

Appendix 3

Leeds Learner Entitlement

A key commitment within the Leeds 14-19 learning strategy is that all learners are

entitled to pursue qualifications at school and college, in the workplace, and with training providers through a curriculum that prepares them for adult life by developing their knowledge and skills, their employability and active citizenship. In support of this vision all partners will work collaboratively towards the delivery of

an agreed entitlement for young people, which will offer:

- high quality comprehensive and impartial information, advice and guidance about learning opportunities, qualification levels, progression routes and career pathways
 - access to a range of activities and learning opportunities which encourage and support progression to post 16 learning, employment and access to higher education
 - a clear statement of the level, content and entry requirements of the qualifications available
 - a fair and transparent admissions process
 - access to the widest choice of learning pathways with clear progression routes to further learning in Schools, Colleges, Work Based Learning Providers and Higher Education Institutions
 - high quality teaching and learning which raises aspirations, challenges individuals to achieve their best and encourages them to progress to further learning and employment
 - recognition of a wide range of achievements in addition to academic success including the development of citizenship, key skills, enterprise and employability
 - an Individual Learning Plan (ILP) negotiated with learners and their parents or carers, which covers all providers and which is part of a flexible and developmental process
 - the opportunity to participate in the regular review, evaluation and shaping of their own learning
 - a learning environment which is inclusive and adaptive to all learners and offers appropriate learner and learning support to each young person, particularly during periods of transition
 - a commitment on the part of all learning providers to challenge discrimination and promote genuine equality of opportunity, respond to the voice of the learner and to address barriers to learning
 - a holistic approach to providing appropriate support for the social and emotional competence, and health and well-being of the learner
- 4
- a readily accessible range of opportunities for the enjoyment of cultural, creative, sporting and leisure activities
 - entry, foundation, intermediate and advanced level opportunities on a local basis through partnership arrangements

- equality of access to specialist 14-19 provision through the city-wide network of learning providers