to demonstrate actively their accountability for 14-19 provision and their shared responsibilities to bring about improvement and work towards the vision. Thus:
- 6.10 The success of collaboration and local solutions will be assessed against an explicit set of measurable outcomes.
- 6.11 All schools will be expected to be able to demonstrate that they have audited existing provision against the cluster learner entitlement; set targets for improvement; and have explored with other providers whether the development of collaborative delivery arrangements could improve achievement, participation or value for money.

6.12 The LEA will work with the Local Learning and Skills Council to develop support arrangements for schools to help them undertake this task. These will include:

- Case studies of good practice in collaboration.
- Structured opportunities for high quality professional development
- Simple audit tools to help each school measure its current provision.
- Consideration of the revenue and capital costs of increased collaboration.
- A review of transport concessions in recognition of the critical role that the availability of low cost or free transport has on access to post 16 education,

7. Benefits of the Policy Framework

7.1 The policy framework seeks to put the needs and entitlements of individual students at the heart of the planning of educational provision. It focuses on institutions improving their service to students rather than either automatic acceptance of the status quo or on externally imposed re-structuring of schools.

7.2 It emphasises shared accountability for 14-19 provision and ensures that the benefits or otherwise of collaborative activity are explored.

7.3 It enables schools and LEA, the Local Learning and Skills Council to demonstrate that they are meeting national expectations and following national guidance, which emphasises the need for collaboration between schools and between schools, colleges work-based training providers and other stakeholders.

7.4 It builds upon existing provision and does not propose a radical, top-down, imposed structure of provision.

7.5 It responds to local needs. It does not prescribe solutions, only entitlements and outcomes.

7.6 Agreement on the policy framework will enable other issues relating to secondary education to be determined with greater clarity. It will enable the LEA to consider matters such as how to make most effective use of expertise developing in the growing number of specialist and leading edge schools in South Gloucestershire

8. Risks associated with the implementation of the Policy Framework

8.1. There are a number of inherent risks within the policy:

- The requirement that most providers will engage in collaboration with others requires commitment from all in an environment where

funding mechanisms can still lead to competition for student numbers.

- Smaller providers may find it hard to engage other partners who may themselves have less incentive to collaborate.
- The additional costs of collaboration resulting from the need for e.g. planning, co-ordination, administration, monitoring of students across institutions could become prohibitive
- The costs for transport are likely to rise to problematic levels for schools as a result of a projected increase in the number of 14-19 year olds learning in contexts other than school in the future
- Local solutions to identified local learner needs may be proposed which are too costly for schools/LSC/LEA to resource.
- Some collaborative models increase the need for student and/or staff travel, with adverse environmental consequences.
- Students require genuinely impartial and balanced guidance to benefit fully from their 14-19 education at each stage.

8.2 These risks need to be managed. Thus, it is proposed that:

- All schools will be asked to participate by 'signing-up' to the South Gloucestershire Learning Campus, the Cluster Learners' Entitlement, school post-16 targets etc.,
- Any school that does not wish to participate in the above will be asked to show how it meets the aspirations set out in this policy framework for participation, achievement and value for money. If it is unable or unwilling to do so then the LEA will, in consultation with the LSC, consider whether it should review formally the provision of post-16 education at that school.
- Changes in transport arrangements for post-16 students, as identified in the LEA's Post 16 Transport Policy, will only be implemented, as resource can be made available by the LEA or LLSC or individual schools and colleges.
- Local collaborative solutions will need be financed in the main from within the school or colleges' delegated budgets. However, If additional resources are required to support collaborative arrangements, the LEA will need work with the LLSC to seek to release funding from sources such as the Standards Fund or the Local Intervention and Development Fund

- The new Connexions Service works very closely with the LEA and schools and has the provision of impartial advice and guidance as a cornerstone of its strategic objectives.

9. Financial Implications

- 9.1 The financial implications of the policy framework will largely be determined by the preferred local solutions, which will emerge during the course of the development of local clusters and the provision of the Cluster Learner Entitlement.
- 9.2 Whilst identifying and articulating the constraints imposed by current national funding methodologies, the 14-19 Strategy Group will work with the LEA, the LSC and other funding bodies to seeking to maximise the opportunities and impact arising from non-core funding flows.

10. Background Reports

- South Gloucestershire Framework for 14-19 Education (1998)
- Nord Anglia Review of Post 16 provision in South Gloucestershire (2002)
- Elected Members Scrutiny Review of 14-19 Student Guidance Opportunity and Excellence (2003) and Success for All (2002)

Draft South Gloucestershire 14-19 Policy Framework

Exemplar Cluster Entitlement to Curriculum Provision

Each maintained 14-19 provider will be expected, through collaborative arrangements, to provide students with access to the following minimum course provision:

LEVEL 3 QUALIFICATIONS:

By September 2004 Post 16 students will have access to a minimum of 20 level 3 courses of which at least 20% will be academic and at least 20% vocational in nature.

This minimum figure, for the number of courses available, will rise to 25 by September 2005

In order to ensure the availability of a balanced curriculum each post 16 provider will provide access to the following curriculum areas:

- English
- Humanities
- Information and Communication Technologies.
- Mathematics
- Modern Languages
- Social Sciences
- Technologies
- The Arts
- The Sciences (Minimum provision should cover access to Biology, Chemistry and Physics)

In each cluster, students for whom a work- based route is deemed appropriate should have the opportunity to access a modern apprenticeship at Foundation or advanced level

LEVEL 2 QUALIFICATIONS

- By September 2004 post 16 students in each cluster will have access to a minimum of 5 level 2 qualifications.
- These should include access to level 2 qualifications in literacy, numeracy and ICT plus 2 intermediate GNVQs or their equivalent.
- At Key Stage 4 by 2004 students in each institution should have access to a full range of GCSEs including at least one Applied GCSE
- Students at Key Stage 4 should have the opportunity to study for a qualification in Citizenship

This provision statement to be reviewed when intermediate GNVQs will no longer be available.

LEVEL 1 QUALIFICATIONS

Through collaborative agreements and provision between post 16 providers and work placed training providers the following range of level 1 courses will be available to students within each cluster in South Gloucestershire.

By September 2003 level 1 courses will be available within each cluster in each of the following 11 vocational areas:

- Art and Design
- Business
- Construction
- Engineering
- Hospitality and catering
- ICT
- Hair and beauty
- Manufacturing
- Performing arts
- Retail and distribution

ENTRY LEVEL QUALIFICATIONS

Through collaborative agreements and provision between schools, colleges and work placed training providers the following range of entry level courses will be available to students within each cluster in South Gloucestershire by September 2004:

- Life skills
- Learning skills
- Skills for working life