

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

# 14-19 Education and Skills Implementation Plan

# Contents

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

<b>Foreword</b>	<b>2</b>
<b>Summary</b>	<b>4</b>
<b>Chapter 1: Transforming education for 14-19 year olds</b>	<b>12</b>
<b>Chapter 2: Making it happen – developing the curriculum and qualifications</b>	<b>26</b>
<b>Chapter 3: Making it happen – local delivery</b>	<b>44</b>
<b>Chapter 4: Improving the system for today’s young people</b>	<b>62</b>
<b>Chapter 5: Who will need to do what by when?</b>	<b>78</b>
<b>Glossary</b>	<b>98</b>

# Foreword

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

A good education is the key to better life chances – a route out of poverty and into better opportunities. Over recent years, schools and colleges have made impressive strides. 2005 saw the best ever primary school, Key Stage 3, GCSE and A level results and the highest ever success rates in further education and work-based learning. Inspection tells us that this generation of teachers, lecturers and tutors is the best we have ever had.



Yet there is still more to do to create a system which is not merely good, but excellent – everywhere in the country and for all young people. We have more young people dropping out of education and training before the age of 18 than in many other countries. For all the improvement in individual schools and colleges, not enough young people feel engaged by the education on offer.

The recent White Paper *Higher Standards, Better Schools for All* proposes reforms to ensure that every school is a good school and that every child receives increasingly tailored support. This Implementation Plan, published jointly by the key national partners who must lead important aspects of the changes, details how we will implement the reforms to qualifications and curriculum set out in the *14-19 Education and Skills* White Paper, published in February this year.

At the heart of our reforms is a new curriculum entitlement for all young people, to choose a qualifications pathway which suits them and which can be the basis for progression to further learning, higher education and employment. To make this possible, we are working with employers to develop new qualifications combining classroom education with practical workplace experience. Whichever route young people take, they will have to succeed in the basics of English and maths, which are so crucial to success in life and at work. Our drive to improve standards in the basics is backed by additional resources, announced at the publication of *Higher Standards, Better Schools for All*, so that schools can ensure that those children who fall behind in English or maths receive intensive support to help them catch up.

Delivering the entitlement will require profound change in the education system. It will require diverse and autonomous institutions to work in collaboration to achieve more together than any single school, college or training provider can achieve on its own. Local Authorities and the Learning and Skills Council (LSC) will have an important role to play locally.

In the end it is only their own hard work and the skill of their teachers that will guarantee young people success. But the changes set out in this Implementation Plan will ensure that they have the very best opportunities to do so.



**Ruth Kelly**  
**Secretary of State for Education and Skills**



# Summary

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

- 1 Our aim is a system of 14-19 education matching the best anywhere; a system where all young people have opportunities to learn in ways which motivate and stretch them and through hard work qualify themselves for success in life; one where educational opportunity and chances in life do not depend on accident of birth, but are uniformly available to all young people.
- 2 In our White Paper, *14-19 Education and Skills*, we set out our policy proposals for introducing the qualifications and curriculum changes that would be necessary to create that system. Since then, our Green Paper, *Youth Matters*, and our White Paper, *Higher Standards, Better Schools for All*, have set out how services for young people and the schools system will be reformed to achieve the same ends; and our White Paper, *Getting on in Business, Getting on at Work*, has set out plans for continuing skills development for adults.
- 3 In this document we set out in detail how we will implement *14-19 Education and Skills* and how, in doing so, we will create a system capable of offering a new set of curriculum and qualifications opportunities, truly built around the needs and aspirations of each young person.

## **We will put in place a new national entitlement...**

- 4 The centrepiece of our programme of reform is the creation of a new national curriculum and qualifications entitlement. Every young person will be expected to master the basics. Every young person will receive a sufficiently broad education to be able to progress further in learning and into employment.

But there will be a choice of routes for achieving this – young people from the age of 14 onwards will be able to choose between pursuing general qualifications, including a new ‘General Diploma’, to be awarded to those young people achieving the equivalent of 5 A\*-C grade GCSEs including English and maths, and new, employer-designed ‘specialised Diplomas’ – which will develop young people’s knowledge, understanding and skills through a mixture of general and applied education.

- 5 There will be 14 sets of specialised Diplomas, at three levels up to advanced level, covering the occupational sectors of the economy. Though the design of the qualifications is employer-led, they are not intended as a direct preparation for an occupation – they require young people to develop good basic skills, develop the broader skills employers want and are a basis to make further progress in learning. They will often contain GCSEs and A levels within them. Young people succeeding at level 2 (the equivalent of five A\*-C GCSEs) will be fully prepared to go on to level 3 Diploma courses, A levels or an Apprenticeship. Those succeeding at level 3 will likewise be prepared for higher education or for occupationally-specific training.
- 6 The first five Diplomas will be available in 2008, the next five the year after and the final four in 2010. Following a three year programme of evaluation, the national entitlement will be introduced in 2013. By then, young people, wherever they are in England, will be able to take any one of the Diplomas.

### **...with mastery of the basics at its heart.**

- 7 Whichever route young people are on, they will be expected to achieve the functional skills: the ability to use basic English, maths and ICT in a range of practical settings. New functional skills specialised Diplomas will be developed. These qualifications will be incorporated within the new specialised Diplomas and within GCSEs in English, maths and ICT – so that passing these functional skills qualifications will be a requirement for achieving a C or better in GCSE English, maths or ICT. Young people will therefore have to master the functional skills in order to achieve any of a General Diploma, a specialised Diploma or an Apprenticeship.

The functional skills qualifications will be piloted nationally from 2007, for introduction into specialised Diplomas as they are brought in from 2008, and into GCSEs in English, maths and ICT.

### **This will mean a major national programme of change**

- 8 The changes to qualifications and curriculum we propose are not limited to the new specialised and General Diplomas and the introduction of the functional skills into GCSEs, central though these are. We are also committed to increasing

the degree of stretch and challenge in A level, through the introduction of an extended project (which will also be a compulsory part of specialised Diplomas) and through the introduction of more stretching questions (which will be mirrored in the Diploma structure). And, so that more young people are well prepared for the choices ahead, we will free up the Key Stage 3 curriculum, so that schools have more scope to stretch young people and to help those who fell behind at primary school to catch up.

- 9 These curriculum and qualifications changes are very significant. Equally significant are the changes to the way that upper secondary and post-secondary education will be delivered in practice.
- 10 The entitlement that we propose could not be delivered by an individual school acting alone and nor could many colleges offer it in full. Therefore we must support every area to develop a system in which schools and colleges can offer more to young people through working together than they could on their own. Equally, we must ensure that the workforce is fully trained to implement the changes, and that every area has the facilities it needs to provide the full entitlement.
- 11 The purpose of this reform is to improve young people's life chances. Therefore, through all of this work, we make it our priority to drive up attainment and participation year on year. Our long term ambition is to transform participation – so that by 2015, 90% of 17 year olds are participating, compared to 75% now.
- 12 In this Implementation Plan, we therefore set out how we will deliver three key priorities:
  - developing the qualifications and curriculum;
  - supporting every area to deliver; and
  - improving the system for today's young people.

Some of the key actions are summarised here. The full Implementation Plan sets out the details.

### **Developing the qualifications and curriculum**

- 13 The first key task is to develop the functional skills qualifications. We will do so ahead of the timetable we have previously set out:
  - Standards are being developed now.
  - There will be a full consultation on these standards from early 2006. It is critical that we ensure that the standards deliver what employers and others are seeking.
  - Qualifications will be trialled in 2006/7.

- A full national pilot will begin in 2007. The functional skills will then be available to incorporate into specialised Diplomas from September 2008.
- 14** Specialised Diplomas are being developed to the following timetable:
- Diploma Development Partnerships (DDPs), led by employers, have been set up to develop the content of the Diplomas.
  - The Qualifications and Curriculum Authority (QCA) has provided advice on the structure of the Diplomas – this will be the basis for the design of all Diplomas.
  - DDPs are consulting widely and working with awarding bodies to specify content for the first five Diplomas by June 2006.
  - DDPs will continue to work with awarding bodies as the qualifications are developed for accreditation by June 2007.
  - Diplomas will be available to schools by September 2007, for them to prepare for first teaching in September 2008.
- 15** Additional challenge is being brought in to advanced level study – through a new extended project and through more challenging questions in A levels. QCA will be trialling the extended project, as well as the more challenging material from 2006, for first teaching from 2008.
- 16** GCSEs in English, maths and ICT are being altered to include the new functional skills content. Full, two year pilots begin in 2007, with national accreditation. The new English and ICT GCSEs will fully replace existing specifications by 2009, following evaluation of the pilot. Maths GCSE is being changed more significantly, following the report of Professor Adrian Smith's Inquiry into Post-14 Mathematics Education, *Making Mathematics Count* (the Smith Report), and new specifications will be fully in place the following year.
- 17** We are examining a new Apprenticeship qualification. We will ensure that progression between specialised Diplomas and Apprenticeships is straightforward.

### **Supporting every area to deliver**

- 18** Offering every young person access to the entitlement will require profound changes throughout the system. But there can be no uniform, nationally-imposed model of delivery. There is great variability between areas, which will need to be reflected in very different ways of delivering the entitlement. There is a great deal to learn from the areas which have made the most progress so far, through 14-19 Pathfinders, the Increased Flexibility Programme, Area Inspections and other locally-led initiatives.



- 19** In order to deliver the entitlement nationally, therefore, our delivery model will need to involve:
- Only the minimum level of national prescription needed to secure delivery.
  - A large amount of local discretion.
  - A mechanism to enable all areas to learn from those which have done the most.
- 20** Nationally, we will:
- Seek, through the 2006 Education Bill, to put duties on the Local Authority (in relation to 14-16 year olds) and the LSC (in relation to 16-19 year olds) to ensure that there is sufficient provision in the local area.
  - Through the same Bill, seek to put a duty on schools to ensure that young people on their roll have access to all the Diplomas available locally.
  - Expect every area to establish a 14-19 partnership, led by the Local Authority and local LSC.
  - Expect Local Authorities and local LSCs to draw up a prospectus during 2006, which will set out in full the courses available to young people in the area.
- 21** Locally:
- Schools, colleges and work-based learning providers will decide which courses they wish to offer and these will be set out in the prospectus produced during 2006. The courses offered to young people on the roll of other institutions are likely to be in areas of particular strength or specialism.
  - 14-19 partnerships will decide how to deal with the key local delivery issues, including: governance arrangements; a common curriculum framework; transport; underpinning systems; data; complaints procedures and so on.
- 22** This will be underpinned by a mechanism for enabling everyone to learn from the areas which have made the most progress. This will include, from early 2006, a programme of learning visits, through which we will support people to examine and experience some of the most effective existing practice.
- 23** In support of this, we will make sure that professional development is available, so that changes to curriculum and qualifications can be introduced effectively. To support piloting of functional skills from 2007 and introduction of Diplomas in 2008:
- The Quality Improvement Agency (QIA) and the Specialist Schools and Academies Trust (SSAT) will lead work to design and develop teaching and learning materials for the first five Diploma lines during 2006/7, working alongside DDPs and awarding bodies as the qualifications are designed.

- QIA and the National Strategies will design and develop materials to support the teaching of functional skills during 2006/7.
- QIA and the SSAT will lead work during 2007/8 to support schools, colleges and training providers to deliver the first five Diploma lines from 2008.
- Similarly QIA and the National Strategies will provide support during 2007/8 on the teaching of functional skills.
- The Training and Development Agency for Schools (TDA) will lead work in some pilot areas to integrate work on initial teacher training and the development of support staff to deliver Diplomas.

**24** We will also ensure that there is sufficient provision in place:

- LSC will publish guidance on the 16-19 capital fund in December 2005.
- LSC will hold 16-19 competitions from January 2006.
- By March 2006, 400 Centres of Vocational Excellence (CoVEs) will be established.
- The first 40 Vocational Specialist Schools will be in operation by Spring 2006.
- The LSC will make its first allocations of capital from the 16-19 capital pot from June 2006.
- In autumn 2006, the new National Skills Academies will begin to operate.
- In developing their visions for future waves of Building Schools for the Future, Local Authorities will need to demonstrate how they will enable the 14-19 entitlement to be delivered in the area.
- By September 2007, the first new providers of 16-19 provision entering the system through competitions will open.
- By September 2008, we will have created up to an additional 50,000 16-19 school, college and work-based learning places.
- By September 2008, 200 Vocational Specialist Schools and 12 National Skills Academies will be established.

### **Improving the system for today's young people**

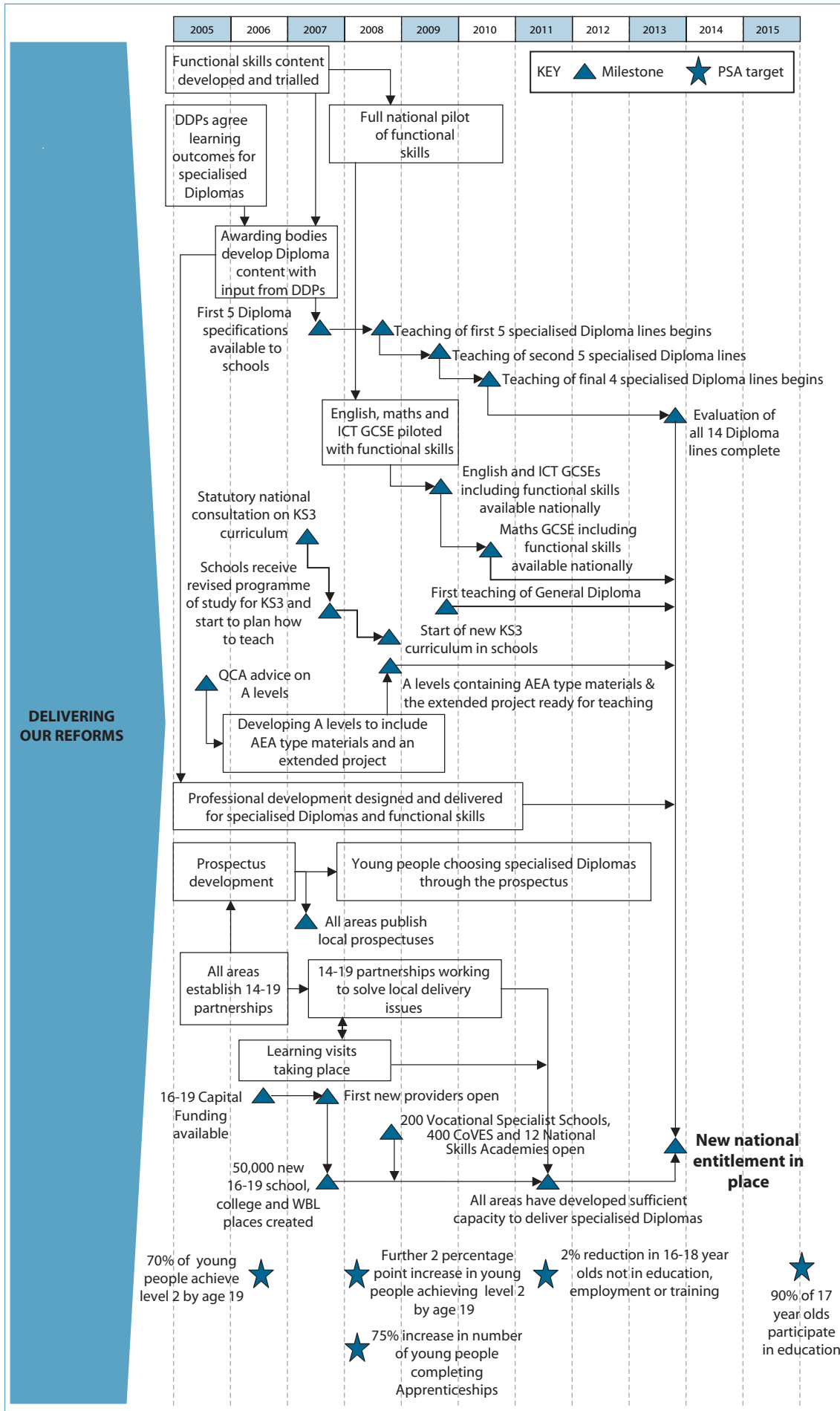
**25** We aim to ensure that year on year there are improvements in participation and achievement. In particular:

- More young people will achieve level 2 and level 3 qualifications by the age of 19. At least 70% of young people will achieve Level 2 by 2006, and at least 72% by 2008.

- More young people will complete Apprenticeships – at least 75% more by 2007/8.
- More young people will participate post-16 – at least 90% of 17 year olds by 2015, compared to 75% now – and fewer will be outside education, employment and training, with a reduction of at least 2 percentage points from 10% now to 8% by 2010.

**26** In each of these areas, we are working closely with a range of key partners in order to achieve improvement. A range of national-level organisations will be key to delivery, including those responsible for this plan, as will Local Authorities and local LSCs. Most important of all will be the schools, colleges and work-based learning providers who deliver every day for our young people. We make it our mission to listen to and learn from them and put our efforts into making it more likely that they will succeed with young people.

27 Our Implementation Plan is summarised below:



# Transforming education for 14-19 year olds

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

- 1.1** Our aim is a system of 14-19 education matching the best anywhere; a system where all young people can learn in ways which motivate and engage them and through hard work qualify themselves for success in life; one where educational opportunity and chances in life do not depend on accident of birth, but are uniformly available to all young people; where choice and personalisation mean that all young people can stretch themselves on qualification routes which open up opportunities to progress in learning and into employment.
- 1.2** Better meeting the needs of young people is the purpose of reform. Through creating an education system where all young people have routes to success in life, we can help to build a more just society and an economy which serves the interests of us all. The reforms to individual support of the *Youth Matters* Green Paper and to schools of the *Higher Standards, Better Schools for All* White Paper are central to creating such a system. But, critically, it requires qualification pathways which support more young people to progress in learning and into more highly-skilled employment.
- 1.3** In the *14-19 Education and Skills* White Paper, we set out our policies for achieving the change we need. We said that in the present system, too many young people – including some who do well – are not fully engaged by their educational experiences. They would prefer to learn in a different way – and we set out our belief that giving them the opportunity to do so will make a major contribution to transforming aspiration, participation and achievement. We recognised that Government cannot guarantee the success of any individual young person – only

their own hard work and the skill and commitment of those who teach them can do that. The Government's responsibility is to get behind the efforts of all of those working hard for young people's success and to create a system where teachers, lecturers, tutors and trainers are in a better position to succeed with more young people.

**1.4** In order to do that, we set out our clear priorities:

- a greater focus on the **basics** – locking into all qualification routes the functional skills needed for everyday life, demonstrated through real life application;
- better **curriculum choice**, with young people able to achieve valued qualifications through following routes which combine general education with practical experience to give them a broad education for further progression in learning as well as into employment;
- more **stretching** options and activities which extend young people, backed by greater flexibility for young people to accelerate through the system, or to take longer in order to achieve higher standards; and
- new ways to tackle **disengagement** and to ensure that those in danger of dropping out can be motivated to stay in learning.

Addressing these priorities, underpinned by high quality information, advice and guidance, is to be the basis for a new drive towards much higher participation: from 75% of 17 year olds participating now to 90% by 2015. Even more fundamentally, the result will be more young people achieving better results – more reaching level 2 and level 3, doing so through obtaining valuable qualifications with wide recognition, which require mastery of the basics, and so preparing themselves for life and work.

**1.5** In this Implementation Plan, we set out what the policy programme described in the *14-19 Education and Skills White Paper* will mean in practice and how we intend to deliver the reforms. We said that change would require a ten year programme. That remains the case – and here we set out how, with urgency, we will seek to make sure that the system works better for each successive year group of young people and for all young people – whatever their ethnicity, gender or socio-economic group.

**1.6** Delivering these reforms will need effective partnership working at every level. At the local level, a coherent 14-19 system will need excellent partnerships between Local Authorities and local Learning and Skills Councils (LSCs), with children's trusts giving Local Authorities the responsibility for acting as integrators of services for children up to the age of 19. As a Government, we are developing a new place in public life for Local Government, based on its democratic legitimacy and strong role as a broker and commissioner of services

for local people. This plan sets out how we will strengthen the role of Local Government in 14-19 education, and pilot better models of partnership working between Local Authorities and local LSCs to ensure the strategic development of 14-19 provision in their area, particularly in relation to local skills needs.

- 1.7** We start with our vision for the future – for that motivates the changes we want to see now.

### **Our programme defines a new national entitlement for young people in England**

- 1.8** We want all 14-19 year olds in the country to have the opportunity to pursue a course of study where they will learn in a style that suits them and in subject areas which motivate them. Whatever route they are on, whether in school or college or on an Apprenticeship, we want young people to be working towards qualifications which will have real standing with employers and the general public, which will prepare them to progress into further and higher education and which place a premium on good basic skills and the wider skills needed for employment. We want young people to be pursuing their courses of study in high quality facilities, with appropriately trained teaching staff, with the right experience. We want them to take qualifications as soon as they are ready, so that they can progress.
- 1.9** We believe that this requires us to develop new qualifications and a new curriculum for young people to complement and extend what is already on offer. In the *14-19 Education and Skills White Paper*, we set out our plans for developing specialised Diplomas – new employer-designed qualifications which will provide a world class learning experience for young people and be seen by young people themselves, employers and higher education institutions (HEIs) as a key route to success and progression in education and employment. Diplomas may include within them GCSEs and A levels; will make use of practical learning to motivate young people and develop skills for employability; can only be achieved on the demonstration of good basic skills; and are sufficiently broad-based to allow young people successfully completing them the option to progress further in education, training or employment. Specialised Diplomas will exist at three levels – up to advanced level – and cover 14 areas, reflecting the occupational sectors in the economy. Young people taking them at level 2 (equivalent to GCSE A\*-C) will spend the equivalent of a day each week learning practical skills relevant to the sector covered by their Diploma and delivered by people with real industry experience in high quality, professional surroundings.

- 1.10** In the future, we want every young person in a school or college to be entitled to pursue any one of the specialised Diploma courses at an appropriate level for them, wherever they are in the country. The new entitlement is set out in full in the box below. It is at the heart of what we intend to achieve: engaging more young people in learning, transforming standards in the basics, and for the first time in this country establishing a strong progression route through employer-designed qualifications combining skills development and general education. Functional skills for English and maths will be incorporated into each of the new qualifications, so that no one will be able to achieve them without having demonstrated that they have those basic skills and are able to apply them in practice. The same functional skills content will be incorporated within GCSEs for the same reason.
- 1.11** Delivering this entitlement will require profound change in the education system, the main subject of this document. 14-16 year olds will remain on the roll of their school and pursue the National Curriculum core and foundation subjects there. But no single school could reasonably be expected to deliver the full range of options to be offered as part of the entitlement. So we must support schools, colleges and training providers to develop ways to achieve more for young people by working together than they can by acting alone.

### **The national entitlement for 14-16 year olds in England**

All young people will continue to study the core and foundation subjects of the National Curriculum, set out in the diagram below. The changes to the science curriculum mean that we intend to strengthen further the place of science in this core, ensuring that all young people are entitled to study programmes leading to at least two GCSEs, preparing them for advanced study in the individual sciences of physics, chemistry and biology. The core as a whole will take up around half of the available curriculum time. Young people will have a choice about how to spend the remainder of their time. Whichever choice they make, they will receive a strong general education, opening up opportunities to progress further in education and training and ultimately into employment.

At present, schools are required to offer young people the opportunity to study an arts subject, design and technology, a humanities subject and a modern foreign language. The full range of choices on offer to young people varies between schools, but this central entitlement must be available. In future, all young people will have the option to pursue any one of the specialised Diplomas at an appropriate level. Diploma courses are likely to occupy much of the available curriculum time beyond the core, but may in many cases include entitlement subjects, such as modern foreign languages.



### Figure 1.1: The new national entitlement for 14-16 year olds

#### Every young person will study:

- **National Curriculum core subjects:** English, maths and science;
- **National Curriculum foundation subjects:** ICT, PE and citizenship;
- work-related learning and enterprise;
- religious education; and
- sex, drug, alcohol and tobacco education and careers education

The choice available to young people must include:

#### All 14 specialised Diplomas:

engineering; health and social care; ICT; creative and media; construction and the built environment; land-based and environment; manufacturing; hair and beauty; business administration and finance; hospitality and catering; public services; sport and leisure; retail; travel and tourism.

and

#### At least one course in each of the following areas:

the arts; design and technology, the humanities; modern foreign languages; with an opportunity to take a course in all four areas if they wish to.

### The national entitlement for 16-19 year olds

There will be a new national entitlement for 16-19 year olds to study towards any one of the specialised Diplomas as well. In addition, there will be an entitlement to study functional English, functional maths and functional ICT to age 19 until at least level 2 is achieved. This may be as part of a Diploma programme, within an Apprenticeship or a general programme, or separately.

### The new national entitlement will be in place from 2013

- 1.12** Qualification design and delivery is not an overnight process. Specialised Diplomas are being developed by Diploma Development Partnerships (DDPs) led by the relevant Sector Skills Councils (SSCs) as representatives of employers, with members representing a number of key stakeholders. The Partnerships will make sure that the content of the qualifications meets the needs of employers and higher education (HE), including a requirement to succeed in achieving functional English, maths and ICT. The awarding bodies will continue to work with DDPs as they turn the content into qualifications. The Qualifications and Curriculum Authority (QCA) will set the standards and accredit the Diplomas. Other key national partners will support schools, colleges and training providers in preparing to teach them, as design is completed.

- 1.13** In parallel, a new General Diploma is being developed, awarded only to those young people achieving the equivalent of five GCSEs at grade A\*-C including English and maths. English, maths and ICT GCSEs are being reformed so that they include the functional skills, which will form part of specialised Diplomas. Only if young people are able to use functional English, maths and ICT in a range of practical settings will they succeed in achieving the functional skills. Only then will they be able to achieve a grade C or above at GCSE. Only with A\*-C grade GCSEs in English and maths will they be able to achieve the new General Diploma standard, which will become the new, higher benchmark of performance and will be reported in the Achievement and Attainment tables from 2006. This will mean that, whichever route young people follow, there will be the strongest possible incentive for them and for the schools, colleges and training providers teaching them to focus on mastering the basics of English and maths to achieve Diploma standard.
- 1.14** In order to prepare more young people better for the new choices to be made available from the age of 14, the Key Stage 3 (KS3) curriculum for 11-14 year olds is also being reformed, for introduction in 2008. That will create more space to stretch all pupils and especially to provide focused catch-up support in the basics for those who fell behind at primary school – already backed by the investment of £335m within the Dedicated Schools Grant (DSG) announced in the context of the recent *Higher Standards, Better Schools for All* White Paper. This will mean more young people beginning the 14-19 phase with the sound grounding they need to succeed in the functional skills and attain Diploma standard. As attainment rises at the end of Key Stage 4 (KS4), we are also introducing more challenging options at advanced level – through developing a new extended project, introducing more stretching questions into A level and the new option of taking HE modules while at school.
- 1.15** The first five specialised Diplomas will be available for first teaching in 2008, and information from awarding bodies will be in schools, colleges and training providers a year ahead of that, to allow time for curriculum planning and preparation. The next five lines will be in place a year later and the final four from 2010. The Diplomas will be available across the country and we aim to support all schools and colleges who wish to introduce them to do so from the first year. But there will be a thorough programme of monitoring and evaluation over the first three years of each qualification to make sure that every one of the qualifications works for every young person following it. SSCs will play a role in the development of learning materials, delivery and subsequent evaluation of specialised Diplomas to ensure that they meet employers' needs.
- 1.16** We therefore intend to introduce the new entitlement from 2013. It will require the LSC, Local Authorities, schools and colleges to take on new responsibilities so that, in each area, what is on offer to every young person takes advantage of the strengths and specialisms of the range of local institutions. We know from a large

number of areas across the country that there is a very strong desire to make this happen and that, in the main, the Government's role will be to ensure that the right support is in place and that barriers are swept away.

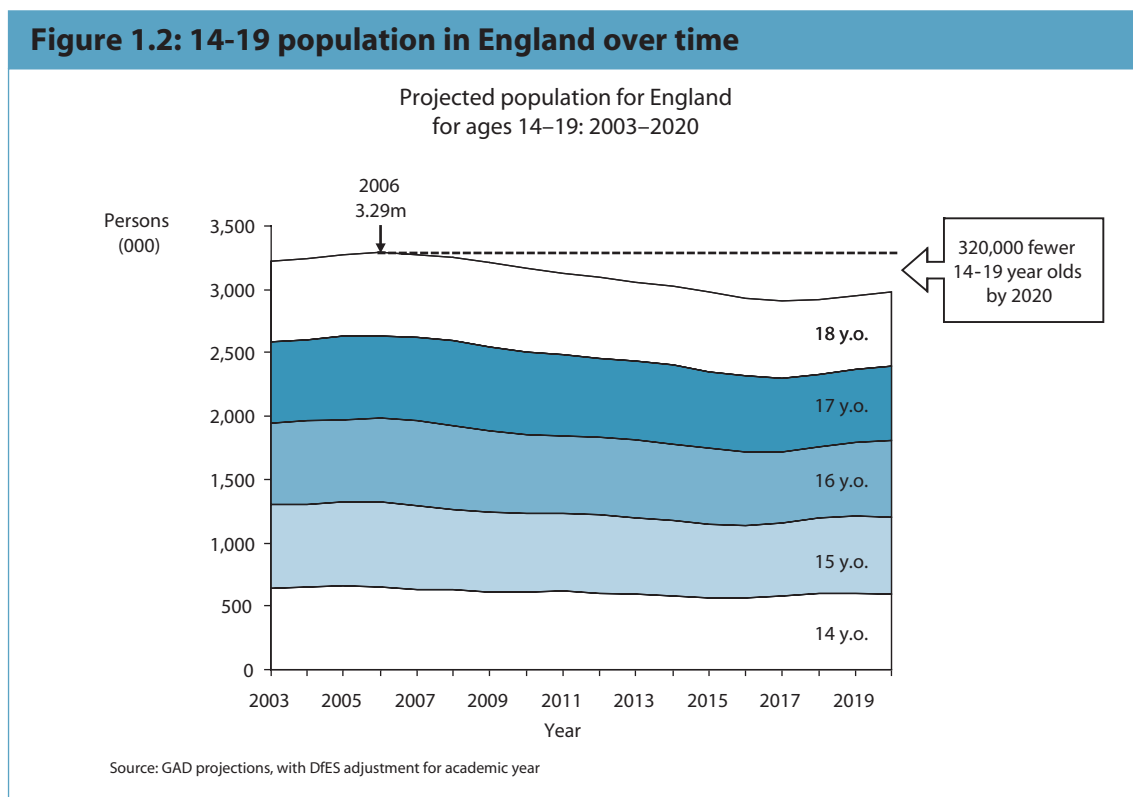
- 1.17** We will not be prescriptive about exactly how local areas should implement the policy. 14-19 Pathfinders, often led by Local Authorities, have been particularly effective in developing a wide variety of implementation models. The Increased Flexibility Programme, Young Apprenticeships and other locally led initiatives have also shown us that the best model depends on local factors. Often, simple locally agreed approaches have been effective in significantly enhancing curriculum breadth. We want to build on this experience, while setting out clear responsibilities for delivering the entitlement.
- 1.18** We will do so in the forthcoming Education Bill. Ensuring that there is sufficient provision in each area of the specialised Diploma courses will be the responsibility of the Local Authority (in relation to 14-16 year olds) and the LSC (in relation to 16-19 year olds). Local Authorities and the LSC will need to work together to discharge their respective duties. Schools will be responsible for ensuring access to all the available specialised Diploma courses for all young people on their roll in KS4.
- 1.19** These arrangements build on the central commissioning role for the Local Authorities we set out in the *Higher Standards, Better Schools for All* White Paper. No single institution can be responsible for delivering the full curriculum and qualifications entitlement on its own – offering the full range of opportunities will require action from several schools and colleges in an area. Securing the entitlement for all young people that we seek depends upon this commissioning role – and particularly on the ability to commission provision to fill gaps. We will ensure that this role does not place unfunded new burdens on Local Authorities.
- 1.20** Local partnerships, building on those that have already developed, including through children's trusts, Local Strategic Partnerships and Local Area Agreements will be essential. The role of Local Authorities as the integrators locally of services for young people up to the age of 19 will be critical – and close working between them and national partners will be key to delivery. The proposals of *Youth Matters* for reform of information, advice and guidance and *Higher Standards, Better Schools for All* for a new commissioning role for Local Authorities also mean that their effective local leadership will be vital.

### **Achieving this reform by 2013 requires a major change programme, taking account of large demographic shifts**

- 1.21** Having the new entitlement fully in place by 2013 puts significant demands on the system. The qualifications and curriculum must be developed and introduced, they must meet the needs of employers and HE, and be well designed for delivery within the education system. There must be enough people qualified to teach the new qualifications and curriculum in each area. There must be the right facilities in

each area. We must have sufficient employer involvement and effective systems for managing work placements right across the country to make the work-related elements of learning meaningful. Local areas must have developed and implemented systems which allow all young people access to the full range of courses. And we must make sure that there is enough support for schools, colleges and training providers in making changes, so that they can continue to improve the attainment and achievement of young people year by year.

- 1.22** As these demanding changes are introduced, there are also significant demographic shifts taking place. The total 14-19 population is currently growing, as figure 1.2 shows, but reaches its peak in 2006 and begins to decline thereafter. It follows that the changes required in order to increase the participation rate are offset in part by the declining numbers of students in the cohort overall. Therefore, as figure 1.4 shows, nearly 50,000 more 16-19 year olds will be participating by 2007, but from 2008 the numbers will remain broadly constant until 2015.

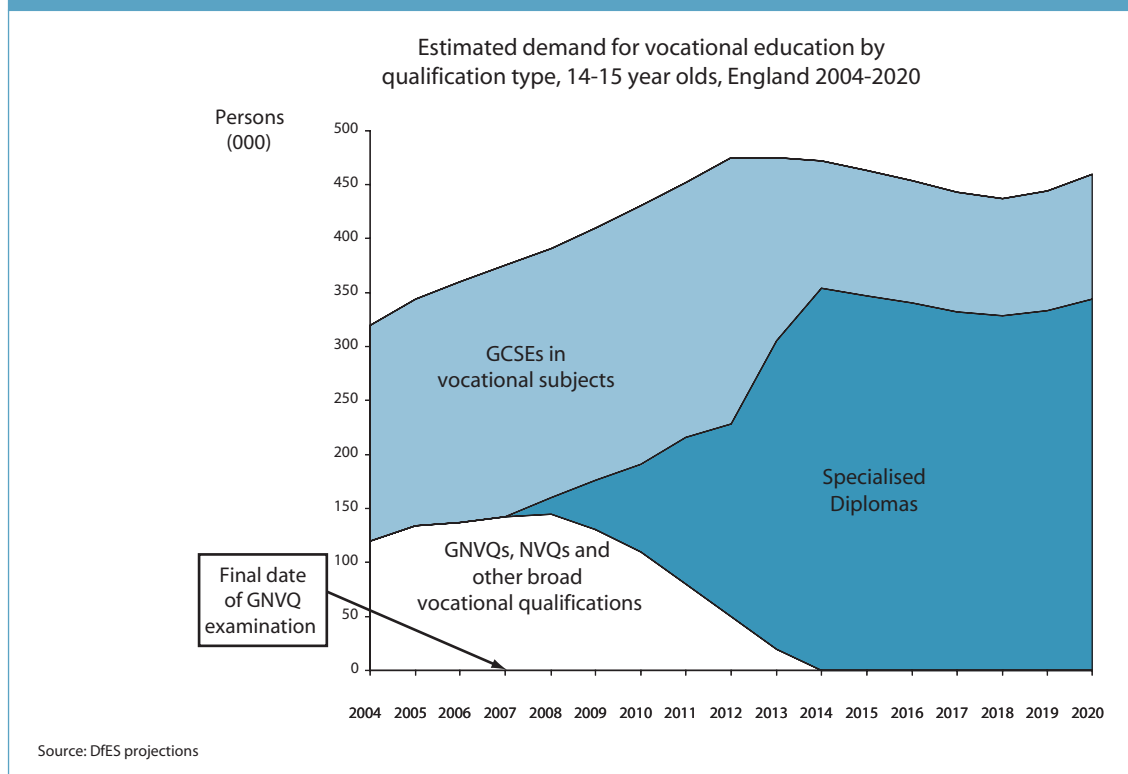


- 1.23** This picture is made more complicated by significant regional variation. Over the period to 2015, changes in the student population will vary from only slow decline in London and the south east, to a decline of over 15% in the north west and north east. This will mean that in some places, rising participation rates are more than offset by declining numbers in the cohort; while in other places they are not fully offset.

- 1.24** Even more significantly, we anticipate big changes in the courses that young people follow, particularly in the period from 2008 onwards. Pre-16 we estimate the number of 14-16 year olds studying qualifications other than traditional GCSEs will increase from 25% of the cohort now to something like 40% by 2013. Figure

1.3 shows the numbers involved over time – with the growth happening through the introduction of the new specialised Diplomas, though some young people will continue to study GCSEs in vocational subjects as part of a General Diploma. Likewise, it is estimated that a large part of the growth in post-16 participation will be among those studying for specialised Diplomas.

**Figure 1.3: Estimated demand by qualification type**



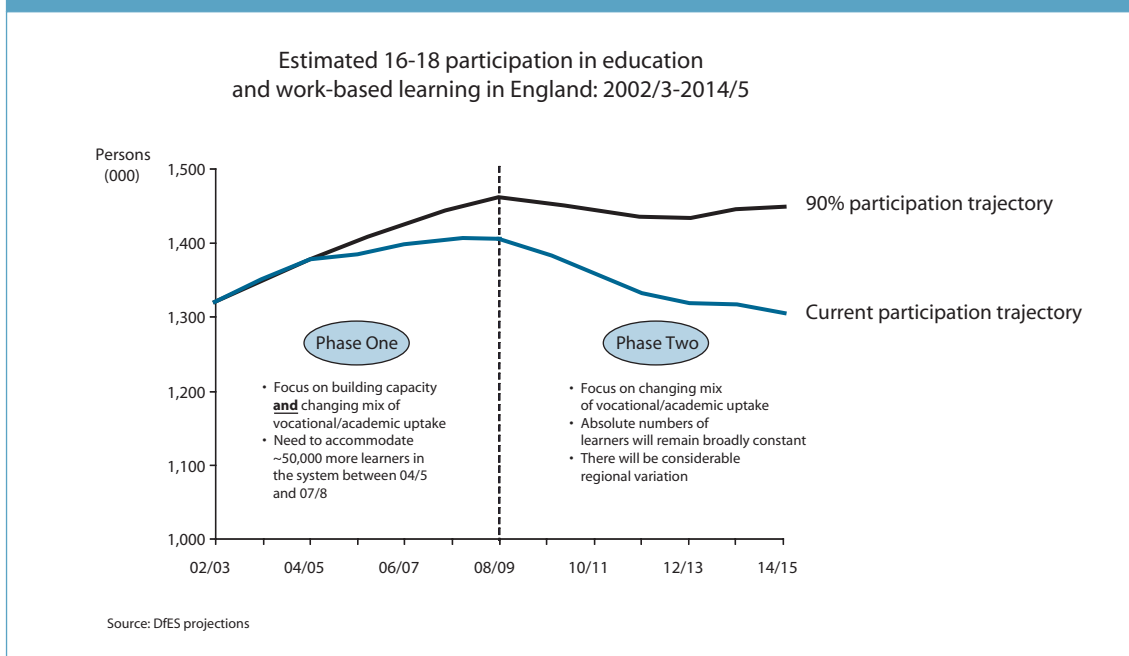
**1.25** The growth in numbers of 16-19 year olds continues until 2008. The need for additional post-16 places over this time implies two phases to the programme of work. First, in the period up to 2008, there is a need for new places in the system overall. Second, in the period from 2008 to 2013, the total volume is sustained, but the balance of provision shifts towards the specialised Diplomas.

**1.26** This analysis means that over the next ten years, there will be an ongoing need to support the professional development of teachers, lecturers and trainers and to continue to support changes to the workforce – making sure that those with relevant professional experience can be supported to teach in schools, colleges and training providers. Equally, there will be a continuing need to make sure that facilities can be adapted to meet changing needs.

**1.27** Very significantly, however, it emphasises that 2008 is a key year for reform. This will be the year in which new functional skills qualifications are very widely used and specialised Diplomas are first offered to young people, so significant effort is needed in the next three years to ensure that teachers, trainers and lecturers receive the professional support and development they need in order to make a success of teaching these new qualifications. Equally, significant increases in

capacity are needed by then in order to accommodate the peak population. Significant changes will be underway in every area to make a reality of the widening entitlement.

**Figure 1.4: Changing post-16 participation**



## Achieving the reforms needed in 2013 requires us to work towards a significantly changed system by 2008

**1.28** It is not our intention to introduce heavy national prescription about how localities should organise provision in order to deliver the entitlement. There is much variation between areas, and those working with young people at a local level (especially those within the Local Authority-led children's trusts) are best placed to make the decisions that will affect them. However, by 2008, we expect that many of the most effective ideas and practices which so far have been developed in a few areas of the country, in 14-19 Pathfinders, the Increased Flexibility Programme or in other local developments, will have become the norm nationally. In every area, local partnerships will have put in place a local prospectus, setting out for young people what is on offer. Young people will choose courses and providers from the prospectus, receiving advice and support to make good choices. Through a variety of means, there will be new 14-19 vocational provision in schools, colleges and elsewhere.

**1.29** From 2008, five of the specialised Diploma lines will be taught for the first time. Staff teaching them will have received significant support and professional development. The next five lines will have been designed and developed for first teaching the next year. The functional skills content will have been designed and piloted both in KS4 and post-16. A new KS3 curriculum will be being taught to

year 7 pupils. By the same time, we intend that level 2 attainment for 19 year olds will have improved by at least five percentage points from 2004 levels.

- 1.30** In setting out our change programme in this document, therefore, we focus both on the actions needed to achieve in full the vision for 2013 and on the actions needed to achieve the changes we want to see in 2008.

### **The programme to deliver the changes that we want to see has three key priorities**

- 1.31** To achieve the changes we seek for young people, there are three key priorities:
- develop and deliver the new qualifications and curriculum, making them available across the country and ensuring that teaching staff are supported to teach them effectively;
  - support every area of England to deliver the full entitlement. This means ensuring that there is both the capacity to deliver – enough people trained to teach the new qualifications, sufficient high-quality facilities – and that there are local systems which ensure that between them, schools and colleges can offer the full entitlement; and
  - retain a strong focus on making sure that the system offers more to young people year on year, so that attainment continues to rise and more young people have the sound grounding they need to continue successfully in education and training.
- 1.32** Delivery of each of these priorities requires contributions from a range of key partners and a complex range of activity. Figure 1.5 below summarises the key activities and milestones on the road to delivering each of these priorities. In subsequent chapters of this plan, we set out more fully the detail of what will be done when, and by whom.





## **We will work with our partners to deliver reform**

- 1.33** Achieving this change relies not on the actions of the Government alone, nor even of a central group of national partners. It relies on close working between all of those partners, key agencies locally and with schools, colleges, training providers, employers and others.
- 1.34** Partnership working is fundamental to the delivery of the reforms. As subsequent chapters provide more detail about individual changes they will outline the implications for our partners and how we are working together to deliver. We will be listening and refining our delivery plans. Our commitment is to young people and their success – so that where achieving the best for them requires us to change the way that we deliver our policies, we will do that.
- 1.35** Good communication will clearly be essential. We will ensure that we regularly consult and listen to our partners. We will hold conferences in the new year for people who will be engaged in delivering the reforms. We will ensure that the Implementation Plan is widely available and regularly updated online and will produce tailored communication materials – linked where appropriate to area prospectuses – for parents or carers and young people to explain the options that will be available.
- 1.36** To ensure that information is readily available to all stakeholders, the Department's 14-19 website [www.dfes.gov.uk/14-19](http://www.dfes.gov.uk/14-19) will be updated and reorganised. The 'practitioners' element of the site will contain a range of tools and information, building on good practice and designed to offer practical assistance to those implementing change on the ground.
- 1.37** We recognise that a number of our proposals will have implications for Wales, Northern Ireland and, to a lesser extent, Scotland, especially where shared qualifications will be affected. We will continue to work closely with colleagues in these countries in implementing the reforms. QCA are working in cooperation with fellow regulatory authorities to ensure their developments take into account the needs and circumstances in other parts of the UK and are compatible with structures there.

# Making it happen – developing the curriculum and qualifications

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

- 2.1** The new and changed qualifications in the 14-19 phase are at the heart of the new entitlement and what we are trying to achieve. Equally important will be the changes we make to Key Stage 3 (KS3), which will ensure that more young people will reach the age of 14 able to take advantage of the new opportunities.

## **We will create new routes to success**

- 2.2** We will create a system of qualifications for 14-19 year olds which will provide a choice of routes, all of which lead to valuable qualifications and progression to further learning, which suit different learning preferences and motivate all young people to participate and achieve. The system we want will be one where young people have opportunities to learn through development of skills, whilst at the same time receiving a sufficiently broad education to progress into further learning on a range of pathways.
- 2.3** Key to this are the new specialised Diplomas. Employers are in the lead on the design of their content through their Sector Skills Councils (SSCs), which are establishing Diploma Development Partnerships (DDPs), including higher education, awarding bodies, schools and colleges. The Diplomas will be designed to offer different ways of learning and a route which can take young people into higher education (HE) and skilled employment. The choices made by young people at 14 will be important, but will not lock them irrevocably into one route. Young people will be able to move from the traditional route of GCSE/A level to the specialised Diploma or vice versa at every stage of their learning.

- 2.4** New functional skills qualifications will be at the heart of all the routes. Young people who succeed in achieving the functional skills will have demonstrated that they not only understand the English, maths and ICT used in everyday life, but also that they can apply them in a range of circumstances. Achieving the functional skills will be a requirement to achieve both specialised Diplomas and English, maths and ICT GCSEs and will also be available for adults in England. Locking the functional skills into qualifications for young people is central to our aim of improving achievement in the basics, which are essential to the future success of all young people.
- 2.5** Alongside the changes we are making to the 14-19 phase, we will make changes to KS3 so that more young people reach the age of 14 with the sound educational grounding necessary to make the most of the new 14-19 opportunities. We intend to free up the curriculum in some important respects, providing more space for stretching young people and for enabling those who have fallen behind to catch up, especially in the basics.
- 2.6** We share a National Qualifications Framework with Wales and Northern Ireland. A number of the proposals in this chapter have implications for this shared Framework and we are working closely with colleagues in those countries.

### **Employers are leading Diploma development, so that Diplomas provide a route to success**

- 2.7** In summary, the main decisions on the size and structure of the Diplomas are set out in the box below. The Qualifications and Curriculum Authority (QCA) will be publishing more detail on the design of the Diplomas.

#### **Design principles for Diplomas**

**Structure.** To get a specialised Diploma a young person will have to achieve in three areas:

- ‘Generic learning’ will cover functional skills and the personal, employability, learning and thinking skills.
- ‘Principal learning’ covers the sector-related and underpinning skills and knowledge which all young people must cover to progress in the relevant sectors (so it would include learning necessary for progression, such as science in engineering Diplomas).
- ‘Additional/specialist learning’ will allow young people to choose from a range of options endorsed by employers. Options may include, for example, National Curriculum (NC) entitlement subjects (such as a modern foreign language) or more specialised options in the area of principal learning.

**Size.** The specialised Diplomas at each level will be the same size across the 14 lines:

- At level one, Diplomas will occupy a little under half the available curriculum time over the two years of Key Stage 4 (KS4), though, like all Diplomas, they may be taken at any age from 14-19 and completed in less than two years. It leaves room at KS4 for NC core and foundation subjects.
- At level two, Diplomas will occupy a little more than half the available curriculum time over the two years of KS4. This is sufficiently large to provide for a substantial, coherent programme of learning while allowing time for additional learning outside the specialised Diploma including any NC core or foundation subjects not included in the specialised Diploma.
- At level three, Diplomas will typically occupy the curriculum time broadly equivalent to that of three A levels. This is the largest specialised Diploma in size. However, it will still leave time for additional study outside the specialised Diploma for those who wish to do that.

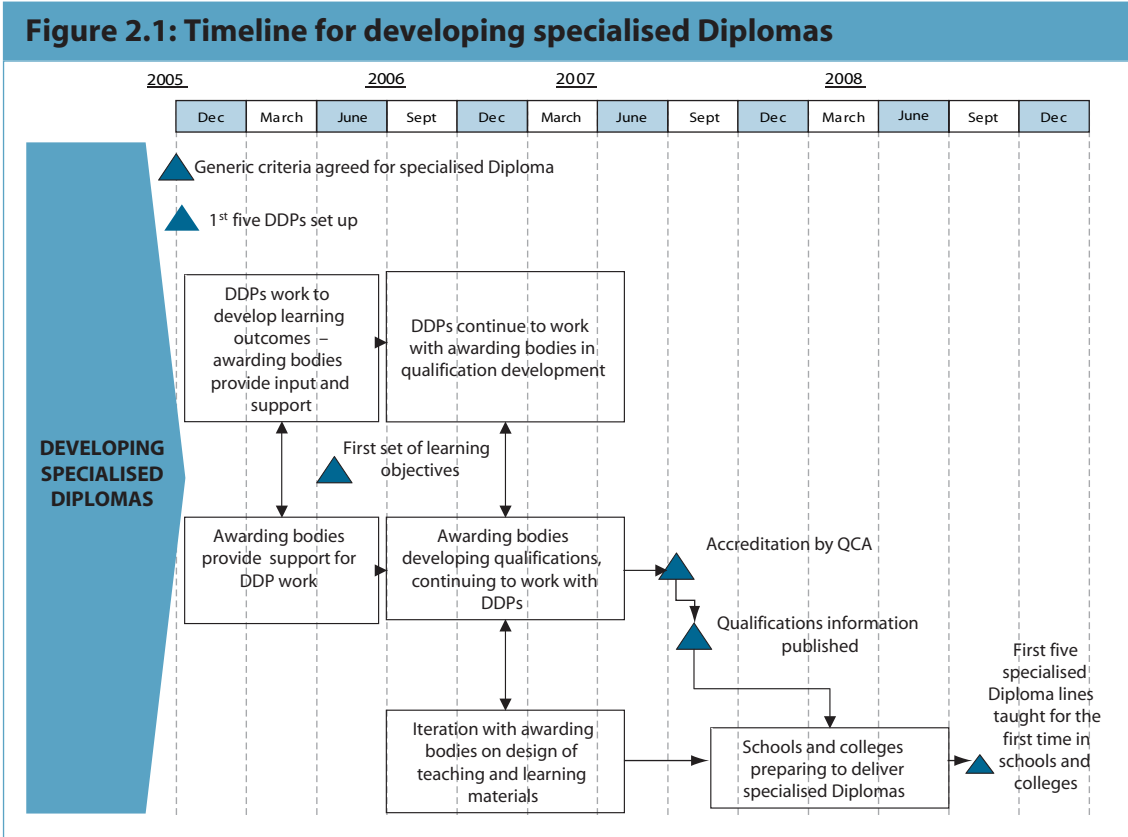
We will also establish a progression stage award at level 3 of broadly a size equivalent to two A levels to reflect the achievement of those young people who cannot complete a whole Diploma course.

**Diplomas will also include:**

- **Learning through a realistic work environment** – in general, at least 50% of ‘principal learning’ should be focused on developing practical skills used in the workplace and deliverable in a work-related learning environment. This will represent around 25% of the total qualification.
- **Learning in a workplace** – each Diploma will require a minimum of 10 days work experience. This will focus on developing generic employability skills, so could in principle be undertaken with any employer. We will encourage work experience related to the Diploma being studied wherever possible.
- **ICT** – following wide support in consultation, we will make ICT a pre-requisite for the award of all Diplomas (L1 for L1 Diplomas, L2 for L2 and L3 Diplomas).
- **Projects** – all levels of Diplomas should contain a project. This will be within the size boundaries, not additional to them. Learners will have the freedom to design a project relating to any aspect of their Diploma.

**2.8** The structure of the Diploma will ensure that young people completing a Diploma at one level will be fully prepared to progress to the next level along that line. In addition, Diplomas will be sufficiently broad to ensure that young people completing Diplomas at one level will be prepared to progress to general qualifications and other Diplomas at the next level. They will also provide a good basis for progression into Apprenticeships and HE.

- 2.9** Our objectives as we introduce specialised Diplomas are clear:
- we must make sure the new Diplomas are a good qualification for all young people taking them;
  - we must learn the lessons from early delivery and make refinements as necessary;
  - we must ensure that as many young people as possible can benefit from the opportunity of studying a specialised Diploma as soon as possible.
- 2.10** To meet these objectives schools, colleges and other providers wishing to offer the new Diplomas in 2008 (typically working as consortia), will need to pass through a gateway process, which will assess their readiness for doing so. As part of this process they will need to show how they will work with other institutions to make the Diplomas available to as many young people as possible. The process will identify the level of professional development support that will need to be provided to prepare for first teaching of the diplomas in September 2008 and will make sure that between them, institutions have the capacity, facilities and employer engagement to deliver. The aim will then be to focus support where it is most needed, so that there is an assurance that wherever a Diploma is on offer, the quality is high.
- 2.11** In effect this gateway process will create a controlled pilot which will allow us to carefully evaluate the delivery of the new Diploma qualifications as they are introduced. As well as testing out the different components, the assessment methodology and the support systems, we will want to ensure that the Diplomas can be delivered by people working in different institutions in such a way that the young people get an effective and motivating programme of learning. Lessons learned from the evaluation will be fed through into further development of the qualifications. We will provide further information in the spring on the gateway process for schools, colleges and other providers wanting to offer Diplomas from September 2008.
- 2.12** A timeline showing key milestones for developing the first specialised Diplomas is set out overleaf.



- SSC led DDPs have already been established and are working to define the content of the first five Diploma lines. These are: engineering; health and social care; ICT; creative and media; and construction and the built environment. The first set of learning objectives will be produced by summer 2006.
- QCA will advise the Department for Education and Skills (DfES) on the remaining key issues, including assessment, grading and awarding arrangements by spring 2006.
- DfES will start communicating to young people, parents/carers, teaching staff, employers, higher education institutions (HEIs), and wider stakeholders about the new specialised Diplomas in spring 2006.
- In spring 2006 DfES will provide information to schools and colleges setting out how they can get involved in offering the specialised Diplomas in 2008. We will encourage centres wishing to offer the Diplomas to join the national functional skills pilot from 2007.
- By summer 2007 awarding bodies will have turned the content of the first five sets of Diplomas into qualifications that can be taught.
- By September 2007 the first five sets of Diplomas will be accredited and available in schools and colleges that wish to offer them, so that they can plan and prepare their curriculum and advise students about choices.
- Teaching of the first five sets of Diplomas will begin in September 2008.

- Employers, supported by SSCs, will need to increase capacity to deliver work experience for specialised Diplomas, particularly focused on experience relevant to the first five lines for 2008.
- DfES will be working with partners, including the Learning and Skills Council (LSC), SSCs and regional agencies, to help employers, schools, colleges and training providers to drive up the level and quality of work placements. Education business link organisations may be well placed to take a lead role in delivering regional and local strategies, and the LSC will be consulting on wider reforms of the education business link work that it funds, including on the all-important local brokerage role.
- HE Providers are involved in DDPs and need to be ready to accept Diplomas towards entry to HE from 2010.

This process will be repeated for the next five lines of specialised Diplomas (land based and environment; manufacturing; hair and beauty; business administration and finance; and hospitality and catering), then the final four (public services; sport and leisure; retail; and travel and tourism):

- Skills for Business Network will establish the next five DDPs in January 2006, and the final four in January 2007.
- The qualifications will then be developed by DDPs and awarding bodies for the second five Diploma lines from April 2006 to May 2008, of which the first year is primarily DDP content development. For the final four this same process will run from April 2007 to May 2009.
- QCA will accredit and publish the qualifications for the second five Diploma lines by June 2008; and for the last four Diploma lines by June 2009. They will then be available in schools, colleges and work-based learning providers that wish to offer them.
- The next five Diploma lines will first be available for teaching in September 2009 and the final four in September 2010.
- Each Diploma line will be evaluated rigorously over a three year period from introduction, ready for national entitlement from 2013.

### **We will ensure that every young person on every route is expected to master the basics**

- 2.13** Crucial to the success of our reforms is that every young person, no matter what route they take, should achieve mastery of the basics needed for life and work. That is essential for their life chances. Young people and adults with a poor grasp of the basics struggle to progress in learning, struggle to find work (and even where they do find it, tend to receive low pay) and experience greater health and other social problems. Continuing to transform standards in the basics remains a

priority – for young people themselves, for employers and for us. We will ensure that whether young people are working towards a specialised Diploma or only general qualifications in KS4, they have the strongest possible incentives, encouragement and support to master the basics.

- 2.14** We said in the *14-19 Education and Skills White Paper* that we would raise the bar by introducing changes to the Achievement and Attainment Tables so that from 2006 they report performance in English and maths. In the light of recent public interest, we have decided to publish the indicators being piloted this year, in the form of an English and maths supplement to the 2005 secondary tables to be published in mid-January 2006. This supplement will show every school's performance against the key target measure of 5A\*-C GCSEs (and equivalent qualifications) including English and maths GCSEs. We will also be inviting views on which additional indicator(s) might be included in the 2006 secondary tables alongside the key target measure.
- 2.15** In order to strengthen the focus on the basics further, we are developing functional skills in English, maths and ICT for use in specialised Diplomas, in GCSEs and in adult qualifications. Draft standards for these are currently being worked up in full detail, based on the generic definition of functional skills set out in the box on page 32. We will consult on the draft standards and on assessment models for functional skills in early 2006. We urge employers to take this opportunity to tell us whether what is proposed fully meets their needs.
- 2.16** We intend to develop the functional skills faster than the timetable set out in the *14-19 Education and Skills White Paper*, so that they are ready for fully accredited phased introduction from September 2007. A certificated pilot will give us the chance to ensure that any difficulties are addressed in full. As part of this pilot, the functional skills will be available for inclusion in the specialised Diplomas for first teaching from September 2008. We are also reviewing the place of key skills in Apprenticeships, so will integrate this work with that of functional skills development, so that there is a consistent approach across all qualifications.
- 2.17** We will also put functional skills into GCSEs. As we do so, we must be particularly careful that as well as getting them right, schools are fully prepared to introduce the changes we make to these qualifications, which are taken by more young people than any other (English and maths GCSEs are taken by virtually the entire cohort each year). Successful introduction of these changes is central to improving standards in the basics and will require considerable support to be given to those who teach GCSEs. We have consulted the Implementation Review Unit about the timing of changes and have developed our timetable to meet their concerns about the need for schools to be properly prepared, as well as to ensure that we can implement effectively all the recommendations of the Smith Report on maths.



- 2.18** Following piloting, functional skills will be incorporated nationally into English and ICT GCSE for first teaching from September 2009 and in maths the following year. From that point, we would expect that virtually everyone doing the level 2 specialised Diploma in KS4 would achieve their functional skills by taking the GCSE. We will seek to ensure that there are opportunities for those introducing the first specialised Diploma lines in 2008 to take part in the pilots of GCSEs including functional skills, so that the need for subject departments to deliver two different syllabuses is avoided.

### Generic definition of functional skills

*Functional skills are those core elements of English, maths and ICT that provide an individual with the essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and at work. Individuals of whatever age who possess these skills will be able to participate and progress in education, training and employment as well as develop and secure the broader range of aptitudes, attitudes and behaviours that will enable them to make a positive contribution to the communities in which they live and work.*

In the case of **English** this means that:

- Each individual is confident and capable when using the skills of speaking, listening, reading and writing and is able to communicate effectively, adapting to a range of audiences and contexts. This will include being able to explain information clearly and succinctly in speech and writing, expressing a point of view reasonably and persuasively and using ICT to communicate effectively.
- In life and work each individual will be able to read and understand information and instructions, then use this understanding to act appropriately and to analyse how ideas and information are presented, evaluating their usefulness, for example in solving a problem. They will be able to make an oral presentation or report, contribute to discussions and use speech to work collaboratively in teams to agree actions and conclusions.

In the case of **maths** this means that:

- Each individual has sufficient understanding of a range of mathematical concepts and is able to know how and when to use them. For example, they will have the confidence and capability to use maths to solve problems embedded in increasingly complex settings and to use a range of tools, including ICT as appropriate.
- In life and work, each individual will develop the analytical and reasoning skills to draw conclusions, justify how they are reached and identify errors or inconsistencies. They will also be able to validate and interpret results, to judge the limits of their validity and use them effectively and efficiently.

In the case of **ICT** this means that:

- Each individual is confident and capable when using ICT systems and tools to meet a variety of needs in a range of contexts. For example they will use ICT to find, select and bring together relevant information and use ICT to develop, interpret and exchange information, for a purpose.
- In life and work each individual will be able to apply ICT safely to enhance their learning and the quality of their work.

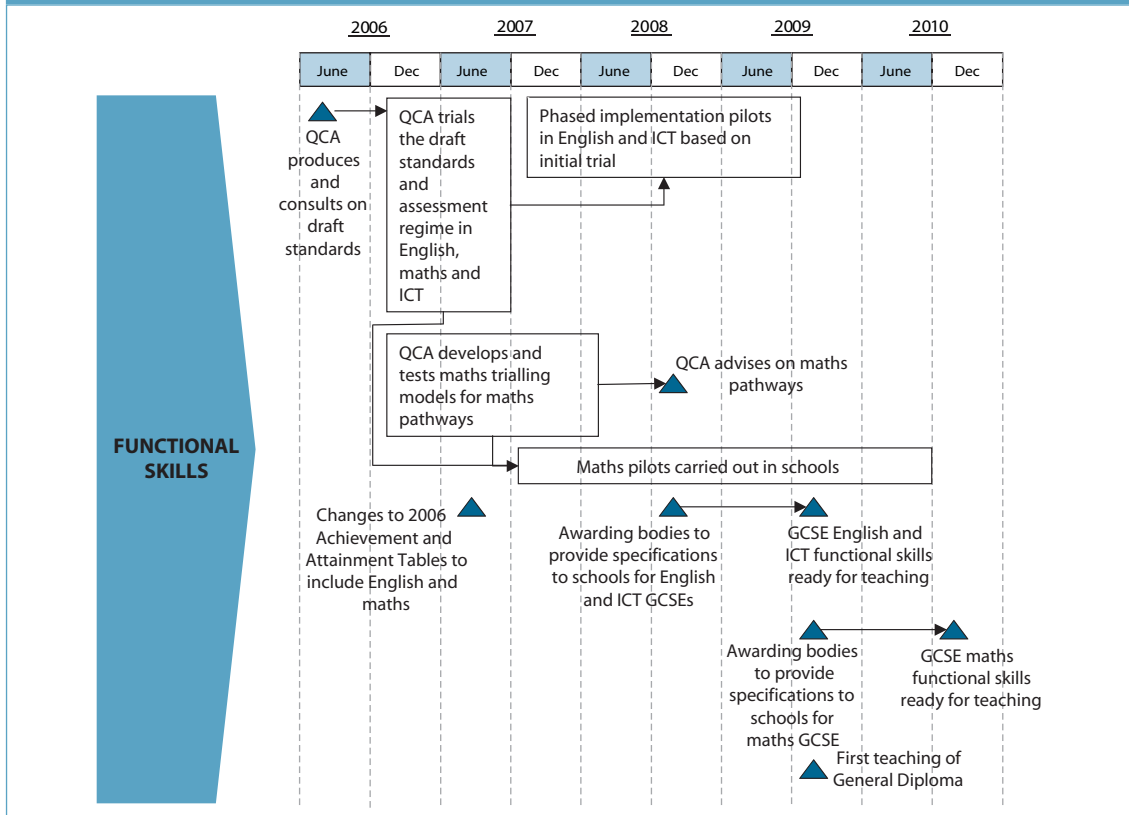
In real life this might mean:

- Hotel workers are able to write notes for the incoming shifts logging jobs done, in progress or requests for action. These are brief, accurate and precise in order for the next shift to act upon them effectively.
- Financial advisers are able to calculate pensions and other services using pen and paper in front of clients, rather than using their laptops or calculators. This provides customers with greater confidence and understanding of the financial implications of their decisions.
- Pupils create and use a simple questionnaire to obtain views on healthy eating and input data into a spreadsheet. They analyse the information, creating charts and a presentation using ICT for discussion at the next science class.

**2.19** We will introduce a new General (GCSE) Diploma which will recognise all young people who achieve the equivalent of 5 A\*-Cs including English and maths GCSE. We will introduce nationally awarded General Diplomas for young people starting programmes in 2009. We will examine whether existing systems can support earlier awarding.

**2.20** A timeline setting out key milestones in delivering functional skills is set out in figure 2.2.

- QCA will produce a draft set of standards for functional skills, with initial focus on levels 1 and 2, and will consult on these in early 2006.
- QCA will trial the draft standards and assessment regime with a selection of providers in the 2006/7 academic year and will make refinements on the basis of this initial trial.
- As part of this phased implementation, a pilot for GCSE candidates will run from September 2007 for two years in English and ICT. This pilot will include those schools and colleges involved in the first phase of specialised Diploma introduction.

**Figure 2.2: Timeline for introducing functional skills**

- QCA will develop and test models for maths pathways, with the aim of making recommendations for a coherent curriculum and assessment framework. QCA will carry out small scale trialling from September 2006.
- A full scale maths GCSE pilot will begin in 2007. QCA will provide advice on maths pathways for autumn 2008. A further year 10 cohort will join the pilot at this point, with piloting complete by June 2010.
- From the 2006/7 initial trials onwards, schools, colleges and training providers will be helped to prepare for the introduction of functional skills, building on the lessons from existing good practice in GCSE, key skills and Skills for Life.
- Awarding bodies will provide specifications to schools and colleges by September 2008 for revised English and ICT GCSEs, and by September 2009 for the revised GCSE maths.
- Schools and colleges will introduce the revised GCSEs in English and ICT including functional skills in September 2009.
- Schools and colleges will introduce the revised GCSE in maths including functional skills in September 2010.
- National awarding of the General Diploma will begin for those beginning GCSE programmes in 2009.

- QCA will involve regulatory bodies in Wales, Northern Ireland and Scotland throughout this process.

## **We want all young people to master a wide range of skills**

- 2.21** The functional skills are crucial in life and at work. There is also a wider set of skills that we want all young people to develop, no matter which route they take. In recent surveys, employers have been particularly concerned to see improvements to wider employability skills; and many in HE seek improved study skills. We aim to respond to these demands, so that on all routes, more young people are gaining the wider skills they need for life, learning and work. QCA are developing a framework of personal, employability, learning and thinking skills, and having completed a survey of stakeholders will produce advice on the framework and how this could be embedded in the curriculum and relevant 14-19 qualifications by December 2005.
- 2.22** The *14-19 Education and Skills* White Paper noted that there are clear links between citizenship, PSHE, religious education, sex education, careers education and work-related learning and that both young people benefit and curriculum time is used efficiently when those links are emphasised. QCA is reviewing current provision and the impact of their existing guidance to schools and is considering what further guidance or support is necessary to enable schools to plan and manage these areas of the curriculum better.

## **We will continue to strengthen the Apprenticeship route**

- 2.23** Apprenticeships provide one of the best understood and recognised routes in the education system and have served many people well as a pathway to a successful career. Their distinctiveness comes from their role as work-based preparation for a particular occupation, designed by employers for that occupation and including learning and assessment in occupational competence. Consequently, there is great variation between occupational sectors in the size and nature of Apprenticeship frameworks – a key difference from the Diploma framework.
- 2.24** We want to continue to strengthen the Apprenticeship route and want to provide clearer recognition of Apprenticeship completion, by creating an Apprenticeship completion award as a recognised qualification. We intend there to be clear progression routes from specialised Diplomas into Apprenticeships and vice versa. We are doing further work on the extent to which there can be convergence between the routes, but we are clear that Apprenticeships should remain distinct and not be required to fit within the specialised Diploma framework – since that would risk losing the crucial requirement that Apprenticeships should be a full preparation for a particular occupation.
- DfES will ask the QCA to provide advice on an Apprenticeship qualification by June 2006.

- DfES will consider the QCA advice and agree a way forward by summer 2006.
- QCA will then pilot the options, involving three or more SSCs, starting in September 2006.
- DDPs will map out clear progression routes from specialised Diplomas to Apprenticeships and vice versa, for the first five lines by summer 2006, for the next five lines by summer 2007, and for the final four by summer 2008.

## **Young people on all routes will have the opportunity to pursue applied options**

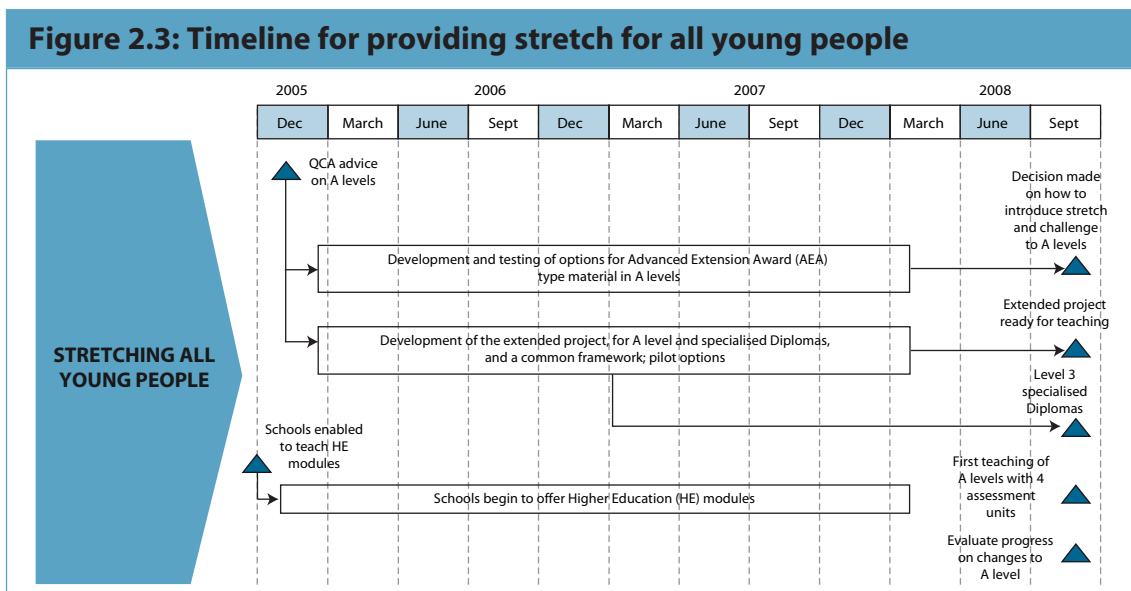
- 2.25** We want to make sure that young people who do not choose to pursue a specialised Diploma programme in KS4 can still pursue some applied options. GCSEs in vocational subjects provide a more applied approach to learning and will continue to exist as free-standing qualifications, taken by young people as part of a General Diploma. There are crucial differences between these GCSEs and specialised Diplomas. Specialised Diplomas will have a stronger practical component and will be much larger programmes of study containing other qualifications or units, including, where DDPs choose, GCSEs and A levels.
- 2.26** Eight vocational subjects are currently available at GCSE. Work is underway to introduce new titles to expand this range. A new applied GCSE, agriculture, land and environment, will be available for teaching from September 2006. Pilots of applied performing arts and applied French began in September 2004. Pilots in applied PE, construction and the built environment, and hospitality and catering began in September 2005. We expect all these subjects to be available for teaching by September 2008.

## **We will ensure that there are ways to stretch all young people on every route**

- 2.27** We intend that whatever route young people are on, they will be challenged to achieve their best. In KS3, that will include greater space in the curriculum for young people to be stretched and more scope for acceleration through the Key Stages. At KS4, it will include more opportunities to accelerate and to take advanced level qualifications. AS level qualifications taken by students in KS4 are now fully recognised in performance tables.
- 2.28** At A level, we have emphasised the need for more stretching questions. In September 2006, QCA will trial different options to introduce new stretch and challenge at A level for the brightest students. These options will not affect the existing A level standard. They will be accessible to all appropriate students, regardless of the institution in which they study, and will provide the additional stretch, challenge and differentiation sought by HE. In 2008 these trials will be evaluated and a decision will be taken how best to proceed. We will ensure that

similarly stretching options are included within specialised Diplomas (which may of course include A levels), so that at advanced level, all young people, whether they have taken a specialised Diploma or only general qualifications, will have had the opportunity to demonstrate their capabilities.

- 2.29 We will be introducing an extended project at advanced level. The extended project will be a single piece of work, requiring a high degree of planning, preparation, research and autonomous study. We expect that students would normally complete an extended project instead of a fourth or fifth AS level or within a level 3 specialised Diploma. The extended project will be available for first teaching from September 2008.
  
- 2.30 QCA have undertaken extensive consultation on the extended project and have advised that the project must be distinct from A level coursework units and that a common framework should apply to both the stand-alone version for A level students and the extended project within level 3 specialised Diplomas. Though the *14-19 Education and Skills White Paper* suggested the project would be completed in year 12 instead of a fourth or fifth AS, the consultation suggests that many in HE and elsewhere, would prefer it to be completed in year 13. This was on the basis that the skills they want the extended project to encourage and test are more likely to have been developed by year 13 as students mature. QCA will take on board these findings as they develop and pilot the extended project.
  
- 2.31 We have already amended legislation to enable schools to offer HE courses to their pupils and will work with universities to help them to do so in ways which will be of most benefit to their students. The HE modules offered in schools and colleges will, in addition to offering stretch, increase enrichment and support widening access to HE. HEIs will be able to work more closely with potential applicants and HE will benefit from an increased diversity in their intake, as inequalities and barriers to attainment are broken down and all young people are given the chance to achieve. The timeline for implementing these changes is set out in figure 2.3.



- As a result of the 2005 Education Act schools are now able to offer HE modules to their pupils. These modules can now attract LSC funding within the school's overall qualification funding limits.
- QCA have provided advice on how best to include new, stretching options into A levels and on the introduction of an extended project. They will work to develop various models between now and spring 2006.
- From September 2006, QCA will trial different options to increase the challenge at A level.
- In autumn 2007, the revised specifications containing this new material will be available in centres, and schools and colleges to enable them to start planning for first teaching in September 2008.
- To reduce the burden of assessment, we are moving from six to four assessment units for A levels, without changing the level of challenge.
- The extended project will also be available for first teaching from September 2008.
- In 2008 DfES will examine the case for introducing greater breadth alongside A levels (which will remain as a cornerstone of post-16 learning) and evaluate progress to introduce greater challenge to them.
- The revised A levels will be awarded for the first time in summer 2010.
- By 2010, Achievement and Attainment Tables will recognise achievement in specialised Diplomas.
- From 2010, HEIs will be in a position to demand extended projects as entry requirements and be ready to accept the Diploma towards entry.

## **We will make sure that all young people have a ladder for progression**

- 2.32** It is important that young people of all abilities have a route through which they can learn, develop and prepare themselves for life. Sometimes, the best way for a young person to do this is to take qualifications at entry level or level 1 as a grounding for moving on to higher level study and achievement, so that by taking longer, they can achieve more. For some young people, particularly some of those with learning difficulties or disabilities, reaching that level is a major achievement in itself, deserving recognition. The development of the Foundation Learning Tier will provide the platform for these aims to be fully realised, by developing a coherent range of provision below level 2, backed by simple planning and funding mechanisms.

- By the end of 2005, QCA and LSC will have undertaken initial research and scoping in the three areas of learning (key and basic skills, vocational learning, and personal and social development).
- Between January 2006 and September 2007 a coherent offer for learners below level 2 will be established. Units and qualifications and planning and funding mechanisms will be developed to support coherent programmes.
- A limited trial will take place from September 2006.
- A phased roll-out of the Foundation Learning Tier will commence from September 2007.

### **We will introduce changes to Key Stage 3, so that young people are better prepared at 14 to progress**

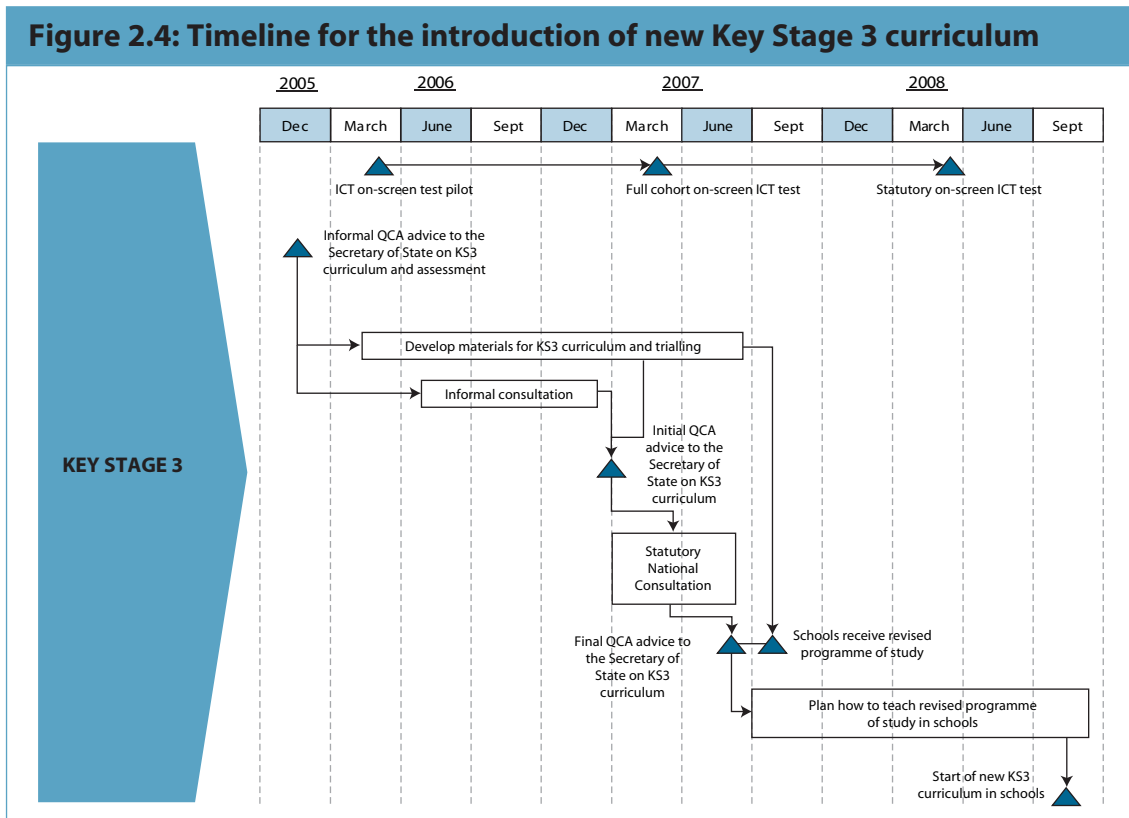
**2.33** The changes to the 14-19 phase place an ever-greater premium on young people reaching the age of 14 with a sound grounding in the basics and a broad general education. Young people need to begin the phase prepared for the choices ahead, supported by effective information, advice and guidance.

**2.34** The key to this is supporting schools to personalise education in KS3. To do so, we intend to reduce the level of prescription in the KS3 curriculum so that there is space to enable those who have fallen behind before the start of secondary school to catch up; and space to stretch those with particular gifts and talents. In the recent *Higher Standards, Better Schools for All* White Paper, we set out our plans to continue to prioritise personalisation within overall schools' funding. We announced we would invest £335 million within the Dedicated Schools Grant by 2007-8, in order to provide the resources secondary schools need to personalise learning in KS3 and, in particular, to improve support for those who have fallen behind, through small group tuition in literacy and numeracy and gifted and talented work. It also included proposals to:

- provide every school, via the National Strategies, with help to tailor teaching, including from leading teachers expert in supporting those who have fallen behind, or those who have particular gifts or talents;
- ensure that schools have expert advice on how best to support groups of pupils who currently attain less well – including those from some black and ethnic minority groups, looked after children, and children with special educational needs; and
- provide new guidance and resources to help schools to engage the parents or carers of pupils who have fallen behind in English and maths.



**2.35** We intend to make the changes to the KS3 curriculum on the following timetable. We know that these reforms present a significant challenge for schools, and depend upon guidance on curriculum changes being available as early as possible for effective planning. The milestones represent the minimum time needed by schools and we will keep the timetable under very careful review to ensure that schools are able to implement the changes effectively.



- By December 2005 QCA will advise on the feasibility of developing a bank of tasks and tests to support teacher assessment in the foundation subjects.
- From January 2006 to May 2007 QCA will consult as the curriculum is developed and programmes of study are revised.
- QCA will provide advice on the proposed curriculum by summer 2007.
- By September 2007 QCA will provide the new curriculum to schools with guidance in preparation for new requirements from September 2008.
- The frameworks and the supporting core materials provided by the Secondary National Strategy will be revised by September 2008 and other materials will be phased in as appropriate. These revisions will take advantage of the new flexibilities to deliver more effective support to pupils who have fallen behind.
- Schools need to take part in the pilots of the on-screen KS3 ICT test in 2006 and 2007 to be ready for the first statutory test in 2008.

## We will maintain a stable qualifications system

- 2.36** Maintenance of a stable qualifications system, which continues to ensure young people get the results they deserve, is crucial to this reform. We intend to continue the programme to increase the stability of the system, reduce its burdens and prepare for the development of new and improved qualifications.
- 2.37** Working with the awarding bodies, who are critical to the development and delivery of the qualifications we need, and with others, QCA is working to prepare advice for early in 2006 on the awarding options for the specialised Diplomas. Testing and trialling of the 'Framework for Achievement' proposals focused mainly on adult qualifications will begin shortly. QCA is also working with the awarding bodies on the quality of service they provide to candidates, schools and colleges, and will produce proposals by mid-2006.
- 2.38** By April 2006, QCA will produce proposals for supporting and developing the exams system to enable delivery of this set of reforms, and will continue to monitor the impact of the reforms on the current system. Effective data management will also be important: the DfES-led Managing Information Across Partners (MIAP) programme is helping to create a more learner-focused infrastructure by providing common data definitions and improved data sharing arrangements, including a Unique Learner Number.
- 2.39** We seek to reduce burdens on the system more widely. In the *14-19 Education and Skills* White Paper, we set out our desire to reduce the burden of coursework. Coursework includes any form of assessment undertaken during a course, marked by the school or college and checked by the awarding body – such as a science practical, a French oral examination or a piece of artwork produced for art and design, as well as written coursework. We have asked QCA to reduce the burden of coursework by making sure that it is only used where it provides the only way to assess a crucial skill or element of knowledge.
- 2.40** We also seek to strengthen the quality of assessment in the system more widely. An Institute of Educational Assessors will be launched in April 2006, to promote excellence in assessment and support those who examine, mark and moderate public examinations and national tests. We continue to promote access to qualifications, so that more young people can receive credit for their successes:
- By April 2006, QCA will produce proposals for supporting and developing the exams system to enable delivery of the new qualifications, and will continue to monitor the impact of the reforms on the current system.
  - In April 2006, the Institute of Educational Assessors will be launched.
  - QCA will also work with awarding bodies to focus on the quality of service and value for money they provide to candidates, schools, colleges and training providers, and will produce proposals by mid 2006.

- To improve access to qualifications, from September 2007, the Disability Discrimination Act will be extended to cover general qualifications.
- DfES have asked QCA, in collaboration with their counterparts in Wales and Northern Ireland, to find ways to reduce the overall coursework burden across all GCSEs. We have divided this work into a number of stages:
  - analysing large entry GCSE specifications to establish the most effective mechanism for meeting the assessment objectives;
  - reviewing the relationship between assessment objectives and schemes of assessment in order to identify potential alternatives to coursework; and
  - building on experience from current GCSE pilots including assessment methods such as teacher assessment and e-assessment.

## Making it happen – local delivery

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

- 3.1** The nature of the 14-19 entitlement makes it evident that no school acting alone will be able to meet the needs of all young people on its roll; and that very few colleges will be able to offer the full breadth of curriculum on their own. Consequently, schools, colleges and training providers will need to think together and with local agencies about how to offer more between them than any one could individually. We set out below the responsibilities of key local partners for the delivery of the entitlement.
- 3.2** However, though we can clearly set out nationally some important requirements, we know, of course, that there can be no one-size-fits-all model of implementation. There is far too great a degree of variation between different parts of the country – in the nature of the area (for example, highly rural areas compared with inner cities), organisation of education (for example, between areas where most schools have sixth forms and areas where few or none do), in the availability of transport and so on. The detail of how the entitlement is to be delivered in an area must be decided locally.
- 3.3** Equally, we know that there are many areas of the country, facing very different situations, which have overcome many of the challenges of creating a successful local system for broadening opportunity. The solutions they have come up with often vary, reflecting the different circumstances of their areas, but provide important lessons. Clearly, we are not yet asking even these areas to deliver the entitlement we aim to put in place in 2013, but many of the structures they have

developed are capable of doing so. We need to ensure that other areas can take advantage of the lessons learned so far.

- 3.4** Despite the great variety of local circumstances, we need to enable every part of the country to make the full offer to young people. In order to do so, we believe that our approach should involve:
- as small a degree of national prescription as we can achieve – clearly setting out the need to deliver the entitlement and the key roles, responsibilities and accountabilities among the local partners;
  - considerable local flexibility – we can be clear on the basis of experience from different parts of the country that many issues can only be decided and delivered locally – ranging from who provides which courses, the organisation of transport, the use of ICT and the operation of information systems; and
  - a learning model – a mechanism through which different parts of the country can share ideas and practice, and where those who have already developed effective ways of working can share what they have learned so far with others.
- 3.5** This approach will be underpinned by national capacity-building programmes to develop the workforce and to ensure the provision is in place for delivery. Each of these elements is described below.

### **The importance of local leadership**

- 3.6** We do not intend heavy national prescription about how localities should organise provision. We recognise that local bodies often have local knowledge that makes them best placed to develop arrangements to meet local needs. We have set out that there will be clear duties on Local Authorities and local Learning and Skills Councils (LSCs) to ensure that there is sufficient provision in each of the Diploma lines; and have also said that schools need to make sure their Key Stage 4 (KS4) students can access each of the Diplomas. These duties will be set out in the forthcoming Education Bill, and will be framed so as to ensure that there is no requirement to incur unreasonable or disproportionate costs. We believe that it is important that these duties are placed on local bodies; but that it will be important that there is strong local leadership in deciding how these duties are exercised.

### **We will pilot arrangements for better local partnerships and a stronger Local Authority role**

- 3.7** Local Authorities and the LSC will be under a duty to co-operate with one another as they discharge their duties, so that there is coherence in the provision across the full 14-19 age range. This duty will underpin the creation and strengthening in all areas of 14-19 partnerships, which already exist in many areas. Partnerships, convened by the Local Authority and the LSC, will need to include

schools, colleges, training providers and employers, but each area will need to decide the detailed composition of the partnership itself.

## Learning for Life in Sheffield

Sheffield have developed a positive model for taking forward 14-19 work in partnership. As the Learning for Life website says:

“Learning for Life cannot be delivered by any single institution or agency in isolation. It requires a partnership approach that brings together all those stakeholders in the city responsible for organising 14-19 learning. It is for this reason that a team of experienced managers from the Children and Young Persons Services Directorate of the Local Authority, the LSC, Sheffield College, Sheffield Futures, Sheffield First for Learning and Work (the city's Learning Partnership), has been assembled and co-located in the LSC building to plan and implement Learning for Life. They, in turn, are building the essential links with the wider range of institutions and support agencies responsible for delivering the 14-19 curriculum. These include all of the city's secondary and secondary special schools, its colleges, the Sheffield Association of Training Providers and Business Education, South Yorkshire.”

Learning for Life is funded from several sources, including LSC and LSDA budgets, ESF funding, 14-19 pathfinder funding, and the Children and Young People's Service in the Local Authority.

As a result of the work of the partnership around 60 % of all 14 and 15 year olds in Sheffield schools are now involved in vocational programmes. Further details are included in the accompanying manual of good practice.

## 14-19 Partnership in Coventry

14-19 provision across the City of Coventry is organised into four Federations. In the North East Federation, the five 11-18 schools and the Further Education College are working to set up a joint committee of governors to strategically manage the Federation. The Federation evolved from an organisation of five schools working collaboratively post-16 into a 14-19 partnership which includes the schools, the College, work-based training providers, Coventry LEA and the LSC. Each of the schools either has or has plans for specialist school status and the College is a CoVE for Computing and E-Skills Technologies. A full-time co-ordinator, a steering group of all institution partners, curriculum managers and pastoral leaders manage the Federation.

- 3.8** We said in the recent *Higher Standards, Better Schools for All* White Paper that we would support Local Authorities and the LSC to develop ways of strengthening partnership arrangements. In particular, we are keen to develop stronger partnerships which recognise the local leadership role of Local Authorities working with the LSCs, particularly as children's trusts are to have responsibility

for bringing together services for children up to the age of 19. Having a clear strategic lead across the whole of the 14-19 phase will help ensure that there is a seamless and transparent service to young people, delivered efficiently, and with clear accountabilities. Local knowledge and sensitivity are crucial to make sure that strategic decisions work and can be implemented effectively in the best interests of young people. The Local Authority is increasingly becoming an integrator of services, and we should take advantage of that role in delivering services for 14-19 year olds.

- 3.9** During the next two years, we will support pilot local partnerships which develop the local leadership role, some led by the Local Authority and others led by the LSC, to promote better integration of 14-19 services. The pilots will include extra flexibility to pool budgets or make other arrangements to give Local Authorities more say in the allocation of 16-19 funding. We can see potential for pilots modelled on Regional Skills Partnerships; models which build on 'city region' approaches to growth and employment; models which extend the role of the children's trust; or models that take advantage of Local Area Agreements to increase budget-pooling.
- 3.10** Early in the New Year, following discussions with Local Authorities and key national partners, including the Office of the Deputy Prime Minister, we will invite expressions of interest for involvement in this pilot work, setting out the criteria more fully. We expect the pilots to start at the beginning of the 2006-7 financial year, and to last for two years. Where appropriate, we will provide small amounts of additional resource to support partnerships to develop.

### **Local prospectuses will set out the opportunities**

- 3.11** In order to ensure that young people know what is on offer to them in their area, we will ask Local Authorities and the LSC to take the lead in drawing up a prospectus for each area. This will set out the courses and programmes that each school, college and other provider wishes to offer young people. We will encourage local areas to publish prospectuses from autumn 2006, and we expect prospectuses to be in place for each area ahead of the first teaching of the new specialised Diplomas in 2008. In drawing up the prospectus for the area, partners will also take into account cross-boundary patterns of learner movement.

## An example of a locally developed prospectus: Cumbria

Led by Cumbria LEA, the Cumbria Pathfinder has been highly effective. The Pathfinder database maps education and training provision for 14-19 year olds across the whole county, with a website at [www.futures4me.co.uk](http://www.futures4me.co.uk). The home page is shown below:

**Figure 3.1: Homepage from Cumbria's Futures 4 Me website**



**3.12** Local Authorities and the LSC will be able to use the development of the prospectus to identify any gaps in provision. Where there are gaps, we will expect to put them in a position to ensure that places are purchased to fill those gaps. Where a school, college or training provider is asked to put on a course in order to fill a gap, we would expect that the Local Authority or LSC will be able to give it some assurance about funding for a short time for that provision. Young people will receive better advice and support, as set out in the *14-19 Education and Skills White Paper* and the *Youth Matters Green Paper*, so that they are well informed as they make choices.

**3.13** Over time, patterns of demand will become established and providers will need to respond to the wishes of young people, expanding popular courses where possible and closing unsuccessful courses which are well supplied elsewhere. We will also make information available to young people about the local and national labour market. In this way, the needs of young people will become more central in determining the nature of provision locally.



**3.14** How particular areas choose to make this work will be for them to decide. However, on the basis of experience in Pathfinder areas and elsewhere, we anticipate that there will be differences between the way it works in KS4 and the way it works post-16. There are already parts of the country where there is open choice for young people about where they study post-16, course by course, based on a prospectus of this sort. Such systems are underpinned by a relatively simple agreed framework within which timetabling can happen. Such approaches can also support the 14-16 age range, but it is likely that in most areas, their application in practice will mean more management by schools of available options and particularly of movement between providers, in order to discharge the school's duty of care and to closely monitor attainment, attendance and behaviour.

### Wolverhampton's post-16 Curriculum Framework – a model for delivering the entitlement

The starting point for Wolverhampton's Curriculum Framework is to build on the specialism and diversity of individual providers. The post-16 Curriculum Framework developed by the partnership is constructed from ten 2½ hour learning blocks (plus four twilight blocks). Any learner can access any course in any institution, making minority subjects more accessible and cost effective to provide. The learning blocks can be combined in different ways to facilitate a range of different curriculum models (see the diagram below). Some of these models are led by employers and training organisations. In 2004/5, the post-16 city-wide offer comprised 63 different courses at levels 2 and 3, and in addition 200 or more learning opportunities during the enrichment session on Wednesday afternoons.

**Figure 3.2: An example timetable showing learning blocks**

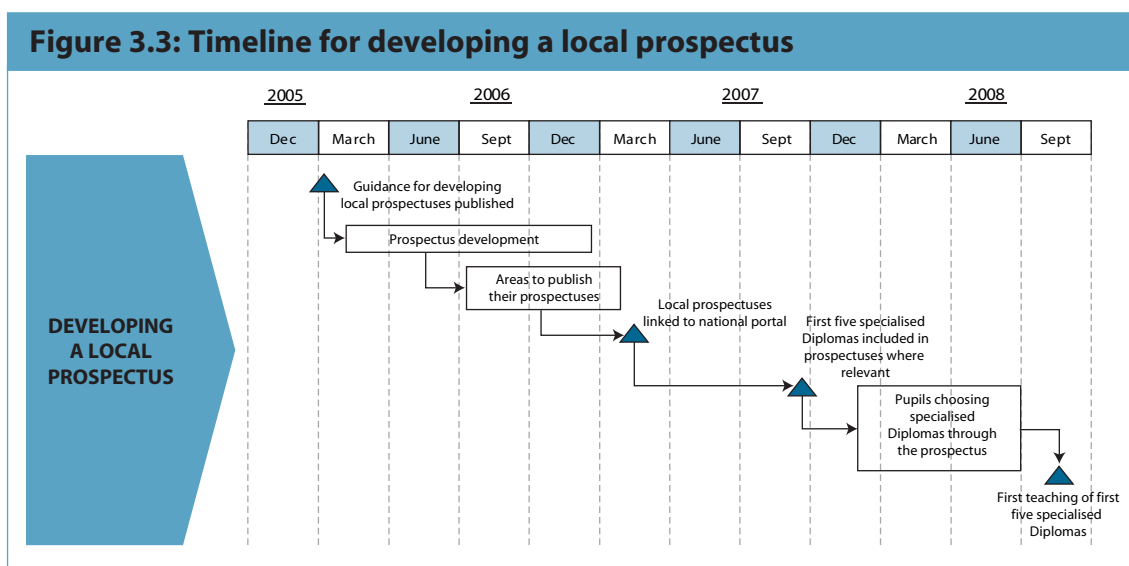
•Model	•MON	•TUES	•WED	•THUR	•FRI
•'Conventional' 4 x AS (8 x 1/2 day blocks)	•Level 3		•Level 3		•Level 3
•3 x AS with one day WBL	•Level 3		•Level 3		•WBL – Student Apprenticeship
•Level 2 model with accredited (NVQ) WBL	•Level 2	•Tutorial •Guidance •PSHE	•Level 2	•Enrich- ment	•WBL – Student Apprenticeship
•Level 2 model with accredited (NVQ) WBL	•Level 2		•Level 2		•WBL – Student Apprenticeship

•Level 3: AS, A2, AVCE, BTEC  
•Level 2: GNVQ, BTEC

•WBL: Work-based learning

**3.15** We will provide guidance on the production of prospectuses early in 2006. The guidance will not attempt to prescribe in detail the approach that should be taken to producing a prospectus. Instead, it will provide useful information and advice about approaches that have proved to be successful in a range of circumstances. Local partnerships will determine how best to work together to make this system a reality for 2008, drawing lessons from some of the things that are working best at present.

**3.16** The timeline and key milestones are shown below:



- The Education Bill setting out key duties will be introduced early in 2006.
- DfES will publish guidance for developing local prospectuses in early 2006 and will encourage local areas to publish prospectuses from autumn 2006.
- The Education Bill will have completed its passage through Parliament by autumn 2006.
- By autumn 2007, all local areas will have a prospectus of courses, linked to a national website, including details of specialised Diploma courses where appropriate.
- Between September 2007 and June 2008, learners in areas offering the first five specialised Diplomas will be able to choose which specialised Diploma to study, using the information in the prospectuses.

### Accountability arrangements will support implementation

**3.17** Local Authorities, local LSCs, schools, colleges and training providers will all be accountable for their contributions to delivery. Home institutions will remain accountable through the Achievement and Attainment Tables for the overall performance of young people on their rolls. Where, particularly in relation to 14-16 year olds, schools are purchasing provision on behalf of young people,

they will be accountable for the choices they make – especially where they are choosing between providers. The School Improvement Partner will look at data relating to pupil achievement and progression and will challenge and support the school to make good choices for the success of all young people on its roll.

- 3.18** Institutional inspection of schools and colleges will examine the quality of provision across the institution, including courses provided for young people formally on the roll of other institutions. This will ensure that there are strong incentives to improve quality – as will the prospectus arrangements, which will mean that providers are more accountable to young people for the quality of individual courses.
- 3.19** At a partnership level the development of the Children and Young People’s Plan by April 2006, the Joint Area Reviews and Annual Performance Assessments will be key levers in ensuring Local Authorities meet their new duties. The Priorities Conversation with the Local Authority also provides an opportunity to discuss and agree local priorities relating to 14-19, as does the LSC’s annual planning review with colleges and other providers. We will work through Government Offices to ensure that our engagement with Local Authorities is sensitive to the needs of the area and to other pressures on the Authority. Direct performance management of local LSCs by the LSC nationally will ensure a similarly tight focus on performance and partnership working.

### **There will be substantial flexibility locally to determine how the system will operate best**

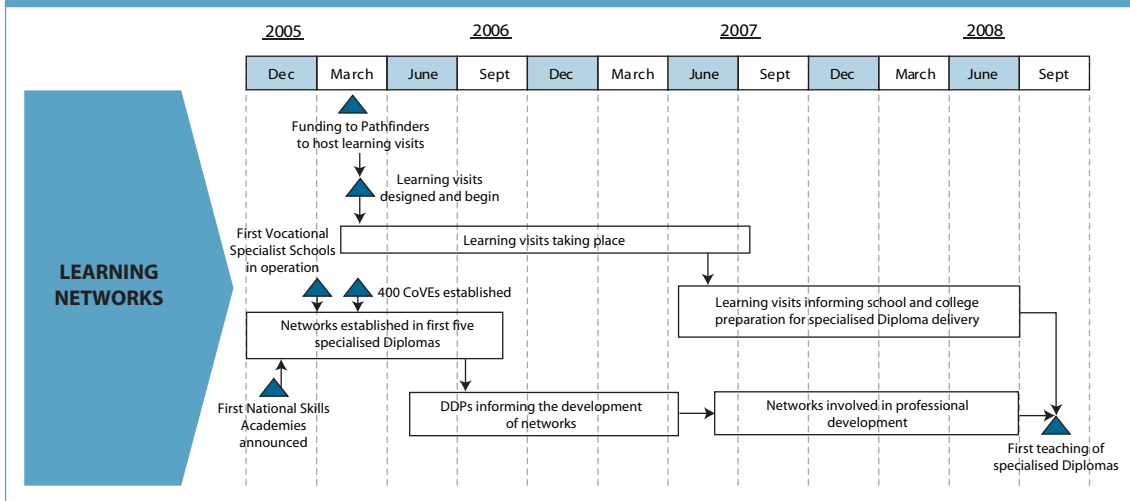
- 3.20** Within this national framework, there will be a great deal of local flexibility about the way in which the system should develop. In particular, no individual institution will be obliged to offer a particular specialised Diploma. Schools, colleges and other providers will, of course, wish to build on their strengths and to develop Diploma provision in those areas. But, just as now, schools and colleges will have freedom to decide which courses they will provide themselves, and which, if any, of these courses they will offer to students on the rolls of other institutions.
- 3.21** Experience in Pathfinder areas suggests that the additional breadth that an area-wide prospectus can offer is attractive to students and encourages more to participate post-16 than would otherwise be the case. Equally, many schools, colleges and training providers find benefit, not only from increased participation, but also from being able to focus on the things they do best, while no longer needing to maintain unviable programmes which could be better offered elsewhere.
- 3.22** From experience so far, we know in some detail the issues which will need to be decided locally. These issues will include: who will offer what provision; how to ensure that timetables can be aligned; what the governance arrangements should be; how transport will work; how underpinning systems should work

(including data and management information); how accountabilities and complaints systems will work and how in detail financing will work.

- 3.23** It is clear that these are matters best decided locally. We will be asking all 14-19 partnerships to address them over the next 12 months. We will ensure that all areas have the opportunity to learn directly from those areas which have already addressed them effectively.

### **We will put in place a mechanism through which different parts of the country can learn from one another about what is working**

- 3.24** Many effective ideas and practices have been developed across the country, whether as part of 14-19 Pathfinders, the Increased Flexibility Programme or other local developments, including responses to Area Inspections. Many areas now have a number of years of experience, over which they have refined their ways of working and gradually solved problems that they faced.
- 3.25** We know that some of the ideas that have been developed have wide applicability. But equally, they cannot simply be transplanted unchanged from one area to another. Therefore we will make it a priority to put in place mechanisms through which every area can learn from the best of what has been done so far and decide how to apply the approaches and lessons to their own circumstances.
- 3.26** We will not seek to disseminate and impose practice from the centre, but to enable people to experience what is working well and take away ideas which they can apply, perhaps in a changed form, to their own circumstances. We will therefore put in place some funding so that areas where a great deal has been done can host structured learning visits, focused on areas where they have made particular progress.
- 3.27** We expect these visits to be taking place from 2006. In practice, we expect areas will host single day visits for groups of key people from other partnerships. There will be opportunities for visitors to follow up later and then a longer, more focused, opportunity to examine the application of ideas from the host area to the visitors' areas.
- 3.28** Over time, we will also establish networks to link schools and colleges to the work of the Diploma Development Partnerships (DDPs) and to support workforce development in all 14 Diploma lines. We will ask some of our key national partners to work with Centres of Vocational Excellence (CoVEs), Vocational Specialist Schools and National Skills Academies to establish networks in the first five specialised Diplomas by 2007.
- 3.29** The timeline and key milestones for establishing a programme of learning visits and effective learning networks is shown on page 53.

**Figure 3.4: Timeline for establishing learning networks**

- From early 2006, DfES will fund some areas to host learning visits to help others develop their 14-19 partnerships.
- More information on these visits will be made available on the 14-19 website from January 2006.
- Local Authorities, the LSC, schools, colleges and other providers will need to decide which learning visits would benefit them most.
- From January 2006, the LSC, the Learning and Skills Development Agency (LSDA) (from April 2006, the Quality Improvement Agency (QIA)), Specialist Schools and Academies Trust (SSAT) and Youth Sport Trust (YST) will work with CoVEs, Sector Skills Councils, Vocational Specialist Schools and National Skills Academies to establish networks in the first five specialised Diploma lines.
- Between July 2006 and June 2007 the DDPs' development of specialised Diplomas will inform the work of these networks.
- From July 2007, these networks will be supporting workforce development to prepare for the introduction of specialised Diplomas.

### **We will ensure that there is sufficient training and development and support to secure the effective teaching of new qualifications and curriculum**

- 3.30** Preparing the teaching force for first teaching of the specialised Diplomas, the introduction of functional skills and the changes we are making to the KS3 curriculum requires a major programme of professional development. In addition, we need to ensure that leaders and managers have the guidance and support they need to drive forward the changes to the way education is provided across their area.

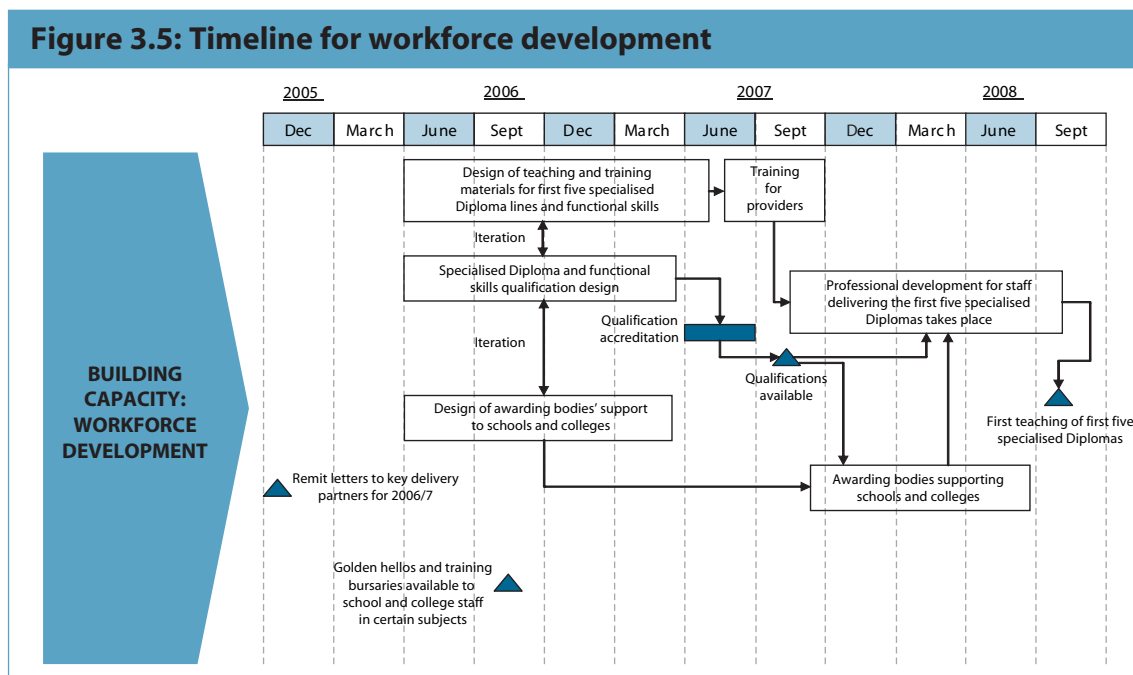
- 3.31** We set out in chapter 1 the implications of demographic change and our model of uptake. We want all schools, colleges and training providers who wish to do so to be able to offer specialised Diplomas in the first year. However, they will be expected to meet clear standards. We will ensure that focused support is available to enable everyone who wishes to do so to meet those standards – so that those who are teaching specialised Diplomas in the first year have the best possible support and professional development. From 2008, we will ensure that initial uptake of the Diplomas is subject to careful evaluation. In 2008, our modelling suggests that we need to prepare for up to 50,000 young people taking specialised Diplomas, which suggests we will need to train in the region of 5,000 teaching and support staff to deliver them in that year.
- 3.32** We are working closely with a number of partner organisations to ensure that teaching and support staff as well as leaders and managers are prepared to lead, develop and deliver these changes, and that those changes complement other developments which are taking effect over the same period. Specifically the QIA and SSAT, working with DDPs and other partners, will develop teaching materials for those who will be teaching the specialised Diplomas; and the QIA and the National Strategies will produce materials on functional skills. The National College for Schools Leadership (NCSL) and the Centre for Excellence in Leadership (CEL) will provide support for the successful and effective Leadership of 14-19 reform and share their expertise in promoting leadership capabilities, management development and partnership working.
- 3.33** We will ask the relevant organisations to work together in developing materials, so that materials in schools, colleges and training providers are complementary and consistent. We will work with the same organisations to ensure that sufficient people are ready to train teaching staff over the course of the 2007/8 academic year.
- 3.34** Because the first few years of the specialised Diplomas will be closely monitored, we expect to be in a position to ensure that the training and development support is directed to where it is most needed. We will make early information about the qualifications available to schools, colleges and training providers wishing to offer the first specialised Diplomas prior to formal accreditation of the qualifications, so that all those who will be teaching the new specialised Diplomas will have sufficient time to prepare. We will also ensure that the good practice which emerges from the first teaching of the specialised Diplomas will be shared with others to help those who will be teaching the courses in later years.
- 3.35** We will also be seeking to bring new teaching staff into the system. For schools these may come through long-standing training routes – initial teacher training courses such as Postgraduate Certificate of Education (PGCE), or the Graduate Teacher Programme, for example. People with the relevant experience will also join through newer routes, including as Higher Level Teaching Assistants. We will

also need to ensure that relevant staff in each school, college and training provider are trained to oversee the specialised Diploma assessment processes and that other support staff are able to plan for the logistics of 14-19 collaboration and co-ordination.

**3.36** We have announced a new incentives package for FE staff and those training to teach in FE. From September 2006, a training bursary of between £6,000 and £9,000 will be available for pre-service students in a number of areas, including construction, ICT, engineering, and health and social care (four of the first tranche of specialised Diplomas). From the same date, these subjects will also attract a golden hello of up to £5,000.

**3.37** We have also announced a new incentives package for school teachers and those training to teach in schools. From September 2006, all PGCE students will receive a training bursary of between £6,000 and £9,000 depending on the subject studied. There will also be golden hellos of up to £5,000 available for those teaching priority subjects.

**3.38** The timeline and key milestones for workforce development are set out below.



- The QIA and the SSAT will work together from 2006 to develop a training programme for staff delivering the first Diplomas.
- On the same timetable, QIA and the National Strategies will develop a training programme for staff delivering functional skills.
- From June 2006 to June 2007, these key partners will engage closely with the qualifications design work of DDPs and the awarding bodies in order to begin to develop teaching and training materials.

- From September 2007, teaching materials will be available to schools offering the first specialised Diplomas and training programmes will be in place.
- Training programmes will be delivered in schools in the 2007/8 academic year, so that all schools delivering the first tranche of Diplomas have access to a high quality support package.
- During 2006/7, the NCSL and the CEL will support school and college leaders in leading 14-19 reform.
- Between 2006 and 2008, the Training and Development Agency for Schools (TDA) will be working with Lifelong Learning UK (LLUK) in developing further its work on initial teacher training, developing models of training for teachers of vocational subjects.
- TDA and LLUK will also lead work in some areas to support schools and colleges offering specialised Diplomas in 2008.
- From September 2006, we will introduce a new structure of training bursaries for pre-service students, followed by golden hellos for those going to teach a number of subjects, will be introduced in schools and further education providers.

### **We will ensure that there is sufficient provision**

- 3.39** We want young people pursuing specialised Diplomas to be learning in effective institutions, skilled in teaching those courses. Ensuring that there is sufficient provision in schools, colleges and training providers across the country for 14-19 year olds pursuing the different specialised Diplomas is a major task. Through a range of existing programmes, we will be supporting the development of appropriate provision across the country.
- 3.40** Many FE colleges already have the facilities and staffing they will need to deliver, along with a good track record in delivering vocational education. A significant number are already providing for 14-16 year olds – either as part of the Increased Flexibility Programme (IFP), 14-19 Pathfinders or through local initiatives. We want to see all general FE colleges developing strong vocational provision to support 14-19 delivery, as envisaged in Sir Andrew Foster’s review of FE.
- 3.41** CoVEs, working in co-ordinated sector-wide networks supported by the new National Skills Academies, will have a particularly important role here. Already, we have some 350 CoVEs across the country and 400 will be in place by March 2006. We expect that CoVEs will have a role not only in providing directly to 14-19 year olds, but especially in sharing their expertise in teaching and learning in their areas of excellence with other providers.



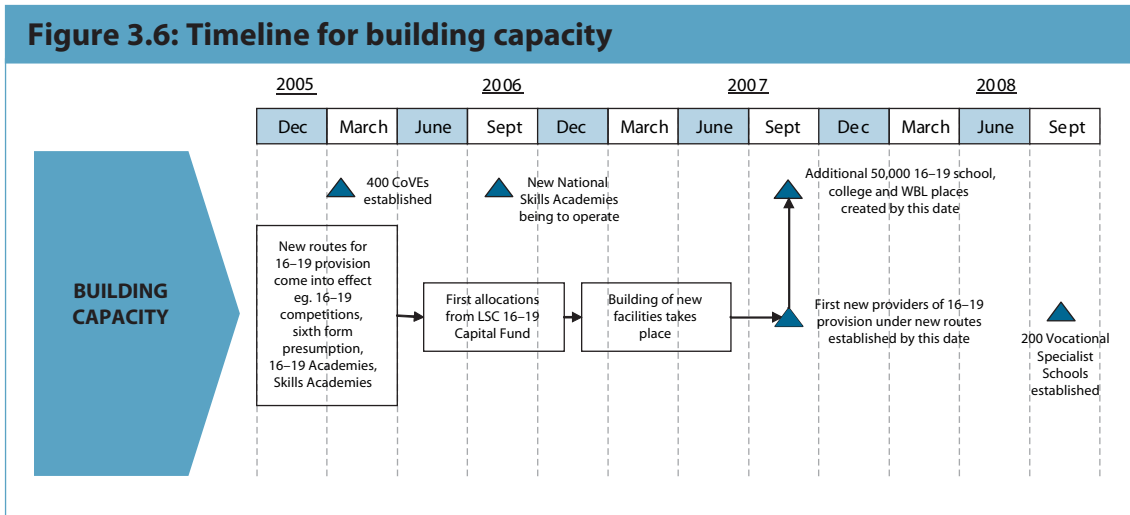
- 3.42** Schools are also developing their capacity to deliver applied education and training. Significant numbers of schools have already begun to broaden their curriculum. In many cases, they have done so through partnership with other schools and a college, sometimes including training providers as well. Schools have also begun to offer a wider curriculum choice directly – often by buying in teaching staff from colleges, training providers or business for part of the week.
- 3.43** We expect all Specialist Schools to offer applied learning in the area of their specialism – whether directly themselves or through partnerships with others – and to set out what they will offer on applying for specialist status, and at redesignation. By 2008, there will be 200 new Vocational Specialist Schools, who will work with CoVEs and National Skills Academies to develop vocational provision across the curriculum, and work with and support other schools locally to do so. The first 40 Vocational Specialist Schools will be operational in the spring term of 2006.
- 3.44** In addition, we are encouraging new providers to come into the system. In particular, we want employers to play a greater role in creating the right provision. That is why we will establish 12 new employer-led National Skills Academies by 2008. Following the Fashion Retail Academy, a further four National Skills Academies, in financial services, food and drink manufacturing, construction, and manufacturing are now in development and due to begin operating in autumn 2006. National Skills Academies will be centres of expertise in a vocational area and will be expected to make a significant contribution nationally, including in relation to 14-19, by sharing that expertise widely.
- 3.45** New 16-19 Academies, combining FE governance and Academy management and sponsorship, will also play an important role. We will expect these 16-19 Academies to contribute to the local 14-19 offer, including through developing high quality specialised Diploma provision and by making this available to 14-16 year olds as well. Likewise, funding made available to support high-performing 11-16 schools to establish a sixth form will prioritise those schools which have, or are developing, a vocational specialism. We will also encourage the most effective work-based learning providers to expand.
- 3.46** We are taking other important steps to bring in new providers. Where there is an identified shortfall of 16-19 places, or where provision is not of the right mix or quality, the LSC will fill it by holding a competition. Proposals from schools, colleges and other providers or potential providers will be eligible. In inviting proposals, the LSC will be able to specify the nature of places to be provided (including, for example, broad numbers at different levels and in different areas of learning) in order to ensure that there is a fit with the local needs for 14-19 education. Similarly, the Local Authority will be able to specify needs for applied education in inviting proposals as part of a competition for new schools, as set out in the recent *Higher Standards, Better Schools for All* White Paper.

## We will make sure that there are sufficient facilities

- 3.47** Equally critical is that the facilities available to young people are of high quality. We want the experience of young people pursuing specialised Diplomas to be significantly different from a classroom-based one – not only because learning will take place partly through the practical development of skills, but also through differences in the environment. We want young people to get experience of a professional environment, while learning from people with real professional experience.
- 3.48** We will make sure that our investment in schools and colleges supports the ambitions we have set out. Building Schools for the Future (BSF) is a major programme to transform the entire 11-19 secondary school estate over the coming years. BSF funding is allocated to enable a local area to implement a vision for secondary education which will raise standards and enable more young people to succeed. Already, BSF plans need to demonstrate that they will make a contribution to implementing 14-19 reform. In future, they will need specifically to demonstrate how they will enable the 14-19 entitlement to be delivered. Local Authorities in BSF waves 1 and 2, whose plans have already been agreed, will need to consider the scope for reviewing their proposals in the light of revised guidance to support delivery of the entitlements locally.
- 3.49** Local Authorities which will be part of the later waves of BSF are eligible for single school Pathfinder projects. The first 12 Local Authorities receiving such funding will, as part of the terms and conditions of funding, need to demonstrate that the early investment will contribute to the delivery of the 14-19 entitlement in the longer term.
- 3.50** In addition, we have already brought together schools and FE capital in the 16-19 capital fund for new provision, including the new sixth form presumption and 16-19 competitions. This funding will be £120m in 2006-7 and £180m in 2007-8. The LSC will shortly publish guidance on how this fund will operate. The separate capital funding streams for BSF, the modernisation needs of existing 16-19 places in schools, and the Academies programme are outside the scope of the 16-19 capital fund and remain unchanged.
- 3.51** We also want to see the LSC and Local Authorities develop innovative capital proposals jointly to support 14-19 projects, utilising the various FE and schools capital funding sources that are available to them. We have taken a number of steps, set out in our published guidance, for Local Authorities to improve joined-up planning and funding. These include: a requirement for Local Authorities and the LSC to consult each other in formulating proposals and plans for prioritising capital funding; joint Local Authority/LSC representation on strategic groups, including the Partnership for Schools Oversight Board; and the alignment of

funding between schools and LSC budgets to support proposals for joint school/college delivery of 14-19, wherever funding permits.

**3.52** The timeline and key milestones for ensuring we have sufficient provision and facilities are set out below.



- The LSC will publish guidance for 16-19 competitions and DfES will publish guidance for the new sixth form presumption in December 2005.
- The LSC will hold 16-19 competitions from January 2006.
- By March 2006, 400 CoVEs will be established.
- The first 40 Vocational Specialist Schools will be in operation by spring 2006.
- In autumn 2006, the new National Skills Academies will begin to operate.
- By September 2007, the first new providers of 16-19 provision through these new routes will be established.
- By September 2007, we will have created around 50,000 more 16-19 school, college and WBL places.
- By September 2008, 200 Vocational Specialist Schools and 12 National Skills Academies will be established.
- The LSC will publish guidance on the 16-19 capital fund in December 2005.
- The LSC will make its first allocations of capital from the 16-19 capital fund from June 2006.
- Local Authorities in waves 1 and 2 of BSF will consider the scope for reviewing their plans in the light of revised guidance about meeting the new 14-19 entitlement.

- In developing their visions for future waves of BSF, Local Authorities will need to demonstrate how they will enable the 14-19 entitlement to be delivered in the area.

### **We will ensure there is sufficient funding to deliver our reforms and continue to work to refine the funding system**

- 3.53** Over recent years, there has been significant progress in reforming the 14-19 phase of education. From the Increased Flexibility Programme, the 14-19 Pathfinders, Area Inspections, Young Apprenticeships and a range of other specific programmes, we have learned, and continue to learn, a great deal. The challenge now is to move from focused testing and trialling of different approaches to systematic national implementation, which continues to reflect significant local differences.
- 3.54** Strengthening the role of local leadership will include reducing the number of specific programmes being implemented with ring-fenced pots of money and moving towards a funding approach which treats different areas more consistently. We must not lose the momentum which exists in many of the areas which are most advanced in developing new ways of working and we need at the same time significantly to accelerate progress in some of the areas where less progress has been made. So, as we continue to invest further, we must phase changes over time.
- 3.55** Therefore, over the next two years, we will ensure both that sufficient investment is made to ensure that there is rapid progress towards our vision for 2013 and that we move towards a more common approach to funding, incorporating smaller, bespoke programmes. Additionally, though we will continue to make available specific grant funding to support the developing system, we will increasingly expect the implementation of this reform to be a normal part of the way young people are educated and be a priority for the use of mainstream funds. We have recently announced details of the Dedicated Schools Grant for 2006-7 and 2007-8, including £40 million in 2006-7 and £70 million in 2007-8 to enable schools to secure a broader range of vocational and specialist provision at KS4. We have published guidance for schools and Local Authorities on how this funding can be used. The guidance can be found at [www.teachernet.gov.uk/schoolbudgets200608/](http://www.teachernet.gov.uk/schoolbudgets200608/).
- 3.56** In the longer term, we know that as we move towards systematic national implementation, we must do so on as efficient a basis as possible – continuing to establish the position that this reform programme is a mainstream activity which should use mainstream funding. We must recognise that the envelope within which the next round of public spending decisions will be made is very tight and we must make sure that the available resources are used as efficiently as possible in the interests of all young people. For the longer term, we will review progress

against our objectives for 14-19 and seek to ensure that reforms to the funding system reflect the changing patterns of provision that are emerging.

- 3.57** In order to inform longer term thinking, and as part of the wider local pilots we will run over the next two years (see 3.9), we will be testing approaches to both revenue and capital funding which can help us to develop the next stage of the reform programme. We will examine how better integrated, aligned or pooled budgets can be used most effectively to contribute to delivery, considering particularly the separate development funding pots currently in the system. And we will look at how different local distribution mechanisms contribute to delivering our objectives.

# Improving the system for today's young people

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

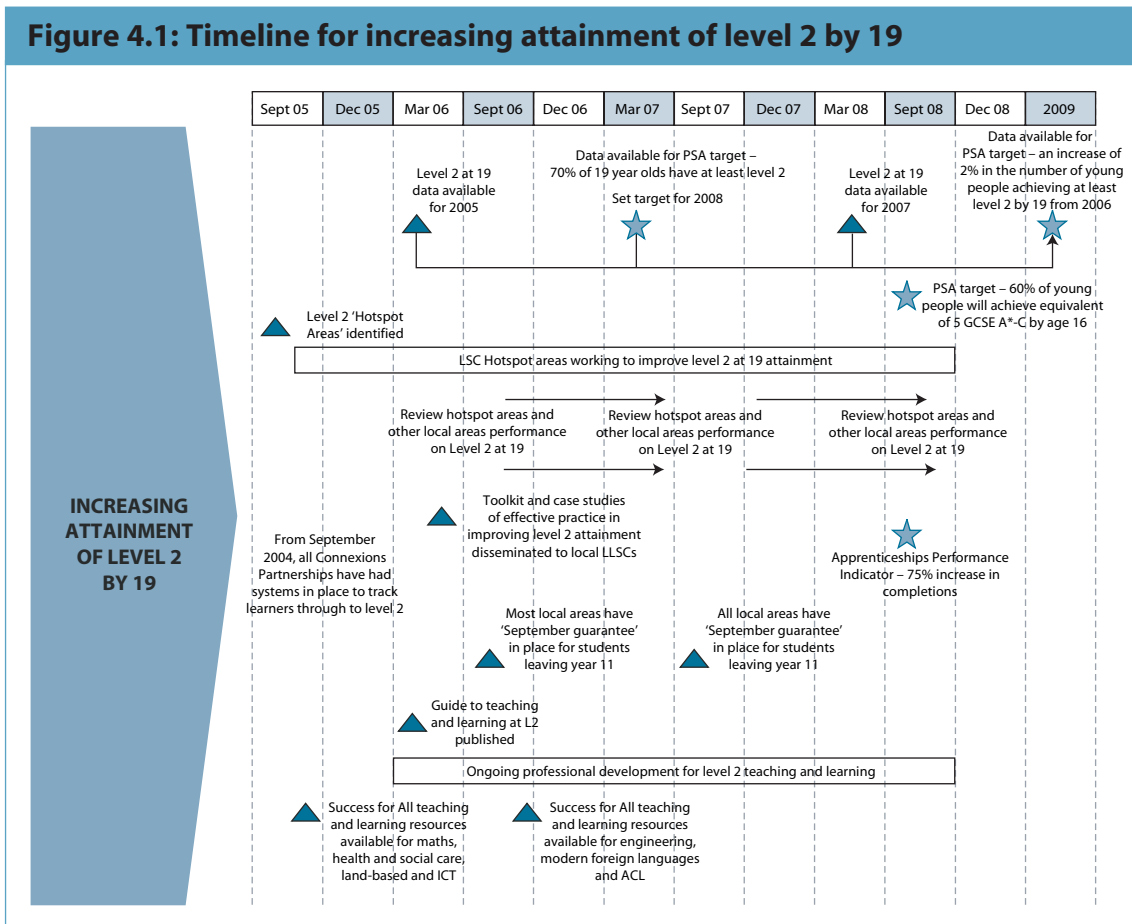
- 4.1** We believe that the changes set out so far will raise achievement and reduce the number of young people dropping out of education and training. That is why we are undertaking this major change. Inevitably, reforming qualifications and curriculum and enabling each area to deliver the new entitlement will take time. But the teenagers in schools and colleges now do not have time to wait. So, as we move to introduce the programme to deliver long term reform, we must also make the system work better for those in it now.
- 4.2** Our ambition is that we improve the system each year, so that year on year more young people achieve more by the age of 19, more achieve worthwhile qualifications, more leave education and training qualified for success and fewer drop out before the age of 18. These ambitions are reflected in three key targets:
- Increasing attainment by the age of 19 – at level 2 from 67% in 2004 to at least 70% in 2006 and by a further 2 percentage points by 2008; and at level 3.
  - Increasing the number of young people completing apprenticeships by 75% by 2007/8 as compared to 2002/3.
  - Increasing the number of young people participating in education at 17 from 75% now to 90% by 2015 and reducing the proportion of young people not in education, employment or training by 2 percentage points by 2010.

## Young people will achieve more by the age of 19

- 4.3** The essential purpose of reform is that more young people should achieve more. Achieving qualifications at level 2 in the National Qualifications Framework (5 A\*-C GCSEs or equivalent) is the essential platform for employability as well as for further learning. People who do not have qualifications at this level are very much less likely to find employment (and where they do, their wages are likely to be lower) and are less likely to progress further in learning. The economic and social justice arguments for focusing on supporting many more young people to achieve this level, as well as raising attainment at advanced level, are therefore overwhelmingly strong.
- 4.4** We therefore aim to increase the proportion of 19 year olds who have achieved at least level 2 from 67% in 2004 to at least 70% in 2006, and by a further 2 percentage points by 2008. We set these targets as minima, not as the upper limits of our aspiration – for it is our belief that many more of the country's young people have the potential to reach that level of achievement by age 19. It is our task, with urgency, to create a system where more young people do so.
- 4.5** Our target means that 442,000 19 year olds will have reached at least level 2 by 2006. This means another 60,000 of those who will be 19 in 2006 achieving that level between 2004 and 2006. At present, at least 84,000 of those in that age group without level 2 are enrolled on courses leading to at least level 2 in 2004/5.
- 4.6** Creating a system where more young people reach level 2 depends on a range of elements being in place. First, it is important that more young people achieve level 2 by age 16, as schools continue to raise standards. Schools are on track to achieve the target that by 2008, 60% of those aged 16 will achieve that level. Second, post-16 provision at level 2 must engage young people and through excellent teaching secure their success: all post-16 providers, especially colleges, who do the bulk of this work, are therefore crucial. Third, advice and guidance from schools at the key moment of transition, and from Connexions and children's trusts in the ongoing support of young people (especially those at risk of disengagement) is important. Finally, Local Authorities and the LSC have important roles in providing support and challenge to institutions and in ensuring that a full range of provision is available.
- 4.7** It is clear from this that the system for supporting the success of young people at 19 is complex. Each of a wide range of partners needs to play its part, so that more young people do succeed at 19. We therefore aim to raise the profile of achievement of level 2 at 19 as a key indicator and to focus our action on three key areas:
- making sure that more young people make the transition, post-16, onto courses leading to level 2;

- improving retention and achievement of those who do begin such courses; and
- Supporting areas facing particular challenges to boost attainment.

Below, we set out our plans in each of these areas in turn. These plans are summarised in figure 4.1.



### Supporting more young people to make the transition to post-16 education and training

**4.8** If more young people are to make the transition into learning post-16, then there needs to be an appropriate and appealing range of courses available to them. Working together, the LSC, colleges and training providers are increasing the range of opportunities available at level 2, and ensuring that they are widely available everywhere. The LSC has made the provision of level 2 courses to young people a priority and is focusing on this with providers through its planning processes, to ensure that provision better matches local needs.

**4.9** Equally, it is vital that in every part of the country, there are arrangements which ensure that every 16 year old completing KS4 who is unsure about what they want to do, or lacks a post-16 place, has advice and support to help them to find a course that works for them. Connexions Partnerships are targeting young



people not in education, employment or training to ensure that they have the information, advice and guidance they need to understand their options.

Connexions personal advisers will continue to work with these young people until they find suitable education, training or employment, including Apprenticeships.

**4.10** In order to improve transition for young people, key actions to be taken this year and next are:

- The Connexions Service is working now to ensure that all 16-19 year olds not in education, employment or training have personal advice and support to get them into a suitable course. There is a particular focus on those who completed year 11 this year.
- The LSC is working with providers now to ensure that across each area, there is a wide range of appealing post-16 provision, designed to get young people to level 2 by age 19.
- This summer, the LSC and Connexions made sure that in every area young people receiving their GCSE results were offered advice and practical support to get a suitable post-16 place. In future years, the aim will be to guarantee an offer of learning to every young person by the end of the September after they complete year 11. This 'September Guarantee' will be in place in most areas in 2006 and across the country in 2007.
- In 2006, we will be encouraging Local Authorities and children's trusts to ensure that their work through the Youth Service and with young people at risk of disengagement has a focus on enabling those young people to achieve level 2.

## **Supporting young people at the end of year 11 in Coventry and Warwickshire**

### **The 'September Guarantee'**

Coventry and Warwickshire have a functioning 'September Guarantee'. Personal advisers work with year 11 students to ensure that applications are made by mid-June. During June and July, the personal advisers identify non-applicants and students without an offer. Details of students without an offer are shared with the LSC, who work with education and training providers to ensure that every young person receives an offer of education or training. Following introduction, this had a major impact: by November 2004, 93.1% of the year 11 cohort had started on a positive post-16 pathway – the highest ever for Coventry and Warwickshire.

## The Centralised Application Process (CAP)

The Centralised Application Process provides all young people in Coventry and Warwickshire with a simple, user-friendly application process covering all post-16 education and training – including in schools, FE, work-based learning and Apprenticeships. Supported by advice and guidance, young people make choices which are centrally cleared to institutions and other providers, which then make offers within an agreed timescale. These are confirmed after results day, when entry requirements are met.

The system works well for young people and providers and will also provide the LSC with hard, up-to-date factual data on demand, which will shape planning and give time to plug shortages and gaps in provision. Connexions can use the information provided by the system to track the progress of all learners. The CAP promotes collaboration and puts the learner at the heart of the system.

### Improving retention and achievement

**4.11** Helping young people to choose a course for which they are well prepared and which motivates them, is obviously a crucial first step towards enabling them to succeed. However, what will then keep them in learning and take them to success is the quality of teaching and support that they receive on that course. So, the second crucial component of raising attainment by 19 is supporting institutions to improve the quality of teaching on level 2 courses and to have systems to track learners through to achievement, so that continuing support is in place.

**4.12** The key steps are:

- All Connexions services have had systems in place to track learners since 2004. As we move to new arrangements signalled in *Youth Matters*, Local Authorities will need to manage these systems and work with the LSC to ensure that all young people's needs are met.
- As part of the *Success for All* national change programme, new world-class teaching and learning resources for teachers and trainers are being made available in:
  - business, construction, science and Entry to Employment (E2E) from autumn 2004;
  - maths, health and social care, land-based and ICT from September 2005; and
  - engineering and modern foreign languages from autumn 2006.

- Development of regional networks of 'subject learning coaches' to ensure widespread adoption of good practice and a nationally-accredited professional coaching programme in subject-coaching skills, rolled out in phases until autumn 2006.
- Building on good practice to produce a professional development guide to improve teaching and learning for provision at level 2 by end January 2006.
- QIA will come into existence from April 2006. They have been asked to make quality of level 2 provision a priority in their new Quality Improvement Strategy, which will focus and drive improvements in the learning and skills sector.

### **Supporting areas facing particular challenges to boost achievement**

**4.13** How well young people achieve at 19, and how many get to level 2 between the ages of 16 and 19 in a particular area, depends on a complex range of factors. It is not always straightforward to disentangle issues of institutional effectiveness from those of the quality of advice and guidance young people receive at various points, for example, or of the impact of the local labour market on the choices young people make. Nonetheless, in some parts of the country, rapid improvements are being made, as shown in figure 4.2 on page 68.

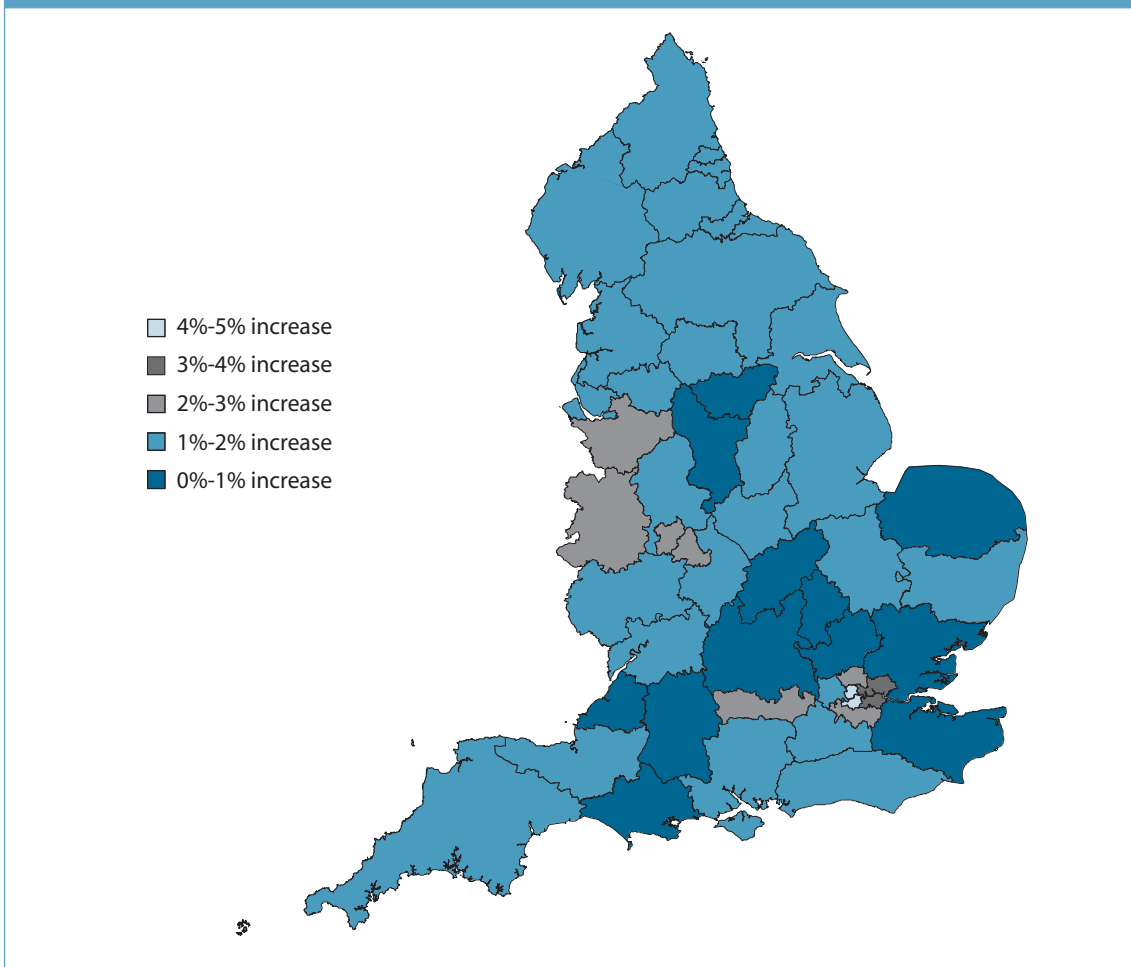
**4.14** Equally clearly, there are some areas of the country where there are particular challenges. These may relate to a combination of historically low attainment, limited progression between the ages of 16 and 19, and little improvement in attainment at 19 over time. So, in 14 'hotspot' areas the LSC is providing additional focused support, to ensure that there is rapid progress in raising achievement.

**4.15** The key steps are:

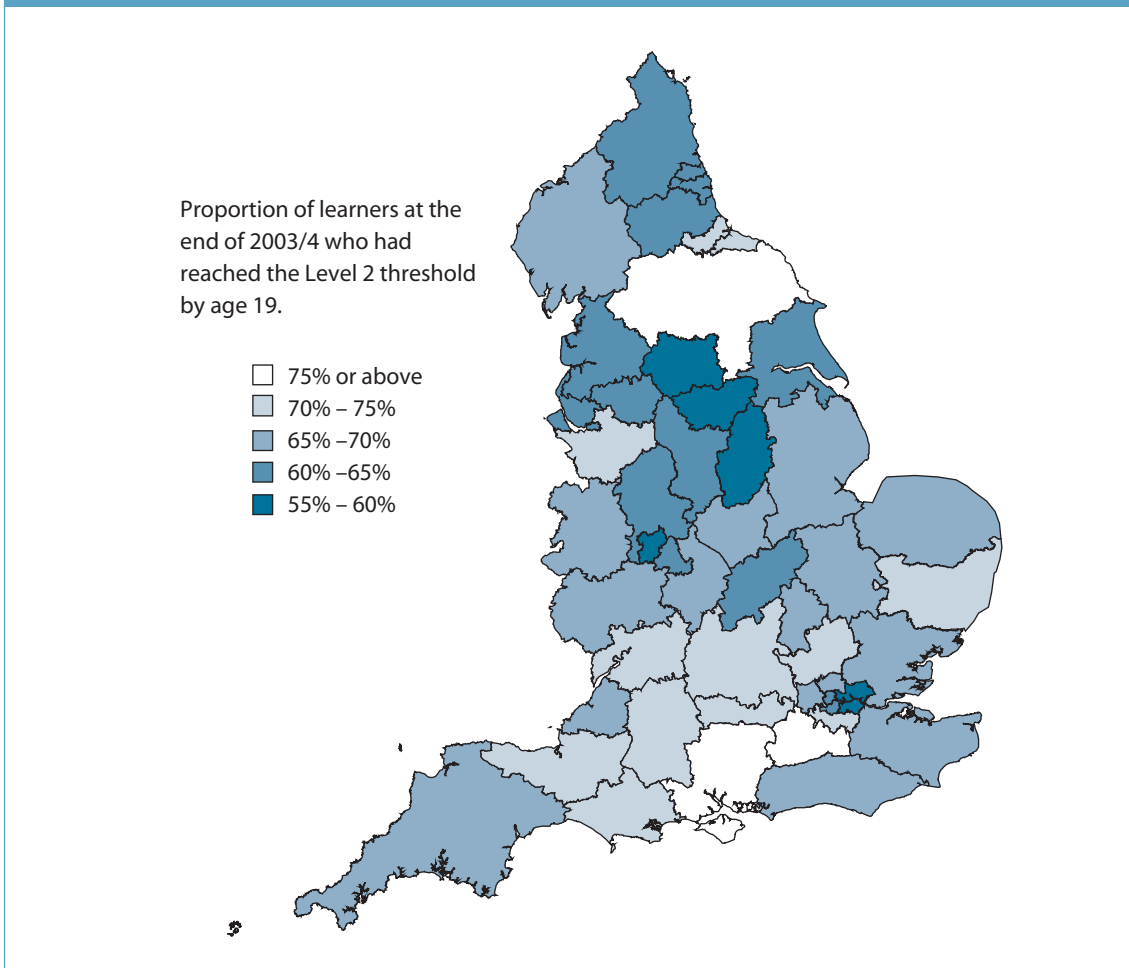
- In each area, the LSC has set out the best levers for raising achievement, considering the evidence in full. The areas have discussed effective practice in addressing common issues and have drawn up action plans to address them.
- During 2005/6, in each area, the LSC will work with Local Authorities, Connexions Partnerships, schools and colleges to implement the local plan.
- Actions being taken include: focusing on those who have dropped out after year 11, to bring them back in; ensuring the right supply and mix of courses; and providing additional personal support to young people within the system.
- Up to £50,000 is being made available to each area this year to enable them to implement their plans.
- The LSC will provide ongoing support to local teams with provision and analysis of data, tailored to local needs.

- DfES will work through Government Offices and the Local Authority priorities conversations to ensure that in these areas, Local Authorities focus on the importance of raising achievement and are fully involved in the plan and its implementation.
- DfES and LSC are producing a toolkit and case studies of effective practice, for dissemination by February 2006, based on evidence of what has had an impact in improving level 2 achievement.
- At the end of 2005/6 there will be a full evaluation of the effectiveness of actions taken and effective practice will be disseminated to other areas.

**Figure 4.2: Increases in the proportion of 16-18 year olds who reached level 2 between 2002/3 and 2003/4**

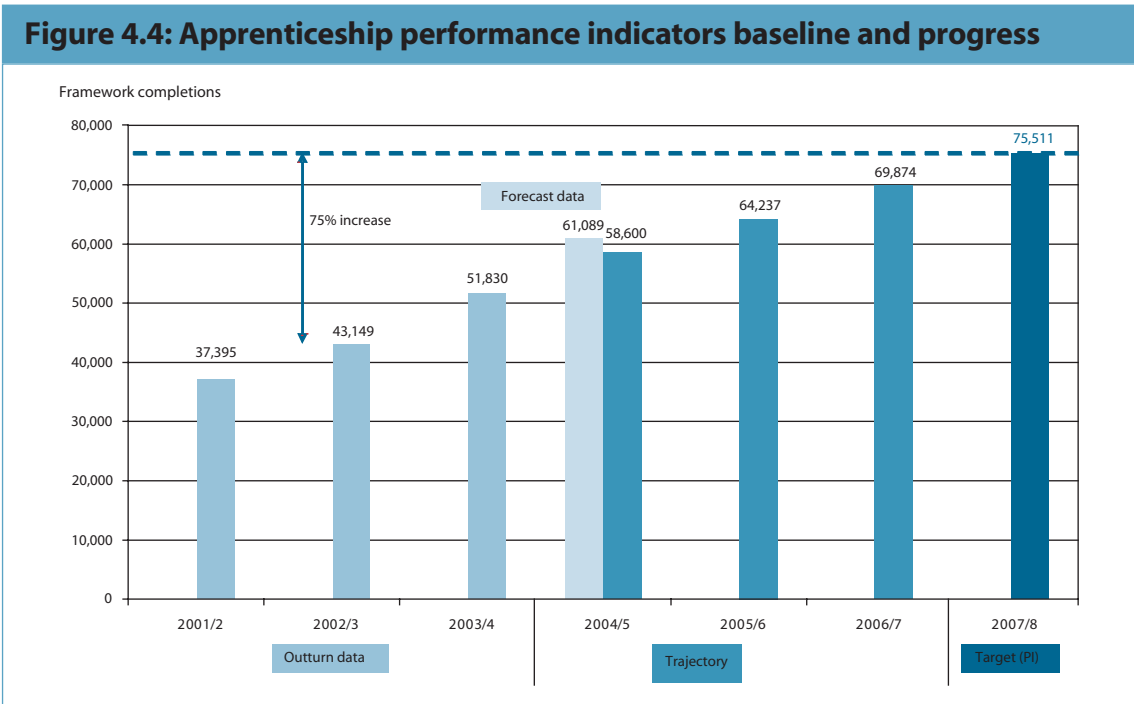


**Figure 4.3: Map to show the proportion of learners at the end of 2003/4 who had reached the level 2 threshold by the age of 19**



### More young people will complete Apprenticeships

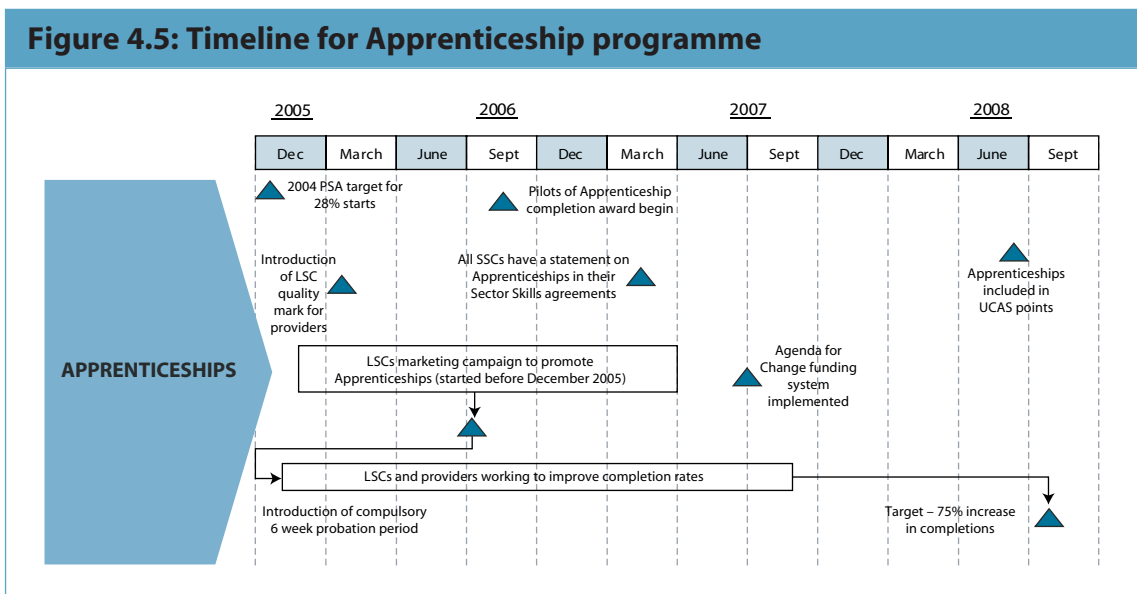
- 4.16** Similarly, we want to drive up achievement on the Apprenticeship route. Apprenticeships are a distinctive and recognised form of training, providing a strong, employment-based route for developing industry-recognised skills. Since 1997, when Apprenticeships had almost died out, there has been significant growth in the number of Apprentices and we have now met our PSA target, that by 2005, at least 28% of 16-21 year olds should start an Apprenticeship for the first time.
- 4.17** Many young people use the programme as a springboard to success. Often, Apprentices do not complete the full Apprenticeship framework because, for example, having done a significant part of it and achieved an NVQ, they are offered improved employment opportunities. However, we believe that there is real merit for young people in completing the full framework, because doing so will give them better opportunities to progress in later life.
- 4.18** So, it is our intention to boost the number of young people completing Apprenticeships in full by at least 75% by 2007/8 as compared to 2002/3. Progress to date is set out in Figure 4.4 on page 70.



4.19 Our key priorities for improving completion numbers are:

- ensuring employers understand how Apprenticeships can benefit their business and have access to a framework;
- ensuring young people have access to Apprenticeships;
- improving the quality of Apprenticeship content and delivery;
- developing a nationally recognised award for completion; and
- putting in place a fair funding regime.

4.20 Figure 4.5 is a timeline summarising key milestones in the programme.



## **Employers will understand how Apprenticeships can benefit their business and have access to a framework**

- 4.21** Employers are crucial to all our reforms, but especially so to Apprenticeships, not least because Apprentices are employees. Before a place as an Apprentice can be offered in a particular sector, employers must be convinced that the Apprenticeship frameworks that exist serve their needs and provide the training required. We must ensure that sectors have the frameworks they need and that businesses are aware of what is on offer.
- 4.22** The Sector Skills Development Agency (SSDA) and LSC are ensuring that all SSCs, on behalf of employers, examine and articulate how they utilise Apprenticeships. SSCs are talking to businesses about how Apprenticeships can be used in their sector. This will lead to a statement on Apprenticeships in every Sector Skills Agreement, as a reflection of industry requirements. All of these will be in place by March 2007.

## **Young people will have access to an Apprenticeship alongside other options and there will be equality of opportunity**

- 4.23** Making sure that young people who might benefit from becoming an Apprentice are aware of the option and know how to take up opportunities is also critical. We need both to boost awareness among young people and to support them to take up appropriate opportunities as they become available.
- 4.24** At the same time, we want to make sure that there are strong progression routes for young people both into Apprenticeships and beyond. The introduction of the new specialised Diplomas will help with this and in chapter 2, we set out how we will ensure that the Diploma and Apprenticeship routes articulate well with one another.
- 4.25** Following the Equal Opportunities Commission's General Formal Investigation, we are also seeking to trial a range of key recommendations to reduce gender stereotyping. We will introduce small-scale trials to test the effectiveness of different approaches and expand those that appear to have the biggest effect in reducing stereotyped choices.
- 4.26** Key actions include:
- In 2005/6 the LSC will run a targeted marketing campaign to ensure that young people, teachers and parents or carers are well-informed about Apprenticeships.
  - In 2006 the LSC will begin producing an Apprenticeship newsletter, and further develop the Apprenticeship website.
  - From August 2006 there will be a compulsory probation period of 6 weeks so that Apprentices and employers can ensure that they are well matched.

- By September 2007 Apprenticeship opportunities will be included in the local area prospectuses described in chapter 3.
- We aim to develop a clearing house to match potential employers and Apprentices by 2007/8.
- To enable Apprentices to progress to HE, Apprenticeships will be included in the UCAS points system for entry to HE in 2008.
- We are working with a range of SSCs to improve progression from Advanced Apprenticeships to HE, including Foundation Degrees.
- We will introduce taster pilots to encourage young people to consider non-stereotypical options as part of the Young Apprenticeship programme.

### **The content and delivery of Apprenticeships are of the highest quality and relevance**

**4.27** The third key element of boosting completion rates is ensuring that all Apprenticeships are of high quality. This can be influenced through the existing performance management systems, through accrediting providers, strengthening the focus of leadership and management, improving professional development and through disseminating good practice. We are taking action in all of these areas.

- In 2005/6 performance management and accountability systems for local LSCs and providers are being further sharpened, with attention being paid to provider self-assessment and improvement. This will also inform both the LSC annual review and new inspection arrangements.
- From April 2006 the LSC will introduce a quality mark for providers for excellent employer-related provision.
- The Centre for Excellence in Leadership (CEL) will deliver a programme for senior managers in the work-based learning sector to ensure that they have a good understanding of Apprenticeship issues.
- Lifelong Learning UK (LLUK) has written and consulted on a professional standards framework.
- In addition, the *Success for All* national change programme for teaching and learning will also improve the effectiveness of training in Apprenticeships. The aim is to build a fully qualified workforce in the learning and skills sector by 2010, with interim targets for 2006.
- Experience has shown that if Apprentices achieve the key skills components of their Apprenticeships early, they are more likely to complete the full framework. We are therefore continuing to promote the upfront delivery model via the Key Skills Support Programme, which will in future be led by QIA.



### **A fair funding regime will support improvement**

- 4.28** The LSC is consulting on a new funding regime which brings together work-based learning and FE funding lines and results in a much simplified system for providers and employers. There will be a revised funding methodology by August 2006.

### **More young people will participate in education and training post-16**

- 4.29** Young people can only prepare themselves to succeed through education and training if they are participating in it. At present, though attainment by age 16 in this country compares favourably with that in other countries, our rates of participation in education and training post-16 put us near the bottom of the international league table. Therefore, underpinning our reforms must be a genuine transformation in participation. By 2015, we want 90% of 17 year olds to choose to participate, compared to 75% today. And we want a significant reduction in the proportion of young people who are not in education, employment or training at all – by at least 2 percentage points between 2004 and 2010.
- 4.30** Obviously it will not be enough simply for these young people to be participating. It must be participation with a purpose – with more young people on a pathway to achieving success and preparing themselves for later life. So the focus of our work will be to engage more people in the system to achieve more through participating than they would by dropping out.
- 4.31** Much of what has already been set out in this plan is necessary to achieving the transformation we seek:
- a KS3 curriculum which prepares more people by 14 to succeed by the age of 19;
  - better qualification routes, with wider choices, more likely to engage 14-16 year olds so that they want to stay on, and more attractive to young people making choices at 16;
  - a local delivery system shaped more strongly around the needs and aspirations of individual students; better arrangements to help young people make the transition to post-16 learning; and a work-based route with real quality and status.

These are necessary conditions for improving participation, but not sufficient to achieve the transformation we seek.

- 4.32** If we are to make rapid progress in raising participation now, we must also dismantle the other barriers and strengthen incentives for individuals to progress and for institutions to support that progression. In particular:



- Local Authorities and schools will ensure the new arrangements are in place by spring 2008, with a phased approach from 2006; and
- from 2008 Local Authorities guided by children's trusts will have responsibility for ensuring young people receive a quality service.

**4.35** Providing high quality IAG offers a way to ensure that all options are seen as real choices by young people; and it can be used to tackle problems of misunderstanding, stereotypes and prejudices. By the age of 14, many young people already display entrenched attitudes about gender roles and occupations, so early intervention is needed.

- DfES will work with Local Authorities and schools to ensure high-quality IAG is provided in all schools from year 7, by spring 2008.
- To ensure partnerships take account of equality and diversity in a more systematic way, DfES is funding a programme in 2005/6 which will:
  - emphasise that equality and diversity issues must be central in planning, implementing and delivering the 14-19 phase;
  - work with equality organisations to encourage equality and diversity in practice; and
  - deliver training in equality and diversity approaches.
- The Manual of Good Practice accessible through [www.dfes.gov.uk/14-19](http://www.dfes.gov.uk/14-19) gives examples of successful approaches in improving equality.

### **Targeting those at risk of disengagement in KS4: the Re-engagement Programme**

**4.36** Crucial to raising post-16 participation is making sure that young people do not disengage from the system pre-16 and are helped back in if they do. The 14-16 Re-engagement Programme is targeted at young people who are lower achieving, at risk of disengagement and likely to benefit from a work-focused programme. The programme focuses on vocational experience, personal and social development and catch up in English and maths.

**4.37** The programme will: provide a tailored programme for each young person, with intensive personal guidance and support; involve significant work-based learning, probably amounting to two days each week; involve courses that could lead towards a level 1 specialised Diploma; and lead on to a range of further options, including Apprenticeships. Participants will be on school rolls and will be expected to continue with the KS4 statutory curriculum.

- QCA are mapping the wide range of existing provision with similar characteristics and using this to establish good practice. They will provide detailed advice by the end of the year.

- During 2006 we will identify a number of local schemes which we will support to draw on and extend good practice.
- From September 2006 these areas will test the effectiveness of a range of possible models, helping to develop understanding of workforce issues and the costs involved.
- DfES support will be designed to promote the development of programmes and provision that can be sustained for the longer term, rather than simply to fund the provision itself.
- In 2007 there will be national implementation of the programme for 10,000 students.

### **Improving financial support for 16-19 year olds**

- 4.38** We want to ensure that no young person is prevented from participating by financial considerations. Through the Education Maintenance Allowance (EMA), some 300,000 16-19 year olds are receiving financial support to participate in education and training. We are evaluating the impact of EMA and at the same time ensuring that eligibility is extended, and the system adjusted, to avoid distorting choices.
- 4.39** In addition, through new 'Activity and Learning Agreement' pilots, we are examining the scope for engaging more young people with the education and training system through marrying the use of financial incentives with formal agreements with young people. Activity Agreements aim to re-engage 16 and 17 year olds who are not in education, employment or training. Learning Agreements aim to improve learning options for 16-17 year olds in jobs with no accredited training. In the Budget in 2005, the Chancellor announced the allocation of £140 million over two years to pilot these arrangements in eight areas.
- 4.40** In continuing to refine our approach to financial support we are taking a number of key actions:
- We are extending EMA to include unwaged trainees in approved training courses from April 2006.
  - From April 2006 changes to Child Benefit and Child Tax Credit will extend financial support to families of unwaged trainees in approved training and those completing appropriate courses after their 19th birthday.
  - Activity and Learning Agreement pilots will begin in April 2006 and run for two years with ongoing monitoring and evaluation.
  - Three variants of Activity Agreements and Allowances will be piloted. Connexions partnerships and the LSC will establish a formal joint delivery partnership to set up, run and monitor these pilots, by April 2006.

- From April 2006, young people will be offered a weekly allowance in return for committing to a plan and completing agreed activities to integrate them back into learning.
- The Learning Agreement pilots will test the success of financial incentives in encouraging employers and employees to take up the statutory right to paid time-off for study for 16-17 year olds without a level 2 qualification or to gain further qualifications.

### **A new progression measure**

- 4.41** We want to recognise schools for supporting their students to make good choices of post-16 courses. In order to do so, we will introduce new measures of progression post-16. These will be published in the School Profile.
- 4.42** It is important that these measures should: be easy to understand for parents/carers and pupils; place incentives on schools to support students to take courses which will work for them; and focus on achievement, not merely on participation. In light of this, the progression measures will show what proportion of young people leaving the school go on to achieve level 2 by age 19, and what proportion go on to achieve level 3 qualifications by that age.
- DfES is currently undertaking technical work to enable us to use the new matched administrative dataset to measure progression at school level, and will consult with 14-19 partnerships on how progression information might be used and presented in the most effective and useful way.
  - In 2006/7 models and formats for presentation in the Schools Profile will be tested with secondary schools.
  - Progression information will formally be published in the Schools Profile from September 2007.
  - In parallel we will develop and consult on models of how targets for progression can be set at area level, and aim to implement an area-based system by September 2008.

# Who will need to do what by when?

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Transforming the system for 14-19 year olds relies not on the actions of Government alone, or even of a central group of national partners. It relies on close working between all of those partners, key agencies locally and on effective working with schools, colleges, training providers, their representatives and others. This plan sets out what needs to be done when to ensure we deliver the changes successfully and on time. This chapter sets out what particular organisations need to do every year to play their role in reforming the system.

The first section of this chapter sets out what different organisations will need to do in order to develop the qualifications and deliver the entitlement. The second section sets out the key actions to deliver the targets.

## To reform the system successfully by 2013...

### By the end of 2005

#### **Skills for Business Network**

##### ***Developing the new qualifications:***

- Set up Diploma Development Partnerships (DDPs) for the first specialised Diplomas.

### **Learning and Skills Council (LSC)**

#### ***Developing the new qualifications:***

- Undertake, with the Qualifications and Curriculum Authority (QCA), initial research and scoping in the three areas of learning for the Foundation Learning Tier (key and basic skills, vocational learning, and personal and social development).

#### ***Delivering the entitlement:***

- Publish guidance on the 16-19 capital fund and 16-19 competitions.

### **Qualifications and Curriculum Authority (QCA)**

#### ***Developing the new qualifications:***

- Produce a draft set of standards for level 1 and 2 functional skills for consultation in early 2006.
- Undertake, with LSC, initial research and scoping in the three areas of learning for the Foundation Learning Tier (key and basic skills, vocational learning, personal and social development).
- By December 2005 provide advice to the Department for Education and Skills (DfES) on the feasibility of developing a bank of tasks and tests to support teacher assessment in the foundation subjects in Key Stage 3 (KS3).
- By December 2005 develop a framework of personal, employability, learning and thinking skills. Produce advice on the framework and how this could be embedded in curriculum and qualification design.

### **Department for Education and Skills (DfES)**

#### ***Developing the new qualifications:***

- Consider advice from QCA in December on the framework of wider skills.

#### ***Delivering the entitlement:***

- Announce first National Skills Academies and Vocational Specialist Schools.
- Publish guidance on the new sixth form presumption.
- Publish details of the Dedicated Schools Grant for 2006/7 and 2007/8.

## By 2006

### **Schools, Colleges and Training Providers**

#### ***Delivering the entitlement:***

- Take part in 14-19 partnerships.
- Take part in 14-19 learning visits where appropriate.
- Those in established Pathfinder and good practice areas may host learning visits.
- Provide information about courses to inform local prospectus development.
- From September 2006 teach the new Key Stage 4 (KS4) science programme and GCSEs.
- New GCSE in agriculture, land and environment ready for teaching from September 2006.
- Pilot the on-screen KS3 ICT test.

### **Employers**

#### ***Developing the new qualifications:***

- DDPs develop content of first specialised Diplomas by summer 2006.
- DDPs map out progression routes from specialised Diplomas to Apprenticeships and vice versa.
- From September 2006 three Sector Skills Councils (SSCs) will begin pilots of the Apprenticeship qualification.

#### ***Delivering the entitlement:***

- Become involved in 14-19 partnerships.

### **Local Authorities and Local Learning and Skills Councils (LSCs)**

#### ***Delivering the entitlement:***

- Set up an effective 14-19 partnership in conjunction with employers, higher education institutions (HEIs) and providers.
- Take part in 14-19 learning visits, where appropriate, to develop knowledge and understanding about successful local delivery models.
- Those in established Pathfinder and good practice areas may host learning visits.
- Develop local prospectus of provision with providers by autumn 2006.



### **Specialist Schools and Academies Trust (SSAT) and Youth Sport Trust (YST)**

The SSAT and YST are independent organisations with their own clear missions which fit closely with the aims of this plan. We are in discussion about how exactly these key partners should play a role in implementation.

#### ***Delivering the entitlement:***

- Work with DDPs so that established networks can support schools in Diploma delivery.
- Work with other key partners to develop teaching materials for first specialised Diplomas.
- First 40 Vocational Specialist Schools operational from spring 2006.

### **Skills for Business Network**

#### ***Developing the new qualifications:***

- Establish the next five DDPs by January 2006.

### **Training and Development Agency for Schools (TDA) and Lifelong Learning UK (LLUK)**

#### ***Delivering the entitlement:***

- Develop work on Initial Teacher Training (ITT), including models of training for teachers of vocational subjects.
- Develop plans to support areas introducing specialised Diplomas in 2008.

### **Centre for Excellence in Leadership (CEL) and National College for School Leadership (NCSL)**

#### ***Delivering the entitlement:***

- Work with others to prepare leaders undertaking new roles in leading collaborative local provision.

### **Learning and Skills Council (LSC)**

#### ***Developing the new qualifications:***

- Between January 2006 and September 2007 work with QCA to develop planning and funding mechanisms for the Foundation Learning Tier.

#### ***Delivering the entitlement:***

- Consult on reform of education business links.
- Make first allocations of capital from the 16-19 capital fund from June 2006.
- Run first 16-19 competitions from January 2006.

## **Quality Improvement Agency (QIA)**

### ***Delivering the entitlement:***

- Work with key partners to develop teaching materials for the first specialised Diplomas and functional skills.

## **Qualifications and Curriculum Authority (QCA)**

### ***Developing the new qualifications:***

- Advise DfES on remaining key issues for specialised Diplomas including assessment, grading and awarding arrangements, by spring 2006.
- By June 2006 produce advice on feasibility and design of a self-standing Apprenticeship qualification.
- From September 2006 work with three SSCs to pilot the Apprenticeship qualification.
- Produce proposals for supporting and developing the exams system to enable delivery of the new qualifications.
- Produce proposals on improving the quality of awarding bodies' services.
- Consult on functional skills content at level 1 and 2, and trial draft standards and assessment regime.
- Between January 2006 and September 2007 work with the LSC to develop units and qualifications for the Foundation Learning Tier.
- Begin consultation on KS3.
- Develop and test models for maths pathways, with the aim of making recommendations for a coherent curriculum and assessment framework. Small-scale trialling from September 2006.
- By spring 2006 report on review of GCSE coursework.
- Trial different options for the extended project and introduction of Advanced Extension Award (AEA) type material into A levels.
- Establish the Institute of Educational Assessors in April 2006.

## **Department for Education and Skills (DfES)**

### ***Developing the new qualifications:***

- Agree a way forward on Apprenticeship qualifications.

### ***Delivering the entitlement:***

- Legislate for the entitlement.
- Provide funding for 2006-7 for a locally held flexible funding pot.
- Begin communications to all key stakeholders on the new specialised Diplomas.
- Produce guidance on the development of local prospectuses.
- Fund learning visits to share good practice about 14-19 local delivery and update information on the 14-19 website ([www.dfes.gov.uk/14-19](http://www.dfes.gov.uk/14-19)).
- From 2006-7 begin two-year pilots of locally pooled budgets to support local delivery.
- Plan for design and development of staff training and teaching materials to support teaching of Diplomas and functional skills.
- Ensure 400 Centres of Vocational Excellence (CoVEs) and new National Skills Academies are in operation.
- Introduce changes to the Achievement and Attainment Tables to include English and maths.
- From September 2006 introduce a new structure of training bursaries and golden hellos for those training to teach a number of subjects in schools and further education.

## **By 2007**

### **Schools, Colleges and Training Providers**

#### ***Delivering the entitlement:***

- Informed by learning visits, work with others in their area to prepare for the introduction of specialised Diplomas.
- Vocational Specialist Schools contribute through their development work.
- Plan to deliver new A level specifications.
- Receive the new KS3 curriculum and guidance on changes and plan to deliver this for year 7 from September 2008.

## **Employers**

### ***Developing the new qualifications:***

- By April 2007 DDPs develop Diploma content for the second tranche of specialised Diplomas.
- DDPs map out progression routes from the second tranche of Diplomas to Apprenticeships and vice versa.

## **Local Learning and Skills Councils (LSCs)**

### ***Delivering the entitlement:***

- Develop a local prospectus jointly with Local Authorities, schools, colleges and other providers by autumn 2007.
- Allocate resources to meet learner demand to develop the necessary infrastructure for the introduction of specialised Diplomas.

## **Local Authorities**

### ***Delivering the entitlement:***

- Develop a local prospectus jointly with local LSCs, schools, colleges and other providers by autumn 2007.

## **Specialist Schools and Academies Trust (SSAT)**

### ***Delivering the entitlement:***

- Work with the QIA, CoVEs, Vocational Specialist Schools and National Skills Academies to establish learning networks in the first five specialised Diploma lines.
- Complete development of specialised Diploma teaching materials and support staff training.

## **Skills for Business Network**

### ***Developing the new qualifications:***

- By January 2007 establish the final four DDPs.

## **Awarding Bodies**

### ***Developing the new qualifications:***

- Design qualifications for the first specialised Diplomas.
- Publish information on the qualifications and provide to schools and colleges.
- Submit new specifications for those A levels moving to four rather than six assessment units.

### ***Delivering the entitlement:***

- Disability Discrimination Act extended to cover general qualifications.

## **Learning and Skills Council (LSC)**

### ***Developing the new qualifications:***

- From September 2007 work with QCA on phased roll-out of the Foundation Learning Tier.

### ***Delivering the entitlement:***

- Establish first providers of 16-19 provision under new routes.

## **Quality Improvement Agency (QIA)**

### ***Delivering the entitlement:***

- Complete development of specialised Diploma teaching materials and support staff training.
- Work with the National Strategies to develop a training programme for staff delivering functional skills, and support staff training.

## **Qualifications and Curriculum Authority (QCA)**

### ***Developing the new qualifications:***

- By summer 2007 accredit the first specialised Diplomas.
- Begin work with LSC on phased roll-out of Foundation Learning Tier for September 2007.
- Start piloting new maths, English and ICT GCSEs with embedded functional skills.
- Consult on KS3 until May 2007 as curriculum is developed and programmes of study revised.
- By September 2007 provide advice to DfES on the proposed KS3 curriculum.
- By autumn 2007 provide new KS3 curriculum to schools with guidance on changes.

## **Department for Education and Skills (DfES)**

### ***Delivering the entitlement:***

- Provide funding for 2007-8 for a locally held flexible funding pot.
- Provide funding for workforce development, including professional development materials.
- Ensure creation of a further 50,000 16-19 school, college and work-based learning places by September 2007.

## **By 2008**

### **Schools, Colleges and Training Providers**

#### ***Delivering the entitlement:***

- Ensure that relevant staff are trained to deliver the specialised Diplomas and KS3 changes in time for their introduction. Professional development materials and training will be made available.
- Prepare for curriculum changes to embed functional skills and start piloting new content in English, maths and ICT.
- Deliver revised specifications and encourage and support A level students to do the extended project when appropriate.
- New GCSEs in applied subjects will be ready for teaching from September 2008.

### **Employers**

#### ***Developing the new qualifications:***

- By April 2008 DDPs develop the content for the final tranche of specialised Diplomas.
- DDPs map out progression routes from the final tranche of Diplomas to Apprenticeships and vice versa.

#### ***Delivering the entitlement:***

- Increase capacity to deliver work experience for specialised Diplomas, particularly work experience relevant to the Diploma lines, focused on the first tranche for 2008.

### **Higher Education Institutions (HEIs)**

#### ***Developing the new qualifications:***

- To have confidence in the development of specialised Diplomas and be ready to accept them towards entry from 2010.
- Begin asking for the extended project for 2010 entry.

### **Awarding Bodies**

#### ***Developing the new qualifications:***

- Design qualifications for the second tranche of specialised Diplomas.
- Publish information on these qualifications and provide to schools and colleges.
- Provide specifications to schools for revised English and ICT GCSEs including functional skills.

### **Qualifications and Curriculum Authority (QCA)**

#### ***Developing the new qualifications:***

- By summer 2008 accredit the second tranche of specialised Diplomas.
- Reduce the number of assessment units in A levels through the accreditation process. This is ongoing, with the majority reduced from six to four by 2008.
- Complete the pilot of and accredit the extended project.
- By autumn 2008 produce advice on maths pathways.

### **Department for Education and Skills (DfES)**

#### ***Developing the new qualifications:***

- Review A levels to examine the case for introducing greater breadth and evaluate progress in introducing greater stretch and challenge.

#### ***Delivering the entitlement:***

- 12 National Skills Academies and 200 Vocational Specialist Schools established.

## **By 2009**

### **Schools, Colleges and Training Providers**

#### ***Delivering the entitlement:***

- First teaching of the second tranche of specialised Diploma lines from September 2009.
- First teaching of new English and ICT GCSEs including functional skills.

### **Awarding Bodies**

#### ***Developing the new qualifications:***

- Design qualifications for the last set of specialised Diplomas.
- Publish information on these qualifications and provide to schools, colleges and training providers.
- Provide specifications to schools for revised maths GCSE including functional skills.

### **Qualifications and Curriculum Authority (QCA)**

#### ***Developing the new qualifications:***

- By summer 2009 accredit the last tranche of specialised Diplomas.

## **By 2010**

### **Schools, Colleges and Training Providers**

#### ***Delivering the entitlement:***

- First teaching of the last four specialised Diploma lines from September 2010.
- First teaching of new maths GCSE including functional skills.

### **Awarding Bodies**

#### ***Developing the new qualifications:***

- Develop systems for awarding of General Diploma for summer 2011.
- First awards of revised A levels.

### **Higher Education Institutions (HEIs)**

#### ***Developing the new qualifications:***

- Begin asking for specialised Diplomas and the extended project for entry.

### **Department for Education and Skills (DfES)**

#### ***Developing the new qualifications:***

- Recognise achievement in specialised Diplomas in Achievement and Attainment Tables.



## By 2011

### **Awarding Bodies**

#### ***Developing the new qualifications:***

- First national awarding of General Diploma in summer 2011.

## By 2013

### **Schools, Colleges and Training Providers**

#### ***Delivering the entitlement:***

- Ensure access to the full national entitlement for every pupil on their roll. This will involve collaboration with other providers in the area in offering the specialised Diplomas to 14-16 and 16-19 year olds.

### **Local Authorities and Local Learning and Skills Councils (LSCs)**

#### ***Delivering the entitlement:***

- Ensure that all specialised Diplomas are available in their area by 2013.
- Challenge providers where there are gaps in provision, and commission new provision where necessary, to secure sufficient access within their area to all the specialised Diplomas.

## To achieve our targets...

## By the end of 2005

### **Schools, Colleges and Training Providers**

#### ***Level 2 by 19:***

- Support learners at risk of not achieving level 2.
- Work with local LSCs to ensure that young people are offered a range of appealing provision at level 2 and below.

## **Local Learning and Skills Councils (LSCs)**

### ***Level 2 by 19:***

- Work with Local Authorities, Connexions and providers to implement action plans for raising attainment of young people, especially in the 14 areas where there are particular challenges.
- Work with providers to ensure that there is a wide range of appealing provision designed to get young people to level 2 by 19.

### ***Apprenticeships:***

- Deliver improved performance management and accountability systems for Apprenticeship providers.
- Take action, along with CEL and LLUK to ensure that the workforce in Apprenticeship providers have the required skills and understanding to ensure high quality delivery.
- Provide targeted information to young people and parents on the benefits and availability of Apprenticeships.

## **Local Authorities**

### ***Level 2 by 19:***

- Work with local LSCs, Connexions and providers to implement action plans for raising attainment of young people, especially in the 14 areas where there are particular challenges.

## **Connexions Partnerships**

### ***Level 2 by 19:***

- Work with Local Authorities, local LSCs and providers to implement action plans for raising attainment of young people, especially in the 14 areas where there are particular challenges.

### ***Participation:***

- Provide personal advice and ongoing support for young people, especially those not in education, employment or training or at risk of disengagement.

## **Learning and Skills Council (LSC)**

### ***Level 2 by 19:***

- Support local areas with analysis and interpretation of data on achievements of learners.
- Provide funding to local areas so that they can implement their plans.

### ***Apprenticeships:***

- Run national marketing campaign to promote benefits and availability of Apprenticeships to young people, teachers, parents/carers and employers.

## **Qualifications and Curriculum Authority (QCA)**

### ***Participation:***

- Provide advice on existing provision and good practice in 14-16 re-engagement programmes.

## **Department for Education and Skills (DfES)**

### ***Level 2 by 19:***

- Work through Government Offices and Local Authority priority conversations to ensure that Local Authorities are fully involved in implementing action plans for raising attainment of young people.

### ***Apprenticeships:***

- Implement action to improve teaching and learning in Apprenticeships.

### ***Participation:***

- Begin analysis of the success of Education Maintenance Allowance (EMA) in order to identify next steps to increase participation.
- Work with equality organisations to embed equality and diversity in planning, implementation and delivery.

## By 2006

### **Schools, Colleges and Training Providers**

#### **Level 2 by 19:**

- Use resources to improve teaching and learning at level 2 as they become available.

#### **Participation:**

- Engage in phased introduction of new arrangements for delivery of information, advice and guidance (IAG) to young people.
- From April 2006 encourage unwaged trainees on approved courses to take advantage of their new eligibility for EMA.
- From September 2006 deliver 14-16 re-engagement programmes in those areas chosen to develop schemes.

### **Employers**

#### **Participation:**

- Engage with Learning Agreements in pilot areas to enable employees to access training opportunities from April 2006.
- Provide opportunities for work-based learning for young people on 14-16 re-engagement programmes in local areas chosen to develop schemes from September 2006.

### **Local Learning and Skills Councils (LSCs)**

#### **Level 2 by 19:**

- Disseminate the level 2 toolkit to be developed by DfES and LSC.
- Work with Connexions to ensure that there is a 'September Guarantee' of an offer of learning for all those leaving year 11 in September 2006 in most areas.

#### **Participation:**

- In pilot areas work with Connexions Partnerships to deliver Activity and Learning Agreement pilots from April 2006.
- Work with training providers and partners to extend EMAs to unwaged trainees aged 16-19 from April 2006.

### **Local Authorities**

#### ***Level 2 by 19:***

- With children's trusts, ensure that work through the youth service and with young people at risk of disengagement has a focus on learning towards level 2.

#### ***Participation:***

- Engage in phased introduction of new arrangements for delivery of IAG to young people.

### **Connexions Partnerships**

#### ***Level 2 by 19:***

- With local LSCs, put in place clearing house arrangements for year 11 students without a level 2.
- With local LSCs, ensure that there is a 'September Guarantee' of an offer of learning for all those leaving year 11 in September 2006 in most areas.

#### ***Participation:***

- In pilot areas, work with partner organisations to deliver Activity and Learning Agreement pilots from April 2006.

### **Quality Improvement Agency (QIA)**

#### ***Level 2 by 19:***

- Include achievement of level 2 at 19 as a priority in their Quality Improvement Strategy.
- Draw together and disseminate good practice in level 2 and Apprenticeship provision.

## **Learning and Skills Council (LSC)**

### ***Level 2 by 19:***

- Deliver targeted marketing campaign to encourage achievement of level 2.
- By February 2006, produce a toolkit and case studies of effective practice in improving attainment at level 2 with DfES.

### ***Apprenticeships:***

- Take forward development of a clearing house to match Apprentices to potential employers.
- Work with DfES to develop pilots and programmes, such as taster sessions, to overcome stereotyped choice in Young Apprenticeships.
- Introduce the new quality mark for providers of work-based learning in April 2006.
- By August 2006, introduce a six week probation period for Apprenticeships.

### ***Participation:***

- Introduce a quality mark for providers for all employer-related learning provision.

## **Department for Education and Skills (DfES)**

### **Level 2 at 19:**

- By January 2006 produce professional development guide to improve teaching and learning at level 2.
- Carry out full evaluation of the effectiveness of action to raise attainment of level 2 at 19.
- Working with the LSC, produce and disseminate a toolkit and case studies of effective practice in improving attainment at level 2, by February 2006.

### **Apprenticeships:**

- Work with the LSC to develop pilots and programmes, such as taster sessions to overcome stereotyped choice in Young Apprenticeships.

### **Participation:**

- Undertake technical work required to use the matched administrative data set to develop the progression measure for schools, colleges and training providers.
- Develop new proposals for the delivery of high quality, impartial IAG on the basis of consultation on *Youth Matters*.
- During 2006 identify local programmes to be supported to extend and test good practice in 14-16 re-engagement.
- From September 2006 support the delivery of these programmes.
- Develop and support the delivery of Activity and Learning Agreement Pilots from April 2006.

## **By 2007**

## **Local Learning and Skills Councils (LSCs)**

### **Level 2 by 19:**

- Work with Connexions to ensure that there is a 'September Guarantee' of an offer for all those leaving year 11 in September 2007 in all areas.

### **Apprenticeships**

- By September 2007 ensure all Apprenticeship opportunities are included in local prospectuses.

### **Connexions Partnerships**

#### ***Level 2 by 19:***

- Work with local LSCs to ensure that there is a 'September Guarantee' of an offer for all those leaving year 11 in September 2007 in all areas.

### **Skills for Business Network**

#### ***Apprenticeships:***

- By March 2007 ensure that all Sector Skills Agreements include a statement on Apprenticeships following consultation by SSCs with businesses about industry requirements.

### **Learning and Skills Council (LSC)**

#### ***Apprenticeships:***

- By March 2007 ensure that all Sector Skills Agreements include a statement on Apprenticeships following consultation by Sector Skills Councils with businesses about industry requirements.
- Work with UCAS to develop the allocation of tariff points for Apprenticeships for entry into HE in 2008.

### **Department for Education and Skills (DfES)**

#### ***Participation:***

- By spring 2007 agree standards for IAG following consultation.
- Formally test different models and formats of the Progression measure for inclusion in the Schools Profile.
- National roll-out of 14-16 re-engagement programme for 10,000 students.

## **By 2008**

### **Schools, Colleges and Training Providers**

#### ***Participation:***

- Implement new arrangements for IAG, ensuring that the workforce is trained so that all young people receive a high quality service, starting from year 7.

### **Local Authorities**

#### ***Participation:***

- Ensure that new IAG arrangements are in place and that young people receive a quality service.



### **Higher Education Institutions (HEIs)**

#### ***Apprenticeships:***

- Recognise Apprenticeship qualifications through the UCAS tariff.

### **Department for Education and Skills (DfES)**

#### ***Participation:***

- Implement an area-based system of progression measures for schools to drive focus on the progression and achievement of all students post-16.
- Evaluate Learning and Activity Agreement Pilots and identify next steps.
- Work with partners to ensure that new arrangements for IAG are implemented successfully.

# Glossary

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

AEA	Advanced Extension Award
BSF	Building Schools for the Future
CAP	Centralised Application Process
CEL	Centre for Excellence in Leadership
CoVEs	Centres of Vocational Excellence
DDPs	Diploma Development Partnerships
EMA	Education Maintenance Allowance
E2E	Entry to Employment
GAD	Government Actuary's Department
IAG	Information, Advice and Guidance
ICT	Information and Communications Technology
ITT	Initial Teacher Training
KS3	Key Stage 3 (ages 11-14)
KS4	Key Stage 4 (ages 14-16)
LLUK	Lifelong Learning UK
LSC	Learning and Skills Council
LSDA	Learning and Skills Development Agency
MIAP	Managing Information Across Partners
NCSL	National College for School Leadership
NEET	Not in education, employment or training

PGCE	Postgraduate Certificate in Education
PSA	Public Service Agreement
QCA	Qualifications and Curriculum Authority
QIA	Quality Improvement Agency
SSAT	Specialist Schools and Academies Trust
SSC	Sector Skills Council
SSDA	Sector Skills Development Agency
TDA	Training and Development Agency for Schools
UCAS	University and Colleges Admissions Service
WBL	Work-based learning
YST	Youth Sport Trust

Copies of this publication can also be obtained from:

DfES Publications  
PO Box 5050  
Sherwood Park  
Annesley  
Nottingham NG15 0DJ

Tel: 0845 6022260

Fax: 0845 6033360

email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

DfES Ref: 2037-2005DCL-EN

PP/D16/(6351)/MRP/1105

© Crown copyright 2005

Produced by the Department for Education and Skills

Extracts from this document may be reproduced for non-commercial education or training purposes on the condition that the source is acknowledged.