

14-19 Developments in England: lessons for Wales

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A lot is going on, but I shall focus on...

- Raising the learning leaving age
- Qualifications-led reform – new 14-19 Diplomas
- Entitlements

Raising the learning leaving age

- Not “school leaving age”
- To 17 by 2013, to 18 by 2015. Affects those going to secondary school in 2008
- Focuses attention on the need to meet the needs of everyone
- But do we understand enough about the youth labour market?
 - Churn in and out of the NEET category
 - Part-time work
 - Those in jobs without training
- Is the English “tracked” approach adequate? (“Participation” has to lead to recognised qualifications)

Implications for types of provider

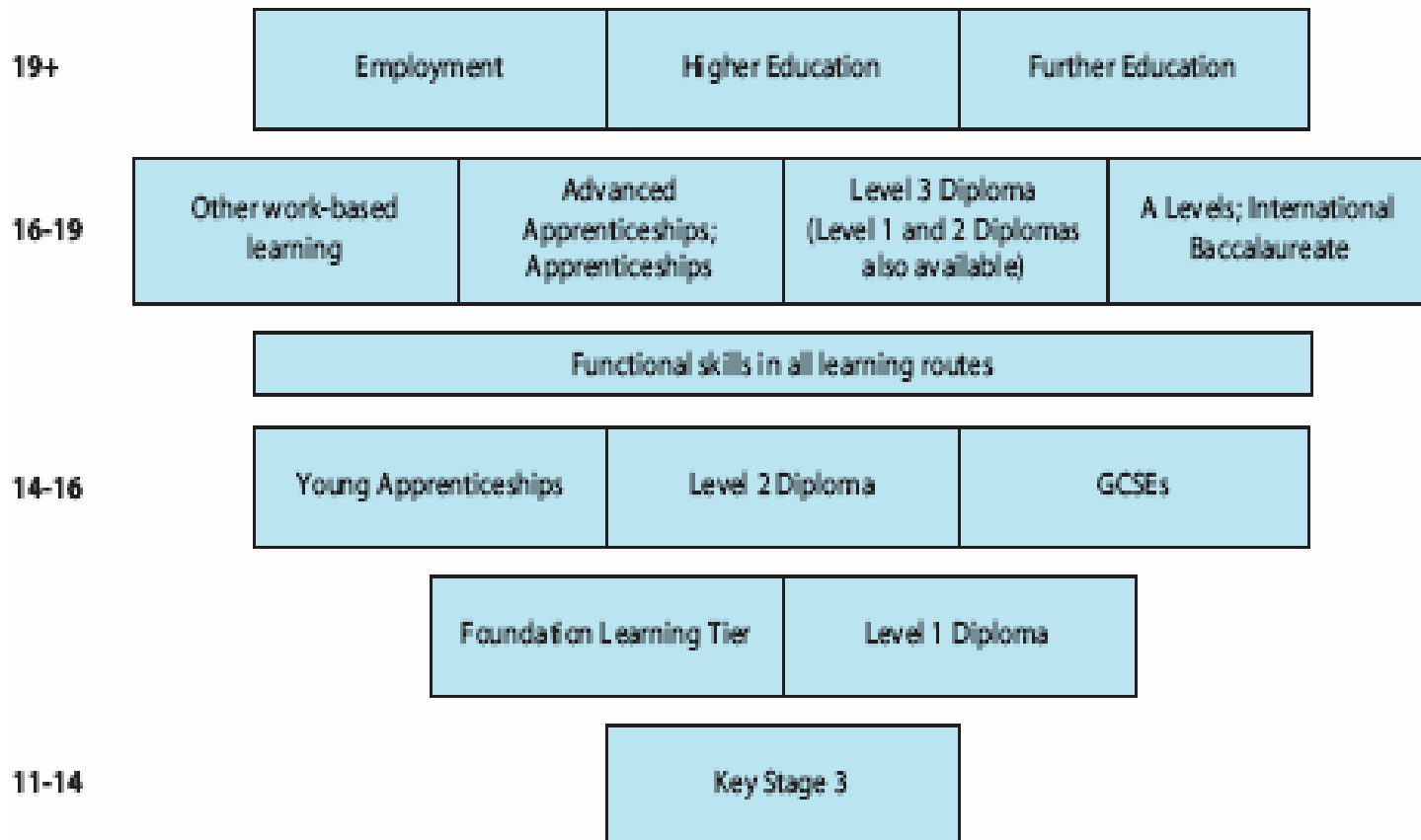
Table 6: Projected 16–17 participation in education and training

Provider	2005/06	2013/14	2016/17
Schools	32%	37%	39%
FE & HE	37%	42%	48%
Part-time education	5%	3%	3%
Work-based learning	7%	12%	12%
Total	80%	94%	100%

Source: Green Paper

Qualification pathways: Whitehall's view (Green Paper on Leaving Age)

Figure 4.1: Future qualifications pathways



Who are the non-participants?

	5+ GCSEs at A* to C	5+ GCSEs at A* to C Inc English and Maths	Fewer than 5 GCSEs at AA* to C
2005/6 GCSE results	58.5%	46.1%	41.9%
2006/7: those on level 3 courses	53.5% (plus AMAs 0.7%)		
2006/7: those on level 2 courses and below			28.2% (MAs 5.0%)
% continuation from GCSE to post-16	94.5%		67.3%

Catering for “the other half”

- Someone is most likely not to participate post 16 if they fail to get 5 “good” GCSEs in the May of their 15th year. Therefore
 - whilst it would be nice if Diplomas provided an alternative to A levels, it is crucial that they are fit for purpose at levels 1 and 2. Pre-16 all learners will be at this level; post 16 most new learners will be at this level.
 - We need to revisit the Tomlinson proposal of assessing by “stage not age”
- Someone without 5 “good” GCSEs is less likely to stay on anywhere post-16 if their school has a sixth form. Therefore.....?
- Post 16 participation in England has not increased overall since 1994 – despite many initiatives.

Lessons from GNVQs

CONTENT

- *“Many of the centres visited argued that the..GNVQs ...would not provide adequate substitutes for many of the more specialist full-time vocational qualifications currently available. (A comparable situation in France has led to the development / retention of both a more specialised technician qualification and the vocational baccalaureate.)”*
- *[For instance] Whilst the GNVQ in Health and Social Care was suitable for students who had not committed themselves to a particular vocation, staff were concerned that the GNVQ was far less adequate for those students who wanted to specialise in Child Care, Social Care, or Health Care, for example.”*
- FEU (1994), GNVQs 1993-94 a national survey report.

ASSESSMENT REGIME

- *“Many of the changes to assessment and grading practices which have occurred so far have resulted in only piecemeal improvements. The system remains too unwieldy to be either efficient or effective and further work is required. FEFC Inspectorate, 1995*

Charting the history

Initiative	Date of Introduction	Date of review
National Curriculum	1988	2002/3, Dearing
NVQs	1990	1996, Beaumont
GNVQs	1993	1995, Capey
Modern Apprenticeships	1995	2001 (Cassels)
Curriculum 2000	2000	2002, Tomlinson

Two important new entitlements

- Access to all Diploma lines via consortia.
 - Post-16 this means $17 \times 3 = 51$
- Access to an apprenticeship if you meet employer recruitment requirements. But this implies
 - much more employer involvement
 - reversing the current decline in AMAs.
- There must be questions about whether an apprenticeship offering a contract with an employer can be guaranteed in all localities and in all sectors
- Therefore there will need to be a strongly vocational full-time alternative
- Will the Diplomas offer this?

Are Diplomas sufficiently practical?

- *One major area of concern regarding the new diplomas was discussed. There is widespread apprehension about the low practical content of the diplomas. There is concern that the craft and technician level skills that are needed will not be developed sufficiently. There is also a worry that the high theoretical content of some of the diplomas will exclude students who currently respond well to a more practical approach to learning.*
- **Ofsted Report on a visit to a Construction COVE**
- *“We do not wish to advocate the adoption of the Diplomas as they currently exist, where there is a greater emphasis on classroom learning about the world of work, rather than on practical learning and real experience. This should not be acceptable: we need instead to enlarge the current vocational and practical learning choices with the Bac in a manner appropriate to Wales.”*
- **Promise and Performance (the Webb Review), Welsh Assembly Government, December 2007**

Comparing Diplomas (1)

14-19 Higher Diploma (Level 2) Society, Health and Development [Child-care, community care, and Justice Sectors]

Principal Learning

7 Mandatory units

- Exploring the sectors
- Exploring principles and values
- Working together
- Are we communicating?
- Is it safe?
- Health well-being and life styles
- Meeting needs

[The original DDP specification said
“Applied learning may involve, for
example, bringing police, school nurses,
district nurses, surestart workers into
classroom to discuss partnership working”]

BTEC First Diploma (Level 2) Child Care, Learning and Development

Five Core Units

- Understanding children’s development
- Keeping children safe
- Communication with Children and adults
- Preparing and maintaining environments for child care
- Professional development, roles and responsibilities in child care

Plus one unit chosen from

- Supporting children’s play and learning
- The development and care of babies and young children
- Providing support for children with disabilities or special educational needs.

Comparing Diplomas (2)

Higher (level 2) Diploma in Construction and the Built Environment: Principal Learning

- Unit 1: Design the built environment: The design process
- Unit 2: Design the built environment: Materials and structures
- Unit 3: Design the built environment: Applying design principles
- Unit 4: Create the built environment: Structures
- Unit 5: Create the built environment: Using tools
- Unit 6: Value and use of the built environment: Communities
- Unit 7: Value and use of the built environment: Facilities Management

Edexcel Level 2 BTEC First Diploma in Construction			
Unit	Core units	GLH	Level
1	An Introduction to the Construction Industry	60	2
2	Exploring Health, Safety and Welfare in Construction	60	2
3	The Use of Science and Mathematics in Construction	60	2
Unit	Specialist units		
4	Construction Processes and Operations for Low-Rise Domestic Buildings	60	2
5	Construction Methods and Techniques for Low-Rise Domestic Buildings	60	2
6	Construction Drawing Techniques	60	2
7	Exploring Carpentry and Joinery	60	2
8	Performing Joinery Operations	60	2
9	Performing Carpentry Operations	60	2
10	Exploring Trowel Operations	60	2
11	Performing Blockwork Operations	60	2
12	Performing Brickwork Operations	60	2
13	Exploring Painting and Decorating	60	2
14	Performing Paperhanging Operations	60	2
15	Performing Decorating Operations	60	2
16	Exploring Building Services Techniques	60	2
17	Performing Plumbing Operations	60	2
18	Performing Electrical Operations	60	2

Recommended combinations of units for general and specialist pathways can be found in the *Programme design and delivery* section on page 176.

The [Diploma] development process (actual)

Employer (and university) requirements (DDP)



Assessment regime (QCA)

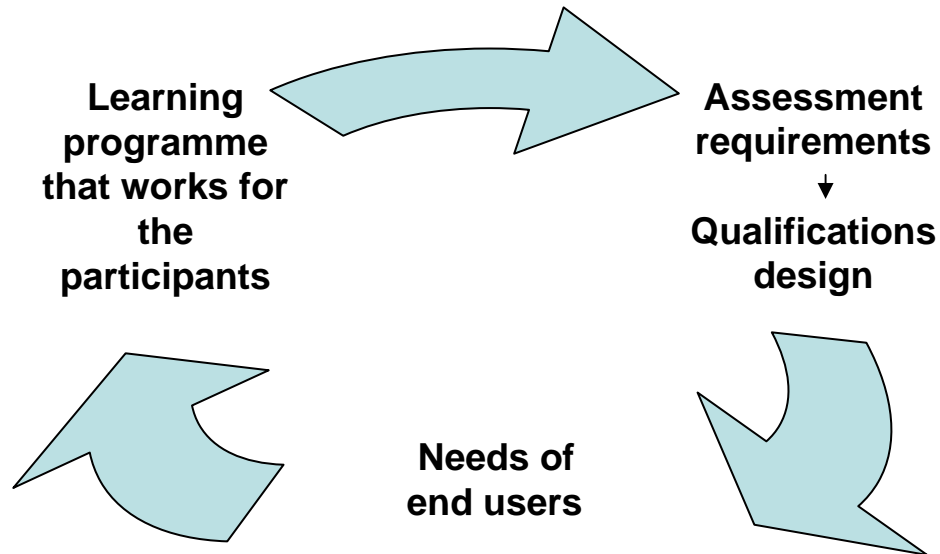


**Qualifications “that can be taught” (Awarding
Bodies)**



Teachers trained to deliver learning programmes

The [Diploma] development process (preferred)



Conclusions

- If a tracked approach is maintained, then at least one additional route is needed.
- An alternative would be to make the Diploma a Framework rather than a qualification.
- It is not too late to introduce iteration to the development process if staff are not just trained to deliver but also consulted and if there was a feedback loop.
- Reaching the disaffected may mean starting the development process with learning processes that work, rather than with the needs of end-users.
- The Foundation Learning Tier could provide an interesting alternative approach, if it was extended beyond level 1.