



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

14-19 Learning Pathways in Wales

Report by the Deputy Minister for
Education & Lifelong Learning and Finance,
Local Government & Public Services

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Introduction

1.1 The Welsh Assembly Government's commitment to developing an entirely new approach to 14-19 education and training in Wales was set out in *The Learning Country* in 2001. This was reaffirmed in *Wales: A Better Country* in 2003. It has been true to its word. From the initial framework for consultation in 2002, the proposals have built on the experience and expertise of practitioners in Wales, and have taken into account the views of young people themselves. Over 170 practitioners from all sectors were members of the working groups which developed the 14-19 Learning Pathways proposals, and many more contributed through discussions and forums at local level. This way of working set the scene for *Making the Connections* in 2004.

1.2 The resulting guidance on 14-19 Learning Pathways, issued in 2004, set out an ambitious and radical agenda which brought together a framework of 6 key elements, including learning and support, which could be delivered in varying proportions to provide individual Learning Pathways to suit learners' needs. These Learning Pathways will be based on equality of opportunity and social inclusion. All young people 14-19 will have a Learning Pathway, whatever programme they follow. The design of an individual's Learning Pathway, including formal, non-formal and informal learning activities, will ensure that all young people have opportunities for wider enrichment and experiences which will help them develop the skills, competence and confidence to realise their potential in learning, employment or life. The support mechanisms which are unique to Learning Pathways, the Learning Coach and access to personal support will also ensure that all learners receive the support they need to remain in education and training. The nature of these changes to 14-19 education and training in Wales provides major challenges for all parts of our current system and for young people themselves.

1.3 In the light of these challenges, in January 2005, the Minister for Education and Lifelong Learning asked the Deputy Minister to consider how the 14-19 Learning Pathways agenda could best be taken forward. This report makes recommendations for further action in the following key areas:-

- Courses, the curriculum and Learning Pathways
- Learner support
- Networks and collaboration
- Vocational qualifications
- Funding
- Communication

2.1 Between February and June 2005, the Deputy Minister visited all twenty two 14-19 Networks in Wales. In addition she met many of the key players involved in the field of 14-19 education and training in Wales. (See Annex 1 for full list). During the course of the discussions, views were taken on the contribution being made by the various partnerships and contributing organisations to 14-19 Learning Pathways. Consideration was also given as to what strategies were working best and what were the perceived barriers.

2.2 It should be noted that 14-19 Learning Pathways is based on the experience and expertise of practitioners from all sectors in Wales, using the evidence of what works best for young people. As such, the views of many people and organisations have been invaluable in developing the recommendations for this report.

2.3 The report has also taken fully into account the work currently being undertaken by ELWa in relation to 16-19 education and training. In particular, attention has been paid to the:

- Common Investment Fund (CIF) which is supporting a range of projects that aim to achieve greater collaboration between 16-19 education and training providers across Wales;
- The Geographical Pathfinder projects which in six areas of Wales are undertaking an in-depth review of current learning provision, leading to recommendations on options for how this provision might be configured in future.

The merger of ELWa with the Welsh Assembly Government, planned to take place in April 2006, will lead to the integration of these projects with the wider 14-19 Learning Pathways programme.

2.4 Due to time constraints, the list of stakeholder organisations consulted is not completely comprehensive. Some employers and work-based trainers were included in the discussions, as in some cases they were specifically targeted by the 14-19 Networks. However, there is more work to do to secure the views and greater support from this sector. This report took a strategic overview and did not look closely or systematically at 14-19 developments at individual school, college and training organisation level.

Courses, Curriculum and Learning Pathways

3.1 The ambition of the Welsh Assembly Government is that 14-19 Learning Pathways will transform education and training in Wales. The long-term target is that by 2015, 95% of young people in Wales will, by the time they reach the age of twenty five, be ready for high skilled employment, further or higher education. The Learning Pathways on offer would ensure that young people receive the best opportunities available and will be able to access them unhindered by a lack of aspirations, stereotyping or availability.

3.2 There is a great deal of activity and development already taking place across Wales, including at national level the development by ACCAC of a Learning Core, the mapping of existing provision by the 22 local authority based 14-19 Networks and pilot schemes associated with the Learning Coach. Some of this developing practice is exciting and innovative but there is an inconsistency of approach that needs to be addressed in order to secure equality of outcome and access to 14-19 Learning Pathways throughout Wales.

3.3 Entrepreneurship and work-focused education have been highlighted as important tools for learners to improve their knowledge and understanding of the world of work: 'learning by doing'. From September 2004, Work Related Education became a compulsory element of the Key Stage 4 National Curriculum. The development of the Learning Core as one of the key elements of 14-19 Learning Pathways includes work focused experience. This will provide from September 2005 onwards a context and examples of good practice, allowing a strategic and sustainable approach to be developed.

3.4 There is a lot of goodwill around Wales towards offering young people high quality work placements. However, the fact that these are voluntary on the part of employers means that it is sometimes difficult for all young people to be given a quality placement. There is a perceived problem of accessibility and the range of opportunities offered is limited by the employment

opportunities in an area. In addition, some young people's aspirations remain low and limited and often go unchallenged. The availability of good quality experiences through the medium of Welsh is also seen as a challenge by some 14-19 Networks.

3.5 Examples of good practice in offering quality placements is often associated with collaborative working such as exists in the Voluntary Sector, some school/college partnerships and with training providers. The examples in school/college collaborations include good practice in joint A and A/S level provision but currently there is a disproportionate concentration on young people who are disaffected or disengaged. It is hoped that this will expand to include more young people in middle ability bands as 14-19 Learning Pathways develops. These young people are likely to benefit significantly from the increased choice, wider learning experiences and enhanced support integral to 14-19 Learning Pathways.

3.6 The pilot project for the Welsh Baccalaureate Qualification (WBQ) has been impressive with partners and learners being very positive about the new initiative. They like the independent learning style that the WBQ promotes. It is thought to be a good vehicle for retention of learners and engaging students. The development of a Foundation Level Bac is likely to boost this. However, whilst they welcome the Key Skills development, the requirement for all the 6 Key Skills qualifications for the completion of the WBQ is regarded by some as onerous and may lead to a lower completion rate than might otherwise be the case. Evidence from the 2005 Welsh Bac results supports this view to some extent. The external evaluation of the Welsh Bac, currently being commissioned by the Assembly Government, will provide fuller evidence on this issue and the wider experience of the pilot, in order to inform future developments. That withstanding, the emphasis is upon integrating these Key Skills and further work is needed to disseminate the good practice already in place.

3.7 As noted in the Chief Inspector of Education and Training's most recent annual report, there has been a big improvement in the standards that pupils are achieving in primary and secondary schools. However, there is also an impression that many young people are not well served by the current school curriculum. Evidence gathered by ACCAC suggests that many of the learning opportunities provided for young people lack excitement, challenge, risk taking, creativity and enjoyment. In particular, the focus needs to move from what is

taught to how it is taught with a specific emphasis on helping pupils to develop generic skills that can be applied in different contexts.

3.8 To complement and capitalise on the opportunities presented by Learning Pathways 14-19 there is need, therefore, to ensure that provision for those in primary schools and at Key Stage 3 in secondary education, focuses on the needs of learners and in particular on skills development. ACCAC has been asked by the Minister for Education and Lifelong Learning to take this into consideration in their ongoing monitoring and review of the National Curriculum.



4.1 The Welsh Assembly Government has made a commitment that all learners will have a basic entitlement to Learning Coach support, impartial careers advice and guidance provided by Careers Wales, and access to personal support with enhanced provision for those with greater needs. This support should be flexible enough to meet the needs of individual learners from 14-19 whether in school, other learning settings, or elsewhere, recognising institutional and local contexts.

4.2 The role of Learning Coaches will be a new one and will have an important part to play in ensuring the success of the 14-19 Learning Pathways initiative. A Learning Coach will provide a learner focused support, guidance and mentoring service to young people. A great deal of development work is being undertaken in relation to specifications for the Learning Coach. The following points indicate where thinking is currently on the developing role:

- The role of Learning Coach should be undertaken by a range of professionals with different experience in working with young people to ensure that individual learners have support from someone with the relevant skills and qualities to meet their needs.
- A Learning Coach may be an individual working with a group of young people, or could be a function undertaken by a team of Learning Coaches with different skills.
- Learning Coaches will be drawn from professionals with experience in teaching, youth work, community work, social work, training and other similar backgrounds.
- They will be trained to a standard which will allow for the accreditation of previous learning and/or experience.

Whilst it is accepted that the position of the Learning Coach should evolve gradually, it is felt that greater clarity is required on their precise role and modus operandi.

4.3 The Assembly Government supported eight pilot Learning Coach projects in 2004-5. The experience from these projects contributed to the development of the Learning Coach training materials. Final reports will impact on the update of the Learning Pathways 14-19 Guidance planned for early 2006. First Campus, a consortium of five South East Wales Universities, was funded by ELWa to develop a coherent set of training units and progression framework for the development of the Learning Coach. This work will lead to a range of credit-based qualifications for the Learning Coach that integrate, over time into progression opportunities in vocational, Further Education (FE) and Higher Education (HE) sectors. A pilot training programme using the training materials will begin in late 2005. As part of the Objective 1 and 3 ESF projects, in each participating 14-19 Network will train an average of 10 Learning Coaches will be trained to at least NVQ level 3 by July 2007.

4.4 Access to personal support is one of the 6 key elements of Learning Pathways. Evidence is based on what young people say they want, and on successful youth access programmes and youth work in schools. Whereas Learning Coach is an entitlement for all, focused on the young person's learning and Learning Pathway, the personal support framework should be accessible to young people when and where they need it. Personal support might include a youth worker in a learning setting, or in a community setting, outreach youth work, web based support and information, and information or advice shops. All this needs to be backed up with specialist services, for example in sexual health advice and counselling. Partners in providing personal support might include the youth service, voluntary organisations, Local Health Boards and housing organisations. These are already important partners in the Young People's Partnerships (YPP) and most YPPs have undertaken work on developing projects and services which will contribute to the personal support framework.

4.5 Good personal support will make a significant contribution to tackling the problems of young people who are not in employment, education or training (NEET). This is one of the areas where the YPP and the 14-19 Networks need to collaborate closely, with the YPP more likely to be in the lead. The Youth Service has a significant contribution to make towards creating and sustaining a comprehensive personal support framework. The transfer of functions from the Wales Youth Agency into the Assembly will enable a more proactive approach to taking this work forward.

5.1 A range of partnerships and networks currently impact on the 14-19 education and training agenda. These include:-

- Young People's Partnerships (YPPs). These were set up in 2002 as a result of the Learning and Skills Act 2000, to deliver the ten entitlements of Extending Entitlement (Annex 2). They include representatives from the local authority, other statutory sectors and the voluntary sector, securing youth support services for 11-25 year olds in Wales. The YPPs have good representation from local authorities and the voluntary sector, but less so in relation to schools and the Further Education (FE) sector. The YPPs are linked to the Children's Partnership implementing Early Entitlement for 0-10 year olds and the Children and Young People's Framework (0-25).
- 14-19 Networks. These were set up in 2004 to take a strategic approach to securing the implementation of the 6 key elements of 14-19 Learning Pathways for all 14-19 learners in their area. They have the strong involvement of local authorities, schools, ELWa, the FE sector, some training providers and the voluntary sector. There is some involvement of Jobcentre Plus in certain areas but generally 14-19 Networks have not as yet successfully secured the involvement of employers.
- Community Consortia for Education and Training (CCETs). These were set up in 2001 to bring together local authorities, the FE sector and training providers in planning post-16 education and training other than in higher education. They have some employer and voluntary sector involvement but are less involved with schools, particularly where much of local school provision is 11-16 in nature.

(Roles and responsibilities of each of the existing partnerships are set out in Annex 3).

5.2 Working in partnership in the interests of young people is a key principle of *Extending Entitlement* and 14-19 Networks and has developed into the underlying philosophy of *Making the Connections*. The intention is to provide the support, services and opportunities that will enable all young people to:

- participate in education and employment;
- take advantage of opportunities for employment; and
- participate effectively and responsibly in their communities,

5.3 The need to achieve collaboration as part of 14-19 Learning Pathways will be a significant change of emphasis for many learning providers. It will require a shift of mindset towards the interests of learners rather than competition between organisations. It will also require an expectation of collaborative working and cooperation with other providers in developing a strategic approach to area wide provision, rather than concentrating on provision within a single institution.

5.4 There was a general consensus from the various partnerships consulted that there must be some kind of rationalisation. This stemmed largely from the view that there was a lot of duplication, with the same individuals having to attend many meetings. However, there was also strong agreement that if rationalisation was to occur, care must be taken not to lose any of the good practice and trust which had been forged in partnership building. There was some cynicism regarding the possibility of a completely new structure being imposed. Most partnerships, whilst agreeing that there should be rationalisation could not come up with a real solution, while a minority offered alternatives. While there is no consensus around any single alternative, clearly this issue needs to be addressed.

Vocational Qualifications

6.1 A key test for the 14-19 reforms will be the need to address the continuing failure within the UK education and training system to provide high-quality vocational courses and qualifications that attract and motivate young people. Currently, there is a mismatch between the skills that employers want and the skills that school and college leavers possess. Fifty eight per cent of firms in Wales recruit employees direct from education and around half of employers taking on school, college or university leavers direct say there is a significant gap between the skills of leavers and those employers expect. *[Future Skills Wales 2003 Generic Skills Survey, p113]*

6.2 The expansion of participation in education through the full-time school/education route has provided a supply of academic qualifications but has been less successful in developing vital intermediate technical and business skills or the wider skills identified in the Future Skills Wales Survey. Although the qualifications framework seeks to give parity of esteem to vocational and academic qualifications, there remains a difference in the status afforded to GCSE/A levels compared to vocational qualifications. The vocational route has continued to be seen as an option for the less academically able, borne out in part by the earnings premium until now attached to graduate employment. In addition, the image of some industry sectors is poor amongst young people and their parents. A key goal is to ensure that through the 14-19 phase and beyond, more young people have opportunities to acquire technical and vocational skills by strengthening vocational pathways to offer a well regarded quality route to learning and development. To achieve this we will need a step change in employer engagement through the employer-led Sector Skills Councils in the design and delivery of vocational options based on industry standards.

6.3 Modern Apprenticeships provide the opportunity to achieve vocational work based qualifications and have the advantage of direct employer involvement in the development of their frameworks. The aim is to build upon

the most successful good practice in Modern Apprenticeships by developing a programme combining workplace learning with study at school or college.

6.4 The vocational element within 14-19 Learning Pathways could be devised from learning frameworks based on industry standards set by Sector Skills Councils which deliver knowledge and understanding as well as skill. The vision of “combined apprenticeships” as part of Learning Pathways is to create quality routes for young people who are attracted to a more practical style of learning. These vocational Learning Pathways will give young people the opportunity to demonstrate their talents in a way that may not be open to them through academic study and an opportunity to develop the practical skills sought by employers.

6.5 A Learning Pathway based on a “combined apprenticeship” from the age of 14 might include:

- two days in a variety of learning settings studying for National Qualification Framework Level 2 outcomes in a nationally recognised award and work place learning;
- plus three days in school or college studying for National Curriculum requirements and the other aspects of the Learning Core.

Participating Sector Skills Councils will identify the standards and qualifications to be used as part of the programme. These will need to be qualifications included on the Approved List for pre 16 year olds. High quality work placement or workplace learning will form part of the scheme and over the two years of study this could amount to up to 50 full days off-site work placement.

6.6 It became apparent during the visits and discussions that employers and representatives from work based organisations felt very much “junior partners” in the 14-19 Networks. Furthermore, in many cases they were noticeably absent from the partnerships. Although there is much enthusiasm for achieving greater employer representation, many partners expressed difficulty in achieving this. Employers also expressed difficulty, mainly because of pressure of work and competing priorities. Another partner also expressed the view that in order to achieve “parity of esteem”, we must also achieve “parity of opportunity”.

7.1 Funding for the implementation of 14-19 Learning Pathways will be drawn from both existing and additional streams. In both cases the drivers for the use of this funding will be the need to:

- meet, first and foremost, the needs of learners;
- promote collaboration between schools, FE colleges and training providers;
- achieve strategic direction by the Assembly Government.

7.2 The 14-16 element in this funding will be distributed through the 14-19 Networks. Distribution of these funds will be subject to stringent grant conditions and will be linked to the achievement of the following objectives:

- enhanced provision for young people, including aspects of the Learning Core;
- access by young people to Learning Coaches;
- training and deployment of Learning Coaches;
- dissemination of Learner Coach practice;
- development of the Personal Support Framework.

7.3 The 16-19 element in the funding is intended to be distributed by the Assembly Government using the funding mechanisms inherited from ELWa. The Assembly Government will work closely with the 14-19 Networks in making these allocations. The funding will be released to support:

- increased general and applied learning opportunities for young people;
- learning network development in Geographical Pathfinder areas;
- developments flowing from the Common Investment Fund (CIF);

- capital expenditure;
- e-learning provision.

7.4 Post 16 learners will also benefit from European Social Fund support of £2.9 million over two years from June 2005. This will be directed to 14-19 Networks and will be targeted at training for Learning Coaches, development of option menus, additional funding of Work Focused Experience and work with underrepresented groups, such as, gender, black and minority ethnic and learners with disabilities.

7.5 Funding for collaboration which has been made available up to this point by the Assembly Government and ELWa has been well received by schools and colleges. There have, however, been strongly expressed concerns about the truncated timescales involved in bidding for and managing the ELWa CIF funding. There is a need to sustain collaborative activity over medium and long term timescales.

7.6 So as to support the forward progress of 14-19 Learning Pathways, the case will be made to the Assembly Government for further funding to be made available in future budget rounds and the 2007 Spending Review.

Communication

8.1 All partners agreed that communication to all parties involved in 14-19 Learning Pathways should continue to be developed. This would help provide clear and high profile information on all aspects of Learning Pathways to young people, teachers, employers and parents, as well as prospective partners in provision. It would also clarify where there are significant differences between Wales and England, especially where there are aspects unique to Wales.

8.2 It is essential that young people are involved in all aspects of communication, including the development of a strategy and the dissemination of information. There are some examples of young people's involvement in some areas, but inadequate recognition of the fact that young people themselves will be the best communicators of the experience and the impact of 14-19 Learning Pathways.

8.3 A communication working group was established in June 2005 to help disseminate the 14-19 Learning Pathways agenda. It involves representation from the 14-19 Networks, ELWa and other interested partners. A DVD/ CD ROM is in preparation and will go to providers and practitioners in the near future. Work is also being undertaken on a 14-19 page on the Learning Wales website and over time this should include local content.

Recommendations

COURSES, CURRICULUM AND LEARNING PATHWAYS	
9.1	<p>14-19 Learning Pathways Guidance</p> <p>Further guidance should be provided in hard copy and on 14-19 website to include:</p> <ul style="list-style-type: none">• Learning coach development and training programme.• Learning Core guidance and exemplification.• DVD/CD Rom on Learning Pathways.
9.2	<p>Work Focused Experience</p> <p>The delivery of Work Focused Experience in the Learning Core should be enhanced by:</p> <ul style="list-style-type: none">• Encouraging business representatives to spend more time in learning settings.• Extending opportunities for quality work experience placements.• Aligning education business partnership activities with the work of 14-19 Networks.• Encouraging and supporting all areas of the public sector to recognise and promote their potential contribution to work focused experience.• Encouraging greater take up of The Young Cooperatives Scheme to support the social economy model of entrepreneurship in conjunction with the Young Enterprise scheme.• Further developing existing Careers databases to form a more coherent national database.• Ensuring opportunities for all young people to access Work Focused Experience on a local, all Wales, UK wide and international basis.• Ensuring support is available to secure equal opportunities for all learners in accessing wider opportunities, including, for example young people in care, others from disadvantaged backgrounds and those with disabilities.• Developing and extending existing good practice in accrediting learners' part time employment as part of their Work Focused Experience.

9.3	<p>Equality</p> <p>14-19 Learning Pathways should explicitly demonstrate the Welsh Assembly Government's commitment to equality by:</p> <ul style="list-style-type: none"> • Working with equality organisations. • Supporting the development of action plans for specific sectors to overcome barriers. • Supporting the Vocational Skills Champion in influencing employers to challenge stereotyping in race, gender and disability. • Identifying appropriate training materials to support practitioners in promoting equality. • Encouraging take up of Education Maintenance Allowances to enable more young people to stay on in learning post 16.
9.4	<p>Welsh Baccalaureate Qualification (WBQ)</p> <p>Subject to evaluation, the WBQ should be made available to all schools, colleges and training organisations in Wales from September 2007. Meanwhile further work should be carried out to:</p> <ul style="list-style-type: none"> • Build on the work of WJEC and the University of Bath as part of the pilot project, to ensure that the WBQ is widely recognised in practice by Higher Education Institutions inside and outside of Wales and also by employers. • consider how partial completion of the WBQ might be recognised.
9.5	<p>National Curriculum and Learning Pathways</p> <p>The Assembly Government should ask ACCAC to consider, as part of its review of the National Curriculum, how:-</p> <ul style="list-style-type: none"> • The requirements of the Key Stage 4 National Curriculum can best be synchronised with the philosophy of Learning Pathways. • The Learning Core can best be included in the requirements of the National Curriculum at Key Stage 4. • The study of Modern Foreign Languages can be enhanced, including through courses relevant to employment. • The programme of study for Science can enable learners to gain a broad variety of qualifications. • The curriculum at key stages 2 and 3 can best be changed so that it becomes overtly learner centred and skills focused.

LEARNER SUPPORT	
9.6	<p>Integrating Learning Coach Training</p> <p>The Assembly Government should work with Higher Education Institutions to ensure that over time the principle of the Learning Coach function becomes an integral part of teacher education and professional development and training for careers advisors, youth workers and others.</p>
9.7	<p>Development of Learning Coach Role</p> <p>The Assembly Government should (a) disseminate best practice on role of Learning Coach (b) provide further guidance and clarification regarding:</p> <ul style="list-style-type: none"> • Accreditation of prior learning for a range of relevant professionals who may take up the role. • Training programmes leading to accreditation. • Development of qualification routes and awards. • Good practice in the development of the Learning Coach function as a team approach as well as individual. • The relationship between Learning Coaches, pastoral systems in learning settings, Careers Wales advisers and the personal support framework.
9.8	<p>Personal Support Framework</p> <p>The Assembly Government should work with 14-19 Networks and Young People's Partnerships (YPPs) including the youth service, to develop the personal support framework, and to identify and disseminate good practice and to develop key indicators to ensure effective support.</p>
9.9	<p>Specialist Services including Counselling</p> <p>Working with 14-19 Networks, YPPs and relevant organisations, the Assembly Government should ensure the personal support element of Learning Pathways will include universal access to additional services such as learning support or counselling.</p>
NETWORKS AND COLLABORATION	
9.10	<p>14-19 Networks and YPPs</p> <ul style="list-style-type: none"> • 14-19 Networks should continue to take the lead and further develop their role in coordinating the strategic and collaborative development of Learning Pathways at local authority area level. • In order to facilitate a coherent and effective approach and close collaboration, an element of common membership between 14-19 Networks and the YPPs should continue.

	<ul style="list-style-type: none"> • Further guidance should be provided about the relative responsibilities and contributions of the 14-19 Network and the YPP for elements of 14-19 Learning Pathways.
9.11	<p>CCETs</p> <ul style="list-style-type: none"> • Further consideration should be given to the future of CCETs. This could lead to them being removed completely or there might be the possibility of reducing their number. There is a need for a level of coordination across local authority boundaries such as in the areas covered by regional or sectoral pathfinders. Sub-regional CCETs could play an important role in ensuring strategic coordination of activities which cross local authority boundaries and feed into <i>“People, Places, Futures: The Wales Spatial Plan”</i>. • Membership of a sub-regional CCET might include at least one representative from each of the 14-19 Networks and YPPs in the area.
9.12	<p>Involving Employers</p> <p>Work should be undertaken with employer organisations and 14-19 Networks to develop more efficient and effective ways to secure employer involvement. This could include identification of relevant existing, employer groups which could be a focus for information and development. There may be scope for aligning some of this work with the development of sub-regional CCETs.</p>
9.13	<p>Collaboration</p> <ul style="list-style-type: none"> • The Assembly Government working closely with representative bodies from the schools, further education and training sectors should consider how best it can further promote collaboration within and between these sectors in order to achieve the success of 14-19 Learning Pathways. • Consideration should also be given, within current policy developments on workforce development, as to how practitioners can be trained to work within each of these sectors. • Development of joint option menus in each area should be on the basis of robust business cases to ensure provision is based on learner need, efficiency and effectiveness, avoiding unnecessary duplication.

VOCATIONAL QUALIFICATIONS	
9.14	<p>Work Focused Learning Pathways</p> <p>The Sector Skills Councils with the assistance of the Vocational Skills Champion should develop a range of work focused Learning Pathways (“combined apprenticeships”) which provide appropriate breadth and relevance, for example a construction-related pathway should include reference to architecture and civil engineering.</p>
9.15	<p>Enhancing the Image of the Workplace</p> <p>The Vocational Skills Champion, Sector Skills Councils and Careers Wales need to work with employers to help provide better images of the workplace in various sectors to young people.</p>
9.16	<p>Legislative Framework</p> <p>The Assembly Government should lead on further work to support the development of guidance specific to Wales drawing together the legislative framework, implications and guidance on health and safety, insurance, child protection, behaviour, attendance and exclusion. This is particularly important where learners 14-19 may be experiencing provision in a range of settings taught by a range of professionals.</p>
9.17	<p>Vocational Qualifications</p> <p>In order for there to be clear progression routes through 14-19 education and training into employment, apprenticeships, further and higher education, the Assembly Government working with the Awarding Bodies and the Sector Skills Councils, should consider how existing vocational qualifications for 14-16 and 16-19 year olds can be developed and supplemented to provide a strong vocational qualifications element within Learning Pathways.</p>

9.18	<p>The Assembly Government should consider the creation of a Vocational Qualifications Task Force to lead the development and promotion of Vocational Qualifications in Wales as a key element within strategic policies such as those set out within <i>Wales: A Better Country, The Learning Country, A Winning Wales, the Skills and Employment Action Plan and Learning Pathways</i>. The Task Force should include a wide range of organisations including amongst others:</p> <ul style="list-style-type: none"> • The Assembly Government (DfTE, SJ&R and EDT) • Sector Skills Development Agency • ELWA • ACCAC • Fforwm • Welsh Secondary Schools Association • Employer Representation • The Vocational Skills Champion
FUNDING	
9.19	<p>Transparency and Strategic Continuity of Funding</p> <p>In order to support the develop of longer term strategic plans for the implementation of 14-19 Learning Pathways, clear information and guidance on priorities, funding and grant conditions for the next 3 years should be made available as soon as possible.</p> <p>All funding for 14-19 activities should be made conditional on contribution, collaboration and cooperation with the 14-19 Network and the YPP in developing the option menus and the prospectus of activities as well as the Learning Coach function and personal support framework at local area level, in order to secure a strategic, efficient and effective approach and maximise funding.</p> <p>Grant conditions need to reflect common factors with Revenue Support Grant, Better Schools and the National Planning and Funding System.</p> <p>Grant conditions also need to be sufficiently stringent to secure the implementation of all elements of Learning Pathways and support the elimination of duplication</p>

9.20	<p>Funding Mechanisms</p> <p>Further work needs to be undertaken to ensure funding mechanisms continue to support this strategic partnership approach when grant funding becomes mainstream (likely to be from 2010).</p>
9.21	<p>Evaluation</p> <p>The Assembly Government should work with 14-19 Networks to develop robust and rigorous monitoring and evaluation procedures to ensure expenditure drives forward the Learning Pathways policy and secures and identifies the impact on attainment, skills, participation and inclusion, health and well being, attitudes and values.</p> <p>This will need to include assurance that additional funding is adding value to existing expenditure and supporting change to mainstream organisations to reflect the increased choice and flexibility for learners.</p>
COMMUNICATION	
9.23	<p>Communication Strategy</p> <p>The Assembly Government should work with 14-19 Networks to develop a comprehensive communications strategy to market 14-19 Learning Pathways to young people, lecturers, teachers, parents, training providers, employers, elected members and governing bodies.</p> <p>Funky Dragon, youth forums and schools councils will have an important role in this as well as Careers Wales Online and CLIC, the national information and advice project.</p> <p>The first stage in this strategy will be a DVD explaining the implications of 14-19 Learning Pathways to practitioners and a leaflet for general information to all, will be made available.</p>
9.24	<p>Young People</p> <p>The Assembly Government should continue to work directly with young people to ensure 14-19 Learning Pathways meet their needs.</p> <p>All partners will be actively encouraged to involve learners in all aspects of provision to achieve learner focused Learning Pathways.</p>
9.25	<p>Disseminating Good Practice</p> <p>14-19 Learning Pathways Conferences to be held in North and South Wales on 1st and 7th December 2005 respectively to showcase Learning Coach and Learning Core, the next phase of the 14-19 Learning Pathways guidance, this report and the communications strategy.</p>



Conclusion

10.1 Following publication of this report it should be progressed through the internal policy processes of the National Assembly for Wales.

10.2 The report should also be considered at regional conferences to be held in North and South Wales in December 2005 in order for stakeholders to be consulted on the recommendations within the report.

10.3 Following these processes the Minister for Education and Lifelong Learning should approve an action plan setting out how finalised recommendations will be implemented.

Deputy Minister's 14-19 meetings

Monday 24th January 2005

- Meeting with Community and Youth Workers Union
- Meeting with Funky Dragon

Tuesday 25th January 2005

- Attended Nuffield 14-19 Conference

Thursday 17th February 2005

- Meeting with DYSG

Monday 21st February 2005

- Meeting with Careers Wales
- Meeting with ELWa

Thursday 24th February 2005

- Meeting with Higher Education Wales

Wednesday 2nd March 2005

- Attended the YPP Co-ordinators meeting

Tuesday 8th March 2005

- Meeting with Sector Skills Council Wales

Wednesday 9th March 2005

- Meeting with Funky Dragon

Thursday 10th March 2005

- Meeting with Carmarthenshire 14-19 Network

Friday 11th March 2005

- Meeting with Powys 14-19 Network

Monday 14th March

- Visit to St David's Sixth Form College, Cardiff to view the Student Individual Learning Coach (SILC)

Wednesday 16th March 2005

- Meeting with Newport 14-19 Network
- Visit Mentor 4 Success project, Newport
- Meeting with Monmouthshire 14-19 Network

Monday 21st March 2005

- Meeting with Cynon Valley 16+ Consortium
- Meeting with Wales Governors Association AGM, Caerphilly Branch

Thursday 7th April 2005

- Meeting with Torfaen County Borough Council

Monday 11th April 2005

- Meeting with Merthyr Tydfil 14-19 Network
- Meeting with Rhondda Cynon Taff 14-19 Network
- Meeting with Bridgend 14-19 Network

Tuesday 12th April 2005

- Meeting with Children in Wales

Wednesday 13th April 2005

- Meeting with Estyn

Thursday 14th April 2005

- Visit to Ysgol Y Creuddyn, Colwyn Bay to meet with staff and pupils involved with the pilot social care project
- Meeting with Conwy 14-19 Network
- Meeting with Anglesey 14-19 Network
- Meeting with Gwynedd 14-19 Network

Monday 18th April 2005

- Meeting with Fforwm

Wednesday 20th April 2005

- Meeting with RNIB

Thursday 21st April 2005

- Meeting with Denbighshire 14-19 Network
- Meeting with Flintshire 14-19 Network
- Meeting with Wrexham 14-19 Network

Friday 22nd April 2005

- Meeting with Careers Wales North West

Monday 25th April 2005

- Meeting with Cardiff 14-19 Network
- Meeting with Caerphilly 14-19 Network

Thursday 28th April 2005

- Meeting with Vale of Glamorgan 14-19 Network
- Meeting with Torfaen 14-19 Network
- Meeting with Blaenau Gwent 14-19 Network

Monday 16th May 2005

- Meeting with ELWa and presentation on 14-19 issues

Thursday 19th May 2005

- Attended Learning Coaches Workshop, South Wales group

Monday 23rd May 2005

- Meeting with Ceredigion 14-19 Network

Tuesday 24th May 2005

- Meeting with Pembrokeshire 14-19 Network

Wednesday 15th June 2005

- Meeting with Careers Wales
- Meeting with Young Co-operatives

Monday 20th June 2005

- Meeting with ACCAC
- Visit St Cyres School, Penarth to view the Welsh Baccalaureate in practice

Thursday 23rd June 2005

- Meeting with 14-19 Learning Pathways Overarching Group, Wrexham

Tuesday 28th June 2005

- Sector Skills Council meeting – Skillsfast

Friday 1st July 2005

- Bridgend CCET

Numerous meetings with Welsh Assembly Government Policy Officials and with the Special Advisor for Education and Lifelong Learning have taken place throughout this period.



It's About You

Extending Entitlement - For Young People Aged 11-25 in Wales

The Welsh Assembly Government wants every young person in Wales aged 11-25 to have the same rights or entitlements (things you are allowed/should have/have a right to). Rights come with responsibilities – for adults and for you as a young person. The things the Assembly thinks you should be entitled to are opportunities and choice:

1. Your Rights

- a. To learn what your rights are and understand them
- b. Make sure you are able to claim them and to understand and accept the responsibilities arising from them

2. Being Heard

It is your right to have the opportunity to be involved in making decisions, planning and reviewing an action that might affect you. Having a voice, having a choice even if you don't make the decision yourself. Your voice, your choice.

3. Feeling Good

To feel confident and feel good about yourself

4. Education & Employment

- a. To be able to learn about things that interest and affect you
- b. To enjoy the job that you do
- c. To get involved in the activities that you enjoy including leisure, music, sport and exercise, art, hobbies and cultural activities

5. Taking Part/Getting Involved

To be involved in volunteering and to be active in your community

6. Being Individual

- a. To be treated with respect and as an equal by everyone
- b. To be recognised for what you have to contribute and of your achievements
- c. To celebrate what you achieve

7. Easy Access

Easy access in getting the best services that you should have, locally and nationally, and to have someone available to help you find them

8. Health & Wellbeing

To lead a healthy life, both physically and emotionally

9. Access to Information & Guidance

To be able to get information, advice and support on a wide range of issues that affect your life, as and when you need it including advice and support relating to your career

10. Safety & Security

To live in a safe, secure home and community

Role and Responsibilities of Partnerships

Focus	Role and responsibilities	Related partnerships/ policies
<p>YPP (Statutory basis under Learning and Skills Act 2000) (Membership at Annex 2) LA has responsibility to convene</p>	<p>Young people 11-25</p> <ul style="list-style-type: none"> • Long term strategic planning of services, support and opportunities for 11-25 year olds to meet 10 entitlements (Annex 1) • Consultation with and involvement of young people • Annual delivery plan for implementation to meet local need • Work with 14-19 Network to develop prospectus of opportunities in non formal and informal and community participation • Quality Assurance re expectations of partners • Monitoring and evaluation of progress and impact • Estyn inspection of youth support services • Facilitation of development of joint services • Intrinsic part of triangle of Framework partnerships serving 0-25 year olds 	<p>Extending Entitlement, Children and Young People's Framework for 0-25 year olds, 14-19 Network/Learning Pathways</p>

Focus	Role and responsibilities	Related partnerships/ policies
<p>14-19 Network (Membership at Annex 3) LEA/Elwa funding and organisational axis – equal responsibility</p>	<p>Learners 14-19</p> <ul style="list-style-type: none"> • Strategic collaborative long term planning for 6 key elements of Learning Pathways • Consultation with and involvement of young people • Annual delivery plan for implementation to meet needs of learners • Facilitation of organisation and maintenance of Option Menu and WFE prospectus • Work with YPP to develop prospectus of non-formal and informal opportunities and community participation • Work with ELWa and CCET re post 16 provision • Monitoring and evaluation of progress and impact • Quality Assurance criteria for inclusion of programmes • Estyn Area Reviews plus inspection of individual settings 	<p>14-19 Learning Pathways, Extending Entitlement, CCET, RSNP, CQFW</p>

Focus	Role and responsibilities	Related partnerships/ policies
<p>CCET (Membership at Annex 4) Elwa lead and support</p>	<p>Learners 16+ /employers/ stakeholders</p> <ul style="list-style-type: none"> Contribute to the development of ELWa's Regional Statement of Needs and Priorities from the perspective of local need for post 16 skills and learning Provide Annual Recommendations to ELWa on the configuration or reconfiguration of local provision to respond to the relevant RSNP Agree coordinated local plans and targets with ELWa for the provision of post 16 learning Work with ELWa in the development of post 16 learning networks – in particular, to widen choice and levels of participation, to raise standards and improve quality, and to improve value for money Work with ELWa to promote new post 16 learning opportunities responsive to local need, including seamless progression for individuals, businesses and communities Work with ELWa to encourage and develop new post 16 learning providers where appropriate 	<p>NPFS, 14-19 Learning Pathways, Extending Entitlement, CCET, RSNP, CQFW</p>

Further copies

Further copies of this document are available from:

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