

# 14-19 Briefing

■ ■ ■ ■ ■ *Making Change Happen*

## Notebook

College 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.
- **The Diploma** 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%.
- There were 65,000 Apprenticeships in 1997. There are more than 180,000 today and over the last 5 years completion rates have risen from 24% to 62%.

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, in particular, the right level of skills in 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

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# Raising the Participation Age

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

The 11 year olds who start secondary school in 2010 will stay in education or training until they are 18.

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

Despite the fact that four in every five young people currently stay on at school or college after 16, the UK is still placed 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 a choice of pathways that engage and motivate them so they can find the qualifications and styles of learning that suit them best.

This will mean an increased role for colleges and others in raising aspirations and providing suitable courses for young people.

**Raising participation, equipping young people to succeed**



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# 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 and work

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# 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 Diplomas 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 at school can choose to take a Diploma as part of their course at Key Stage 4, alongside core and foundation national curriculum subjects, and they may spend part of their time at college. Post-16 students would normally spend most of their time on their Diploma programme, and may complete it in a year.

The Diploma is designed to develop the application of skills and knowledge, but every Diploma provides opportunities for young people to specialise, and certain options will overlap with updated Apprenticeship frameworks.

**Theoretical, practical and applied learning**

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

There are three levels of Diploma:

**Level 1: Foundation**

**Level 2: Higher**

**Level 3: Advanced**



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

**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 Diplomas.**

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

## **Complementary and composite**

# The 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



**What young people need...**

**What employers say they are looking for**

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# Existing Vocational Qualifications

What is the future for existing vocational qualifications?

The Joint Advisory Committee for Qualifications Approval (JACQA) is beginning to review qualifications.

All parts of the education sector, including the Association of Colleges, are represented on this new committee, as well as employers and higher education.

Gradual, managed changes will take place before a major review of all qualifications for young people, in 2013.

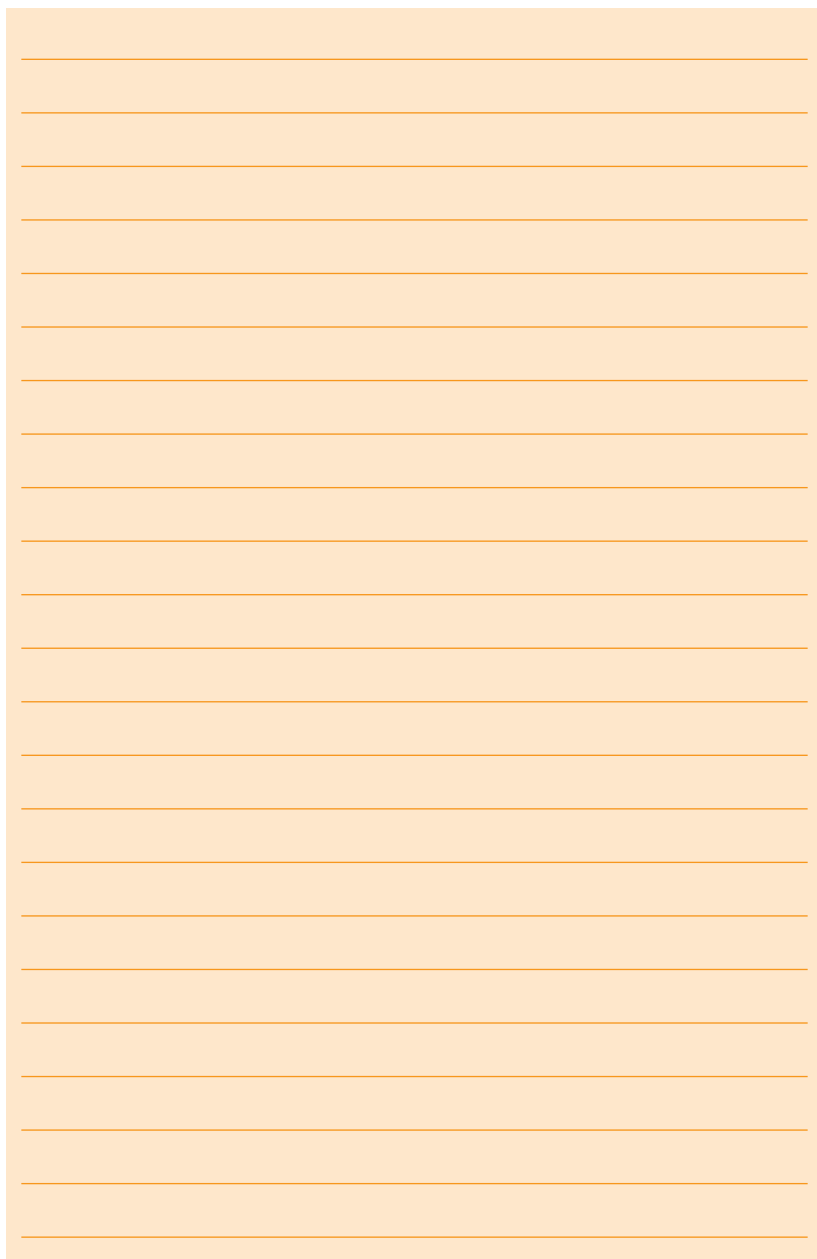
In the meantime, no funding will be withdrawn from any qualification that has significant take up, until at least 2012.

Many existing qualifications will remain, especially for learners aged over 19. However, our aim is for all young people to obtain a fully rounded education. This means that rather than take existing vocational courses as stand-alone qualifications they are likely to take them within a Diploma or an Apprenticeship or the Foundation Learning Tier.

For example, the Additional and Specialist Learning component of the Diploma allows students to choose from a large range of existing qualifications. This includes BTECs, City & Guilds qualifications, GCSEs and A levels.

**Integrated vocational education  
and training**



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# GCSEs & A levels

Over the next two years, all GCSEs and A levels are being modernised to incorporate employability skills and make them more relevant to the modern world.

Most GCSE subjects have already been updated. English, maths and ICT are due for revision by 2010 and will incorporate functional skills.



In most subjects, coursework will be replaced by controlled assessment, with work produced under supervision.

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





# GCSEs & A levels

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

A levels have become 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.

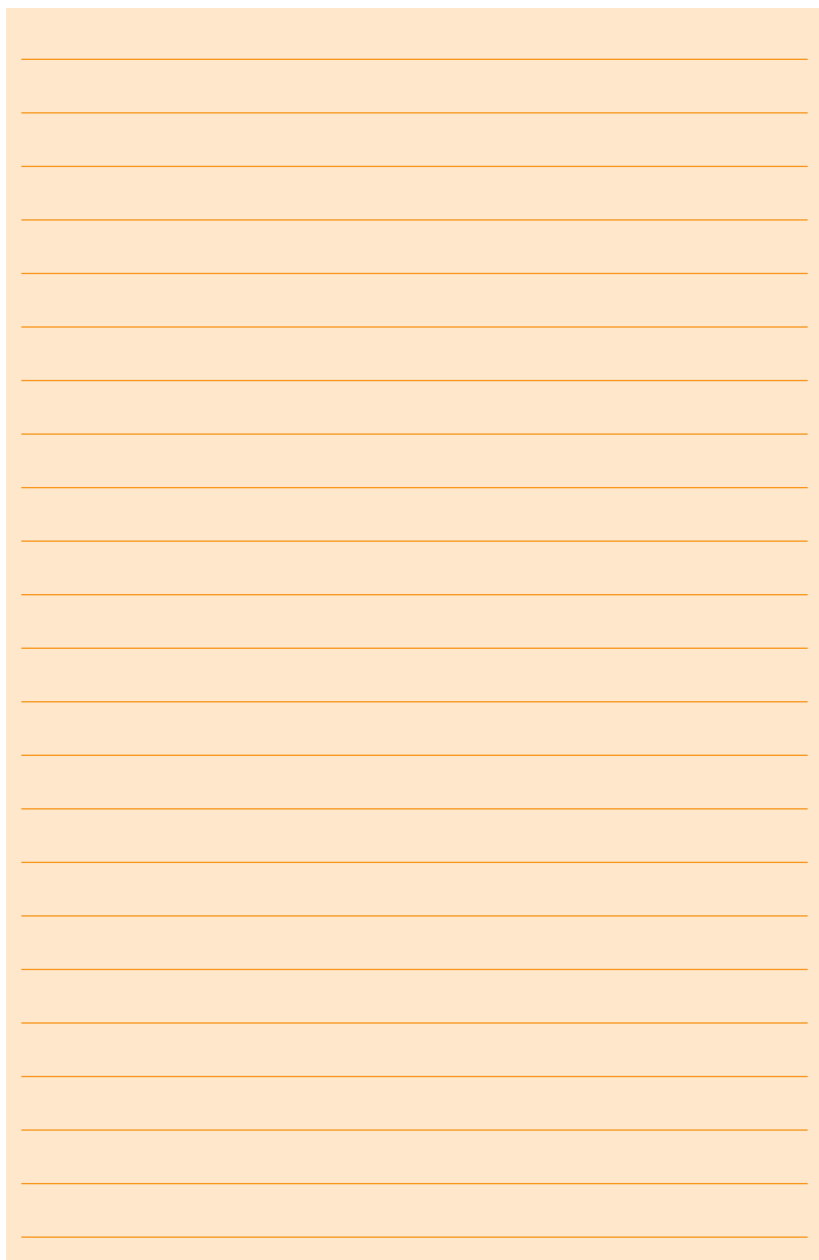
From 2010, students will be able to attain the new A\* grade (determined at A2 stage), which recognises exceptional attainment.

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

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# 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.

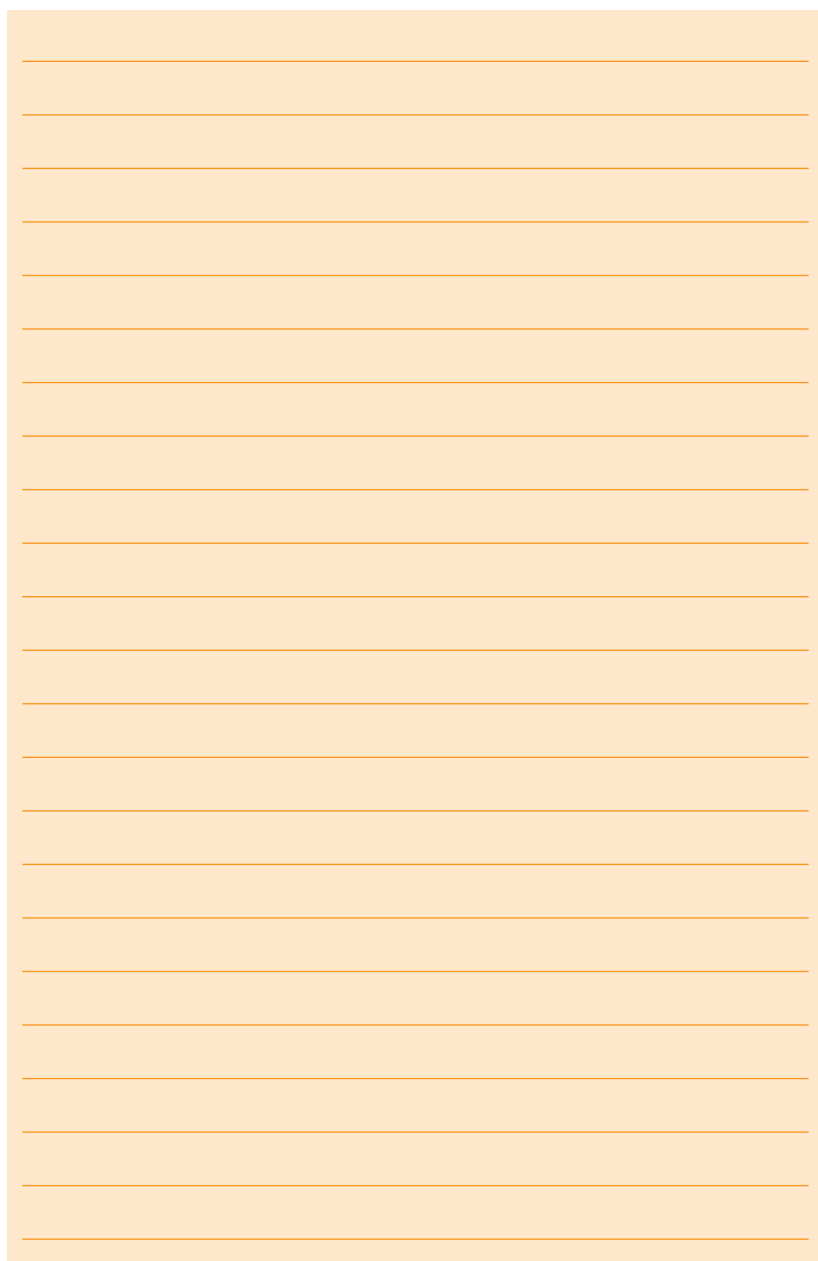


The project can be individual or group work, and can be an artefact, a dissertation, an investigation or a performance.

The Extended Project is included within the Advanced Diploma and 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**



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# Apprenticeships

Colleges are already very familiar with Apprenticeships.

Unlike the Diploma, which gives a broad view of a sector, Apprenticeships prepare students for specific occupations.

Apprenticeships are 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 Apprenticeship places 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**

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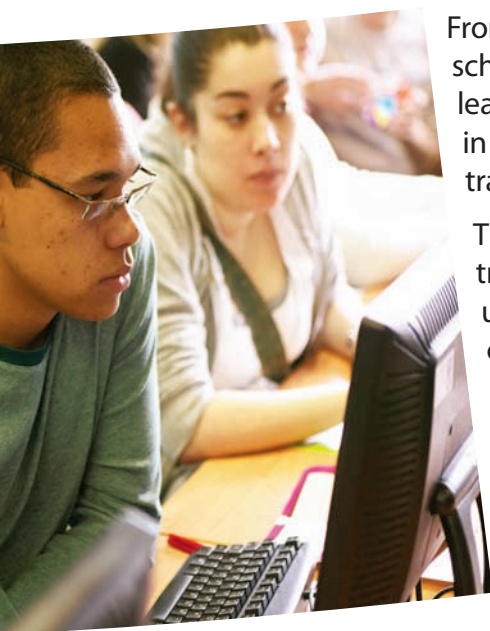


## Employment with Accredited Training

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.

This is an area where colleges will have a clear role, supporting participation in employment with time spent learning.



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 at an appropriate level.

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**

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# Foundation Learning Tier

Not everyone is ready for a Level 2 qualification.

Some young people, including LLDD students, need courses suited to their abilities and needs so they can improve their skills through personalised learning programmes. These will offer a series of stepping stones, taking them through entry level and level 1, and for some, to independent living or supported employment.

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**



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# QCF

A simpler approach to qualifications is being piloted: the Qualifications and Credit Framework, or QCF.

This shows which qualifications are appropriate for each pathway and underpins many of the changes within the reform programme.

The QCF will enable learning providers to design more flexible programmes, built around credit accumulation, suitable to learners' individual needs.

This will help improve retention and progression rates, by recognising smaller steps of achievement more frequently within widely recognised pathways such as the Diploma and Apprenticeships.

The QCF will also make it easier for learners to describe their broad level of competence to employers in a common language.

Qualification titles will be standardised so users can identify the level, how long it will take the average learner to complete, and its general content.

The DCSF is looking at adopting the framework across all 14-19 qualifications; it already covers some.

Once complete, the QCF is expected to cover all levels of qualification up to Level 8 – PhD.

**A simpler, more  
comprehensive framework**



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# Funding

From September 2010, Local Authorities are due to take over the £7bn post-16 learning budget from the LSC.

They will take on responsibility for ensuring that there are enough high quality places in education and training for 16-19 year olds.

This will establish an integrated, single point of accountability for all services for children and young people, from nought to nineteen.

A new national body, the Young People's Learning Agency, will provide support to local authorities for the education and training of 16-18 year olds.

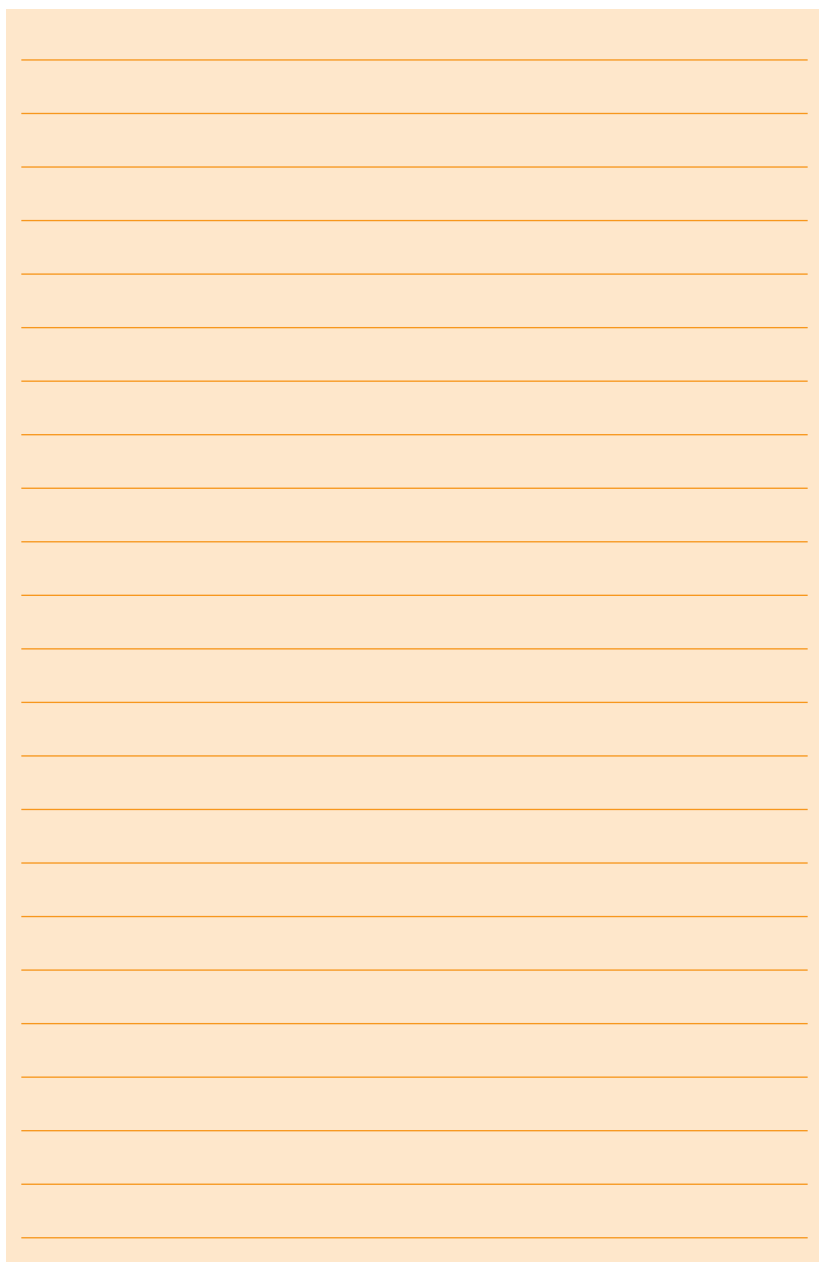
Two other new bodies are being created: the National Apprenticeships Service and the Skills Funding Agency.

Funding will still follow the learner and the DCSF remains committed to narrowing the funding gap between schools and colleges.

The LSC has set the funding cap for a full time learner: the AoC and DCSF are addressing resultant issues and challenges.



**A new approach to funding**



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# Support

As the reforms roll out, young people and their parents will have plenty of information about their options and how they will help them progress.

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, and will be one source of independent information for young people.

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 LSIS.

Free advice and guidance is available via LSIS the college's consortium lead.

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

**Help is at hand**

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# 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 in education or training until 18. And many will, of course continue in learning 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.

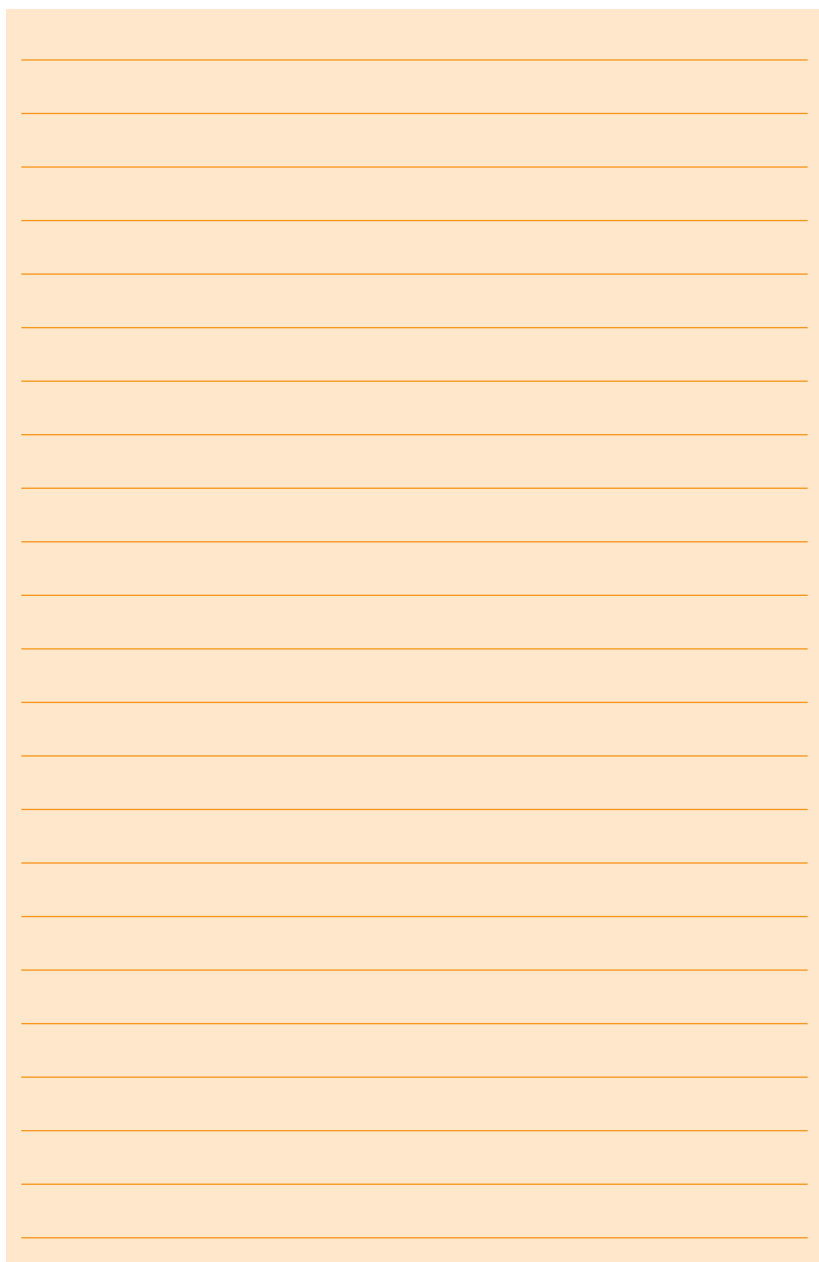
They are about young people, giving everyone options and opportunities for success as they follow the path that works best *for them*.

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

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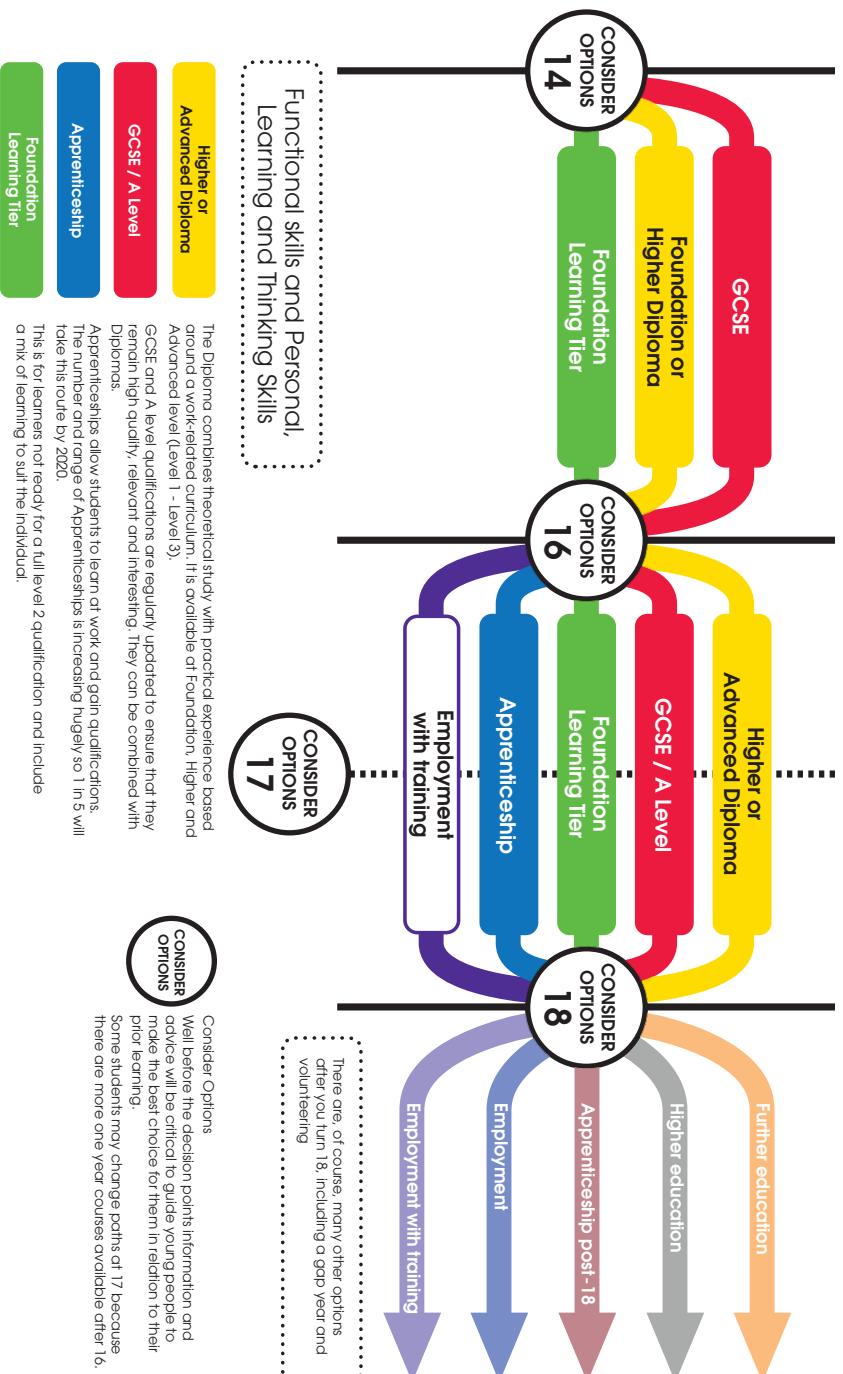
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