

Summary of the 14-19 Education and Skills White Paper February 2005

Key Points

- The White Paper introduces some, but not all, of the recommendations of the Working Group on 14-19 Reform chaired by Mike Tomlinson.
- GCSE's and A-Levels will be kept as cornerstones of the new system.
- Vocational qualifications will be rationalised by a system of Diplomas, incorporating 14 specialised learning lines.
- Young people will be able to take qualifications when they are ready rather than at set ages.
- Functional skills will be prioritised.
- All young people will be encouraged to progress onto further education post-16.
- Nearly all secondary schools will become specialist schools.
- All learning institutions will be required to work in partnership to provide the full range of options to young people in their local area.
- Young people may spend up to two days a week outside of school either with an employer or at college.
- The government will look at reducing the assessment burden for young people and teachers.

Rationale behind reforms

- In England there is relatively low participation in education and training among 16-19 year olds compared to other OECD countries. This needs to change.
- More relevant and personalised learning will help to encourage young people who are NEETs to engage with learning or work.
- The 14-19 system should be tailored to the individual needs of young people depending on what motivates them, how they like to learn and their abilities. For example whether they prefer conceptual study or practical learning with obvious relevance and application to the wider world.
- Young people are more likely to be NEET (not in employment, education or training) if they are:
 - From lower socio-economic groups; were persistent truants in Year 11; are teenage mothers.
- There are three broad groups of NEETs to address:
 - Those who drop out because the curriculum, qualifications and learning does not suit them.
 - Those who do not achieve their potential because of personal problems.
 - Students with learning difficulties.
- The needs of learners (and employers) ought to be at the heart of the system.
- Few young people who do not achieve Level 5 by the time they are 14 go on to get five A*-C GCSEs hence focusing on KS3 too.
- Vocational study pre-19 needs to have comparable acceptance and respect as academic study by HE, employers and young people themselves.
- It should be easier to mix vocational and academic learning.
- Movement should be possible between different pathways.

Useful links

Read the recommendations of the Working Group on 14-19 Reform, chaired by Mike Tomlinson online at: <http://digbig.com/4dgrd>

Read a summary of the Tomlinson Report: 'Guide to the New Diplomas' BBC News 18 Oct 2004: <http://digbig.com/4dgrb>

Will this White Paper help the people whom the system is currently failing? 'The great reform act' David Forrester, Guardian, 1 March 2005 <http://digbig.com/4ddys>

'Mixed response to exam proposals' BBC News, 23 February 2005 <http://digbig.com/4ddye>

Connexions provide IAG for 14-19 year olds. Their website is: www.connexions.gov.uk

A summary of the Connexions report 'Tackling NEETS' can be found at: <http://digbig.com/4dgkh>

David Forrester argues employers, not teachers are de-skilling the workforce in 'Skills Shortage suits employers well' Guardian, 5 April 2005 <http://digbig.com/4ddyj>

Students need to be convinced that vocational routes have parity of esteem argue Fuller and Unwin in 'Vocational guidance' Guardian, 29 March 2005 <http://digbig.com/4ddyw>

- Every young person should have the basics: functional English and maths.
- A broad curriculum provides a 'sound platform' for future life and learning.
- All young people should be stretched according to their capabilities. There is no conclusive evidence that increasing breadth of study further is the best way to do this.
- Young people should take qualifications when they are ready, rather than at a fixed point when they are 16.
- Progression is an essential element of the system and all qualifications should lead to further study or employment – there should be no 'blind alleys'. Pathways should enable young people to reach Level 3 whatever their starting point.
- GCSEs and A Levels are internationally respected and as such will be the cornerstones of 14-19 learning.
- Currently there are 3,500 vocational qualifications many of which are proprietary. GCSEs and A Levels are more widely understood, even though they are also offered by different awarding bodies.
- Extra curricula activities enrich the learning experience.
- The current assessment system is valid, reliable, fair and transparent and meets the needs of those who use them. Therefore no radical changes.
- However, the current assessment burden is too high.
- Purpose of assessments are:
 - Give students accurate feedback on their achievements so they can make informed choices about future progression.
 - Give teachers data so that they can help student progress.
 - Give HE and employer's accurate info about what YP know and can do, as a basis for selection and development.
 - Provide a rigorous base for accountability system so parents can be sure that information about schools and colleges give an accurate picture of their performance.

'English exams still best in the world' Curtis, Guardian, 3 December 2004
<http://digbig.com/4deaa>

The decision to keep GCSEs and A Levels has disappointed some. See the following three articles:

"Diploma response 'missed chance'"
 BBC News, 23 February 2005
<http://digbig.com/4ddyc>

'Why Tomlinson was turned down'
 BBC News, 26 February 2005
<http://digbig.com/4ddyh>

"Teacher 'anger at Diploma plans'"
 BBC News, 28 March 2005
<http://digbig.com/4ddyj>

<ul style="list-style-type: none"> • Young people need high quality IAG. There needs to be better basic information about options – perhaps through a website. There needs to be better information from employers about careers routes. Coaching and mentoring have shown their potential as good models. 		
<p>What's already being done</p> <ul style="list-style-type: none"> • Increased Flexibility Programme operating in 300 Pathfinder areas. 90,000 young people have already been learning subjects not easily offered by schools. • 14 year olds have been able to pursue Young Apprenticeships since September 2004. • New GCSEs available in vocational subjects; unitised with some choice for students. • External KS3 tests in English, maths and science. Results of which are published in performance tables. • Foundation subjects are assessed internally. • Centre of Excellence in Teaching of Mathematics is under development. • Work-related learning a statutory part of the curriculum since September 2004 (but want it to be linked more with IAG) • QCA have developed an outline description of thinking and learning skills and personal skills based on the notion of Common Knowledge and Skills Attributes. • Educational Maintenance Allowance available for young people from low-income families. • Connexions service providing support for young people. • Entry to Employment programme (E2E) available for 16-19 yr olds. • Capital building programme through 'Building Schools for the Future' and through the LSC's capital investment programme. 		<p>More information about the Increased Flexibility Programme can be found on the DfES website: http://digbig.com/4dgkq and on the LSC website: http://digbig.com/4dgkr</p> <p>'In search of flexible friends' Guardian, Tuesday 5 April, 2005 http://digbig.com/4dhhc</p> <p>More about Young Apprenticeships can be found on Teachernet: http://digbig.com/4dgkt</p> <p>'Vocational GCSEs target disaffected' BBC News, 6 July 2000 http://digbig.com/4ddyb</p> <p>2004 School League Tables are available on the DfES website: http://digbig.com/4dgkm</p> <p>DfES Press release on new Centre for Excellence in Mathematics: http://digbig.com/4dgkp</p> <p>'Students sign up for weekly grant' BBC News, 23 December 2004 http://digbig.com/4dgjt</p> <p>More information on the E2E programme can be found on the LSC website at: http://digbig.com/4dgkn</p>

What the government wants to achieve

- The governments target is that 85% of 14 yr olds should achieve National Curriculum Level 5 or above in English, maths and ICT and 80% in Science by 2007. At least 50% of 14 yr olds achieving Level 5 by the time they are 14 yr olds in **all** schools by 2008.
- All young people to have the opportunity to participate in extra curricula activities.
- An entitlement for all young people to have 2 hours of sport a week and better access to local sports clubs.
- At least 80% of students to do two GCSEs in science. More people studying maths and science to advanced level. National entitlement for all young people to do Double Science.
- Target for 2005/6 is for 28% (175,000) of 16-21 yr olds to start an Apprenticeship. To increase to 35% by 2010.
- Pilot complementary Entry to Employment programme for 14-16 year olds from 2006. Have it available to 10,000 young people from 2007/8.
- Increase the percentage of 17 year olds participating in learning from 75% to 90% over next ten years. This will only mean a small change in the actual number of 17 year olds in learning as the total number of 16-19 yr olds will fall over that period.
- Only GCSEs, A-Levels, Apprenticeships and Diplomas will be funded.
- First four lines of Diploma available by 2008 (ICT, Engineering, Health and Social Care, Creative and Media). Four more (including construction) by 2010 and the rest by 2015.
- Each young person to have access to all the lines within a reasonable distance of their home.

The National Qualifications Framework (or what the different Levels mean) is explained on the QCA website:

<http://www.qca.org.uk/493.html>

Population projections can be found on the National Statistics website at: <http://digbig.com/4dhdw>

See timetable for delivery at the end of this summary.

What the government is going to do

KS3 stuff

- KS3 is crucial in giving young people good foundations on which to base the next stage of their learning. QCA will undertake a review of the KS3 curriculum (11-14 yrs). The aim is to make it less prescribed so that there is more time to stretch talented pupils, or to help those who have fallen behind to catch up.
 - In particular science is currently too much like a shopping list of facts to be learnt. The curriculum needs to get across 'key conceptual underpinnings of the subject, but also its excitement, relevance and crucial importance'.
 - Overall need more coherent curriculum with less duplication between subjects
- KS3 test results recorded in Pupil Profile, to include individual performance, overall results for the school, the local authority and nationally so parents can see how their child compares to his or her peers and how well the school is doing.
- Continuing Professional Development for teachers to help develop their professional judgement in both summative and formative assessment.
- QCA will develop a bank of tests and activities to help teachers.

KS4 stuff

- The core curriculum will remain compulsory whatever options young people take at 14.
- Implement the Smith Report in maths.
 - Two tier GCSE so that everyone can achieve a grade C from the exam. No one can get a grade B or above without being tested on the harder elements.
 - Review of the content and size of GCSE maths.
 - Set out clear pathways from Entry Level to Level 3 maths.
- Use maths, PSHE, Citizenship, business studies and Careers education to deliver personal finance education and ask QCA to

More about the Smith Report can be found at:

<http://www.mathsinquiry.org.uk>

'Maths Grade C made possible for all' BBC News, 5 April 2005

<http://digbig.com/4ddxy>

consider including financial capability more explicitly in the maths curriculum.

- Ensure that students can only achieve a Grade C or higher in GCSE maths and English if they have functional ability at maths and English.
- Define 'functional skill' for all subjects (what people need to participate effectively in everyday life, including the workplace).
- Make a functional unit in ICT available to all of those not taking GCSE ICT.
- Develop a new qualification for functional skills in maths and English for those who cannot achieve a full GCSE (although most students will be expected to get GCSE).
- Introduce a new Diploma for students who achieve 5 A*-C GCSE including maths and English. This will be the new basis of the performance tables.
- Make PE, RE, sex education, citizenship and PSHE joined-up in the way they are taught.

- Make sure that thinking and learning skills and personal skills are developed throughout the curriculum.

Diplomas

- Vocational qualifications will be rationalised into specialised Diplomas.
- Diplomas will largely be constructed out of existing qualifications and units of qualifications. They will contain specialised material and GCSEs (Level 2) and A Levels (Level 3).
- There will be a full range of 'lines of learning' covering all the main occupational sectors of the economy. Employers will help determine what these 'lines of learning' will be. Sector Skills Councils and HE will also be involved to ensure that a Level 3 Diploma is a good route to HE.
- QCA along with Sector Skills Councils will lead the design of Diplomas.
- Diplomas will be available in Level 1 (Foundation), Level 2 (GCSE), and Level 3 (A-Level). English and maths will be included in every Diploma and to achieve a Level 2 Diploma, young people must achieve Level 2 functional maths and English.

"Schools to ignore Diploma plans"
BBC News, 6 March 2005
<http://digbig.com/4ddyk>

A brief history of NVQ's can be found at:
<http://digbig.com/4dgrt>

- Diplomas will interlock to aid progression from one to another. All 14-16 yr olds will still pursue the National Curriculum.
- Young people who only complete part of the Diploma will be able to complete it as an adult. The design of the Diploma will therefore need to fit very closely with the adult qualification framework.
- Much of extended vocational provision will be provided by schools, in particular by Specialist schools making their specialist provision and facilities available to other schools.
- A range of different learning styles will be available with an emphasis on real workplace experience.
- Employers will be more involved in providing opportunities to learn in a work setting. The number of days that a student spends with an employer will vary depending on a number of factors with students intending to continue in work-based learning being given a priority. The highest number of days will be around 50.

Apprenticeships

- Apprenticeships already have the characteristics of a Diploma: A core of functional skills, significant vocational content, relevant academic content and its design is employer led.
- Apprenticeships will be integrated into Diplomas so that apprentices achieve Diplomas.

Assessments

- The assessment burden will be reduced for young people and teachers.
- Review of course work using the following principles:
 - Course work is only used where it is the most valid way of testing skills.
 - And where it is embedded within the course as part of teaching knowledge and skills within the syllabus.
 - Course work must be robust and include 'class work' which should be equally an important concept.
 - Requirement should be consistent

Unclear if this is 50 days a year or for the length of the course?

within subjects.

- Make internal teacher assessment more robust. Enhance and support the professional judgement of teachers in both summative and formative assessment.
 - Provide training and materials, including a national bank of standardised tests and activities.
- Pursue the development of the European Qualifications Framework and the European Credit Transfer when the UK takes presidency of EU.
- A Levels:
 - Give stretch to the brightest pupils by introducing a new section in A Level papers covering AEA material.
 - QCA to develop and pilot an extended project which students can complete instead of a fourth or fifth AS Level.
 - The Education Bill will, if passed, make it lawful for schools to offer HE modules. FE can already do so.
 - Reduce assessments at A Level from 6 to 4 units (but still covering the same amount of content). This will be introduced gradually as exams are re-accredited, and will not be appropriate for every subject.
 - QCA will review the burden of course work and in particular its cumulative effect across programmes.
 - Some specific issues for specific subjects e.g. progression from AS to A2, and similarity between ICT and computing syllabus.
 - Will look at schools who offer International Baccalaureate as example of stretching students.
- Introduce post qualification application (PQA) to university, although this is not likely to be in place before 2010.
- Make more information available, e.g. unit grades, to UCAS to help universities discriminate between straight grade A students.

What is AEA material?

The text of the Education Bill can be found on the UK Parliament website
<http://digbig.com/4dgrw>

‘Student access tests will grow’
BBC News, 15 March 2005
<http://digbig.com/4ddyf>

‘UK wide test for university entry’
BBC News, 14 April 2005
<http://digbig.com/4ddyg>

‘Cambridge rejects 5000 straight-A students’
Smithers and Curtis,
Guardian, 22 February 2005
<http://digbig.com/4ddyx>

- Vocational qualifications:
 - Cut assessment burden and explore different forms of moderation of practical assessments including the use of e-portfolios.
 - Use e-assessment to reduce burden: learners can take assessments as and when they are ready; easy to do a mock test online. Will develop ways to test broader skills online, rather than just multiple choice.
 - Use ICT to develop mixed methods of assessment for vocational courses e.g. digital video clips to show competence in a workplace which are then easily transmitted for moderation.

Attracting NEETs back into education and work

- White Paper is about giving young people new opportunities to learn new things in new ways; in a more adult environment and improving teaching and learning.
- It is also about making sure that young people pursue qualifications at the right level for them; QCA and LSC are developing units for those below Level 2; young people will be able to take qualifications as and when they are ready.
- Educational Maintenance Allowance for young people from low-income families.
- Connexions service to support young people to overcome barriers.
- Every Child Matters programme.
- Entry to Employment programme for 16-19 yr olds with barriers to engaging with learning or work.
- Will develop a strong work-focussed route for 14-16 yr olds to complement Entry to Employment programme.
- ****Work with the voluntary sector who are already doing good work in this area****
- Stretch young people with 'spikey profiles' with appropriate provision.

'School to abolish all year groups'
Justin Parkinson, BBC News, 29 April 2005

<http://digbig.com/4dggg>

More details of the Every Child Matters programme can be found on their website:

www.everychildmatters.gov.uk

How the government is going to make reforms

- Schools will have 3 year budgets to make it easier for them to plan in the longer term.
- The LSC has made funding provision for young people its highest priority and is reviewing how to direct more of its resources to front line provision.
- Schools, colleges and training providers will be expected to collaborate to provide the full range of opportunities to young people.
 - Schools and colleges will buy from other providers.
 - The learner's 'home' institution will be responsible for securing the provision they need. Learners could spend up to 2 days a week in other settings.
 - COVE's and Specialist schools will be key: over the next five years virtually all schools will achieve specialist status and will offer applied learning in their specialism to partners.
- The best Specialist schools will become leading schools helping to boost vocational provision in an area. Leading schools will get an extra £30,000 funding for this role as well as £60 per pupil payable for a second specialism.
- Colleges will also provide vocational leadership. They will provide vocational opportunities to increasing numbers of 14-16 yr olds as well as being major providers of Level 3 Pathways for 16-19 yr olds.
- Sector Skills Academies will act as national centres of excellence in the post-16 sector
- A new national quality improvement body for the post-16 sector will be set up; 'Quality Improvement Agency for Lifelong Learning'.
- The Specialist Schools Trust will work with leading and specialist schools in vocational education.
- Colleges held to account against 3 year

There is some concern that funding for adults may suffer because of this priority. The Promoting Fair Funding Campaign seeks to end the 16-19 funding gap. It is being led by the Association of Colleges:

<http://www.aoc.co.uk/>

More about the LSC at www.lsc.gov.uk

'Status Anxiety' looks at the problems of implementing the strategy, Guardian, 1 March 2005

<http://digbig.com/4dgsk>

'School diploma still possible' BBC News, 24 March 2005

<http://digbig.com/4ddyd>

More about COVE's on their website:

<http://cove.lsc.gov.uk/index.cfm>

More about the Sector Skills Councils can be found on the Sector Skills Development Agency website: <http://www.ssda.org.uk/>

A report on the progress being made in setting up the Quality Improvement Agency for LLL can be found at: <http://digbig.com/4dgkf>

Visit the Specialist Schools Trust website at:

<http://www.specialistschools.org.uk>

development plans agreed with the LSC.

- Schools will be expected to tackle underperformance and will be held to account by the New Relationship with Schools.
- The system will be driven bottom-up by partnerships of schools, colleges and other providers. LA's and LSC's will facilitate with this planning.
- Where no effective local partnership exists Educational Improvement Partnerships will be the vehicle for delivery.
- Staffing. Taking into account that staff numbers are already at record levels, and the actual numbers of 16-19 yr olds will drop in the next few years:
 - 1,250-1,450 more support staff needed in schools and colleges to help manage collaborative working and provide teaching and learning support.
 - 1,000- 1,250 new college staff in teaching roles – preferably people with relevant business experience.
 - The skills mix will need to change as more learners take vocational options. Ideally more specialist professionals will come into teaching through the 'Passport to teaching' module developed as part of Success for All.
 - From 2007/8 will invest an extra £70m into workforce development including £30 for initial teacher training.
 - From 2003-2006 £14.4m will have been invested into the Centre for Excellence in Leadership in Post-16 sector.

Accountability

- Accountability framework will ensure:
 - Schools make sure all 14 year olds have secure functional skills and are ready for a range of options.
 - Functional skills are prioritised throughout the 14-19 phase.
 - Institutions encourage young people to progress as soon as they are able.
 - Institutions encourage a culture of staying on and achieving worthwhile qualifications until 19.

Details of the New Relationship with Schools can be found at:
<http://digbig.com/4dgkd>

DfES document on Educational Improvement Partnerships available at: <http://digbig.com/4dgsf>

More about Success for All at:
<http://www.successforall.gov.uk/>

The Centre for Excellence in Leadership's website can be found at: <http://digbig.com/4dgss>

<ul style="list-style-type: none"> ○ The achievements of all young people are recognised, promoting equality of opportunity, regardless of background and gender. ○ All institutions including 11-16 schools work towards these goals. ● A range of levers are needed in order to incentivise these behaviours and outcomes: <ul style="list-style-type: none"> ○ Tests to measure attainment at specific moment in their learning; usually at the end of a particular phase of learning. ○ Achievement and attainment tables and school profiles aggregate the test results of a year-group to give a measure of the success of the institutions teaching them. ○ Targets are set for individual learners, institutions, groups of institutions and bodies like LA's and LSC's. ○ Inspection provides a detailed and expert appraisal of how well a provider is meeting the needs of its learners, or the performance of institutions across a whole geographic area. ○ Performance management allows teachers and tutors to agree objectives, including for professional development, aligned with the priorities of their institution. ● In order to incentivise progression when pupils complete GCSE's before 16 their results will be banked and counted in their school or college results for their year group. ● The 2005 tables will report learners' achievement when they finish KS4, rather than at the end of compulsory schooling. ● A good grade at AS Level is worth more points than a GCSE A* to encourage early progression to the next level. ● More weight will be given to a full Diploma in the tables than a mix of unrelated qualifications. ● The performance tables will recognise students achieving Level 1 or Entry Level qualifications at 16. ● Progression of pupils and what they achieve will be recorded wherever they choose to study so that even 11-16 schools are 	<p>'Construction industry under fire for failing to recruit women and ethnic minorities' Guardian, Tuesday 4 May, 2005 http://digbig.com/4dhha</p>
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encouraged to get students to progress.

- Value added scores are already available for 11-16. A value added score will be introduced, by institution, for post-16 students following Level 3 qualifications.
- A complementary measure of distance travelled for 16-19 learners is being developed by LSC and the Inspectorates.
- Progress will be measured on qualifications at Level 1 and 2, and on upgraded qualifications like NVQ's at all levels.
- The number of qualifications achieved by learners will be measured as a proportion of the qualifications they started.
- Learner Achievement Tracker will be piloted from September 2005.
- New Relationship with Schools – schools have access to Value added data. They will evaluate how to tackle the problems facing underperforming groups, with the help of a School Improvement Partner. They will identify patterns of behaviour on the basis of benchmarked info.
- School Profile must set out how they are improving standards for all learners e.g. SEN, gifted and talented.

General links

The full 14-19 Education and Skill White Paper can be found on the DfES website:

<http://digbig.com/4dgkb>

Visit the 14-19 Gateway on the DfES website for more information:

<http://digbig.com/4dgrg>

The QCA's response to the White Paper can be found on their website:

<http://digbig.com/4dgkc>

The QCA website also has a whole section on 14-19 education with lots of information, including the qualifications framework:

<http://www.qca.org.uk/6.html>

The Education Guardian has many articles on 14-19 Education on its website. Follow the link below:

<http://digbig.com/4defm>

Timetable for delivery

2005

More GCSE's in vocational subjects
More Young Apprenticeships
Roll-out enterprise education
Pilot English and maths GCSE changes
Agreement on Diploma lines
Establish first Skills Academies
First vocational leading schools announced

2006

A-level differentiation data to Higher Education Institutions
Extended project pilot
New science KS4 and GCSEs
Upgrade COVE network

2007

Legislation to free up local governance
Start of major CPD for school and college staff

2008

KS3 curriculum and assessment changes
First four Diploma lines available
12 Skills Academies open
200 vocational leading schools in place

2010

All vocational lines available
Eight Diploma lines a nationwide entitlement
Further 13 Skills Academies

2015

All 14 Diplomas a nationwide entitlement

Specialised Learning Lines

	Specialised Learning Line	Relevant Sector Skills Councils
1	Health and Social Care	Skills for Health Skills for Care and Development
2	Public Services	Central Government Skills for Justice
3	Land Based and Environmental	Lantra
4	Engineering	SEMTA Go Skills Energy and Utility Skills Cogent
5	Manufacturing	Skillfast-UK ProSkills SEMTA Improve
6	Construction and the Built Environment	Construction Skills Summit Skills Asset Skills Energy and Utility Skills
7	Information and Communication Technology	e-skills UK
8	Retail	Skillsmart Skills for Logistics Automotive Skills Go Skills
9	Hospitality and Catering	People 1 st
10	Hair and Beauty	People 1 st SkillsActive
11	Sport and Leisure	SkillsActive
12	Travel and Tourism	People 1 st
13	Creative and Media	Creative and Cultural Skills Skillset
14	Business and Administration and Finance	Financial Services Sector Council