

ELLS(2) 06-06(p1) Annex A

14-19 ACTION PLAN: MINISTERIAL FOREWORD

In November 2005 my Deputy Minister, Christine Chapman AM, produced a report setting out her recommendations for taking forward the 14-19 Learning Pathways programme. I promised then that following a period to allow interested parties to respond to the report an Action Plan would be produced in March 2006. I am pleased now to be able to publish that plan.

Some of the responses to the Chapman Report, reflecting comments that have been made on earlier occasions since this work began after the publication of *The Learning Country* in 2001, suggest that there is a lack of clarity about our 14-19 proposals. I believe that such views are the result of mistaking an inclusive policy-making process for policy indecision. This Action Plan, taken in the context of the detailed *Learning Pathways 14-19 Guidance II* which accompanies it, should, therefore, leave no doubt about our intentions. **We will now proceed further to transform the education and training opportunities available to our young people in the 14 to 19 age group.**

We are intent on such a major reform of education and training provision because we need to:

1. engage and motivate all young people in their education and training, so that they can achieve success at the highest possible level. In the interest of these young people and of Wales as a whole, we simply cannot accept the current low levels of attainment of too many within this age group. By enabling them to improve their performance we will enhance their life chances and through education and training, advance the cause of social justice.
2. encourage our young people to become involved in lifelong learning. We must ensure that the highest possible numbers in this age group are in education, training or employment after the ages of 16 and 18. We know that too often those who are not experience social exclusion through being caught in the trap of poverty, dependency cultures and sometimes crime. We also have persuasive evidence that those people who participate in lifelong learning, continuously improving their skill levels, are those who succeed best in our rapidly changing world.

3. provide the modern curriculum with the rich range of opportunities that all our young people need.. This means that in addition to existing qualifications, such as GCSE, AS and A level, a much wider range of courses and qualifications needs to be made available.
4. enhance the position and status of applied or work related learning so that young people, of **all** aptitudes and abilities, are given the opportunity to find future high skilled employment in our modern economy.
5. provide, through the Welsh BaccaLaureate, an overarching qualification that will capture, at different levels, the achievements of young people in:
 - the courses they have studied;
 - the key skills that they develop;
 - other forms of learning and experience.
6. contribute to the aims of *laith Pawb* by seeking to
 - offer provision in the language of choice where possible;
 - place an emphasis on developing young people's bilingual skills; and
 - equip young people with skills in Welsh and English which will enable them to learn and work within a bilingual society.

These are compelling reasons for change. I invite all involved, or who have an interest in, 14-19 education and training in Wales to now work with the Welsh Assembly Government and with the 14-19 Networks at local authority level in achieving these reforms, so that we can turn vision into reality.

Whilst I will expect DELLS to begin immediate work on the implementation of this Action Plan, I am happy to receive first reactions and responses until 20th May 2006. These can help to inform the work of the Project Management groups that are being created. In particular, I would welcome indications of how stakeholders believe funding can best be targeted at making new learning opportunities available to our young people.

Jane Davidson AM

Minister for Education and Lifelong Learning Welsh Assembly Government

14-19 LEARNING PATHWAYS ACTION PLAN: SUMMARY

Starting in September 2006, a major initiative will be led by the Minister of Education, Lifelong Learning and Skills and the Minister for Enterprise, Innovation and Networks to gain the support and involvement of employers and the business community for the 14-19 programme. This will include involving employers in developing an **Employers' Concordat** to support increased vocational learning opportunities for 14 to 19 year olds.

From September 2007, subject to the external evaluation that is currently being undertaken, the Welsh Baccalaureate at intermediate and advanced levels will be made available to all schools, further education colleges and training providers for post 16 learners in Wales. Foundation and intermediate levels will be available for pre 16 learners **from 2009**. Following a transition period all 14-19 learners will have an entitlement to the Welsh Baccalaureate **from September 2010**.

From September 2009, a revised National Curriculum will be introduced in Key Stage 4 in Wales (with implementation in the earlier key stages in 2008). The features of this revised curriculum that will be relevant to 14-19 education and training will be:

- 1 the increasing emphasis to be placed on skills at Key Stages 2 and 3, thereby enabling pupils to be ready for the experiences they will have in Key Stage 4 and beyond;
- 2 the requirement to study the Learning Core in Key Stage 4, which will include Key Skills, knowledge and understanding, attitudes and values, and wider experiences;
- 3 revised programmes of study for English, Welsh (1st and 2nd Language), Mathematics and Science at Key Stage 4, that place greater emphasis on the functional skills involved in these subjects;
- 4 curriculum requirements at Key Stage 4 that will enable **all** young people to construct pathways for their 14-16 learning, drawing upon a much wider range of courses and qualifications, including vocational learning.

By 2010, at the latest, all young people in the 14-19 age group will be entitled to high quality learning support designed to:

- 1 support them in learning to learn, making best use of learning styles and progression;
- 2 provide access to personal support;
- 3 provide impartial advice on their learning and career choices .

The purpose of this support will be to ensure that learners are given all possible assistance to remain in education and training and to attain the qualifications that will enable them to achieve their objectives.

By 2010, at the latest, **all** young people in Wales will be offered a choice of high quality work related and general learning options from the age of 14, providing them with progression into related employment, or to further/higher education courses. This will be informed by the UK wide Vocational Qualifications Reform Programme, but will be specifically attuned to the identified needs of learners and the economy in Wales.

By 2010, at the latest, a new learning infrastructure will have been created in Wales in order to provide collaboratively the framework for Learning Pathways for learners and drawing upon the resources of schools, FE colleges and training providers. This will be achieved by:

- 1 developing collaborative option menus in each local authority area;
- 2 extending the Pathfinder projects already completed in 5 local authority areas in Wales, to the other 17 areas;
- 3 subject to the consultation on the Welsh Assembly Government's post-16 re-organisation proposals, to be undertaken in the spring of 2006, requiring each local authority to undertake a formal consultation on Pathfinder proposals.

By 2010 every area of Wales should offer work-related education of high quality in priority economic sectors.

By 2010, at the latest, a learning framework will be in place providing opportunities for young people to progress their 14-19 education and training through high quality individual learning pathways which combine GCSE /AS/A level and Vocational learning at L1/L2/L3 (involving elements of centre and work based learning), as well as wider experiences through the Learning Core, to meet individual needs and aspirations. There will be flexibility for young people to move between options within their learning pathway and support for their learning and personal development.

In order to achieve the above, a new 14-19 project management structure will be set up to undertake the 14-19 reform programme. The underlying principles of the project management approach to be adopted will be of a national project, locally delivered, with

sub-regional referencing. This will be achieved through:

- a National Project Management Group (chaired by the Deputy Minister);
- four sub-groups to undertake the specific work streams identified in this Action Plan;
- 14-19 Networks taking strategic and operational leadership in each local authority area;
- subject to the outcome of consultation, sub-regional groups to succeed Consortia for Education and Training, with strong employer representation.

As part of the implementation of this Action Plan the funding needed to support 14-19 Learning Pathways will be made available through:

- increasing re-direction of the funding currently used by schools, FE colleges, training providers and other partners to support new 14-19 opportunities
- an additional £41m (up to 2008) to support new aspects of 14-19 Learning Pathways and subject to discussions in successive forward budget planning rounds
- funding arrangements for learning provision and support which are better synchronised to ensure coherence and continuity between funding to schools through their local education authorities for 14-16 provision and funding made available to schools, FE institutions and training providers for 16-19 provision through the National Planning and Funding System (NPFS).

All the above developments will be subject to external evaluation and on-going consultation with stakeholders to continue the inclusive policy making style adopted throughout the development of 14-19 Learning Pathways.

14-19 LEARNING PATHWAYS ACTION PLAN 2006-2010

Introduction

This Action Plan sets out the Welsh Assembly Government's response to the recommendations in the Chapman Report (November 2005) for driving forward the 14-19 Learning Pathways agenda in Wales. It sits alongside the second edition of the 14-19 Learning Pathways Guidance (April 2006) which provides the detailed information on implementation of all six key elements of the Learning Pathways framework. The Action Plan is set out in two distinct sections:

- An overall strategic framework;
- the action plan;

Strategic Framework

1. The 14-19 Learning Pathways programme will continue to be nationally managed and locally delivered. This will be achieved through:
 - A National Project Management Group chaired by the Deputy Minister and working through 4 sub-groups on the following themes:
 - Information and Communications;
 - Learning, Skills and Qualifications;
 - Learner Support;
 - Funding and Collaboration.

- 14-19 Networks in each of the twenty- two local authority areas in Wales.
- Subject to the outcome of consultation, new regional or sub-regional partnerships established, to replace the existing CCETS, with strong employer representation.

[To take forward Chapman recommendations 9.10, 9.11 and 9.12].

2. A high profile Information and Communications system will be developed to ensure that all interest and stakeholder groups including young people are fully aware and regularly updated on 14-19 developments and have the opportunity to participate in their development and implementation. This work will be led by the Information and Communications Sub-Group.

[To take forward Chapman recommendations 9.1, 9.3, 9.23 and 9.24]

3. A major drive will be undertaken to ensure that opportunities for young people to undertake skills based and work-related learning are central to 14-19 developments which together with continuing reform of the National Curriculum, assessment and qualifications system will take place to ensure that:
 - young people are appropriately prepared for 14-19 studies;
 - the National Curriculum at Key Stage 4 is aligned with Learning Pathways;
 - the Welsh Baccalaureate is made available in all learning settings for learners of all abilities.

This work will be led by the Learning, Skills and Qualifications Sub-Group.

[To take forward Chapman recommendations 9.2, 9.4, 9.5, 9.14, 9.15, 9.16, 9.17 and 9.18].

4. An integrated learner support system will be created to ensure that all young people have entitlement to learning support and access to personal support designed to ensure their participation and retention in 14-19 education and training. This work will be led by the Learner Support Sub-Group.

[To take forward Chapman recommendations 9.6, 9.7, 9.8 and 9.9].

5. Funding arrangements for learning provision and support will be reviewed and adapted as necessary to ensure coherence and continuity between funding to schools through local authorities for 14-16 provision and funding to local authorities (for schools), and FE institutions and training providers for 16-19 provision through the National Planning and Funding System (NPFS). Funding arrangements should:
- ensure that learners are able to access the learning opportunities and support to which they are entitled;
 - facilitate increased collaboration between schools, FE institutions and training providers.

This work will be led by the Funding and Collaboration Sub-Group.

[To take forward Chapman recommendations 9.13, 9.19, 9.20 and 9.21].

Managing Implementation

The management arrangements set out in this introduction will ensure this Action Plan remains a living document which provides appropriate levers to secure the implementation of all aspects of the policy. We do not underestimate the extent of change these proposals represent, nor the urgency with which, thanks to the support from all sectors in developing the policy, we believe we need to bring to the task in hand to secure greater success for many more of our young people.

The Action Plan and the implementation of Learning Pathways represent a unique combination of new developments and evidence based practice, which together create the framework which will benefit all learners. So we need to move from a situation where some learners, in some parts of Wales benefit from some of the aspects of Learning Pathways, to one in which all learners experience all six elements of Learning Pathways in a combination to suit their needs. This involves significant new funding to complement existing mainstream funding in recognition of the additional demands of the new framework, but in order for us to secure a holistic approach for all 14-19 learners existing funding for learners in this age group will need to be spent in different ways.

Putting this into practice is not an exact science, and we will continue our inclusive approach to pragmatic developments which build from the very different circumstances in each area into an entitlement framework for all 14-19 year olds. We will continue to rely on partners in all sectors to work in partnership at national and local levels to inform the implementation of the Action Plan and

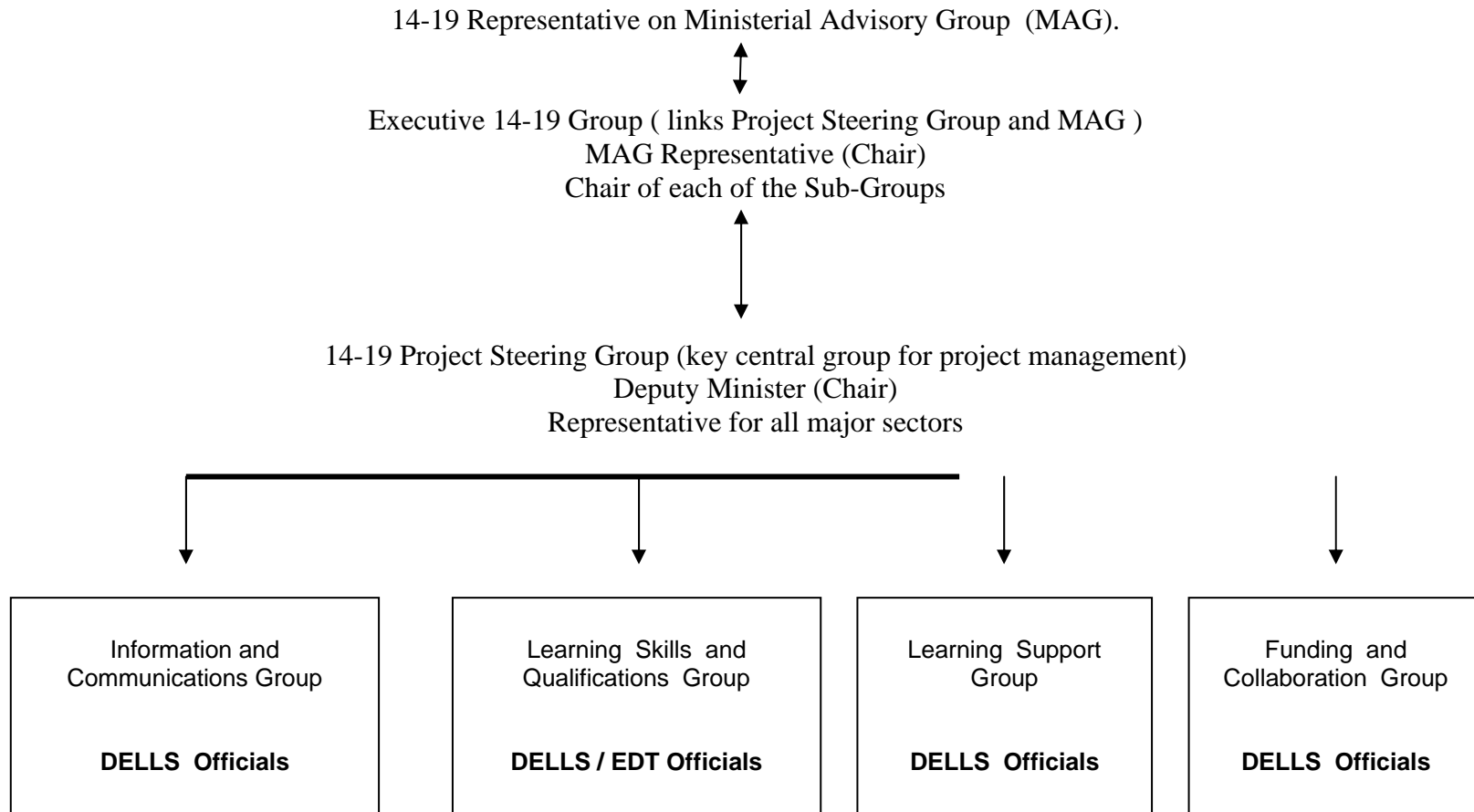
roll out of Learning Pathways. Achieving this depends on effective use of funding levers, legislation and commitment and good will on the part of partners in the design and implementation of Learning Pathways. The commitment and good will invested to date has enabled us to move this far this quickly and to develop a model in which we all have confidence. It will remain one of the most important and effective levers for change and we intend that the management arrangements should reflect this.

The National 14-19 Project Management Group, chaired by the Deputy Minister, will include the 14-19 representative from the Ministerial Advisory Group as well as representatives from all relevant sectors and will take overarching strategic oversight of all aspects of the implementation of the plan. This 14-19 Project Management Group will reflect information and evidence from their own sectors and from the four strategic sub groups on the progress of Learning Pathways and will use this information to make recommendations to the Minister about any amendments needed to the proposed actions, or revisions to the Action Plan itself. Nominations to this group will be invited early in the summer term 2006.

Four sub groups will take responsibility for each of the four significant sections into which the actions set out in the plan are divided and will feed into the National 14-19 Project Management Group. These groups will bring together the relevant officials from across DELLS and other Assembly Government Departments, but will also be outward facing and will involve external partners wherever possible. This will include close liaison with the 14-19 Networks in each area, which form the main strategic delivery mechanism for the implementation of Learning Pathways.

The Information and Communications, Learning, Skills and Qualifications and Learner Support Sub-Groups will work closely with the Funding and Collaboration Sub-Group to ensure that the most efficient and effective use is made of available funding - additional and existing - to secure change. Evidence from 14-19 Networks will inform the development and refinement of aspects of the policy, for example, in developing further guidance, based on based practice and evidence of impact, on how the Learning Coach function can be implemented in a way which provides the optimum support for learners but which is also affordable and for which the capacity is available. Some of this capacity within the school and FE sector could be released from changing the balance between direct taught time and time devoted to learning support. However, other ways will need to be developed to secure the entitlement of learners in smaller learning settings. We will also need to consider and protect the needs of learners whose ages fall outside the 14-19 window which this Action plan seeks to represent, in particular key stage 3 and Adult learners, for whom these proposals should have significant consequential benefit.

14-19 LEARNING PATHWAYS STRUCTURE FOR IMPLEMENTATION
March 2006



Official level groups to secure departmental delivery in collaboration with relevant external partners across Wales.

LEARNING PATHWAYS 14-19: ACTION PLAN 2006-2010

1. **The 14-19 Learning Pathways programme will be national policy locally delivered. This will be achieved through a national 14-19 Learning Pathways Project Management Group chaired by the Deputy Minister and working through 4 Sub Groups looking at the following themes:**
- **Information and Communications**
 - **Learning, Skills and Qualifications**
 - **Learner Support**
 - **Funding and Collaboration**

To take forward Chapman recommendations 9.10, 9.11 and 9.12

Recommendations of Chapman Report	Action to be Taken	Outcomes
<p>CCETs</p> <p>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 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 "People,</p>	<p>1.1 Consultation on the delegation of proposal powers relating to 16-19 sixth form reconfiguration will include the proposition that CCETs as currently constituted should cease to exist. The consultation document will propose that they should be replaced with a smaller number of partnerships operating at a regional or sub-regional level and aligned with elements of the Spatial Plan, subject to the consultation to be undertaken on the transfer of powers to propose sixth form re-organisation to local authorities. These new partnerships would reflect some of the membership of the old CCETs, in particular the employers' and trades union interest, and possibly also include membership from SSCs, to facilitate skills needs.</p>	<p>Subject to the outcome of consultation, new regional or sub-regional partnerships established with clear remit and guidance.</p>

<p>Places, Futures: The Wales Spatial Plan.”</p> <p>Membership of a sub-regional CCET might include at least one representative from each of the 14-19 Networks and YPPs in the area.</p>	<p>1.2 The new partnerships, which might be called Learning and Skills Reference Groups (subject to outcome of the consultation), should link closely with 14-19 Networks in their specified regional/sub-regional area. They would include representatives from each 14-19 Network and YPP in the area and would have an important consultative role in developing the Annual Network Development Plan (ANDP).</p> <p>1.3 Role and membership of each 14-19 Network will need to be reviewed to ensure that relevant local representation on the former CCET is retained and also to ensure representation from the bilingual and Welsh medium sector.</p> <p>1.4 Further advice on the future roles and responsibilities of the new partnerships will be developed in consultation with CCETs and other current partnerships, taking into account the responses to the consultation on the delegation of proposal powers relating to 16-19 sixth form reconfiguration, in September 2006</p>	<p>14-19 Networks include all relevant partners at local level</p>
<p>Involving Employers</p> <p>Work should be undertaken with employer’s 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 also be scope for aligning some of this work with the development of sub-regional CCETs</p>	<p>1.5 It is proposed that the new regional or sub-regional partnerships should have a specific remit to represent the interests of employers and SSCs. This will be consulted upon as noted above. This will include links with existing regional employer activity, such as the North East Wales Employers’ Forum, and similar groupings in other regions. From September 2006</p> <p>1.6 Employers will be involved in the development of an Employers’ Concordat to support increased work-related learning opportunities for 14-19 year olds from September 2006</p>	<p>Learning and Skills Reference groups set up with clearly identified roles and responsibilities.</p> <p>Employers’ Concordat developed resulting in greater employer involvement.</p>

2. A high profile Information and Communications system will be developed to ensure that all interest and stakeholder groups are fully aware and regularly updated on 14-19 developments.

To take forward Chapman recommendations 9.1, 9.3, 9.23 & 9.24

Recommendations of Chapman Report	Action to be Taken	Outcome
<p>14-19 Learning Pathways Guidance</p> <p>Further guidance should be provided in hardcopy 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 	<p>2.1 Guidance on the Learning Core has been available on ACCAC’s website since September 2005. Learning Pathways Guidance II will be circulated in hard copy and include new information including learning coach and learning core March 2006.</p> <p>2.2 A DVD will be circulated to teachers, lecturers and work-based training staff outlining Learning Pathways developments March 2006</p> <p>2.3 Further Guidance from ACCAC on designing Learning Pathways will be issued in 2008</p>	<p>All learning providers aware of all six key elements of Learning Pathways. Learning Pathways implemented in line with latest Guidance for all 14-19 year old learners</p>

<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 	<p>2.4 Work will be commissioned to collect and collate the range of existing work which has set out to address gender and other inequalities in learning and the workplace, to make specific recommendations in respect of different sectors on actions to overcome barriers and to identify gaps which need to be filled. To report by November 2006</p> <p>2.5 Specific training materials to fill gaps in provision will be developed. By March 2007</p> <p>2.6 Discussions will be held with key representatives in each sector identified to develop action plans to take forward work to overcome barriers. By December 2006</p> <p>2.7 Officials will work closely with Sector Skills Councils to ensure they meet the requirement to address this issue in their Sector Skills Agreements. Ongoing</p> <p>2.8 Work will be undertaken with Careers Wales with respect to careers advisers and those members of Careers Wales staff who act as Learning Coaches to continue to raise awareness of stereotyping, and to ensure they are fully informed of and involved the work resulting from the actions above. The Estyn thematic inspection of Careers Wales in relation to gender issues planned for 2006-07 will help inform good practice. Ongoing</p>	<p>Specific action plans in place to support sectors in overcoming barriers.</p> <p>More learners remain in education and training after the age of 16</p> <p>Training materials used to raise awareness and address issues.</p> <p>Employers more aware of issues of stereotyping and prepared to challenge.</p> <p>Learning Coaches support learners in overcoming stereotyping.</p> <p>More learners make choices in non-traditional areas.</p>
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<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 school councils 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>	<p>2.16 A high profile bilingual information and communications system will be developed to ensure that all interest and stakeholder groups are fully aware and regularly updated on 14-19 developments Summer 2006</p> <p>2.17 The current Communications Group involving Network partners, YAPP and ELWa will be consolidated into the Information and Communications Group Summer 2006</p> <p>2.18 A strategy to best inform employers, education and training professionals, higher education, parents and young people will be developed. October 2006</p> <p>2.19 Further work will be undertaken with young people at Network and national level to develop a clearer understanding of Learning Pathways through local and regional activities From summer 2006</p> <p>2.20 The DVD will be distributed. March 2006</p> <p>2.21 Marketing leaflets to be prepared for Learning Pathways June 2006</p> <p>2.22 A marketing strategy for vocational learning and qualifications to be developed for learners of all ages, but with a specific focus on 14-19 year olds Autumn 2006</p> <p>2.23 The marketing strategy will ensure information is available on the opportunities through the medium of Welsh January 2007</p>	<p>All relevant stakeholder groups aware of latest developments in 14-19 Learning Pathways.</p> <p>14-19 year old learners aware of their entitlements to options and support.</p> <p>14-19 year olds aware of advantages of work-related learning and qualifications.</p>
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<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>	<p>2.24 A strategy will be produced to secure the long-term participation of young people in all aspects of Learning Pathways. At national level, this will include focus groups of young people at different stages in their Learning Pathways and evidence from young people to Education and Lifelong Learning Committee at appropriate points. Ongoing</p> <p>2.25 Funky Dragon will be involved in the ongoing development of Learning Pathways</p> <p>2.26 At local level, all 14-19 Networks are expected to involve learners in all aspects of the development of Learning Pathways in English and Welsh medium. Ongoing</p> <p>2.27 Learner perception will be surveyed Spring 2007</p>	<p>Young people from 14-19 participate in the ongoing development and evaluation of Learning Pathways at national and local levels.</p>
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3. A major drive will be undertaken to ensure that opportunities for young people to undertake skills based and vocational learning are central to 14-19 developments. This, together with continuing reform of the National Curriculum, assessment and qualifications system, will ensure that:

- **young people are appropriately prepared for 14-19 learning;**
- **the National Curriculum at Key Stage 4 is aligned with Learning Pathways;**
- **the Welsh Baccalaureate is made available to learners of all abilities.**

To take forward Chapman recommendations 9.2, 9.4, 9.5, 9.14, 9.15, 9.16, 9.17, 9.18

Recommendations of Chapman Report	Action to be Taken	Outcomes
<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 	<p>3.1 The Vocational Skills Champion (VSC) is developing ways of securing greater employer involvement through contacts within the IOD, CBI, FSB and the ICAEW. Ongoing</p> <p>3.2 Work will be undertaken with Careers Wales and employers to extend the opportunities for quality work experience placements through the medium of Welsh. From September 2006</p> <p>3.3 The Vocational Skills Champion will work with Careers Wales and SSCs to promote vocational learning and to identify 10-12 SMEs for specific work to help engage employers more. Ongoing</p>	<p>Greater employer involvement in all aspects of Learning Pathways.</p>

<ul style="list-style-type: none"> • 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, including, for example young people in care, others from disadvantaged backgrounds and those with disabilities. 	<p>3.4 The VSC will work with public sector employers to develop strategy to provide more work focused experience (2006-7)</p> <p>3.5 Information packs on Young Co-operatives will be developed and distributed to all secondary schools in Wales. Summer 2007</p> <p>3.6 A database of all social enterprises in Wales will be established to include a list of co-operative businesses willing to take pupils on work experience to help widen knowledge of social enterprises and the social economy. 2007</p> <p>3.7 Developments through Careers Wales Online as part of Learning Pathways ESF projects will enhance existing databases by July 2008</p> <p>3.8 The database will include opportunities and employer need for bilingual skills.</p> <p>3.9 14-19 Network links with employers/employers organisations will be strengthened both by local activity and as part of ESF projects. Ongoing</p> <p>3.10 Informal learning will be included as part of the learning experienced in the secure estate and tracking of young offenders. Summer 2007</p> <p>3.11 14-19 Networks will be asked to monitor access to WFE for learners with additional needs, young people in care, those from disadvantaged backgrounds and those with disabilities. Ongoing</p>	<p>More young people aware of, and participating in, Young Co-operatives.</p> <p>More young people involved in work experience in social enterprises.</p> <p>WFE available at local, Wales, UK and international levels.</p> <p>Good practice in accreditation of WFE disseminated and adopted</p> <p>Young offenders from Wales have Learning Pathways including formal, non-formal and informal strands.</p>
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<ul style="list-style-type: none"> Developing and extending existing good practice in accrediting learners' part time employment as part of their Work Focused Experience 	<p>3.12 ACCAC and CQFW to discuss accreditation with awarding bodies , establish existing good practice and develop resources by September 2008</p> <p>3.13 CQFW will capture a progressively wider range of individual achievement through credit across the range of learning contexts; developing and testing models for expressing achievement in clear, easy to understand forms. Summer 2008</p>	<p>CQFW provides framework for accreditation of wide range of experiences contributing to Learning Pathways.</p>
<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 breath and relevance, for example a construction-related pathway should include reference to architecture and civil engineering.</p>	<p>3.14 Work will be undertaken with SSCs in Manufacturing, Automotive and Construction sectors to implement pilot work-related Learning Pathways incorporating a combined apprenticeship approach. From September 2006</p> <p>3.15 Developments will be aligned with DELLS regional strategies in skills areas such as construction.</p> <p>3.16 Work will be undertaken to ensure that opportunities for young people to undertake skills based and vocational learning are central to 14-19 developments through analysis and development of 14-19 Network collaborative option menus including bilingual provision. From Summer 2006</p> <p>3.17 A new entry level programme to replace Skillbuild will be integrated into 14-19 Learning Pathways. September 2007?</p> <p>3.18 ELWa's Work Based Learning Improvement Plan will secure high quality work based learning in priority</p>	<p>Work related Learning Pathways incorporating a combined apprenticeship approach developed and implemented as part of the option menus for 14-19 year olds across Wales.</p> <p>High quality work related education available in all areas of Wales</p> <p>Learning infrastructure supports 14-19 Learning Pathways for all.</p>

	<p>economic areas across Wales by 2010.</p> <p>3.19 Collaborative option menus including work focused and general choices from entry level to level 4 available in all 14-19 Network areas by January 2007.</p> <p>3.20 Pathfinder projects, informed by option menus, will be extended to all areas to create the new learning infrastructure by 2010.</p>	
<p>Enhancing the Images 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>	<p>3.21 Careers Wales and SSCs work with Vocational Skills Champion to prepare and disseminate material, run seminars etc. From Autumn 2006</p> <p>3.22 ELWa, Careers Wales and others will develop a strategy to promote the importance of bilingualism as a workplace skill and to point out to young people the importance of their bilingual skills through the Language Economy Discussion Group from Feb 2006</p>	<p>Young people have positive images of a range of work and working environments.</p>

<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>	<p>3.23 Work is underway to ensure that the existing guidance and protocols are incorporated into a straightforward easily accessible resource covering all situations which are likely to arise from the implementation of Learning Pathways. This will include the development of work focused Learning Pathways (previously referred to as “combined apprenticeships”) and take account of development in England of the Specialised Diplomas. Guidance produced January 2007.</p>	<p>Comprehensive and easily accessible advice on legislation relevant to 14-19 Learning Pathways available to all relevant partners.</p>
<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 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>	<p>3.24 ACCAC and CQFW will consult on the development and extension of appropriate Learning Pathways, including recognition of achievement/qualification options, with Awarding Bodies, CQFW Recognised Bodies and other stakeholders.</p> <p>3.25 SSCs will also to be consulted as part of this review.</p> <p>3.26 ELWa and ACCAC will continue work to increase the availability of appropriate qualifications through the medium of Welsh. ACCAC pilot work with vocational awarding bodies will be completed by March 2007. Ongoing.</p>	<p>Strong and appropriate vocational element for learners of all abilities established within Learning Pathways.</p>

<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 Wales: A Better Country, The Learning Country, A Winning Wales, the Skills and Employment Action Plan, Iaith Pawb and Learning Pathways. 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 	<p>3.27 Wales is already represented on the UK wide Vocational Qualifications Reform Programme Board set up to ensure that by 2010 at the latest, the vocational qualifications recognised by the relevant statutory frameworks reflect the needs of employers and learners, and confer the skills and knowledge for short-term and sustainable employability. The Wales representatives on the Board will liaise with a wide range of organisations including those listed. By 2010</p> <p>3.28 Establish a 14-19 Employer Engagement Task Force for Wales to investigate and report, with recommendations, on how employers and employer bodies can be more involved in 14-19 learning. The Task Force will be chaired by a member of the cross-portfolio Ministerial Advisory Group on Skills and will include the Vocational Skills Champion. Other members will be drawn from Sector Skills Councils and the Sector Skills Development Agency, employer representative bodies, learning providers, 14-19 Networks, ELWa, ACCAC, Estyn, Education Business Partnerships and Careers Wales. This task force will be charged with supporting the development of vocational opportunities, teaching and learning resources, e-learning and video-conferencing opportunities and capacity issues in Welsh medium and bilingual provision. From September 2006</p>	<p>Wales makes an active contribution to the development of an appropriate vocational qualifications framework.</p> <p>Employers involved in relevant aspects of Learning Pathways.</p>
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<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> <p>Build on the work of WJEC and University of Bath as part of the pilot project, to ensure that the WBQ is widely recognised in practice in Higher Education Institutions inside and outside Wales and also employers</p> <p>Consider how partial completion of the WBQ might be recognised</p>	<p>3.29 An external evaluation has been commissioned with advice to Minister to follow. June 2006</p> <p>3.30 Subject to consideration of external review findings, WBQ to be extended to all learning settings at Intermediate and Advanced level post-16, as appropriate from September 2007 . WBQ to be piloted at foundation level 14-19 and intermediate level 14-16 from 2006. Subject to evaluation, full WBQ 14-19 would be available to learners of all abilities from 2009.</p> <p>3.31 A conference to raise awareness in the HE sector has already taken place October 2005</p> <p>3.32 Ongoing work by University of Bath HEAT group will include information leaflet about Welsh Baccalaureate in HE offers May 2006</p> <p>3.33 Consideration is currently being made re future events/promotional material which will be undertaken in collaboration with the Information and Communications Group.</p> <p>3.34 WJEC will design credit transcript certificates that will record achievement August 2006</p>	<p>WBQ at Foundation, Intermediate and Advanced levels available for learners of all abilities</p> <p>HE sector fully aware of WBQ and giving it appropriate recognition.</p> <p>Credit transcript certificates record achievement.</p>
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<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 	<p>3.35 Work is being taken forward as an integral part of the review of the National Curriculum for Wales. It is intended that revised Programmes of Study will be in place for teaching from September 2008 for implementation at KS4 (with revised GCSEs) from 2009.</p> <p>3.36 Work on the Learning Core is on target for implementation at KS4 in September 2009</p> <p>3.37 ACCAC is revising the KS 3 programme of study for Modern Foreign Languages to focus on skills and relevance and will advise on whether to adopt DfES Languages Ladder scheme in Wales by summer 2006</p> <p>3.38 ACCAC will collaborate with partners as follows: With CILT Cymru to promote alternative accreditation to GCSE (including the Languages Ladder scheme); with Language Network Cymru and Careers Wales; promotion of 'languages mean Business' DVD and 'Languages Work' resources; 'Opening Doors' conferences for 16-19 year olds; with business Language champions scheme to bring schools and local businesses together in partnership.</p> <p>3.39 The Welsh Assembly Government has consulted on proposals to suspend, as an interim measure, the National Curriculum requirements for Science at Key Stage 4 between September 2006 and August 2008. This will allow schools to deliver a range of newly accredited science qualifications that do not align with</p>	<p>Revised NC programmes of study aligned with Learning Pathways.</p> <p>Learning Core experiences available to all 14-16 year olds.</p> <p>More relevant MFL available to learners of all abilities.</p> <p>More appropriate science qualifications available</p>
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<ul style="list-style-type: none"> The curriculum at key stages 2 and 3 can best be changed so that it becomes overtly learner centred and skills focused 	<p>current National Curriculum requirements. After August 2008, the revised National Curriculum requirements will align with the specifications of the new qualifications.</p> <p>3.40 14-19 Networks will be supported to develop a programme of CPD to cover schools, FE and training providers to ensure staff have the skills and knowledge they need to deliver Learning Pathways. From January 2006</p>	<p>Staff from all sectors skilled in making high quality contribution to Learning Pathways.</p>
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4. An integrated learner support system will be created to ensure that all young people have entitlement to learning and personal support designed to ensure their participation and retention in 14-19 education and training.

To take forward Chapman recommendations 9.6, 9.7, 9.8, 9.9

Recommendations of Chapman Report	Action to be Taken	Outcomes
<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>	<p>4.1 Subject to development and evaluation of pilot learning coach training programme, discussions will be held with HE institutions to ensure that all new entrants to teaching are aware of the implications of the role of learning coach for them and for learners. Summer 2007</p>	<p>All new teachers understand how the learning coach function benefits learners and how their work supports the learning coach role.</p>

<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 	<p>4.2 Case studies will be published as part of Learning Pathway Guidance II (web-based). March 2006</p> <p>4.3 Regular updates will be included in Learning Pathways Guidance (as published)</p> <p>4.4 Regional conferences (initially annually from early 2007) will reinforce the work of Regional Learning Coach Support Networks. Autumn 2006</p> <p>4.5 Pilot training programme will run from early 2006, to train 220 learning coaches. To summer 2007</p> <p>4.6 Training will be available in English and Welsh medium</p> <p>4.7 The detailed specification for training units will be available to provide information on the role from March 2006</p> <p>4.8 Accreditation of prior learning as part of pilot training programme will begin from Spring 2006</p> <p>4.9 The qualifications system will be developed as part of the pilot training. From spring 2006</p> <p>4.10 Links with WBQ personal tutor have been identified and roles will converge. From Autumn2006</p> <p>4.11 Subject to evaluation of the pilot, the learning coach training programme will be further developed, including support fort those considering undertaking training. From spring 2007</p>	<p>All staff working with 14-19 year olds aware of learning coach role and how it impacts on the learner and their own role.</p> <p>Learning Coach Qualification available at level 3 and level 4 to all Learning Coaches.</p>
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	<p>4.12 Advice on the further development of the learning coach role will be included in Guidance III. January 2007</p> <p>4.13 Local activity to develop the relationship between learning coach, pastoral support, careers advice and the personal support framework supported by national and Network activity in supporting learning settings will further develop systems of coherent support. From 2006-7</p> <p>4.14 Specific examples of good practice in the provision of learning coach support to learners with additional needs and vulnerable learners will be identified and disseminated by September 2007.</p>	
<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>	<p>4.15 Collaboration between 14-19 Networks and YPPs to include workshop (held February 2006) to develop guidance on allocation of responsibilities and joint planning, and further work to develop examples of good practice in making sure all 14-19 learners have access to the right levels of personal support. Guidance and good practice examples to be prepared as part of Learning Pathways Guidance III. January 2007</p> <p>4.16 The personal support framework will be identified and enhanced in collaboration with YPPs in each area from April 2006</p>	<p>Comprehensive multi-agency personal support framework in place in all 14-19 Networks providing general and specialist support..</p> <p>Learning Coach support available to learner with additional needs, young people in care and other vulnerable learners.</p>

5. Funding arrangements for learning provision will be reviewed and adapted to ensure coherence and continuity between funding to schools through their local education authorities for 14-16 provision and funding made available to schools, FE institutions and training providers for 16-19 provision through the national Planning and Funding System (NPFS). Funding arrangements should:

- **provide synchronised funding for 14-19 learning;**
- **ensure that learners are able to access the learning opportunities and support to which they are entitled;**
- **facilitate increased collaboration between schools, FE institutions training providers and community learning.**

To take forward Chapman recommendations 9.13, 9.19, 9.20 and 9.21.

Recommendations of Chapman Report	Action to be Taken	Outcomes
<p>Collaboration</p> <p>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.</p>	<p>5.1 Grant funding for 14-19 Learning Pathways will be made through 14-19 Networks and will be conditional on collaboration, particularly in relation to the production and implementation of the collaborative option menu in each area. Business case evidence will be required for all new developments using grant funding from April 2006. Ongoing</p> <p>5.2 Grant funding arrangements will be reviewed. By 2010</p>	<p>All organisations providing for 14-19 year olds collaborate efficiently and effectively in the interests of the learner.</p>

<p>Consideration should 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.</p>	<p>5.3 Power will be taken in the Education Bill 2006 for governing bodies of FE institutions and schools to form joint committees to manage collaborative activities. Autumn 2006</p> <p>5.4 Pathfinder pilots in six areas of Wales, RCT, Merthyr, Blaenau Gwent, Dyfi Valley, Pembrokeshire, and North West Wales, will set out options for collaborative working appropriate to the needs of each area. The outcome of the first set of consultations will be reported in March 2006.</p> <p>5.5 Pathfinder activity will be extended to the remaining areas of Wales by 2010.</p>	<p>Following initial consultation, Pathfinder pilots developed, where appropriate, into proposals for the restructuring of provision which will be subject to further consultation and subsequently determination by the Assembly Government in accordance with statutory requirements.</p> <p>Pathfinder activity, together with the local option menu, influence the development of the infrastructure for Learning Pathways to ensure all learners receive their entitlement.</p>
<p>Transparency and Strategic Continuity of Funding</p> <p>In order to support the development 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>5.6 Annual Network Development Plans (ANDPs) will be assessed and monitored by joint panel including WAG and Estyn. From April 2006</p>	<p>Networks clearly aware of grant conditions and expectations.</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 prospectus of activities as well as the Learning Coach function and persona support framework at a 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 within 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>	<p>5.7 Work to ensure coherent and consistent funding for the whole 14-19 phase will be undertaken, in the light of discussions on successive forward budget planning rounds, as follows:</p> <ul style="list-style-type: none"> • Additional grant for 14-19 networks will be reviewed for 2007-08 to ensure that it drives change in provision for 14-19 age group consistent with the policy for 14-19 Pathways. • Current arrangements for funding 14-16 education through the local government revenue settlement will be considered alongside arrangements for 16-19 funding under the NPFS and any necessary adjustments made to ensure that together they can secure delivery of the 14-19 agenda • Additional grant funding for 14-19 will be incorporated into mainstream funding (through the local government settlement and NPFS) from around 2010 provided that delivery of 14-19 learning pathways by all the stakeholders is on course. . 	<p>Sustainable funding mechanisms developed to drive forward Learning Pathways and incentivise all providers to develop Learning Pathways</p>
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<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>	<p>5.8 New procedures for monitoring and evaluation will be introduced following preparatory work between Youth and Pupil Participation Division and ELWa as part of the Annual Network Development Planning process and reflecting increased levels of funding From April 2006</p>	<p>Evidence supports future development of Learning Pathways and ensures they are efficient and effective.</p>
<p>Disseminating Good Practice</p> <p>14-19 Learning Pathways Conferences will 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>	<p>5.9 Regional conferences (170 participants) took place December 2005</p> <p>5.10 Theme-specific conferences will be organised by Learning Pathways team (as appropriate)</p> <p>5.11 A Communications and marketing strategy will be developed in partnership with the Information and Communications sub group. From Summer 2006</p>	<p>Regular updates on good practice as it develops through conferences, links between 14-19 Networks and through the Learning Pathways web site.</p>

	<p>5.12 WAG and ACCAC will be actively involved in local and national conferences organised by partners across Wales. Ongoing</p> <p>5.13 The 14-19 Learning Pathways Website will disseminate good practice examples from May 2006</p>	
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