

14-19 Briefing

■ ■ ■ ■ ■ *Making Change Happen*

Notebook

Schools version



Our world is changing...*fast*

“by **2020** there will be **5 million fewer** low skilled jobs in Britain than there are today”

“**40%** of all jobs in **2020** will require a **graduate qualification**”

“the **top 10** jobs that will be in demand in **2010** did not exist in **2004**”

“today’s learners will have **10-14** jobs ...by age **38**”

“we are **currently** preparing students for jobs that **don’t** yet exist...”



The 14-19 Reform Agenda

As our world changes, the education system is adapting to new challenges and realities.

Major developments have already taken place.

Young people will be continuing in education or training for longer.

A new secondary curriculum has been introduced for 11 year olds.

The Diploma is being taught for the first time.

Changes have already been made to familiar GCSE and A Level formats.

Between now and 2013, a comprehensive series of innovations will continue to transform the educational landscape and the lives of 14-19 year olds.

This notebook summarises how the educational paths fit together to create new options and opportunities for young people.



Making Change Happen

The new range of pathways

The 14-19 Reforms establish 5 main pathways for young people under 19.

- **GCSEs and A levels** will continue, offering greater stretch and contemporary relevance.
- **TheD iploma** establishes a second path, introducing a new range of subjects which combine practical and theoretical learning.
- There will be expanded opportunities to take up **Apprenticeships** after 16.
- Another route at 16 will be **Employment with Accredited Training**, ensuring school-leavers continue to learn and keep progression routes open.
- The new **Foundation Learning Tier** will provide progression opportunities for young people not yet ready for Level 2 qualifications.

These pathways are being opened up between 2008 and 2013.

Once fully implemented, young people will be able to choose or change paths at the end of key stage 3, and at 16, 17 and 18.

**A choice of pathways,
introduced over time**





What's driving these reforms?

Why do we need such changes?

After all, recent years have seen impressive improvements in educational achievement.

- 65% of students now get 5 A*- C grades at GCSE compared to 45% in 1997.
- In the same period the pass rate for A levels has risen from 88% to 97%.
- 78% of young people now choose to continue in education after 16.

However, today's curriculum does not meet the needs of **all** our young people.

Too many leave without the skills or qualifications they need to progress, particularly the right level of English and maths.

The Reforms exist to give **every** young person the chance to develop their skills in an increasingly competitive, complex world.



No young person left behind

A blank sheet of lined paper with horizontal ruling lines. The paper is white with light blue horizontal lines. There are 21 lines in total, evenly spaced. The paper is oriented vertically.



General and Transferable Skills

Employers report that too many young people are unable to apply the skills of literacy, numeracy and ICT in the world of work.

So irrespective of the path a young person chooses, every student will be taught functional skills in maths, English and ICT from 2010.

Functional skills will be embedded into English, maths and ICT GCSEs (but assessed separately).

They are already part of the new secondary curriculum at key stage 3, included in all Diploma qualifications and will be integral to every Apprenticeship and the Foundation Learning Tier.

Similarly, **Personal, Learning and Thinking (PLT)** skills are also being built into all routes.

These cover 'soft' skills important to work and day-to-day life, such as teamwork, time management, self-management and presenting ideas.

Because PLT skills are not subject-specific and are taught across the curriculum, they are not assessed separately.

Skills for life & work

A blank sheet of lined paper with horizontal ruling lines. The paper is white with light blue horizontal lines. The lines are evenly spaced and run across the width of the page. There are 21 lines in total, including the top and bottom margins.



The Diploma

The Diploma was introduced in September 2008.

It is a completely new qualification for young people under 19.

Each Diploma is a composite programme, combining a number of qualifications which taken together provide a fully-rounded education.

All feature high-quality work-related learning, as well as the opportunity for hands-on work experience.

Diplomas develop skills while building knowledge and understanding.

Introduced in four waves between 2008 and 2011, there will be 17 subject areas in all.

By 2013, every young person will be entitled to take the Diploma of their choice, in their local area.

Young people can choose to take a Diploma as part of their course at Key Stage 4.

Because the Diploma is designed to develop the application of skills and knowledge and students continue to study the national curriculum, students can transfer easily to another path post 16.

Each provides preparation for a broad employment sector, not a specific occupation.

What young people need...

What employers say they are looking for

There are three levels of Diploma:

Level 1: Foundation

Level 2: Higher

Level 3: Advanced



14-16 year olds choosing a Foundation or Higher Diploma will follow this programme for around two days a week.

They will also study, outside of their Diploma, the core national curriculum, including English, maths and science and foundation subjects - ICT, PE, RE and citizenship. Most will take English and maths at GCSE.

All Diploma students have a choice of options as part of their Diploma including other GCSEs, BTEC awards, or other qualifications.

After 16, students can still take a Foundation or Higher Diploma (possibly in a year). Alternatively, they can take the Advanced Diploma - a full-time, two year course which can include an A level or a vocational qualification such as a BTEC award.

A Diploma can lead on to A levels, an Apprenticeship, or other vocational training. The Advanced Diploma can take a student directly into skilled employment or higher education.

Complementary and composite



The Diploma

Students enjoy Diplomas. 12,000 began a Diploma in 2008 – and the feedback has been positive. They really like this way of learning.

Employers like Diplomas. Each subject has been devised by educationalists along with leading employers in the relevant sector, so they cover what employers are looking for.

Universities & Colleges accept Advanced Diplomas. Now that they have seen the reality behind Advanced Diplomas, hundreds of higher education institutions have said they will accept them for relevant degree subjects, as an alternative to traditional qualifications. Some degree courses require particular qualifications to be taken as part of an Advanced Diploma.

**Already introduced in
September 2008**

Construction and the
Built Environment
Information Technology
Engineering
Creative and Media
Society, Health and
Development

**Introduced in
September 2009**

Environmental and
Land-based Studies
Manufacturing and
Product Design
Hair and Beauty Studies
Hospitality
Business Administration
and Finance

September 2010

Public Services
Sport and Active
Leisure
Retail Business
Travel and Tourism

September 2011

Humanities
Languages
Science

Theoretical, practical & applied learning

A large rectangular area with a light orange background and horizontal orange lines, resembling a notepad or writing area. The lines are evenly spaced and extend across the width of the rectangle.



GCSEs

Revised and updated GCSEs are being rolled out alongside the new secondary curriculum.

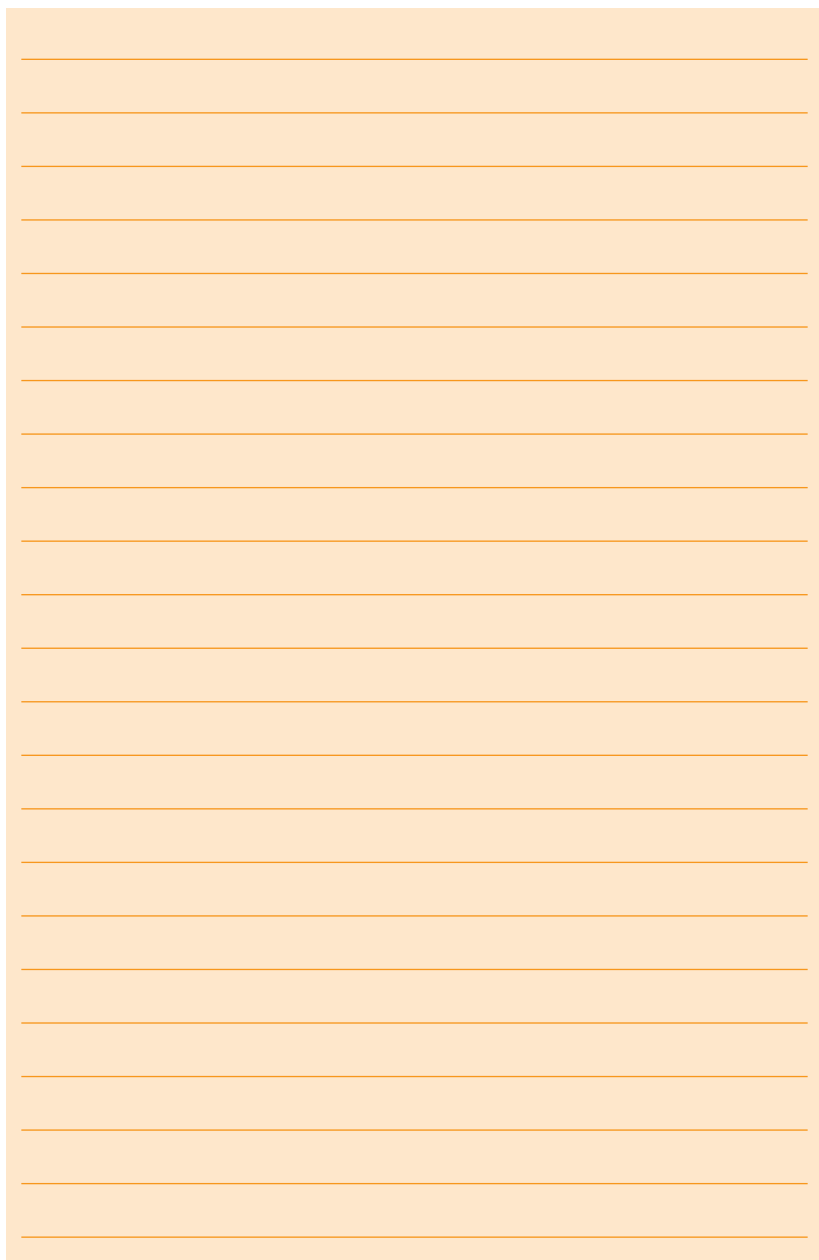
Most GCSE subjects have already been updated. English, maths and ICT will be revised by 2010 and will incorporate functional skills.



In most subjects, coursework will be replaced by controlled assessment, produced under supervision in school.

Such controlled assessment tasks will enable a more straightforward way of marking most subjects, better authentication of original work, and a greater ability to plan, control and manage courses.

Modernised and appropriate

A large rectangular area with a light orange background and horizontal orange lines, resembling a notepad or a form for writing. The lines are evenly spaced and extend across the width of the rectangle.



A Levels

An established, trusted, qualification, A levels remain the best path forward for many students.

As with GCSEs, the A level curriculum has been modernised, making it more contemporary and relevant.

A levels have been revised to make them more stretching and challenging.

The number of course modules has been cut, reducing the burden of assessment while allowing students to explore greater depth.

There are more open-ended questions and opportunities for extended writing.

Stronger connections between topics have also been introduced.

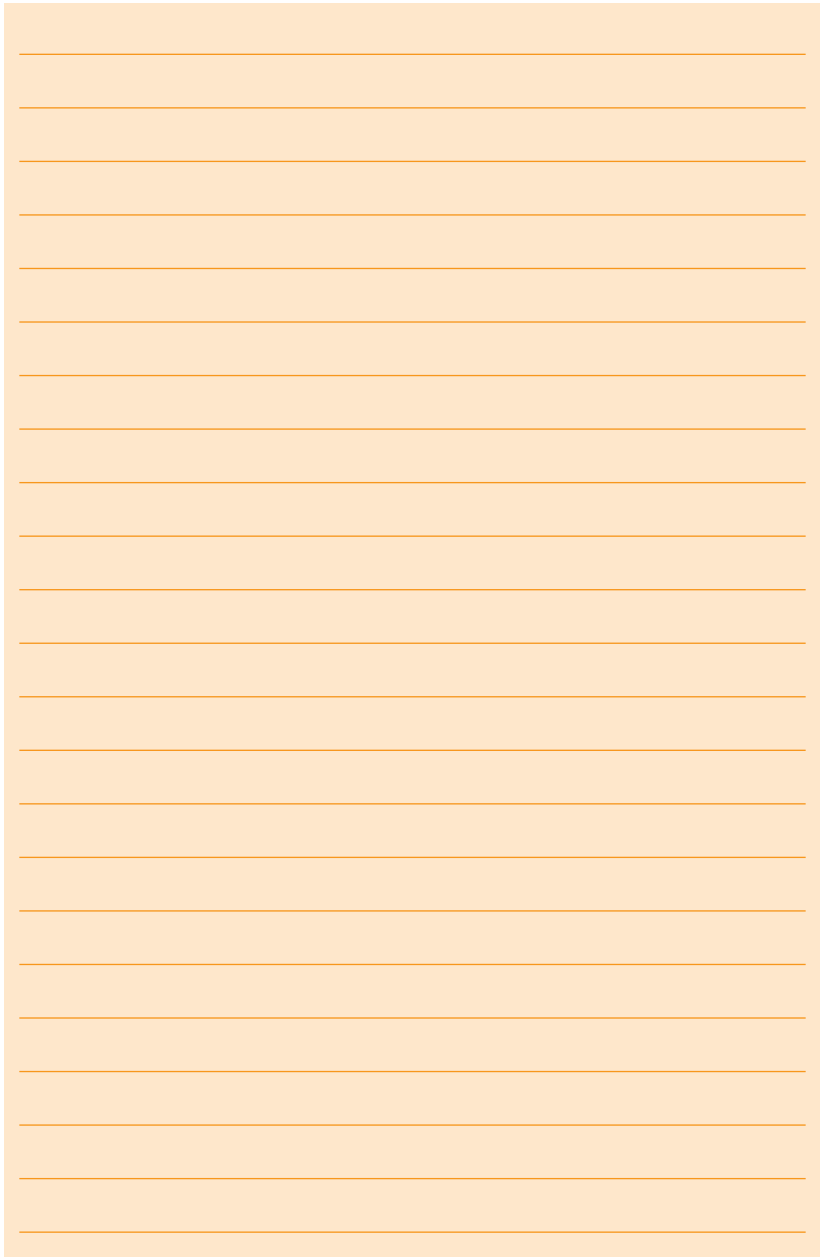
From 2010, students will be able to attain the new A* grade (determined at A2 stage), which recognises exceptional attainment.

GCSEs and A levels will be reviewed along with the full range of 14-19 qualifications in 2013.

Widespread consultation with schools and colleges will take place before any further changes are made.



Contemporary and relevant

A large rectangular area with a light orange background and horizontal orange lines, resembling a notepad or a form for writing. The lines are evenly spaced and extend across the width of the rectangle.



The Extended Project

The Extended Project allows young people to pursue an area of special interest and take their studies to a deeper level.

This prepares them for the kind of independent learning expected in higher education.



The project can be individual or group work, and can be an artefact, a dissertation, an investigation or a performance.

The Extended Project is included within the Advanced Diploma, but is a stand alone option for anyone, including A level students.

The Extended Project supports progression to higher education. It is worth half an A level and carries UCAS points.

**A personal route into
independent learning**

A large rectangular area with a light orange background and horizontal orange lines, resembling a notepad or a form for writing. The lines are evenly spaced and extend across the width of the rectangle.

Apprenticeships

Unlike the Diploma, which gives a broad view of a sector, Apprenticeships lead towards specific occupations.

The option is becoming an increasingly significant option for young people who know what route they want to take.

An Apprenticeship combines paid work with on-the-job training, qualifications and progression.

Apprentices normally do a work-based qualification such as an NVQ at level 2 or 3, a key skills qualification and, gain a technical certificate such as a BTEC National Award or City and Guilds Progression Award.

Advanced Apprenticeships in subjects like IT, engineering or purchasing & supply can lead to a degree.



A high quality route to acquiring skills





Apprenticeships

A huge range of Apprenticeships are now available.

Around 130,000 businesses of all sizes, in 80 employment sectors, offer 180 different types of Apprenticeship.

These include hospitality, media, retail, accounting, childcare and local government as well as subjects like construction, engineering and business administration.

Around 65,000 Apprenticeships were on offer in 1997. Today the figure is more than 220,000.

But we want to go even further, so that 1 in 5 young people are apprentices by 2020. The plan is for 400,000 Apprenticeships by 2020.

That will make Apprenticeships a mainstream option for young people at 16, alongside A levels and the Diploma.

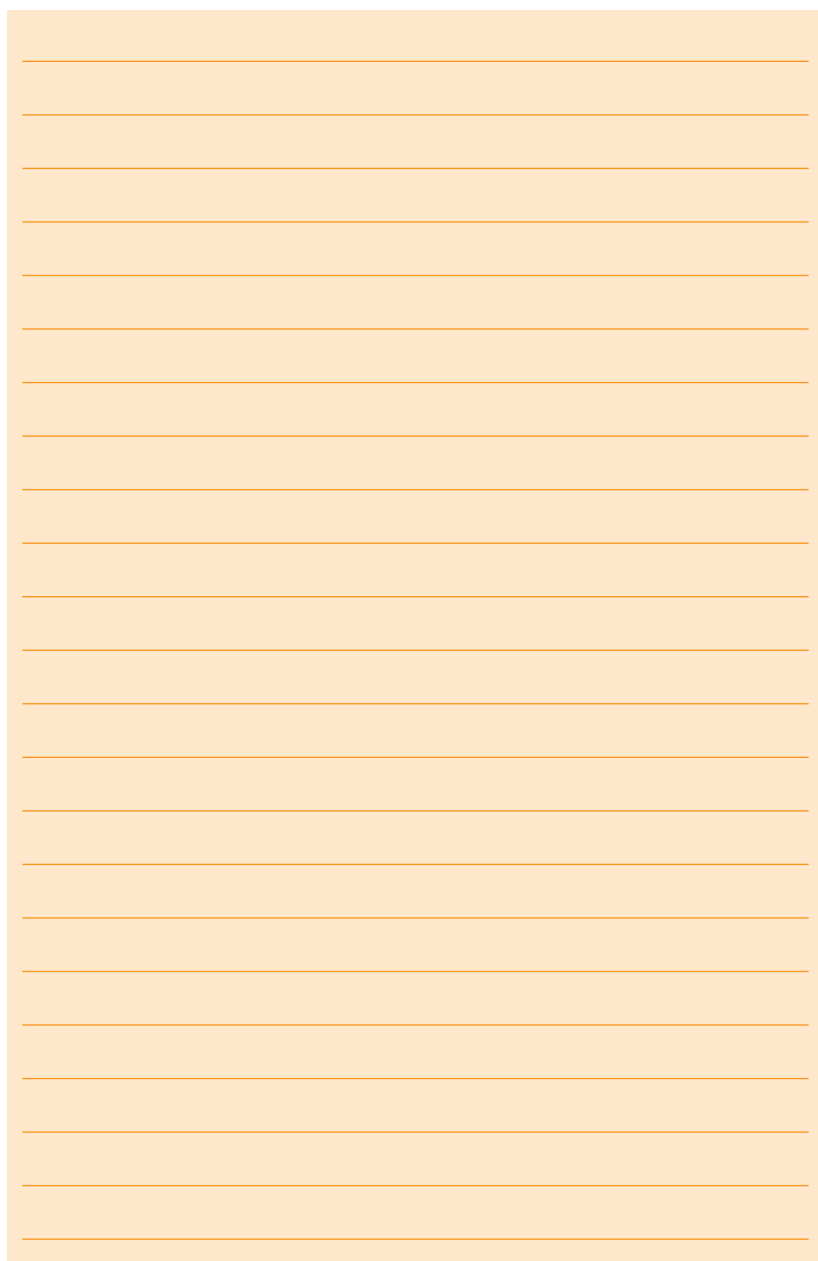
From April 2009 a Vacancy Matching Service will link apprentices to opportunities in their area.

From 2010 we will be introducing a Blueprint for Apprenticeships, ensuring quality by setting out in law the requirements of an Apprenticeship.

The Government is investing more than a billion pounds per year from 2009, encouraging employers to offer places and match supply to demand.



An increasingly mainstream option



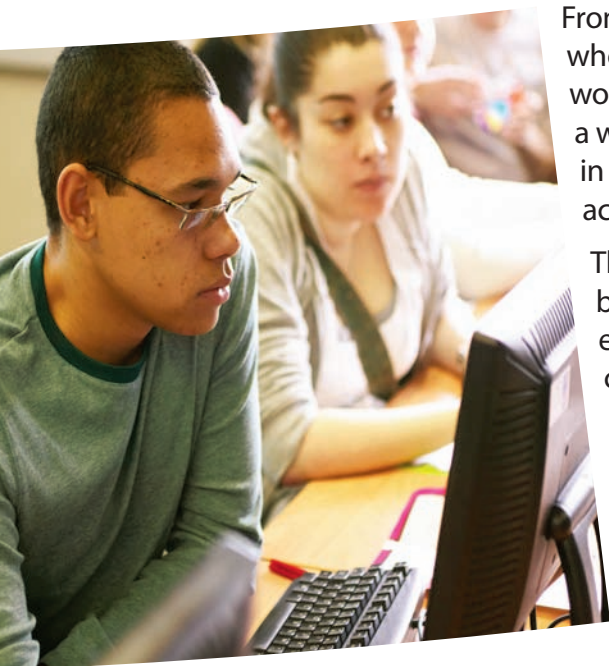
A large rectangular area with a light orange background and horizontal orange lines, resembling a notepad or a form for writing. The lines are evenly spaced and extend across the width of the area.



Employment with Accredited Training

Some young people want to move into work at the earliest opportunity.

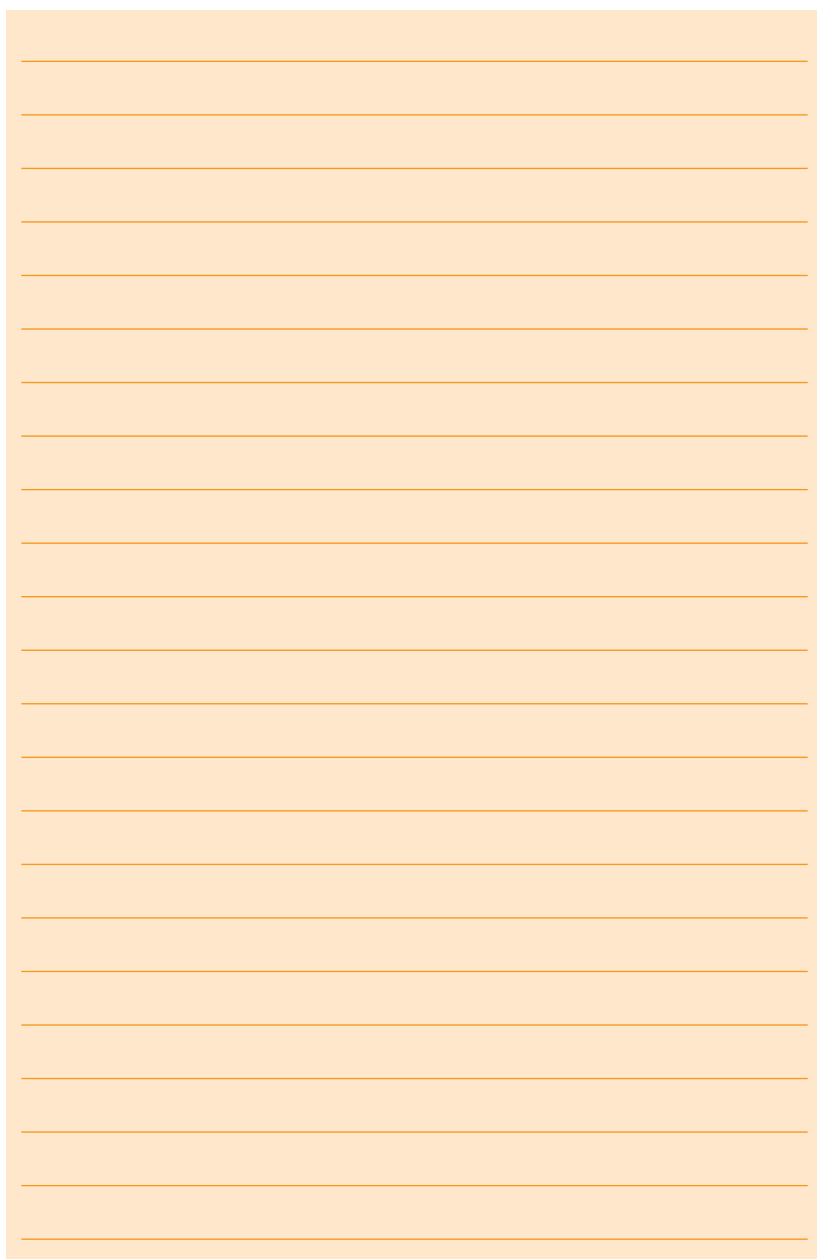
This will continue to be an option, provided that young workers continue to participate in education or training.



From 2013, young people who leave school to go into work will spend at least 1 day a week (or its equivalent) in part-time education or accredited training.

This will prevent anyone becoming trapped in a dead end job, unprepared for the competitive challenges of modern life and work.

**Leaving school – but not
education and training**



A large rectangular area with a light orange background and horizontal orange lines, resembling a notepad or a form for writing. The lines are evenly spaced and extend across the width of the area.

Foundation Learning Tier

Not everyone is ready for a Level 2 qualification at Key Stage 4 or post-16.

Some young people, including some with SEN, need courses suited to their abilities and needs so they can improve their skills through personalised learning programmes, offering a series of stepping stones, taking them through entry level and level 1.

This is what the new Foundation Learning Tier will provide, with accreditation at each stage.

Four progression pathways are being piloted within the FLT, for universal introduction in 2010.

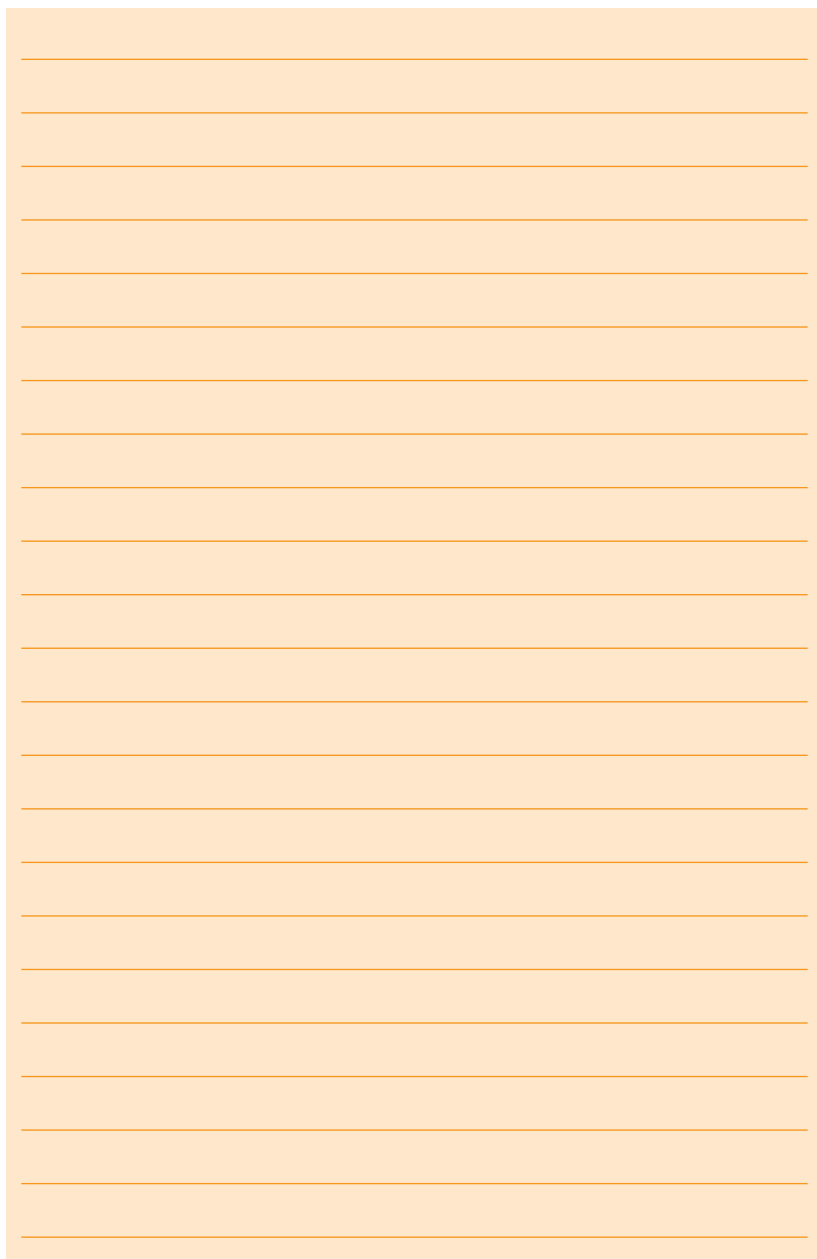
These are:

- A first full level 2
- Skilled work or an Apprenticeship
- Supported employment or independent living
- Foundation Diploma or GCSE

Others may follow. Each includes functional skills and work-related learning and qualifications specific to the needs of the learner.

Achievable success for every young person



A large rectangular area with a light orange background and horizontal orange lines, resembling a notepad or a form for writing. The lines are evenly spaced and extend across the width of the rectangle.



Raising The Participation Age

The 2008 intake of 11 year olds to secondary school will be the first to continue in education or training until they are 17.

By 2015 all young people will continue in education or training to 18.

Why?

The aim is to give every young person the chance to progress and succeed.

Although 4 in 5 young people already continue in education or training post-16, this still places the UK 21st out of 24 among OECD countries. And many only stay on for a year.

So we need to raise our game and give every young person an attractive choice of pathways so they can find the qualifications and styles of learning that suit them best.

The goal is for 90% of 19 year olds to reach level 2 by 2020, with 75% of those achieving level 3 qualifications.

Raising participation, equipping all young people to succeed

A large rectangular area of the page is filled with a light orange color. Within this area, there are 25 horizontal orange lines, evenly spaced, creating a series of rows for writing. The lines extend across the width of the orange area, leaving a small margin on the left and right sides.



Support

As the reforms roll out, young people and their parents will have plenty of information about their options.

Information can be found online, in print and on DVD.

Personal advisers have already received information and training.

Yet because change is being phased in over time, not all options are yet available to everyone. The online 14-19 prospectus for each area shows what is on offer now.

Work is underway to develop a common application process for post-16 learning; on improving information, advice and guidance; and on universal access to a personal tutor.

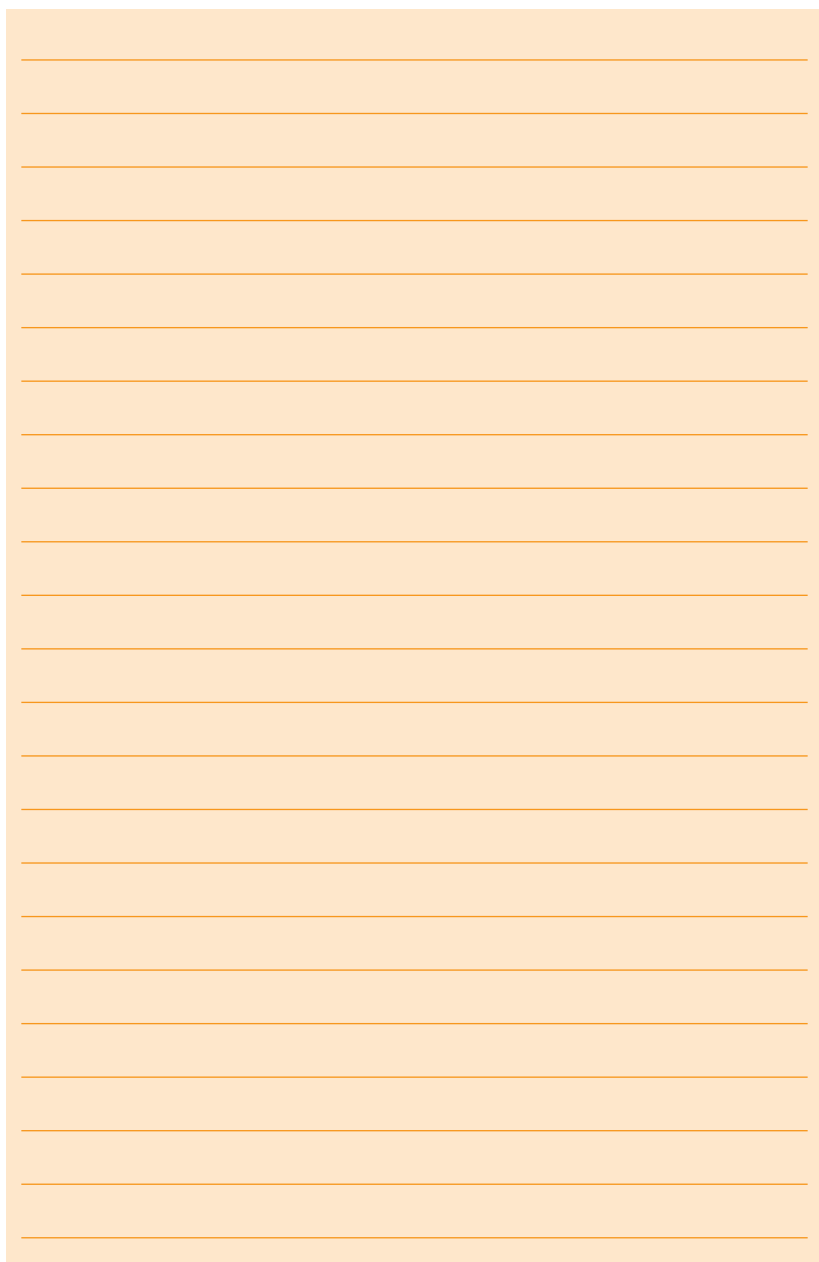
Support for those teaching the Diploma and functional skills is a priority.

More than £50 million was invested in 2008, rising to over £80 million in 2009, to fund training and development, working in consultation with school and college partnerships.

This has resulted in a programme of consultancy support, training events and coaching, as well as online materials provided by SSAT, NCSL and others.

Options, networking opportunities and a full calendar of events can be found on the 14-19 website: www.dcsf.gov.uk/14-19 and on www.diploma-support.org

Help is at hand



A large rectangular area with a light orange background and horizontal orange lines, resembling a notepad or a form for writing. The lines are evenly spaced and extend across the width of the area.



The goal

The changes are being phased in. There is no 'big bang'.

Five clear pathways are being introduced, with flexibility to change direction along the way.

By 2015, all students are expected to follow one of the five pathways, and continue learning until 18, and many beyond that age.

By 2020, 90% of students will reach level 2 by the age of 19 with 75% at level 3.

But the changes are not just about numbers.

They are about young people, giving everyone options and opportunities for success as they follow the path that works best *for them*.

**Preparing young people for
today's world**

A rectangular sheet of light orange paper with horizontal ruling lines. The lines are a slightly darker shade of orange and are evenly spaced. The paper is oriented vertically and occupies most of the page.

A rectangular sheet of light orange paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the paper. There are 21 lines in total, starting from the top and ending near the bottom edge. The paper is set against a white background.

© Crown Copyright 2009

Published by the Department of Children, Schools and Families

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged. For any other use please contact HMSOlicensing@cabinet-office.x.gsi.gov.uk

