

14-19: opportunity and excellence

Progress Report

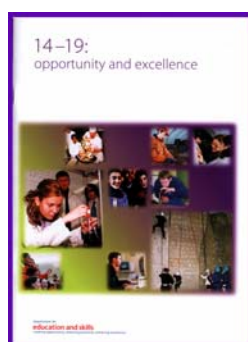


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Introduction



On 21 January 2003, the Government published its vision for transforming the way the education system caters for young people in *14-19: opportunity and excellence*. The publication set out a staged process of reform, designed to offer a more personalised learning route for all pupils so that they will develop increased skills for life, work and further learning and can fulfil their potential through:

- A wide choice of courses and qualifications covering the whole range of subjects and skills;
- Strengthening vocational education and developing assessment methods which are fit for purpose;
- Flexible individual learning programmes leading to clear destinations;
- Access to different types of provision, to centres of excellence and to other expertise relevant to their chosen programmes;
- High quality advice and guidance; and
- Additional financial help and support.

This report sets out the key achievements across this reform programme over the past 15 months, and the next steps ahead. Over this time a great deal has been achieved by all those involved in the programme. The 14-19 reforms have won widespread support from across the teaching profession, from parents and from training and employer organisations and remain one of the Government's top priorities.

The statutory curriculum at Key Stage 4 has been amended to offer greater flexibility to pupils and to schools. The "Increased Flexibility Programme" is now well established and continues to expand - enabling more schools and colleges to form partnerships to create improved vocational opportunities for young people. Whilst first results for the eight new GCSEs in vocational subjects will not be available until August, indications are that these new qualifications are proving popular with young people.

We have forged closer working relationships with a range of organisations and agencies to ensure that professionals in the field have access to good guidance and support materials for when the new work-related and enterprise learning provisions at Key Stage 4 come into effect later this year.

Our Apprenticeship programme has grown to its highest number ever, around a quarter of young people are currently enrolled in apprenticeships and changes have been made to enable more MA apprentices to progress to Higher Education should they have the ambition and ability to do so. This has been supported by the national launch of the Entry to Employment a work based learning programme - helping young people to be better prepared for an apprenticeship, employment and further education.

In order for young people to benefit from these new opportunities, we have

published a National Framework for Careers Education and Guidance and are preparing for the national extension of Education Maintenance Allowances from September 2004. We have also commissioned an end to end review of careers education and guidance to ensure that we have the right systems in place to help young people to make learning and career choices for the 14-19 phase of education.

Collaboration is now firmly embedded in local delivery of 14-19 learning, with strong partnership arrangements in our thirty-nine 14-19 pathfinders. Many of the reforms are being tested through the 14-19 pathfinders programme. They will be a key means of identifying and spreading good practice, where national policy is already being informed by local innovation and collaboration and imaginative working on the ground.

The learning and skills sector is continuing to play a crucial role in delivering provision for 14-19 year olds, and is being better equipped to do so through the *Success for All* reforms. These reforms underpin the 14-19 strategy by driving up standards, providing better choice and building capacity right across the sector.

There are of course further challenges that we will need to address in the coming months. We are committed to ensure that changes are implemented as smoothly and effectively as possible. We will need to review very carefully the implications for future funding and organisational arrangements of the lessons we are learning from our pathfinders, and from the Increased Flexibility Programme. We will need to work more effectively and collaboratively with our stakeholders and with a wide range of employers. We must also ensure that everyone working with 14-19 year old learners receives the appropriate training and support they need to implement changes. Finally, we will need to engage constructively in the debate on the proposals for longer-term reforms arising from the Working Group on 14-19 Reform. These issues will all be key over the coming months.

This reports commends the creativity, drive and enthusiasm of all those involved in the reforms and we look forward to another successful year as we prepare for further development of the 14-19 programme in 2004-05.

Key Stage 4 Curriculum Changes



The policy document *14-19: opportunity and excellence*, issued in January 2003, announced plans to reform the 14-19 curriculum. Too few young people stay on in education or training and the proportion of our workforce holding Level 2 or 3 qualifications in the UK below those in France and Germany.

The Government has given commitment to ensure that all young people can follow a broad and balanced curriculum with greater flexibility and choice in the Key Stage 4 phase.

Progress & Achievements to date

Since *14-19: opportunity and excellence* was published, the legislative changes necessary to introduce greater flexibility into the key stage 4 curriculum have been made.

From September 2004 the Key Stage 4 National Curriculum will change:

- English, maths, science and ICT will remain compulsory. All students will also continue to be taught citizenship, PE, religious education, careers education and sex education.
- Schools will no longer be required to teach modern foreign languages and design & technology to all pupils. A new category of entitlement areas will include arts, design & technology, humanities and modern foreign languages.
- There will be a new requirement for work-related learning for all pupils.

QCA has included in their 14-19 website guidance information on different paced learning in the Key Stage 4 curriculum : www.qca.org.uk/14-19/11-16-schools/index_s3-2-pace-progression.htm

Next Steps

From September 2006, there will be a smaller science programme of study at Key Stage 4. The new programme of study will be statutory for all pupils but there will be a wider range of science options, including a new single award.

QCA are working on web-based guidance on the effective co-ordination of areas contributing to students' personal development at KS4. It focuses on co-ordinating the personal development curriculum in citizenship, personal, social and health education (PSHE), religious education (RE), sex and relationships education (SRE) and careers education. The guidance will include case studies of developing practice in schools.

Work Related Learning at Key Stage 4 & Enterprise Education



Work-related learning (WRL) is defined as planned activity that uses work as a context for learning. All pupils will be required to undertake WRL at Key Stage 4 from September 2004. It will be offered as a range of suitable experiences through and across the curriculum (rather than as a separate subject with a programme of study). Also it will include the development of enterprise capability as an important

outcome, as well as the work experience that most young people have during this stage.

The aim of the new requirement is to enable all young people to:

- fulfil their academic and vocational potential;
- apply their learning in a work context;
- acquire the skills, attitudes and behaviours required in the workplace, including those necessary for health and safety;
- be enterprising and to support enterprise in others; and
- develop other skills, knowledge, understanding and motivation for a well-rounded and balanced adult life, contributing to the country's economic well-being and becoming a responsible citizen in the world beyond work.

Enterprise education aims to develop students' enterprise capability - innovation, creativity, risk-management and risk-taking – financial capability, and economic and business understanding. It gives students a better understanding of their future opportunities and responsibilities in the economic community, and promotes strong links between business and schools.

Progress & Achievements to date

The Qualifications and Curriculum Authority has issued guidance on 'Work Related Learning for all at Key Stage 4' to all maintained secondary schools (see www.qca.org.uk/14-19).

DfES is currently working with QCA, OFSTED and LSC to develop a strategy for effective implementation. A programme of work has been drawn up and by April schools should have access to the following materials on the QCA website:

- six case studies;
- generic specialist schools guidance;
- digest of good ideas for subject teachers;
- an Audit Tool for schools;

DfES and QCA have jointly commissioned research into the current extent and nature of WRL provision in schools. Baseline research will look at the provision available as well as the attitudes of year 7-11 pupils towards vocational qualifications. An interim report will be available from the end of April, with the final report due mid-June.

The new £60m 'Enterprise Education Entitlement' will from 2005/6 provide all KS4 pupils with the equivalent of five days' enterprise activity which develops enterprise capability – innovation, creativity, risk-management and risk-taking, and financial and business understanding.

151 enterprise pathfinder projects were approved for a September 2003 start, embracing nearly 400 secondary schools. Another 22 areas have pathfinder projects due to start around this Easter and a full national roll-out is planned for 2005-06.

Funding of £16m for 250 Enterprise Advisers will encourage enterprise practice among teachers and pupils. The Advisers will work with 1,000 secondary schools in deprived areas to help them bring in enterprise skills to the school.

Warwick University's Centre for Education and Industry (CEI) has been commissioned to evaluate the pathfinder projects, to help inform drafting of guidance by them for teaching enterprise for all schools, to issue in advance of the September 2005 roll-out.

Next Steps

One major objective is to use work as a context for delivering mainstream subjects. The challenge is to find ways in which subject teachers can use work related learning within subjects to make the delivery of learning outcomes easier and to generate better results.

Another challenge, identified by OFSTED, is to encourage coherent, co-ordinated programmes of work-related learning in a majority of schools. Overall, the work-related dimension of courses is significantly underdeveloped.

We will inviting applications by the end of April for a second round of Enterprise Learning Pathfinders, drawing on OFSTED's observations of the first term of the first tranche.

In Autumn 2004 we will be producing web-based 'draft' guidance on enterprise learning which will include case studies and lesson plans across a range of subjects and PDP/CPD modules both generic and related to subjects.



Case Study

Education Business Partnership at Heathfield Community School

Heathfield Community School is an 11-16 comprehensive school with arts college specialist status in a semi-rural area on the edge of Taunton in Somerset. There are 1,080 students on roll and 20 per cent have special educational needs without statements. There is a community arts centre on the school site.

The school has its own education business partnership with 20 local and regional businesses. Business colleagues meet every two months for a breakfast meeting at the school and are involved in reviewing, monitoring and planning the curriculum. The partnership also offers a number of company challenges each year, involving students working with businesses on a genuine (rather than simulated) activity specified by the company.

All students complete a lifelong skills portfolio as part of the citizenship programme. This complements and is additional to the students' progress files and enables them to leave school with a clear idea of employability skills and how to articulate and demonstrate these. Each student also has the opportunity to have an individual careers guidance interview.

All students undertake a one-week work experience in year 10 and some students use the spring half-term to complete a second placement. All students also take part in a three-day industry/performing arts activity during the last week of the academic year.

Some students opt for an extended work-related option at key stage 4. This includes lessons on transition from school to work, practical projects in technology, and the OCR initial award in performing arts.

In 2002, the performing arts group produced a Theatre in Education project commissioned by the Construction Industry Training Board (CITB) to focus on numeracy within a construction industry context. The group produced an interactive performance piece for key stages 1 and 2, which involved working with primary school children in measuring, making estimates and considering health and safety issues.

Case study

Work-related Learning at Ruffwood School

Ruffwood School is a mixed 11-16 comprehensive school in an Excellence in Cities area in the North West of England and is a member of the Knowsley 14-19 Collegiate. The school has approximately 1,150 students on roll, 25 per cent of whom have special educational needs without statements.

The school has a work-related learning policy in place, which was recently reviewed. Work-related learning is coordinated by a senior teacher, who is responsible for off-site learning, and by the careers education and guidance manager.

All students undertake an enterprise activity during year 10, supported by the local education business partnership. A partnership of school staff and five local employers ensures that the activities are relevant to the needs of local businesses while remaining focused on student progress.

Careers education and guidance operates within the PSHE framework and helps all students to explore the range of educational and career opportunities open to them. Connexions personnel have a base in the school and the school works with the education business partnership to provide suitable placements for the work experience programme.

Students are made aware of skills for employability and rights and responsibilities at work as part of the PSHE programme, and this learning is reinforced in their work experience planning, debriefing and mock interviews.

Some students opt for the ASDAN youth award and/or have the opportunity to have a reduced GCSE programme in school and to take NVQ courses at the local further education college.

Modern Apprenticeships & Entry to Employment



Modern Apprenticeships provide work-based learning for young people to achieve qualifications at level 2 (Foundation) and level 3 (Advanced). They are a key rung in the vocational ladder that enables young people to progress from GCSEs towards their chosen profession and, if they are able, Foundation Degrees.

Apprenticeships almost disappeared in the 80s. We are now building them up again, in a modern way that meets today's skills needs. They cover all sectors of the economy - from engineering to social care and IT.

Entry to Employment is a new tailored and flexible work based programme aimed at getting young people ready for a Modern Apprenticeship, employment or further education.

Progress & achievements to date

We are now upgrading Modern Apprenticeships by introducing technical certificates, alongside the NVQ and Key Skills. Technical certificates will deliver broader knowledge and understanding, laying the basis for able trainees to progress to Higher Education.

There are 255,000 young people on MA programmes, the highest number ever. Suitably qualified 16/17 year olds will have an entitlement to an MA place from September 2004.

A new employer led MA Task Force was launched on 25 February 2003 and is focusing on increasing the supply of employers and young people involved in MA. It is chaired by Sir Roy Gardner, Chief Executive of Centrica. The task force includes high level representatives from both the public and private sectors. The Task Force's first annual report is due to be published in May 2004.

We are also looking to introduce a 'Young Apprenticeship' scheme aimed at 14-16 which will lead to a high quality vocational qualification at Level 2 and provide students with learning on the job alongside adults who are skilled or expert employees.

Entry to Employment was launched nationally in August 2003 following a successful pathfinder phase. So far 32,000 young people have joined the programme in 2003/04.

Next Steps

A coherent suite of programmes from 'Young Apprenticeships' for 14/16 year olds upwards needs to be in place to provide a clear pathway for young people interested in vocational learning.

We need to do more to increase engagement with employers and boost the numbers of places available to meet the high demand from young people. The MA Task Force is taking this work forward in collaboration with the emerging Sector

Skills Councils and the LSC. Our work with employers and others to make frameworks more flexible and fit for purpose will encourage more employers to participate. Completion levels in MA frameworks are improving.

Case Study

Lizzi Forde

Seventeen-year-old Lizzi Forde has always been interested in construction. Perhaps it was the influence of her dad – a bricklayer by trade and now a qualified chartered surveyor. And she says she’s been naturally practical for as long as she can remember.

Whatever the initial inspiration, she is now blazing a trail for other young women who want to make their way in the construction industry as she works towards completing a Modern Apprenticeship in tiling. “I’ve always been interested in practical and physical work,” says Lizzi, of Erdington, Birmingham.

“My dad’s a chartered surveyor nowadays but he was originally a bricklayer and I would always try and help out when he was doing jobs around the house. “When I finished my GCSEs, I wasn’t sure what I wanted to do so I started doing A levels. But I quickly realised I wanted to be doing something practical.

Lizzi finished one year of her A level studies but then decided to embark on a Modern Apprenticeship in tiling with her dad’s business, Station Tiles. Now she spends two days a week studying at South Birmingham College and three days a week learning on-the-job out and about with the company’s experienced tilers.

Lizzi expects to be fully qualified by the middle of 2004, when she will have gained NVQ Level II.

“It’s working out really well, dividing my time between study and practical experience.

Case study

Richard Harris

Battling to overcome dyslexia and a severely disrupted childhood has been a long, hard journey for Richard Harris – but thanks to E2E, the 18-year-old is finally getting his life on track.

Originally from Manchester, Richard was brought up by his step-mother since his father left home when he was just one year old. He moved to Birmingham aged 11 with his step-mum and her mother and began his secondary school education in the Midlands.

But when the family moved back to Manchester two years later, he failed to secure a place at a local school and just slipped through the education system net. Now living in a hostel after drifting back to Birmingham, Richard reached the age of 18 with a severely disrupted school record and hampered by dyslexia. His career prospects appeared gloomy.

But after securing a place on the E2E programme with training provider ENTA at the beginning of 2003, Richard is looking to the future with new optimism. He admits that initially he did not know what sort of work he was best suited to. But he has always been practical and has embarked on an NVQ programme in metal engineering. He is also receiving special tuition to help with his dyslexia.

Richard says: “E2E has been really good for me. I hadn’t had any education for about four years when I got involved with it and it’s hard to get started again when you’ve been out of the system for a while. “Now I feel like I’m getting somewhere – I’ve found a skill and I’m getting qualifications. E2E has helped me get my life back on track.”

Increased Flexibility for 14-16 Year Olds Programme



The Increased Flexibility for 14-16 Year Olds Programme commenced in September 2002 and has enabled FE colleges to form partnerships with schools and other agents. It seeks to create enhanced vocational and work related learning opportunities for 14-16 year olds, including provision of GCSEs in vocational subjects.

In most cases young people on the programme will study off-site at a college or with a training provider for one or two days a week throughout Key Stage 4; have opportunities to work towards worthwhile vocational and work related qualifications; and be given the opportunity to develop their knowledge and understanding in a work context. Funding has been agreed for a third cohort to commence in September 2004.

Progress & achievements to date

The programme has led to the creation of 289 partnerships between further education colleges, schools, training providers and other agents, involving around 2,000 schools and over 90,000 pupils.

An in-depth programme of evaluation has been undertaken by the National Foundation for Educational Research. Early indications show that about 60% of the pupils on the programme are working towards a GCSE in a vocational subject, with ICT the most popular (18%) followed by Health and Social Care (11%), Leisure and Tourism and Applied Business are next with 9% each.

Schools and colleges and training providers have identified clear benefits for their students from access to a wider, and more appropriate, curriculum. This is supported by the initial findings from students and parents. The majority of students who were participating in IFP enjoyed taking the courses and found them interesting. Comments made by parents included: *'His reports are gleaming'*, *'It has opened [vocational] doors which were definitely shut before'*, *'She is outperforming all her school subjects'*, *'He absolutely adores it!'*, and *'It's the only day he gets out of bed without me nagging him to get up!'*

Next Steps

Although funding for a third cohort has been announced, we still need to consider longer term arrangements and ways in which to mainstream vocational education.

Work is needed to develop a better understanding across the range of courses now being taught of the minimum learning hours necessary for particular qualifications. Further information will be available after the 2004 summer results.

To enable everyone to reach high standards, work will continue on the dissemination of good practice. We will need to ensure that teachers continue to receive the training and support they need to deliver high quality qualifications. Increased collaboration with employers is necessary for the long term success of the programme.



Case Study

Increased Flexibility Programme in Hertfordshire

There are four IFP partnerships in Hertfordshire, each of which is coordinated by one of the four FE colleges.

Approximately 700 Yr 10 pupils from across the county undertook vocational courses at their local college. The range of courses offered included: construction, catering, health and beauty, retail, electrical installation, land studies, horticulture and administration. All the courses led to recognised qualifications, including NVQs, GCSEs in vocational subjects, key skills or other related vocational qualifications. In September 2003, another new cohort of pupils commenced on the programme.

The success of the programme increased demand and led to some difficulties regarding capacity. Working collaboratively at county level was seen as critical to reaching a successful outcome to the problem. As a consequence a number of key groups were set up. One group determined the overall strategy and direction of the individual partnerships, and another focussed on collaborative working.

The underlying principle of this scheme is the freedom of young people to move across the county to access the partnerships or programme that meets their needs. The key groups worked together effectively on a number of related issues in order to help support this kind of flexibility at ground level. These key group activities have helped to encourage a culture of collaboration, rather than competition.

Case Study

Introducing GCSEs in Vocational Subjects at Leeds College of Technology

GCSEs in vocational subjects were introduced in September 2002. Leeds College of Technology agreed to work with two schools (both current partners) to deliver a GCSE in Manufacturing at the college's print media skills centre. In September 2002, 23 students from Roundhay and 18 students from Benton Park began studying for a GCSE in manufacturing.

The schools participated in general consultation and attendance of steering group meetings. The onus was on the college teams to deal with course management, development and delivery, whilst the staff at the school accompanied students on the print courses.

Students from both schools attended college one afternoon a week. A teacher from each school accompanied the group on transport provided by the college. At college, the students participated in a combination of practical (that is, project based) and theoretical lessons that were delivered by college staff.

By the end of the year, Roundhay had an attendance rate of 90 per cent and a retention rate of 83 per cent. Benton Park had an attendance rate of 82 per cent and a retention rate of 67 per cent.

The IFP provided an opportunity for a partnership between a college and two schools to develop from a relatively loose, informal relationship to a more formal, structured partnership with written guidance and criteria for organising and managing a collaborative programme. These developments have been informed by the evaluation responses from staff and students.

14-19 Pathfinder Programme



The policy document *14-19: opportunity and excellence* confirmed our a commitment to a three year programme of 14-19 pathfinders, to test models of collaborative working in a range of settings in order to secure greater choice of curriculum pathways. They were set up to:

- Test a range of ideas and discover new ones.
- Develop good practice which will inform the staged national roll out.
- Identify barriers to a coherent 14-19 phase and design ways to overcome them.
- Demonstrate that the reforms can work in a variety of locations with different social circumstances and different mixes of schools and colleges.

The programme is jointly managed and funded by the DfES and the LSC. £46 million is being invested over the three years to 2004/05 (£10/16/20m).

Progress and achievements to date

- 25 phase one pathfinders started in 2002/03 in a range of areas. They made a start on testing the medium term changes set out in *14-19: opportunity and excellence*, introducing more flexibility and choice so that students' programmes can be better tailored to their needs and aptitudes. Key aspects they are testing, include: broader curriculum offerings (testing out entitlement); variations in pace of learning; extending work-related programmes; enterprise education; and innovative use of the vocational route including GCSEs in vocational subjects.
- 14 second phase pathfinders started in 2003/04 to test more radical and innovative ways of providing 14-19 education and training than was possible in year one. Aspects being tested, include:
 - Maximising the full potential of e-learning both to offer flexible access to learning and to prepare learners for the skills needed in the knowledge economy.
 - Innovative approaches to designing and delivering vocational courses.
 - Addressing key skill shortages in specific professions.
 - Innovative proposals for engaging employers.

- In addition, five of the phase one pathfinders started, from September 2003, testing alternative funding mechanisms both to facilitate collaboration and to meet the cost of providing vocational courses.
- A pathfinders website, www.dfes.gov.uk/14-19pathfinders, was developed to be a source, amongst other things, of good practice and innovation.
- The first year evaluation of the phase one pathfinders issued in January 2004 showed very positive progress:
 - Extensive collaborative arrangements established or strengthened, providing a strong basis for further development.
 - Broader curricula developed, offering young people greater choice and flexibility through provision of vocational and work-related learning in colleges, workplaces and with training providers.
 - Variations in pace of learning for higher achieving students.
 - Improvements in advice and guidance.
 - Productive links with other programmes, particularly the Increased Flexibility Programme and Excellence in Cities, and further development of strategic planning of the 14-19 phase.

Next Steps

- Ensuring that in the remaining two years of the programme pathfinders start to address 14-19 as a coherent phase, and raise the status of work-based learning.
- Providing wider curriculum choice to stretch those of average and higher ability in order to prepare them for the world of work.
- Sustaining pathfinders' developments beyond the three year programme.
- Securing good evaluative evidence from three years of the programme in order to compile a comprehensive body of good practice guidance to inform the national roll out of 14-19 education and training from 2005/06.

Case study

GCSEs in Vocational Subjects at the Knowsley Collegiate

The Knowsley Collegiate enabled Year 10 students in September 2003 to choose from over 35 optional courses including GCSEs, GCSEs in vocational subjects and NVQs. These options were available in several different centres, including a newly built vocational skills centre at a college. An LEA-wide Key Stage 4 prospectus has been produced giving details of each of the courses.

In September 2003, 1,000 Key Stage 4 students were accessing at least one day of offsite provision ranging from NVQ and GCSE college provision to a five day KS4 work based learning programme. While the majority of students move to study in college, there was also movement of students between schools. This is seen as important in establishing that the Collegiate is a broad collaborative scheme which involves more than one-way movement between schools and the college.

A GCSE in engineering course is being provided jointly with a local employer while media GCSE GCSE course is taught jointly by a school, a college and a training provider. All schools have agreed to timetable one Year 10 option on a Wednesday afternoon and in some cases there has been further co-ordination of timetables.

Case study

The Establishment of the Central Gateshead 6th Form

A major thrust of the Gateshead Pathfinder has been the establishment of the Central Gateshead 6th Form (CG6). This collaborative venture between the College and three schools provides what is described as a "complete package" for sixth formers in central Gateshead. The development of CG6 was partly prompted by the outflow of young people from the central area at 16. This had the effect of impoverishing the curriculum which could be offered to students who were unable or unwilling to travel out of the area. CG6 is intended to raise full-time participation post-16, particularly through working with two 11-16 schools which are part of the consortia.

A novel feature of the collaboration is that it provides opportunities for young people to continue to be based in these schools and pursue some of their post-16 studies there. This has encouraged reluctant students to stay on at 16 by making available a base in a familiar environment, as well as providing Key Stage 4 students at the schools with post-16 role models to raise aspirations and increase confidence.

For September 2003, CG6 was able to produce a common prospectus and offer a wide range of academic and vocational courses from entry level to Level 3. It was reported that the publicity surrounding CG6 had resulted in more young people taking up courses for example in the schools numbers increased in total from 93 to 174 and twenty new AS and A2 courses were offered for September 2003

Enhanced Advice and Guidance



14-19: opportunity and excellence recognised that young people would require more information, advice and guidance during a new 14-19 phase of education and training. In future young people will have a broader range of choices in Key Stage 4. In particular, there will be more opportunities to pursue vocational options, perhaps involving studying for part of the week outside the school, at an FE college or with a

work-based provider. Young people need to understand the implications of their Key Stage 4 choices for their post-16 progression.

In order to understand and take full advantage of these opportunities young people need to develop career management skills and have access to enhanced support at key decision/transition points.

Progress & achievements to date

We have made good progress, including:

- In March 2003, we published a National Framework for Careers Education and Guidance, which includes recommended learning outcomes for each Key Stage. Regional briefing events were held to support its introduction. In addition, Connexions Partnerships have worked closely with local schools and colleges to review existing programmes against the framework;
- The present duty to provide a careers education programme to young people in years 9-11 will be extended to Years 7 and 8, from September 2004;
- We have instigated the recruitment of advanced skills teachers to improve the quality of careers education locally;
- The first year 14-19 pathfinder evaluation report stated that there have been encouraging improvements in advice and guidance provided to young people approaching and passing through the 14-19 phase;
- We have seen the use of new technology to develop electronic learning plans in a number of 14-19 pathfinders.

Next steps

In the second year of the reform programme we will need to address a number of issues to build on the achievements in the first year. These include:

- Reviewing information sharing between agencies in light of the Data Protection Act;
- Ensuring that improved advice and guidance continues to challenge the lack of value for and understanding of vocational pathways by schools and parents;

- Ensuring that teachers receive appropriate training and support to enable them to provide young people with impartial careers advice;
- Ensuring that parents are more involved, given the crucial role they play in shaping young people's decisions;
- Although several pathfinders are developing plans to integrate Progress File and learning plan, more work is required to develop these links.

The first year pathfinder evaluation report identified other issues including:

- Progress in providing enhanced advice and guidance and developing learning plans has been slower than anticipated; and
- Connexions and institutions will need to continue to build strong partnerships to ensure a coherent package of advice and support is offered to all young people.

The Department will also undertake an end to end review of advice and guidance in Spring 2004.

Case Study

Establishing the principle of Individual Learning Planning in Southwark

All students aged 14-19 in Southwark will be able to engage actively in the individual learning planning process, with high-quality, co-coordinated support from education providers and the Connexions service. Each student will develop an appropriate individual learning plan and fully understand its implications.

Each student's entitlement to an appropriately developed individual learning plan is underpinned by the Southwark Guarantee. It aims to provide more opportunities through the curriculum by introducing new courses and new methods of teaching and learning and involves 12 schools, Southwark College and local training providers

The focus of the ILP is as an entitlement for all students at all levels, it is important in reducing NEET numbers and will allow young people to build useful skills. A number of key planning principles will be adopted to influence the development of ILPs.

One principle is to identify a senior management contact in each provider organisation to implement the ILP, making sure it is flexible, student owned and caters for the needs of all students. It should also complement existing good practice across institutions and lead to the development of borough-wide protocols. Another principle will be the development of common ILP criteria agreeing a "common core" plan in 2003-4, but giving individual organisations the scope to move forward independently. Other principles focus on involving Connexions as providers of impartial guidance, reinforcing the Southwark Guarantee by considering the use of common documentation for a range of 14-19 processes and developing a borough wide system, broad enough to allow progression further a field. The pathfinder will provide time for curriculum planning and delivery, train staff, use assessment data as a basis for planning and target setting, and develop ICT provision after the first years activity has been evaluated. These principles form the foundation of the development of ILPs in Southwark.

Development of Individual Learning Plans (ILP) in the East Manchester 14-19 Pathfinder.

Personalisation of learning is at the core of 14-19 activity in East Manchester. It aims to provide 'the right pace, the right place and the right curriculum' to meet all young people's needs. The ILP, is linked with the use of Progress File, effective Learning and Teaching methodologies and appropriate target setting. It will act as the young person's framework, assisting them to reach their full potential and realise their aspirations. It has been adapted for each year group to take account of progression through KS4 and post-16.

The pathfinder has developed and trialled a Year 11 (Complementary Education) ILP – for the most 'at risk' young people. It focuses post-16 plans and, with additional guidance, assists them to make a successful transition to the next phase of learning. It has developed and piloted a paper based ILP for students moving from KS3 to KS4 – which starts at Year 9 in East Manchester. It helps students' to record progress, option choices and future aspirations. Tutors, Connexions PA's and subject 'taster' sessions also assist the process. The Pathfinder developed a web based ILP, which was influenced by ILP stakeholders. All staff were trained to use the software which was trialled in Winter 2003. It has also developed a mapping process to display the links between ILPs, Progress File, Learning and Teaching and target setting. It is being further developed into a model to aid tutors and others.

The Pathfinder is also planning to undertake a number of activities in the future. Activities include the expansion of the scheme to all 14-19 education providers – including work based learning providers across the City of Manchester. The initiative will develop a comprehensive city wide training programme to ensure that a 'whole school' /cross subject approach is adopted. It will also develop a city wide Occupational Guide which will assist young people in making career choices by showing progression routes, anticipated earnings etc.

The Pathfinder commissioned an electronic version of the ILP which is easily accessed by young people, their advisors and parents. It is now up and running and all Year 8 pupils will have completed an electronic ILP by Summer term 2004. The system will allow the identification of specific cohorts of similar young people so as to assist their learning experiences as opportunities arise. (For example, the early identification of cross cluster Gifted and Talented engineering students to participate in attendance at guest lectures at local universities).

Educational Maintenance Allowance and Financial Learner Support



Educational Maintenance Allowance (EMA) is to be rolled out nationally from September 2004 following extensive piloting. The essence of the scheme is means tested payments to young people in post-16 education of up to £30 per week, with periodic bonus payments worth £100. The scheme is being phased in for successive age 16 cohorts, and will reach “steady state” in 2006/07.

Meanwhile, the Department will continue to fund discretionary support for young people facing particular hardship or financial circumstances.

Progress & achievements to date

We began to pilot EMA in 1999, and the scheme is now available in pilot form in 56 LEA areas. Independent evaluation found that EMA increased Year 12 participation in full-time education by 5.9 percentage points amongst eligible young people, with a further increase in Year 13 due to improved retention. EMA reduced the number of young people not in education, employment and training (NEET) at 16 by 2.7 percentage points.

The projection is that national EMA will increase participation in education at Year 12 by 3.8 percentage points, and by 4.1 percentage points amongst Year 13s, across the full cohort.

We expect that in its first year (2004/05) national EMA will encourage an additional 35,000 young people to participate in further education, and reduce the number in NEET by 9,000. When fully rolled out in 2006/07 we estimate that EMA will lead to an additional 72,000 young people participating in further education over that time.

Next Steps

We must also take account of the recently published report from the cross departmental review of financial support for 16 to 19 year olds, although these plans will not affect EMA in the short term. The report and consultation, ‘Supporting young people to achieve: towards a new deal for skills’ was issued alongside the 2004 Budget.



Case Study

Becky Kift

Becky Kift received her EMA when she was doing her A levels at Wyke College in Hull. She's now studying for a chemistry degree at Hull University.

"My EMA money meant that I could get through a year and half of college concentrating on my studies rather than having to get a job to make ends meet. I would have stayed on at college anyway but life would have been a lot more difficult without those weekly payments!

"I spent most of it on books, pens and paper – things like that. However, my friend put hers towards a driving lesson as she'd be able to get to college more easily if she passed her test.

"As well as getting cash for college materials, I found that EMA gave me an extra incentive to go to all my classes. For example, I didn't have to go to my general studies lessons in order to get my place at University, but I made sure I didn't skip any classes so I could get my EMA. I know my friends found it the same – the thought of losing that weekly money spurred us on to attending lessons when we didn't feel like it sometimes."

Case Study

Damien Garwell

Damien Garwell also took advantage of EMA while studying for A levels. He's now studying medicine at Hull University.

"My parents have a low income so it was great not to have to rely on them or get a part-time job. I was on the maximum EMA level but even people I knew who didn't get the full amount thought it was still well worth having.

"Most of my EMA money went on day to day things like dinner money and revision guides. Sometimes I'd have a bit spare so I'd treat myself to a CD.

"The money can only encourage you so much – at the end of the day you've got to be the one putting the work in, but EMA is a really good system that helped me and a lot of my friends."

Success for All



Raising standards across the Learning and Skills sector will be essential to create a coherent 14-19 phase which offers choice and breadth of opportunity for all young people. That is why we introduced the Success for All reforms in November 2002 with the objectives of:

- reforming the pattern, workforce and leadership of further education and training provision so that it meets the current and future needs of learners, employers and communities locally, regionally and nationally;
- driving up the standards of further education and training and embedding better teaching and learning so that there is no unsatisfactory provision and an increasing proportion is excellent, and ensuring the process is irreversible;
- ensuring that all publicly funded providers of further education and training deliver a distinctive and effective contribution to one or more of the Government's strategies for 14-19 learning, basic skills, adult skills and higher education.

Success for All underpins the 14-19 strategy through its commitment to drive up standards, provide better choice and build capacity right across the sector.

Progress & achievements to date

It is now nearly 18 months since the Success for All strategy was launched. We are already starting to see real improvements in standards right across the sector and more learners achieving their learning goals. We are also seeing better achievements for Modern Apprenticeships: completion of frameworks has risen on average by nearly 5 percentage points in the past year.

The key elements of the strategy which support the 14-19 reforms are:

Strategic area reviews (StARs). In April 2003 all local Learning and Skills Councils (LSCs) started strategic area reviews of post-16 LSC-funded provision. These reviews assess the extent to which the current pattern of post-16 learning in each local area meets the needs of learners, employers and the community and are a key driver for change.

By Spring 2005 most local LSCs will have completed the reviews and published resulting outcomes.

Improving Teaching and Learning. The DfES Standards Unit was set up in January 2003 to enable providers to make rapid and significant improvements in the quality and effectiveness of teaching, training and learning. One of its priorities is the development of teaching and learning materials in a number of priority curriculum areas.

The first four curriculum areas are: construction, Entry to Employment, science and business studies. Materials and approaches (for example, to support A-Level biology, chemistry and physics) have been trialled on a small scale with some 30 providers and are now being piloted with about 150 providers. We are planning a national roll-out of these resources across England from September 2004, when the pilot materials have been evaluated. We estimate that this roll-out will benefit up to 1.1 million learners, 55,000 practitioners and 3,000 providers.

Developing the leaders, teachers, trainers and support staff of the future. A second priority of the DfES Standards Unit is to ensure that all learners in the learning and skills sector have the quality of teaching they deserve by creating an environment that attracts, motivates, develops and retains the very best leaders, teachers, trainers, and support staff.

In October 2003, the Centre for Excellence in Leadership, a new leadership college for the learning and skills sector, was launched. The Centre's modules will support efforts to improve the number of women senior managers and those from minority ethnic groups.

A new award for staff in the learning and skills sector was launched in November 2003. The 'STAR' award aims to recognise and celebrate excellence on the part of those who deliver learning, support learning or manage learning. The first national ceremony will be held in September 2004.

Developing a framework for quality and success. A new framework for funding, planning and accountability for the sector, based on greater partnership and trust, is being implemented to drive up performance.

All providers will have three-year development plans agreed with the LSC. The development plans include targets for improvements in learner numbers, success rates, teacher qualifications and employer engagement.



Working Group on 14-19 Reform: Departmental Perspective

The Working Group on 14-19 Reform, led by Mike Tomlinson, was set up in spring 2003 following the publication of *14-19: Opportunity and Excellence*. It was asked to make proposals for reforms to achieve:

- strengthened structure and content of full-time vocational programmes, and to offer greater coherence in learning programmes for all young people throughout their 14–19 education;
- assessment arrangements for 14–19 year-olds that are appropriate to different types of course and styles of teaching and learning, with the overall amount of assessment manageable for learners and teachers alike; and
- a unified framework of qualifications that stretches the performance of learners, motivates progression, and recognises different levels of achievement.

Progress & achievements to date

July 2003

The Working Group published a progress report which set out a rationale and broad design principles for reform. This formed the basis of a consultation with a wide variety of partners and stakeholders. The Consultation period for response to the Progress Report ended in October 2003 and the responses were used to help inform the Interim Report.

17 February 2004

The Working Group published its Interim Report, setting out in more detail the Working Group's proposals for a system of learning programmes and diplomas for 14-19 year olds in England.

The proposed framework is aimed at providing more opportunities and more challenge for young people than the current system. It seeks to offer advantages which reform of individual programmes cannot provide:

- a flexible ladder of progression which all can climb and where different routes are valued;
- coherent programmes of learning in which the whole is greater than the sum of the parts;
- a compulsory core of learning and assured achievement in key components, such as communication and mathematical skills;
- high status vocational programmes rationalised into a smaller number of recognised and valued routes;

- diploma qualifications of sufficient volume to deliver choice, breadth, depth and stretch;
- a reduction in assessment burden (particularly external assessment);
- more information about learners' achievements and their development of knowledge, skills and attributes as a basis for differentiation and selection.

The Secretary of State has welcomed the report and set out the four key tests by which the Government will measure the Working Group's final recommendations:

- Excellence – does it stretch the most able young people?
- Vocational – does it address the historic failure to provide a high-quality vocational offer that stretches young people and prepares them for work?
- Assessment – does it reduce the burden of assessment?
- Disaffection – does it stop the scandal of our high drop out rate?

Next Steps

February to May 2004

The Working Group will be engaging with a range of partners and stakeholders to seek their views on its proposals. Ministers will also be interested to hear people's views.

Autumn 2004

The Working Group final report will be published in autumn 2004. The Government will not decide on changes to the qualifications structure until it has considered the proposals in the final report. Any changes will be introduced in carefully planned and piloted steps over the next ten years.

For more information about the Working Group please visit **www.14-19reform.gov.uk**

Key Milestones for the Future

	Milestones March 2004 to February 2005
2004	
	Education Maintenance Allowance launch and media campaign
May	Modern Apprenticeship employer TV advertising campaign
	Connexions Advertising Campaign
	Launch of the 14-19 Gateway
July	QCA curriculum guidelines for young people in alternative provision expected
August	Exam results from the first cohort of the Increased Flexibility Programme (IFP)
September	Third IFP cohort to begin
	Publication of Success for All the second year
	Publication of the Working Group on 14-19 Reforms final report
	Start of second tranche of new Enterprise Learning Pathfinders
	Third Year of 14-19 Pathfinders commence
	Introduction of MA entitlement for 16-18 yr olds
	GCSE Applied French and Performing Arts pilots to begin
	National roll out of Education Maintenance Allowance
2005	
February	Year 2 evaluation of 14-19 pathfinders completed

Further Information



For more information about the 14-19 programme, please visit the Department's website: **www.dfes.gov.uk/14-19**. This is being re-launched as an enhanced 14-19 Gateway in May 2004.

If you would like to find out more about the 14-19 pathfinder programme, please visit **[www.dfes.gov.uk/14-19 pathfinders](http://www.dfes.gov.uk/14-19/pathfinders)**.

Copies of this document can be downloaded from www.teachernet.gov.uk