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developing people, improving young lives

Teachers' guide to 14–19 pathways

Careers-related information, advice and guidance

An overview of the changes to the 14–19 curriculum and sources of further information

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Introduction

If you are a secondary school teacher you need to be aware of major changes taking place in the 14–19 curriculum to support young people staying in education or training post-16. By 2015 young people will have to stay in education or training until they are 18. This guide provides an overview of the changes and some sources of further information.

The Government is introducing new progression opportunities for students, with four main learning routes through the 14–19 phase. The learning routes provide a choice of pathways for students from the age of 14 that lead to employment, employment with training or continuing education.

They include:

- a general education course consisting of enhanced GCSEs and A-levels
- a diploma route in one of 17 sector-related subject areas
- an apprenticeship route
- foundation learning

Some new learning routes have already been introduced and further reforms will continue to be implemented up to 2013. For example, **employment with accredited training** is another new learning route that will take effect from 2013.

To support some of these changes a new **qualifications and credit framework (QCF)** is being developed.

For students to make informed choices, they must receive accurate and impartial information, advice and guidance (IAG) about the structure of the learning routes – including the forms of learning and assessment involved. To ensure they gain maximum benefit from the choices available, they will also need to understand how to plan a personalised progression route.

This is at the heart of the Government's new IAG strategy, '*Quality, Choice and Aspiration*' and supporting '*Statutory Guidance on Impartial Careers Education*' which emphasise that all secondary school students must have access to high-quality, impartial IAG.

The Statutory Guidance sets out six key principles for good-quality, impartial careers education, namely that it:

- empowers young people to plan and manage their own futures
- responds to the needs of each learner
- provides comprehensive information and advice
- raises aspiration
- actively promotes equality of opportunity and challenges stereotypes, and
- helps young people to progress.

14–19 options

Your students have the following choices to make at the key transition points:

- **At 14:**
all students will follow the core curriculum, through one of the 14–19 pathways: GCSEs, diploma, young apprenticeships and foundation learning.
- **At 16:**
they can choose from a general qualification route, a diploma in combination with other qualifications including A-levels or BTECs, an apprenticeship or foundation learning – they could also choose to enter employment with training. The Government's 'September guarantee' offers every 16 and 17 year old

completing compulsory education a place in further learning.

- **At 18:**
they should have achieved the qualifications required to continue in education or training, or in skilled employment.

You may also want to look at these Department for Children, Schools and Families (DCSF) publications which support young people in making decisions: 'Which Way Now?' (key stage 4 choices) www.connexions-direct.com/whichwaynow and 'It's Your Choice' (post-16 choices) www.connexions-direct.com/itsyourchoice

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Progression routes through 14–19 education

You may be able to contribute to advising students about how the curriculum is structured and, if necessary, what elements can be transferred to another pathway at 16 or 18.

All learning routes offer a degree of flexibility and can lead to higher education, although some courses may have specific requirements, (such as medical schools, which generally require A-level chemistry and at least one other science A-level.) You can help your students understand the main transition points where they can make choices or change direction.

All students at 14 will continue to follow the core curriculum. At 16, depending on the student's progress and attainment at key stages, they could stay on the same pathway or they could change to

a different pathway. They will need to find out if the qualifications they are working towards can be transferred to another pathway.

General and transferable skills

At the heart of the changes to 14–19 education is a set of skills that apply to every young person, whichever path they choose. They are made up of both 'functional skills' and 'personal, learning and thinking skills (PLTS)' – or as employers often call them, 'employability skills'.

Functional skills

Functional skills are the essential elements of English, mathematics and information and communication technology (ICT) that everyone needs to operate confidently, effectively and independently in life and work. Functional skills qualifications up to level two

will be introduced across England in September 2010 and will be taught to all students throughout the secondary curriculum.

Functional skills are integral to the four qualification routes for 14–19 year olds. The way these skills are developed, and whether learners are required to obtain a separate functional skills qualification, depends on which of the routes a learner is on.

For more detail on how functional skills fits within each of the 14–19 pathways, visit the Qualifications and Curriculum Development Agency (QCA) website at: www.qca.gov.uk/qualifications/functional-skills/63.aspx

Personal, learning and thinking skills

There are six PLTS:

- team working
- independent enquiry
- self-management
- reflective learning
- effective participation
- creative thinking.

These are integrated into the school curriculum and are not separately assessed.

Introduction to apprenticeships

For young people who have a clear idea about their chosen career path, an apprenticeship is a good way to build knowledge and skills in a real work setting.

If you are talking to students about apprenticeships you may need to know where to direct those who want to apply, and the qualifications included in apprenticeships that support progression. You should explain that students must work in partnership with an employer and training provider or college and there will be clear expectations of all partners.

Apprenticeships will become a mainstream option for young people from 16, with a young apprenticeship option from 14. Places are limited and students

should have prior attainment scores that predict success at level two (five A*–C). The main types of apprenticeship are:

Apprenticeships: for students aged 16 and over. Students who expect to achieve a foundation diploma or five GCSEs (A*–G) plus functional skills in English and mathematics will have entitlement to an apprenticeship from 2013.

Advanced apprenticeships: for students with good level three qualifications or for those progressing on from a level two apprenticeship.

Apprenticeships are offered through work-based learning, colleges or training providers working with employers – giving young people the opportunity to work and study at the same time. Apprenticeships are a key aspect

of Government strategy for increasing skills, and the Government has set a target that by 2020, 500,000 people a year will be taking apprenticeships in the UK. The National Apprenticeship Service (NAS) was launched in April 2009 to oversee the strategy.

The NAS works with Connexions, Nextstep and Jobcentre Plus to promote apprenticeships to employers, coordinate the funding of places and provide an online registration service. Find out more about the NAS at: www.apprenticeships.org.uk/About-Us/National-Apprenticeship-Service.aspx

Apprentices aged 16 and over have employed status. From August 2009 they earn a minimum of £95 a week, with the current average wage for apprentices

around £170, and additional money may be available for books, clothing and equipment. Apprentices receive the same rights and benefits as employees, such as pensions, subsidised canteens and leisure facilities.

There is no set time for an apprenticeship. They usually run from one to four years depending on the framework, the employer's requirements and the young person's ability. There are more than 180 career choices available in approximately 80 sectors of industry as diverse as accountancy, football, engineering, veterinary nursing, administration and construction.

Introduction to apprenticeships (continued)

Getting an apprenticeship place

Apprenticeships are for all young people with a range of abilities and, increasingly, advanced apprenticeships can lead to university places. Places can be competitive so young people will need to convince a prospective employer that they are the right person for the apprenticeship.

To be able to apply for an apprenticeship a young person must be resident and eligible to work in the UK. They can apply directly to training providers or through Connexions and should register with the apprenticeship vacancy matching service. Information is available from the apprenticeship vacancy matching service at: <https://apprenticeshipvacancymatchingservice.lsc.gov.uk>

Information is also available from Connexions at: www.connexions-direct.com/index.cfm?pid=82&catalogueContentID=110 or from the 14–19 area-wide prospectus at: www.futures4me.co.uk

Qualifications achieved on an apprenticeship

Apprentices can work towards a range of qualifications depending on the company, the occupational area and the skills required. This usually includes training in the workplace and some class time to gain the necessary underpinning knowledge and complete portfolio work. This is usually offered as a day or block release course at a local college or specialist training provider.

Apprenticeships are offered at level two and level three. A young person wanting to take an advanced apprenticeship (level three) would need to demonstrate the skills, maturity and ability to study at that level – and this requires good grades at GCSE.

Apprentices will be assessed on the following:

- **A work-based qualification:** a national vocational qualification (NVQ) at level two or level three
- **Key skills/functional skills:** mathematics and English and possibly ICT or wider key PLTS such as team working or problem solving depending on the apprenticeship framework

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Introduction to apprenticeships (continued)

- **A technical certificate:** often a BTEC or a City Guilds award relevant to the specific industry the apprenticeship covers
- **Other relevant qualifications:** for example food hygiene or health and safety

Targets are set by the training provider for on-the-job training and routine assessments are made to ensure that apprentices are making suitable progress.

The role of the apprentice, employer and training provider

Your students should understand that they will be part of a defined partnership when they start an apprenticeship. There are clear expectations of each partner.

Apprentices work alongside experienced staff who can help them gain the skills required for the job. They are often given day or block

release to undertake off-the-job training, usually at a local college or a specialist training provider.

They will have to meet entry requirements for the sector and undertake some initial assessment to determine their suitability.

Employers provide on-the-job training, support at work and pay the apprentice's wages.

Training providers include colleges and specialist training organisations. They are responsible for providing all aspects of the qualification framework, assessing progress and ensuring that apprentices are given support in the workplace. The training provider (or college) facilitates off-the-job learning.

In some cases apprentices are not employed, however they can follow an apprenticeship framework of qualifications to start with (this is called a programme-led pathway) which in many cases quickly leads to a fully employed apprenticeship.

Young apprenticeships

Young apprenticeships are offered as an option after year nine. The young apprenticeship is a more challenging route and places are often limited. The programme is a partnership between schools, colleges, training providers and employers. Students follow the core curriculum with the addition of a combination of up to 50 days work experience and college time throughout the year.

Students are required to spend up to two days per week out of school so it will benefit those who have a firm career plan and the commitment to work independently for part of the time. They will have the opportunity to combine practical work skills with qualifications relevant to the area of work.

Young apprentices work towards a range of applied qualifications equivalent to A*–C at GCSE. This specialised learning is done alongside study of the national curriculum.

Introduction to diplomas

The diploma is a new 14–19 qualification which will appeal to students of all abilities and aspirations, who like to learn about subjects in ways that relate to real life. The main benefit of the diploma is that it offers a viable alternative to GCSEs and A-levels through a combination of applied and academic learning, and has been designed and endorsed by employers and universities. It allows students to learn about a particular sector and develop new skills but doesn't limit their options later on. The diploma has been given broad equivalencies with other qualifications from level one to level three, notably GCSEs and A-levels.

Your students need to understand the components of a diploma, the time commitment involved in taking

a diploma and how this impacts on the rest of their timetable. A diploma will occupy one or two days each week alongside the core curriculum.

More information, including an overview of subjects, timeline for implementation and frequently asked questions is available on the Directgov website at: <http://yp.direct.gov.uk/diplomas>

Students also need to know what GCSEs, or other qualifications, can be combined with the diploma course. The possible combinations are listed in the diploma catalogue for each line of learning available from the National Database of Approved Qualifications (NDAQ) website at: www.accreditedqualifications.org.uk/DiplomaCatalogueSelection.aspx

Diplomas are delivered by local consortia of schools, colleges and training providers working together. Each consortium may offer several diplomas at more than one level.

Diploma lines of learning

The diploma line of learning is the name given to the main subject area studied. This is the principal learning component of the diploma and takes up around 50 per cent of the guided learning hours (GLH) for the whole award. All 17 lines of learning are being introduced in a phased programme which started in 2008 and will be available across the country by 2013. There is to be a national entitlement in 2013 for all 17 lines of learning for learners aged over 16, and the first 14 lines for 14–16 year olds. The entitlement for the remaining three diplomas for 14–16 year olds will

form part of the 2013 review of qualifications. The lines of learning are being introduced for first teaching as follows:

- **2008:** creative and media, construction and the built environment, engineering, information technology and society, health and development
- **2009:** business administration and finance, environmental and land-based studies, hair and beauty studies, hospitality and manufacturing and product design
- **2010:** public services, retail business, sports and active leisure and travel and tourism
- **2011:** languages and international communication, humanities and social sciences, science (foundation and higher). The advanced diploma in science will launch in 2012.

Introduction to diplomas (continued)

Benefits of the diploma

Diplomas combine applied learning and theory (knowledge, skills and understanding) and will give your students a broad understanding of a particular work sector without necessarily making it a career choice.

Diploma students will acquire the skills and knowledge which are essential for success in employment and higher education, both related to the discipline and those which are common, like teamwork, self-management and critical thinking skills.

There is a mandatory component of 10 days' work experience in the diplomas. Although this is not assessed it will provide opportunities to apply principal learning, contribute to the project and develop PLTS.

The diploma will suit students who have a genuine interest in the sector; they may have a definite career plan or want to keep their options open. The diploma allows students to develop their personal interests through project work and there will be less external assessment than on a general academic pathway.

Components of the diploma

Principal learning (the title of the award): this develops the skills, knowledge and understanding necessary for the subject. It also incorporates the assessment of PLTS. Principal learning is about understanding the sector, and the content has been endorsed by industry and universities. It accounts for around 50 per cent of the guided learning hours (GLH) for the whole award.

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Introduction to diplomas (continued)

Generic learning: includes functional skills qualifications (English, mathematics and ICT), PLTS, a project or extended project and a minimum of 10 days' work experience.

Additional and specialist learning (ASL): this component allows for personalisation. Students can opt to include other qualifications under ASL, such as GCSEs, A-levels or BTECs. These can be studied at the same level as the diploma or higher. Students aspiring to higher education should check whether their chosen institution requires particular A-levels in conjunction with the diploma – so these can be included or planned for. The QCDA publication 'Flexibility in Diploma Programmes: realising the potential of ASL' (2009) shows how ASL can be used to support progression.

To help you understand which qualifications can be combined within a diploma course, refer to the diploma catalogue for each line of learning, available from the NDAQ website at: www.accreditedqualifications.org.uk/DiplomaCatalogueSelection.aspx

Students will have to complete **all the required components at the right level** to achieve a diploma. The diploma is a **composite qualification** made up of new and existing qualifications and a variety of approaches will be used to assess student achievement at all levels. Assessment and examination arrangements will be rigorous and appropriate to the nature of the learning being undertaken.

The number of external assessments (awarding body produced) varies

from one to three depending on the level, and given the applied nature of the diploma there will be a strong emphasis on **controlled internal assessment** (centre produced). Internal assessments offer students the opportunity to research and develop their knowledge, skills and application in a particular area of interest to them.

If you have students who find tests difficult, regardless of ability, they may find the diploma a more suitable choice at 14.

The final assessment will be determined by the grade of **both the principal learning units and the project**. All other components of the diploma have to be passed at the level of the diploma award. The results are recorded on a transcript provided with the final award.

“The diploma is a composite qualification made up of new and existing qualifications”

Introduction to diplomas (continued)

Your local diploma consortium

The diploma will be offered locally as part of a consortium: a group of schools, colleges, employers and training providers who have agreed to work together to deliver the diploma. The consortium approach means that diploma students will study in a group based across several locations and therefore be required to travel between sites.

The Government specified the consortium approach because the level of resources needed to deliver all 17 diplomas would be impractical for a single school. This means that each consortium must agree joint protocols for sharing information, student welfare and managing behaviour as well as teaching. Consortia also need to provide consistent information, advice and guidance (IAG). Guidance on

the integration of IAG into diploma planning and delivery is available from the Diploma Support Programme at:

www.diploma-support.org/resourcesandtools/mydev/integrating-iag-in-planning-and-delivery

Equivalencies between the diploma and GCSEs and A-levels

If you want to advise students on which diploma level would be suitable for them you can refer to the broad equivalencies which have been given for guidance purposes. Remember your students are taking a different type of qualification, so you cannot make a direct comparison. For example, the diploma tests a student's ability to work as a team member or use their own initiative; a GCSE does not test such skills.

As a rough guide:

- **Foundation diploma:** level one, graded A*–B, U, equivalent to five GCSEs at level one (ie D–G)
- **Higher diploma:** level two, graded A*–C, U, equivalent to seven GCSEs at level two (ie A*–C); duration – foundation and higher diplomas are generally taken by 14–16 year olds and generally take up to two years. Students over 16 may complete them in one year
- **Advanced diploma:** level three, graded A*–E, U, equivalent to 3.5 A-levels (420 UCAS tariff points); duration – two years. This level also has a smaller progression diploma equivalent to 2.5 A-levels

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Introduction to diplomas (continued)

From September 2011, there will be extended diplomas available. Attainment table points for diplomas are available from the QCDA at: <http://www.qcda.gov.uk/26884.aspx>

Timetabling for diploma delivery

All students opting for the diploma will still access a broad and balanced curriculum which includes the core of English, maths, science, physical education, religious education and personal development/citizenship.

They'll have the flexibility to combine a general education with the diploma and it won't limit their options later on; taking a diploma will occupy one or two days a week.

Each diploma level has been assigned a recommended number of GLH for planning purposes: 420 GLH for a foundation diploma and 660 GLH for a higher diploma. In each case, around a third of this time is made up of ASL – ie GCSEs and other qualifications.

Examples of diploma timetabling models are available from the QCDA at: www.modernisationonline.org.uk/comptimetable

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Introduction to foundation learning

Foundation learning (FL) is a framework that offers personalised learning programmes for students at entry level and level one that focus on supporting progression. It is offered alongside the diploma, apprenticeships and general qualifications as part of the four national suites for 14–19 learning and qualifications.

The purpose of FL is to allow students to develop skills which they can use to progress to an appropriate destination.

The target destination for an FL learner may be one of the other 14–19 pathways, or another destination such as skilled work, supported employment or independent living. There is a particular focus on progression to level two, where appropriate,

to support access to skilled work and further learning.

FL will be suitable for students at entry level and level one who would benefit from a personalised programme of learning broken down into smaller units of assessment.

FL students will display a diverse range of characteristics – for example, they may:

- be disengaged with learning and lacking in confidence and motivation
- have a specific learning difficulty or disability
- require a flexible timetable
- have strong ability to attain at vocational and subject areas of the curriculum, but face particular difficulties with English and/or mathematics.

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Introduction to foundation learning (continued)

To be able to advise students, you will need to understand the key components of FL and know what relevant qualifications your school offers that would support progression for individual learners.

14–19 FL will be phased in across England from 2010/11 following a period of piloting and developmental delivery during 2008/09 and 2009/10.

FL will replace current arrangements for learners at entry level and level one, such as the key stage 4 'engagement programme' and 'entry to employment'. This is part of the Government's aspiration to move towards a more comprehensive and coherent qualifications system for both young people and adults.

Components of foundation learning

All entry level and level one qualifications in the qualifications and credit framework (QCF) are part of FL.

In preparation for national delivery of FL from September 2010, the QCF is being populated with unitised qualifications at entry level and level one that will support progression for the full range of FL learners. The entry level is being developed to include learning that might previously have been non-accredited or considered as 'pre-entry' provision, and a set of common units are available for students at entry level and level one.

If you work with learners at entry level or level one, you will be adapting your current delivery to fit the requirements for the FL during 2009/10. You can start by mapping your current provision against the FL expectation that all learners should take elements from the following areas:

- functional skills
- personal and social development (PSD)
- subject/vocational learning.

The qualifications catalogue developed by the QCDA lists all the eligible qualifications that can be included in FL provision.

“Foundation learning is a framework that offers personalised learning programmes for students”

Introduction to foundation learning (continued)

Personalised progression using foundation learning

FL is based on credits obtained through the QCF, which can be built up over time and transferred.

The advice and guidance offered alongside the initial assessment of a learner at the start of a FL programme will be crucial to help focus on what they have achieved to date, where they want to go, what their learning programme will comprise and what support they will need.

Note on terminology: 'progression pathways'

The term 'progression pathways' was previously used to refer to four discrete pathways in FL, each leading to a specific destination. However, following feedback from the ongoing pilots, the Young People's Learning Agency issued new interim guidance in May 2009. This stated that there would be a **single flexible FL framework** that no longer ties learners to specific pathways. FL programmes will continue to be **destination-led** and supported by the 'wrap-around' of initial assessment, ongoing review and guidance.



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GCSEs and A-levels

You should be able to advise students about how GCSEs and A-levels can contribute to progression at 16 and 18. General qualifications can support continuing on to higher education, higher or advanced diplomas and apprenticeships. As apprenticeships and diplomas become more widely available, students may want to know how these qualifications can be combined and how they can switch from one learning route to another.

The criteria for GCSEs and A-levels are being revised to allow for more applied options and more flexible combinations to be offered on all learning routes.

During 2008 most GCSE subjects were reviewed for first teaching from September 2009. ICT and mathematics are being reviewed

for first teaching from September 2010, and science from 2012. The new GCSEs in English, mathematics and ICT will have increased functional skills content and will extensively test functional skills.

In most cases, GCSE coursework will be replaced with controlled assessment. The amount of controlled assessment will vary from 25 to 60 per cent. A list of subjects and their controlled assessment values is available from the DCSF website at:

www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=3&pid=230&ctype=TEXT&ptype=Single

The QCDA also provides further information on the new specifications and controlled assessment at:

www.qcda.gov.uk/qualifications/gcses/570.aspx

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GCSEs and A-levels (continued)

A-levels have also been under review; most subjects will be reduced from six units to four units, and your students can now choose to take an extended project to develop their independent learning skills. An A* grade was also introduced in 2010 to recognise exceptional attainment. The changes to A-levels are summarised on the DCSF website at: www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=48&pid=423&lid=457&ctype=Text&ptype=Single

Most revisions to A- and AS-levels were implemented in September 2008. However, the mathematics frameworks are still under review. We expect these to be revised for first teaching in 2011. The extended project can be taken with A-levels or a diploma and also carries UCAS tariff points. A guide to the changes is available from

the QCDA website at: www.qcda.gov.uk/qualifications/3930.aspx

The National Database of Approved Qualifications (NDAQ) lists all qualifications currently available and their components at: www.accreditedqualifications.org.uk/index.aspx

GCSEs and A-levels can also be taken within diploma courses at all levels as part of the additional and specialist learning (ASL) component. The combination of qualifications allowed in each diploma is given in the relevant diploma catalogue, available from the NDAQ website at: www.accreditedqualifications.org.uk/DiplomaCatalogueSelection.aspx

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The qualifications and credit framework

A new QCF was approved in January 2009 and will be in place by the end of 2010, replacing the current national qualifications framework.

The QCF simplifies the range of vocational qualifications on offer. This will not have an immediate impact on all learning routes but it will be essential for the full implementation of foundation learning, which is based on units of accreditation from the QCF.

All vocational qualifications on the QCF will be recognised through a system of credit values. Smaller units of learning can be accredited, giving greater flexibility for young people who want the choice

of studying vocational units alongside more general education such as GCSEs.

Students will have a unique learner number so you can track their achievements and see how their learning is progressing. You could tailor information, advice and guidance for your students on the basis of the progression they are making in the QCF.

The QCF has simplified vocational qualifications into three main components:

- **Unit template:** a standard title which clearly indicates the level, the size and the content of a qualification

- **Level:** from entry level to level eight; this makes it easier to see equivalency with other awards, eg a PhD is level eight and level three is equivalent to A-levels
- **Size:** the credit value or the amount of learning covered; one credit is equal to 10 hours of learning time; an award is anything from one to twelve credits, a certificate is 13–36 credits and a diploma is 37 or more credits (this should not be confused with the diploma for 14–19)

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Assessment in 14–19 learning routes

Helping your students reflect on the type of learning and assessment they will undergo on each pathway will help them to make informed choices. All learning routes are rigorously assessed.

GCSEs and A-levels:

include internal and external assessment, testing and project work. Much of the current coursework in GCSEs will be replaced with controlled assessment. They are an essential component of all learning routes.

The diploma:

is a composite qualification made up of new and existing qualifications. A variety of approaches will be used to assess student achievement at all levels, including internal and external

assessment, project work, assessment of PLTS and the assessment of GCSEs or other qualifications included in additional and specialist learning. Assessment and examination arrangements will be rigorous and appropriate to the nature of the learning undertaken.

Apprenticeships:

include general and technical qualifications depending on the sector. They all include an element of off-the-job training (portfolio work) and assessment in the workplace.

Foundation learning:

is underpinned by unitised qualifications drawn from the QCF. Assessment methods will depend on the specific qualifications and units chosen.



Summary of further information (continued)

Apprenticeships

Find out about apprenticeships from the apprenticeships website:

www.apprenticeships.org.uk

Find out about the National Apprenticeship Service: www.apprenticeships.org.uk/About-Us/National-Apprenticeship-Service.aspx

Find out about the apprenticeship vacancy matching service: <https://apprenticeshipvacancymatchingservice.lsc.gov.uk>

Information on apprenticeships is available from Connexions: www.connexions-direct.com/index.cfm?pid=82&catalogueContentID=110

Find out about the 14–19 area-wide prospectus: www.futures4me.co.uk

Foundation learning

The entry level and level one qualifications eligible for FL are available from the QCDA: www.qcda.gov.uk/qualifications/foundation-learning/560.aspx

The QCDA's qualifications catalogue is available at www.qcda.gov.uk/resources/5612.aspx

Diplomas

Diploma catalogues on the NDAQ website list possible combinations of ASL in the diploma: www.accreditedqualifications.org.uk/DiplomaCatalogueSelection.aspx

Examples of diploma timetabling models are available from the QCDA: www.modernisationonline.org.uk/comptimetable

Guidance on how to integrate IAG into diploma planning and delivery is available from the Diploma Support Programme: www.diploma-support.org/resourcesandtools/mydev/integrating-iag-in-planning-and-delivery

The QCDA publication 'Flexibility in Diploma Programmes: realising the potential of ASL' (2009) shows how ASL can be used to support progression.

General information on the diploma is available from Directgov: <http://yp.direct.gov.uk/diplomas>

Summary of further information

GCSEs and A-levels

An overview of changes to GCSEs and A-levels is available from the DCSF website:

- GCSEs: www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=3&pid=230&ctype=TEXT&ptype=Single
- A-levels: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=48&pid=423&lid=457&ctype=Text&ptype=Single>

Examples of GCSE controlled assessment are available from the QCDA: www.qcda.gov.uk/qualifications/gcses/5452.aspx

The National Database of Approved Qualifications (NDAQ) lists all approved qualifications: www.accreditedqualifications.org.uk/index.aspx

A guide for teachers on changes to AS- and A-levels is available from the QCDA website: www.qcda.gov.uk/resources/3699.aspx

General careers advice

'Which Way Now?' is a year nine interactive web resource from the DCSF, designed to help students make choices:

www.connexions-direct.com/whichwaynow

'Its Your Choice' is an interactive web resource from the DCSF designed to help year 11 students choose options:

www.connexions-direct.com/itsyourchoice

An overview of the 14–19 Choices can be found at:

www.cegnet.co.uk/14%2D19choices

Information relating to Quality, Choice and Aspiration – A strategy for young people's information, advice and guidance and the supporting statutory guidance on impartial careers education can be found at: www.cegnet.co.uk/site/cegnet/home

Statutory Guidance: Impartial Careers Education – The guidance advises how schools can meet their statutory duties in relation to careers education: <http://publications.teachernet.gov.uk/eOrderingDownload/00978-2009DOM-EN.pdf>



developing people, improving young lives

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