

A vision
for 14-19
in London:
Pan-London
learner offer
consultation

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Ministerial Foreword

This paper sets out a vision for 14–19 in London, which aims to put London at the forefront of transforming education and training for young people.

The Working Group on 14–19 reform, chaired by Mike Tomlinson, published its final report and recommendations in October. Welcoming that report, the Secretary of State announced that detailed proposals would be published in a White Paper early in 2005. These proposals will set the long-term direction for 14–19 reform at national level. We want to make sure that London leads in driving that reform.

London is making good progress. This year, for the first time, London schools achieved results for 5+ A*–C GCSE passes better than the national average. Post-16 results are also improving, and participation in education and training is the same in London as nationally. However, there is still significant variation between areas and between institutions. We need to ensure that all young people in London have the opportunity for appropriate progression in education and training, wherever they live or learn.

There is much already happening in London aimed at improving 14–19 provision. The seven London 14–19 Pathfinders – in Harrow, Islington, Lewisham, Newham, Southwark, Tower Hamlets and Westminster – are testing the local delivery of 14–19 education and training, developing effective models on which we will want to build. Local partners are working together across London, through 14–19 fora, to develop local strategies and respond to need. In many areas this has already led to partners agreeing local curriculum entitlements. We must learn from the most effective practice and ensure that such developments are part of a coherent whole.

This consultation proposes an overarching vision and a set of objectives for 14–19 in London for the next five years. It aims to build on the best local innovation and to

create strong foundations for longer-term reform in London as part of the national strategy to be announced in the White Paper. It describes a London 14–19 learner offer, which would provide a framework for regional and local developments and play a significant part in ensuring that London is at the forefront of driving change.

All those involved in 14–19 across London – at local, sub-regional and regional level – have an important role to play in making the vision a reality. We must work together to give all London’s young people the opportunities they deserve, to help them realise their potential and to contribute to London’s future success. Your views and ideas will be vital in helping us to develop an offer for all young people in London that will help them achieve this.



Stephen Twigg MP

Minister for London Schools



Ivan Lewis MP

Parliamentary Under Secretary
of State for Skills and Vocational Education

Where we are now

A changing 14–19 environment spurred by the publication of *14–19: Opportunity and Excellence* and *Success for All* has opened the way for fresh innovation and flexibility. The five London Learning and Skills Councils are currently consulting on strategic options as part of the Strategic Area Review (StAR).

The Working Group on 14–19 reform published its final report in October, setting out a vision for a unified framework of 14–19 curriculum and qualifications. In response, the Secretary of State announced the preparation of a White Paper, with detailed proposals, to be published early in 2005. Together with the Government's *Five Year Strategy for Children and Learners* and a Green Paper on the Youth Offer, to be published shortly, this sets the context for our work in London.

LONDON - A WORLD LEADER

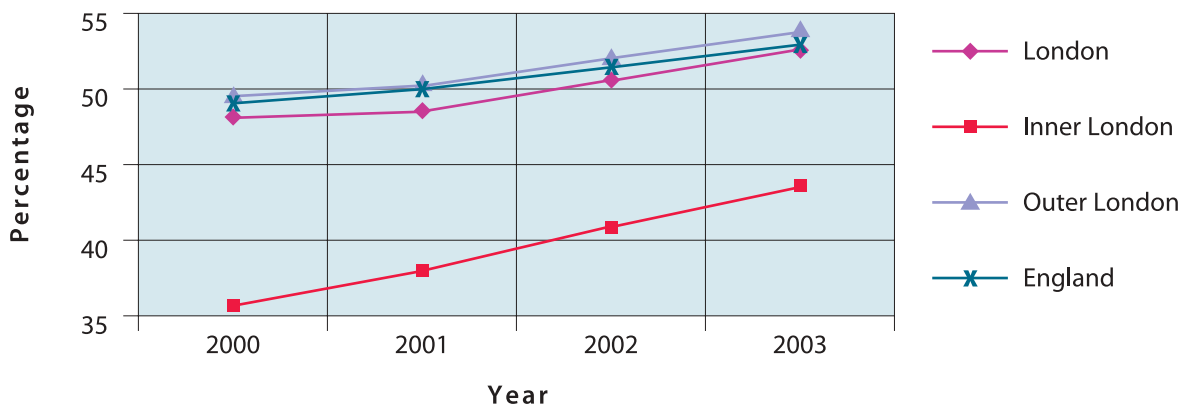
London is a unique city in this country. Young people in London grow up in the most diverse city in the world, where the challenges and opportunities of the inner city sit alongside the challenges and opportunities of a major world economy, with all its world-class resources. Some key facts:

- More than 7 million people live in London; the population is projected to grow by between 0.7 and 0.9 million people over the next decade.
- London's economy is in excess of £160 billion a year.
- Gross Domestic Product (GDP) per capita in London is 28% above the UK average.
- Productivity in London is 25% above the UK average.
- There are over 300 languages spoken in London.
- 108 of Europe's 500 biggest companies have their headquarters in London.
- Nearly 200 of London's wards are in the 1000 most deprived wards in the country.
- Over 3.5 million people are employed in London; over one third is educated to degree level.

The demand for higher skills in London is increasing. However, there remain some pockets of London where lower-skilled work is prevalent; aspirations in these areas are often low. Over the next ten years the availability of lower-skilled work is likely to decrease, leaving some areas of London ill-equipped to deal with new skills demands. We must ensure that all London's young people are able to benefit from the opportunities around them, to help them develop the skills and attributes they need to succeed, and that London's employers seek.

More young people in London than ever before are achieving a level 2 qualification at the age of 16. Inner London schools, which face the greatest challenges, have improved at almost twice the rate of schools nationally.

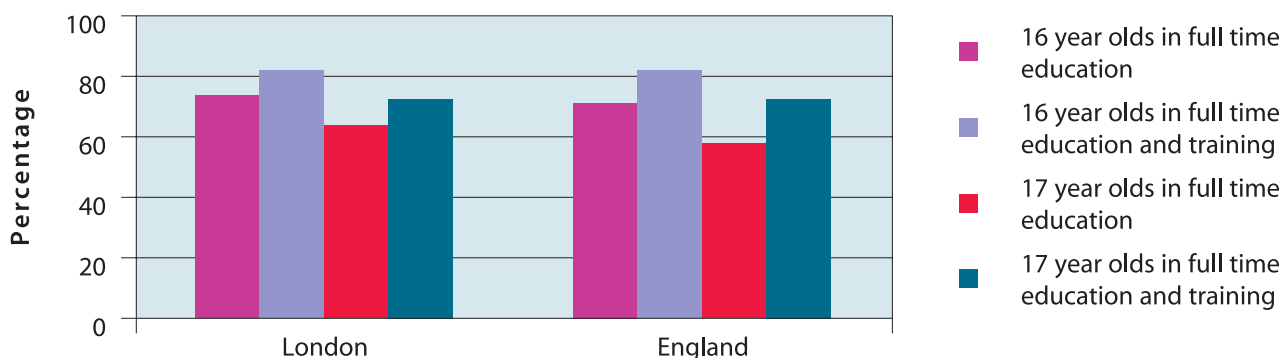
PERCENTAGE GAINING 5 + A*– C GCSE



There remain significant differences between the attainment of particular groups of students. Boys, young people from disadvantaged backgrounds, young people from some minority ethnic groups and looked-after children are significantly less likely to achieve a level 2 qualification at the age of 16 than their peers. Appropriate provision for other vulnerable groups and for students with special educational needs is not always available to ensure progression and high expectations of achievement.

We need to be able to offer all young people high-quality opportunities for progression. The proportion of young people in London remaining in education and training post-16 in 2001 (the most recent year for which figures are available) was at least equal to the national average.

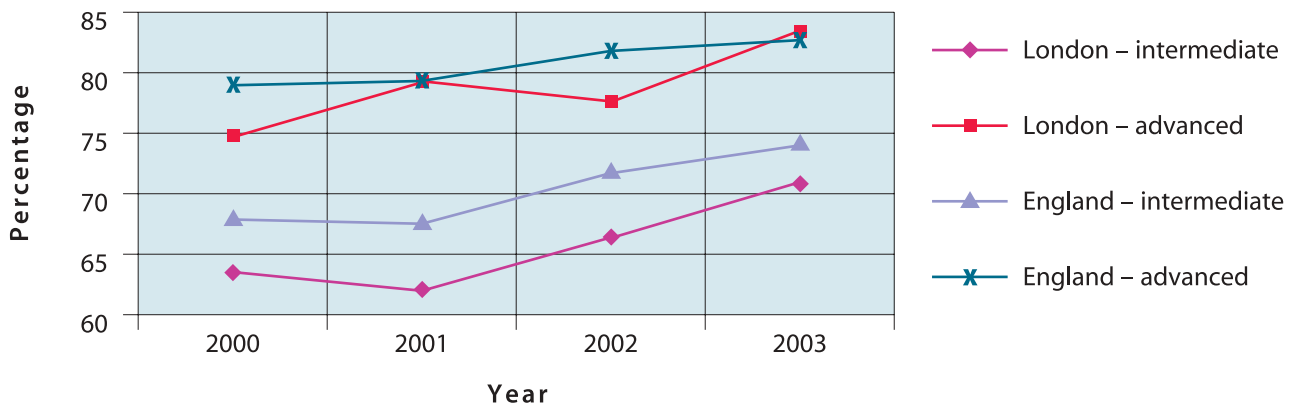
PARTICIPATION IN FULL-TIME EDUCATION AND TRAINING – 2001



However, there is significant variation in participation between different London boroughs. In some, participation in education and training post-16 nears 100%, whereas in others it is below 80%.

Attainment post-16 is also improving faster in London than nationally, although the average points score (APS) per candidate remains lower in London than the England average. A higher proportion of students attempting advanced vocational qualifications were successful in London than nationally in 2003.

PERCENTAGE OF STUDENTS ATTEMPTING VOCATIONAL QUALIFICATIONS WHO ACHIEVED THEM



Vision

We want to see London leading the way in the development of a 14–19 phase of education and training that gives all young people the opportunity to progress along clear learning pathways and achieve their potential.

Our vision is of 14–19 education and training in London that helps young people to develop the skills and attributes they need to succeed. London's young people will be highly sought after by further and higher education institutions and by employers, who will know that they are among the best and most appropriately qualified in the country. And as the longer-term national reforms, which we expect to be announced early in 2005, roll out over the coming decade, London's young people will be strongly placed to gain maximum benefit from the new opportunities available to them.

Young people in London will build on their achievements at Key Stage 3 as they embark on a learning programme that meets their individual needs. Learning pathways will be flexible to enable young people to move between them as they progress. Young people, their parents/carers, their teachers and others working with learners will share high aspirations and the expectation that young people will remain in education or training beyond the age of 16 and develop an appetite for lifelong learning.

All young people in London will have excellent support and guidance to help them make choices about their future learning pathways. Impartial information about all options will be easily accessible to all young people, wherever they live or learn. All young people will have access to one-to-one support at the key decision-making points – at 14, at 16 and at 18. Their teachers, personal advisers and other adults will understand the options and will be able to support them to make the most appropriate choices at every stage.

All providers of education and training in London will be part of a wider network, enabling them to share resources and offer opportunities collectively to young people. Networks will draw together providers with different types of provision, specialisms and expertise, establishing partnerships which enable all young people in an area to benefit from high-quality learning experiences that motivate them and secure personal and educational achievement. Providers will have access to high-quality continuing professional development.

London is known the world over for its creative industries, its financial services, its hospitality and leisure services and its Higher Education institutions. We want to maximise the contribution of all of London's world-class resources to helping young people achieve their potential. We share a vision in which all London universities are linked to schools and colleges, offering opportunities to young people to benefit from their facilities and teaching through direct and virtual provision.

All schools and colleges will have a compact with at least one London business that sets out how they will work together to support young people and staff, for mutual benefit.

PRINCIPLES

In September 2003 the Department for Education and Skills published a leaflet in which Ministers set out five principles for the organisation of 16–19 provision. We will adopt these principles to guide our work in London across the 14–19 phase.

- High quality provision for all learners
- Diversity of provision to ensure curriculum breadth
- Respect learner choice
- Provision that is affordable, cost effective and provides value for money
- Distinct 16–19 provision that meets the pastoral, management and learning needs of learners

Objectives

We will work together to implement a learner offer for all London's young people that secures first-class provision for all and at all levels, which engages all of London's world-class resources and meets the needs of employers. This will involve a curriculum offer with a range of learning pathways, support for excellent learning and teaching, and access to impartial information, advice and guidance. We want to see an offer to all young people in London that rivals the best in the country.

We will agree clear actions to deliver against these objectives, to be published by summer 2005.

BY 2010, WE WILL HAVE:

Raised attainment at all levels

Increased participation in education or training post-16 and post-17

Increased the number of young people in London taking vocational qualifications at all levels

Improved retention and completion rates post-16 at all levels

Increased the proportion of excellent teaching in schools, colleges and training providers

Improved parents' and young people's perceptions, aspirations and confidence in the options open to them, as measured by pupil and parent surveys

IN ADDITION, BY 2010:

Every London school or group of schools will be linked to a London business committed to helping them deliver high-quality work-related experiences to all their students

All London's young people will have an Individual Learning Plan

ICT systems will be in place for providers of 14–19 education to facilitate their collaboration and enable learners to experience a seamless transition during this phase

We will develop and implement a common quality assurance framework

Realising our objective: Pan-London 14–19 learner offer

We aim to put the learner at the centre of all that we do. All young people in London, regardless of where they live, where they learn or which learning pathway they follow, should be able to benefit from a choice of high-quality, appropriate and diverse provision. We will agree a common core offer to all London's young people.

The London 14–19 learner offer will focus primarily on three key areas:

- Curriculum offer;
- Learning and Teaching; and
- Information, Advice and Guidance.

Every young person in London should have access to:

- a choice of high quality, coherent, engaging and rich programmes of learning that:
 - reflects their aspirations and local need and opportunity;
 - develops specific and general skills, knowledge and attributes (personal, social, academic, vocational and occupational);
 - supports young people to progress along pathways leading from Key Stage 4 to skilled employment, apprenticeships and/or Higher Education;
 - matches young people's skills, ambitions and aptitudes;
 - leads to outcomes that learners value and that are valued by wider society;
 - is flexible enough to enable learners to change their goals and make progress at their own pace.
- integrated and coherent information, advice and guidance both ongoing and at key decision-making points that supports young people to access the right opportunities and to progress at an appropriate rate, with additional support available to vulnerable and at risk young people;
- high quality teaching, training, assessment and feedback;
- personal and academic support during their learning programme;
- access to sporting and creative opportunities and to wider experiences that draw on London's wealth of cultural, sporting, historical, business and enterprise resources.

CURRICULUM

The London 14–19 learner offer will enable young people to access the curriculum at all levels as and when appropriate: entry, foundation, intermediate and advanced. It will support the development of general and specific skills, in areas considered traditionally ‘academic’ and ‘vocational’.

Generic entitlement for all young people (14–19)

- Key Skills
- Enrichment activities (creative, recreational, cultural and sporting activities)
- Work-related learning
- Enterprise activities
- Learning support in ICT, numeracy and literacy
- Induction programmes
- Personal tutor
- Employability skills
- Independent study skills and study support

Foundation/Entry/Level 1

- E2E programmes
- 5–10 level 1 courses offering access to level 2 in different vocational/ occupational areas
- Programmes relevant to needs of learners with additional learning needs (e.g. life skills, NVQ1)
- Individual curriculum to support young people with learning difficulties and disabilities

Intermediate/Level 2

- GCSEs in a broad range of National Curriculum subjects including GCSEs in vocational subjects
- Other specialist level 2 qualifications e.g. BTEC
- Level 2 Apprenticeships in 5–10 occupational areas identified as ‘high demand’ for London

Advanced/Level 3

- AS/A2s in at least 15–20 areas at each level
- 6- and 12-unit AVCEs in 4–6 areas
- Other level 3 specialist qualifications
- Level 3 Apprenticeships in 5–10 occupational areas identified as ‘high demand’ for London

LEARNING AND TEACHING

All learners will experience high-quality learning supported by good teaching across all providers. Rigorous self-assessment and review will be at the heart of the quality framework within which schools, colleges and other providers operate. There will be a commitment to monitoring and assuring the quality of teaching, through a common framework, and intervening to address teaching that is unsatisfactory.

All learners will have access to:

- an Individual Learning Plan, setting out key objectives and support that will be available;
- a means of recording their achievements, which can be moved from one provider to another; and
- a way to provide feedback on their experience of education and training, by responding to regular surveys and course evaluation.

All learners will experience:

- teaching and/or training that responds to their individual needs, prior learning and aspirations; and
- high-quality, current ICT facilities.

INFORMATION, ADVICE AND GUIDANCE

If we are to ensure that all learners are able to make choices that support them to achieve their potential, we need to provide the right levels of information, advice and guidance. In developing this area, we will of course take account proposals to be set out in the Youth Green Paper, to be published shortly.

All learners will have access to:

- information, advice and guidance that is clear, coherent, of high quality, comprehensive and impartial;
- local and regional information on the options available;
- support at key decision-making points (14/16/18); and
- clear mechanisms by which to voice concerns where provision is not meeting their needs.

IMPLEMENTING THE 14–19 LEARNER OFFER

The London 14–19 learner offer is intended as a framework for local models. For the offer to become a reality for all London's young people, all those involved in the planning and delivery of education and training will need to build on current developments and partnerships, and take opportunities to strengthen relationships at institutional, borough, sub-regional and pan-London level, which increasingly cross organisational boundaries.

The London 14–19 learner offer will frame our work to:

- widen the curriculum offer and learning experience for all young people, focusing on their needs;
- facilitate local offers that draw on the specialisms and particular expertise of different providers;
- clarify the roles and responsibilities of all partners, in order to reduce unnecessary duplication of provision and ensure clear accountabilities;
- create a broader but integrated 14–19 learning framework that underpins coherent progression pathways and brings together pre- and post-16 provision;
- plan provision and resource allocation;
- develop appropriate coordination and management structures;
- build on the innovations developed by London's 14–19 Pathfinders and the Increased Flexibility Programme;
- support the process of change and development across providers and areas; and
- prepare the ground for longer-term reforms, to be announced in the White Paper early in 2005.

It will be underpinned by actions at local, sub-regional and regional level. Some actions will need to be tackled pan-London; others will have a very local flavour, but will sit within the agreed framework, underpinned by a common set of principles. All will need a commitment from all partners to transforming 14–19 education and training for all London's young people.

How to respond

You can respond either on-line or by sending your responses to:

Anna Paige,
London Challenge Team,
Department for Education and Skills,
Sanctuary Buildings,
Great Smith Street,
London SW1P 3BT

Please respond by 11 March 2005.

ADDITIONAL COPIES

Additional copies of this document, and of the consultation response form, are available from:

Anna Paige,
London Challenge Team,
Department for Education and Skills,
Sanctuary Buildings,
Great Smith Street,
London SW1P 3BT

Copies are also available from the Government Office for London, and from the five London Learning and Skills Councils.

PLANS FOR MAKING RESULTS PUBLIC

The results of this consultation will be made available on the London Challenge, London Learning and Skills Councils and Government Office for London websites.

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