Purpose
1. The primary purpose of the development group is to test and provide recommendations on the performance indicators within the Framework for Excellence. The scope includes:
   - Providing feedback on the Framework for Excellence guidance materials, promotional materials, presentation and information available on the website to tailor this more specifically for the school audience.
   - Reviewing proposed time slot for 2011 from 1 October 2010 - mid-February 2012.
   - Identify any key issues regarding the development or future implementation of the Framework for schools [and local authorities]
   - Devise options to resolve any emerging issues identified by the group
   - Give advice on the best way to collect or use data/information needed for the indicators

Membership
2. The Development group will be composed of:
   - at least one member representing schools [and local authority] in the pilot
   - LSC leads, Natasha Atkinson, Helena Ehrenstrale
   - DCSF lead, Naomi Powell

The Development Group will/may wish to invite:
   - additional specialist FfE LSC
   - other external stakeholders relevant to the work of the group, such as our contractors delivering the survey.
   - Learners* NB We have engaged the National Learner Panel regarding the Learner Views Survey in the past and have promised to keep them updated.

Meeting
3. The development group will have three meetings to be held to maximise attendance from all in regional clusters:
• 23\textsuperscript{rd} September 2009, Stafford/Cheshire
• 16\textsuperscript{th} February 2010, York
• 16\textsuperscript{th} March 2010, London

\textbf{Communication}

4. Additional communication will be by e-mail and when agreed, visits to pilot sites.

\textbf{Reporting and governance}

5. The Learner Views and Learner Destinations User and Development Group will report directly to the LSC Project Board regarding the progress of each deliverable. Issues raised by the group will be reported, by the chair, to:

- Framework Policy Committee regarding matters requiring a policy resolution
- Framework Technical Assurance Group regarding matters relating to quality assurance of data sources.

In addition, the group’s chair will be asked to report the progress of the group and any headline issues to the Framework Pilot Project/Policy Manager. It is anticipated that progress reports of the work the development group will be provided to:

- UPPPAF School Pilot Stakeholder Group for comments and advice
- External Stakeholder Group for information
- Sponsoring Board on progress

A summary of the governance and reporting arrangements can be found in Annex A

\textbf{Stakeholders}

7. The lead officer will act as a conduit to work with other key stakeholders in the school sector – including ASCL.

\textbf{Decision schedule}

8. The following key areas require advice or recommendations from the group.

- Review guidance and promotional materials for use by schools
- Review potential survey dates
• Resolve any other arising issues

The key decisions are found in Annex B.

**Key Contacts for Pilot school and local authorities**

9. All school and [local authority] pilot members will feedback to their respective organisations the progress and outcomes of the group.
Annex A Governance and Reporting Structure.

- Framework For Excellence
- Sponsoring Board
- UPPPAF Stakeholder Group
- Pilot User and Development Group
- Framework For Excellence
- Policy Committee
- Technical Assurance Group
- Reports
- Advises
- Directly
- Tasked
- Task
- Reports
<table>
<thead>
<tr>
<th>Key deliverable</th>
<th>Issues or risk to be resolved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review guidance and promotional materials for use by schools</td>
<td>Identify specific changes recommended to promotional and guidance materials to ensure they are fit for purpose for schools</td>
<td>31.3.10</td>
</tr>
<tr>
<td>Review potential survey dates for 2010-11</td>
<td>Identify issues regarding the proposed dates</td>
<td>31.3.10</td>
</tr>
<tr>
<td>Map the range of existing surveys and identify good practice in collecting survey data</td>
<td>List existing surveys and establish background information</td>
<td>31.3.10</td>
</tr>
<tr>
<td>Review ways to minimise bureaucracy</td>
<td>List ways of integrating the surveys with school processes</td>
<td>31.3.10</td>
</tr>
<tr>
<td>Review other sources of Data Matching for NEET group</td>
<td>List other sources of Data Matching and establish background information</td>
<td>31.3.10</td>
</tr>
<tr>
<td>Methods to engage young learners in completing Learner Destinations Survey</td>
<td>List the issues and then list ways of ensuring engagement</td>
<td>31.3.10</td>
</tr>
<tr>
<td>Review presentation of data on the website</td>
<td>Review how schools would like to receive this information and if any amendments are required</td>
<td>31.3.10</td>
</tr>
<tr>
<td>Review how the Framework information will/ could be used by schools</td>
<td>To identify how the information could be used, what may need to change</td>
<td>31.3.10</td>
</tr>
<tr>
<td>Identify any ‘perverse incentives’</td>
<td>To identify any ‘perverse incentives’ for narrowing the gap or widening participation for learners</td>
<td>31.3.10</td>
</tr>
</tbody>
</table>