

# Delivering 14–19 Reform: Next Steps





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# Foreword by the Secretary of State



The 600,000 young people who started year 7 last month will be the first to all participate in education or training until at least 17. Our commitment to raising the participation age demonstrates our aim, as set out in last year's *Children's Plan*, that all young people will reach adulthood equipped to thrive as citizens in the global economy. Over the next five years, we will work with our partners to ensure that every young person has the opportunity to realise their potential.

The *14 to 19 Education and Skills White Paper* and *Youth Matters Green Paper* published three years ago, began the process of transforming services for young people. The *14-19 Implementation Plan* and *Youth Matters Next Steps document*, published shortly after, set out how we would deliver a new 14-19 phase of education and training and better youth services in practice.

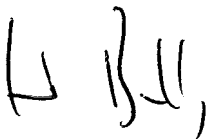
Thanks to the efforts of all our local and national partners, we have made a lot of progress already. We have already reformed existing qualifications such as Apprenticeships and A levels, and we have introduced exciting new qualifications in Diplomas, functional skills and in the Foundation Learning Tier. Local authorities are reforming the wider services that support young people in their learning and development. And since September, over 140 consortia – which bring together at a local level schools, colleges, employers and Higher Education – have been teaching the new Diploma qualification.

As a result, more young people are participating in education and training and gaining the knowledge and skills that they need to succeed, and that our economy and nation need to prosper. Progress in education and training has been matched by progress elsewhere with the 10 year Youth Strategy and unprecedented new investment in opportunities outside education.

But we still need to do more if every young person is to have the opportunity to realise their potential. That is why we have made our historic commitment to raise the participation age to 17 by 2013 and to 18 by 2015. And why we must push on with our efforts to streamline the qualifications system, to deliver more support to young people and ensure even greater collaboration at a local level to meet the needs of all young people.

This document sets out how we want to work with our partners to create a system that will mean all young people will benefit from spending more time in education and training. Starting from the young person, it sets out how we will ensure they are offered the educational opportunities that will suit them and help them progress, how we will provide additional support to make choices and take advantage of opportunities, and the local, regional and national infrastructure that is needed to ensure opportunities are available everywhere.

Thanks to their own efforts and the encouragement of their families, and thanks to the enthusiasm and commitment of everyone working with and supporting them, young people have made significant progress. If we continue to work together in this way, the vision of full participation will become a reality.

A handwritten signature in black ink, appearing to read 'Ed Balls'.

**Ed Balls, Secretary of State for  
Children, Schools and Families**

# Executive Summary

## Children and young people at the centre of everything we do

1. Our aim is to make this the best place in the world for children and young people to grow up. In 2007, we published the first ever *Children's Plan* to put the needs of children, young people and parents at the centre of everything we do.
2. If we are to achieve this, we must ensure that all young people are able to thrive as citizens in a globalised economy. That is why we have embarked on a transformation of services and expansion of opportunities for young people, ranging from support for the most vulnerable and their families, to reforms to qualifications and curriculum to stretch the most able. This document focuses on our reform programme for young people's education and training.
3. Our programme has three goals which are captured in the Government's Public Service Agreement (PSAs):
  - To ensure that all young people participate until at least their 18th birthday – in education and training that stretches and challenges them to achieve their potential and go on to further or higher education or skilled employment
  - To give young people the knowledge and skills that employers and the economy need to prosper in the 21st century
  - To close the achievement gap so that all have an equal opportunity to succeed, irrespective of gender, race, disability or background

## Progress since 2005

4. In 2005, we published the *14-19 Education and Skills White Paper* and, after extensive work with partners, the *14-19 Implementation Plan*. This set out our delivery priorities.

5. Thanks to the efforts of all our local and national partners, we have made substantial progress. For example, following work by employers, Higher Education (HE) and others too, young people are now studying the first five Diplomas in over 140 local consortia of schools and colleges across the country. New functional skills qualifications are being piloted, which will help ensure all young people achieve the basic employability skills which employers and HE both say they want to see. We have extended the September Guarantee of a suitable place in learning to all 17 year olds. And young people have increased access to positive activities in their leisure time.
6. As a result, we have seen more young people participating in education and training than ever before, achieving good levels of skills, and then progressing further:
  - The proportion of young people aged 16-18 taking part in education or training rose from 77.1% in 2006 to 78.7% in 2007, the highest rate ever
  - The proportion of 16-18 year olds not in education, employment or training (NEET) fell by 1 percentage point, from 10.4% in 2006 to 9.4% in 2007
  - In 2007, level 2 attainment at 19 years was 73.9% and level 3 attainment at 19 years was 48%
7. We have also seen more young people complete Apprenticeships; a narrowing of the attainment gap at 19 between those on free school meals (FSM) and other pupils; and an increase in the proportion of those going into HE from more disadvantaged backgrounds.
8. Despite this progress, significant challenges remain. There are still too many young people who are not in education, employment or training (NEET), and too many leaving education with few or no qualifications. Employers and HE are telling us that the skill levels of young people must improve further if we are going to close the skills gap identified by the *Leitch Review*. And socio-economic background and factors such as gender, race, disability remain too strong a predictor of attainment.

## Raising the participation age

9. That is why we made the historic commitment last year to raise the participation age. Subject to Parliamentary approval of the current Education and Skills Bill, we will raise the participation age to 17 by 2013 and to 18 by 2015 to give every young person the opportunity to remain in education or training.

10. We need to provide all young people with opportunities that suit their needs and interests. For too long we have let some of our most vulnerable young people drop out if they struggled with what was on offer, rather than tailoring the offer to help get them back on the path to success. Raising the participation age challenges all of us responsible for young people's futures to raise our game. The ambition that all young people participate and achieve moves from an aspiration to something that we must deliver within a few years.
11. We must use this to galvanise the entire education system, and wider services, behind the goal of ensuring that all young people now have opportunities to stay in education and training that meets their needs and interests. The children who started year 7 this September will be the first to stay in education and training. So we must act quickly to make sure the right opportunities and support are in place.
12. That is why we are publishing this document now. We have three main aims in doing so:
  - To present a clear picture of the 14-19 reform programme in the context of progress to date; further developments since 2005; and our wider objectives for all aged 0-19 and beyond, as set out in the *Children's Plan*
  - To show how the programme fits together – starting from the perspective of the young person and the learning and support available to them, and describing the local partnerships that will deliver better opportunities for them.
  - To set out the next steps and timetable of reform to 2015 to ensure that we achieve our ambitious goals for all young people aged 14-19

## A 14-19 Entitlement for all young people

13. Our starting point is the concept of a 14-19 entitlement for all young people to the right learning opportunities, and the right support as set out in Figure 1 below. To deliver that entitlement, we have four clear priorities:
  - A high quality learning route for every young person that enables them to participate, achieve and progress (chapter 2)
  - The support to integrate all services for young people, so that they can make the most of their opportunities and choices (chapter 3)
  - Stronger local partnerships and consortia arrangements (chapter 4)
  - Establishing the right delivery arrangements at a local, regional and national level (chapter 5)



**Figure 1: An entitlement to the right learning opportunities and support for all young people aged 14-19****All young people will study as part of the new secondary curriculum:**

- Key Stage 4 core curriculum: English, maths, science
- Key Stage 4 foundation subjects: ICT, PE, Citizenship
  - Work-related learning and enterprise
  - Religious education
  - Sex, drug, alcohol and tobacco education and careers education
- A course in at least one of the arts; design and technology; the humanities; modern foreign languages and all four if they wish to

**Learning for young people will lead to qualifications from one of four routes:**

- Apprenticeships – with an entitlement to a place by 2013 for all 16 year olds suitably qualified
- Diplomas – with an entitlement by 2013 for all 14-16 year olds to the first 14 Diplomas and for 16-18 year olds to all 17 Diplomas
- Foundation Learning Tier – with an entitlement by 2010 to study one of the progression pathways
- General Qualifications, e.g. GCSEs and A levels

**Young people will be able to study qualifications that do not fall under these four routes where there is a clear rationale to maintain them in learners' interests and some young people will study informal unaccredited provision to re-engage them.**

**Throughout the curriculum and qualifications routes there will be**

- Functional skills in English, maths and ICT and personal, learning and thinking skills

**There will be the right support, including:**

- Excellent Information, Advice and Guidance (IAG) and support to make the right choices at 14 and 16
- A 14-19 Prospectus in every area setting out the courses and support available
- A Common Application Process linked to the 14-19 Prospectus that makes it easier to apply for education and training
- The September Guarantee to ensure all 16 and 17 year olds have an offer of a suitable place in learning and targeted support to those who need it most.

## **A high quality and valued learning route for every young person that enables them to participate, achieve and progress**

14. Every young person should have the opportunity to engage in learning that will enable them to participate, achieve and progress to higher education or skilled employment.
15. To achieve this, we need a system where young people and their parents can understand the range of courses and qualifications that are on offer, where employers and HE recognise and value these qualifications, and where all have confidence in the standards of the qualifications.
16. Earlier this year we published *Promoting achievement, valuing success: a strategy for 14-19 qualifications*, in which we set out how we would develop a streamlined set of qualifications. We said then that we expect publicly funded qualifications to fall within one of the four routes below – unless there is clear evidence of a need to maintain specific qualifications outside these routes in the interests of learners; or if young people are studying in informal non-accredited provision to help to re-engage them and set them back on the path to success.
  - Apprenticeships, with all young people suitably qualified entitled to a place from 2013
  - Diplomas, in 17 areas of study that we will introduce in phases between 2008 and 2011
  - Foundation Learning Tier, with progression pathways that will roll out nationally from 2010
  - General Qualifications, such as GCSEs and A levels
17. Young people will be able to choose from any one of these four routes. There will also be opportunities for personalised learning in formal and informal settings that will enable young people to reengage and progress onto one of these routes.
18. In many instances it will be possible to combine qualifications from within more than one route to best meet the learner's needs, for example taking an A level as part of the Additional and Specialist Learning within a Diploma. Choosing one route will not preclude moving to another. There will be flexibility for learners to move between routes as their interests and aspirations develop. To underpin this, schools are, from September 2008, teaching a new secondary curriculum.

### **Skills that everyone needs and values**

19. Whichever route young people choose, they will gain the generic skills that are so critical to both employers and the Higher Education sector. They will start learning personal, learning and thinking skills as part of the new secondary curriculum. And functional skills will be embedded throughout the secondary curriculum and an integral component of all four learning routes.

### **A clear, streamlined system with choices that all lead to progression**

20. To help achieve a streamlined qualifications system that works effectively and delivers value for money, we will introduce a new system to ensure that all publicly funded qualifications meet the needs of learners, employers and Higher Education. From December 2008, we are establishing a joint committee, Joint Advisory Committee of Qualifications and Approvals (JACQA) to advise the Secretary of State on this. It will also carry out biennial reviews of the 14-19 qualifications system. And in 2013 we will complete a full review of how all publicly funded qualifications at that point are combining to meet the needs of young people, employers and universities.
21. It is critically important that everyone has confidence in all qualifications. We will therefore be legislating to establish Ofqual from 2009 as an independent regulator of qualifications and tests. The regulator will report to Parliament, rather than to Ministers, so everyone can have confidence in its judgements about the standards of qualifications. And the Qualifications and Curriculum Authority (QCA) will evolve into the Qualifications and Curriculum Development Agency (QCDA), an agency for developing curriculum and qualifications, including the development and delivery of National Curriculum assessments.

### **Personalising teaching and learning on every route**

22. With this improved system of curriculum and qualifications in place, teaching and learning can better respond to the needs and interests of young people. We will support teachers to use assessment for judging both current achievement and potential future achievement. And we will set up an expert group of practitioners to explore the concept of 14-19 pedagogy, taking into account the clear links to the secondary curriculum, assessment routes, teaching and learning approaches and applied learning.

## **The right support so that every young person can access and make the most of their choice**

- 23. Developing excellent curriculum and qualifications and teaching and learning are key to raising participation and achievement. But together we must also ensure that young people get the right support to choose the course that suits them, the right place to learn in, and the support to help them learn, train and progress onto further learning or work.

### **Having the right support to choose: High quality Information, Advice and Guidance (IAG)**

- 24. Critical to making the right choices is high quality and impartial IAG. We will provide early support to help young people raise their aspirations and challenge stereotypes. In September 2009, we will test early careers interventions in Key Stage 2, and we want to see a personal tutor for every secondary school pupil by 2010.
- 25. By the time they are 14 every young person should have received good quality information from a trusted source. They should understand the different learning providers to choose from, the range of learning opportunities and have experienced different possibilities before they make choices. In particular, they should know how to get the support to access learning which is delivered primarily in the workplace, such as Apprenticeships.
- 26. We will therefore continue to support local consortia of providers, individual institutions and the school and youth workforce to deliver better IAG.

### **Knowing what is on offer**

- 27. Already every 16 and 17 year old is guaranteed an offer of a suitable place in learning through the September Guarantee. We will also strengthen the 14-19 online Prospectuses that are in place in every area. These tell young people and their parents the courses on offer, including the experiences of previous learners, success rates in courses and how to apply for them. In addition there will be a Common Application Process (CAP) that is linked to the Prospectus so that young people can apply through one system regardless of where or what they want to learn. Our aspiration is that the CAP will be in place across every area for young people in year 11 by September 2010.

### Support to learn

- 28. In order to make the most of these learning opportunities in their local area, young people need a range of support. Personal tutors can support young people through key transition stages in learning such as at 14 and 16. The Department for Children, Schools and Families (DCSF) and Department for Innovation, Universities and Skills (DIUS) will continue to work with stakeholders to develop the Managing Information Across Partners (MIAP) services to improve data sharing and personalisation for the benefit of pupils and learners when they change institutions and courses.
- 29. Financial and practical support can also make the difference between participation and non-participation. Nearly half of all young people are supported to participate in learning through the Education Maintenance Allowance (EMA). Care to Learn is very successful in supporting young parents to stay in learning. And we are working across government to develop proposals on how the wider financial support system could support young learners.

### Additional personal support

- 30. We recognise some young people will need additional personal support. We are taking forward our strategy, working with local authorities to strengthen their support for young people who are NEET through good tracking, flexible provision and learning opportunities.
- 31. We are increasing support for young people with special educational needs (SEN) and learners with learning difficulties and/or disabilities (LLDD). And the Youth Task Force is driving forward the work that will enable local authorities to enhance their support to young people and families facing the most difficult circumstances, for example with specific initiatives to tackle teenage pregnancy and substance misuse.

### Strengthening the local partnerships that will deliver excellent learning and support for all young people

- 32. It is strong local partnerships of providers that will deliver improved learning and support for all young people. Across the country, consortia, 14-19 Partnerships and local authorities are already showing how increased collaboration is a vital component of this.
- 33. The consortia that have come together to deliver the new Diplomas exemplify this kind of collaboration. They show how groups of schools, colleges and work-based learning providers coming together have the potential to ensure students can access all four learning routes.

34. At the operational level, many consortia are putting in place the collaborative arrangements that are vital to effective learning, for example a curriculum framework, a compatible timetable and transport between institutions. Throughout 2008/09, we will continue to work with our partners in this area to develop support and spread good practice more widely.

### **Developing the workforce**

35. Leaders, managers, teachers, lecturers, support staff, volunteers and all those working with young people play a vital role in making sure that these collaborative arrangements benefit young people.
36. Already, we are providing training to practitioners and leaders to deliver new and reformed qualifications. And increasingly we will look to mainstream training within Initial Teacher Training and Continuing Professional Development.
37. Our approach for the 14-19 phase will be part of the wider work of the Children's Workforce 2020 Review, which will cover the wider range of professionals who work with young people. And through 2008/09, we will continue to develop our strategy for developing a 14-19 workforce who can work collaboratively across institutions; are recognised for their knowledge and skills across providers; and are confident in using a range of teaching styles to meet all learners' needs.

### **Student voice**

38. There is no group whose view is more important in terms of the 14-19 reform programme than the young people themselves, that is why it is critical that the student voice is heard, at both local and national level.
39. There are already a number of good examples of consortia engaging with students to help them develop and implement reforms; and of students making a substantive contribution to local decisions. But, to make sure the student voice can be heard even more than before, we are strengthening the requirement for consortia to demonstrate their interaction with young people in the next gateway process. We will also establish a national 14-19 learner panel by spring 2009 to ensure that young people are feeding their views directly into national policy.

### **Importance of employers and Higher Education as local partners**

- 40. The consortia and other partnerships delivering 14-19 reforms are benefitting from the vital inputs of employers and HE. Employers have already played a lead role in developing new qualifications and strengthening existing ones to ensure their quality and standing. This lead role will need to continue to ensure the success of our reforms, for example through applied learning opportunities for young people and developmental opportunities for their teachers and lecturers.
- 41. The HE sector will continue to play a critical role. It has been similarly involved from the start of the reforms to make sure that post-16 learning prepares young people for further learning and gives them the qualifications that will be recognised by universities. And many Higher Education Institutions are already involved in supporting 14-19 Partnerships and consortia.

### **The role of 14-19 Partnerships**

- 42. 14-19 Partnerships are the critical body for the delivery of reform in their area. Through legislation in the next session of Parliament we will place local authorities under a duty to cooperate with 14-19 providers and so 14-19 Partnerships will play an increasingly pivotal role. They will be the link between the consortia delivering on the ground and the local authorities as strategic leaders of 14-19 reform through their local role of commissioning provision. We want to work with 14-19 Partnerships to enable areas to develop further.

### **Supporting and challenging local partnerships**

- 43. At the national level, we will provide support for consortia through funding and through the dissemination of good practice. We will refine the Gateway process to ensure quality and readiness to deliver. And we will look at how we can enhance the collective accountability of consortia.

### **Establishing the local delivery system with regional and national support to ensure excellent learning and support for all young people**

- 44. Building up from local consortia arrangements to stronger 14-19 partnerships we, with partners, want to establish the local delivery system so that all young people can participate, achieve and progress. We will work with sector representative organisations such as the Bureaucracy Reduction Group and the Implementation Review Unit to ensure that the new delivery system does not burden our partners with bureaucracy.

### Local authorities as strategic leaders of 14-19 reform

45. Local authorities play a key role in the 14-19 Partnerships which bring all providers together locally to plan for 14-19 delivery. In addition, local authorities have a wider set of responsibilities for securing outcomes for young people aged 0-19, including ensuring provision of integrated youth support services. This means they are well placed to provide a wider strategic leadership role on 14-19.
46. That is why we have now proposed to give local authorities responsibility for the commissioning of all learning for 16-18 year olds, taking over this role from the Learning and Skills Council (LSC) from September 2010 and ensuring there is a suitable learning place for every young person. This will include local authorities becoming responsible for the learning of young people in juvenile custody in their area.
47. To deliver these new duties local authorities will plan more widely and in more detail, working closely in partnership with their local schools, sixth form colleges, FE colleges and training providers. To work most effectively, commissioning of learner provision must sit together with the commissioning of integrated youth support services. We will help local authorities build capacity for their new role:
  - In 2008/09, local authorities will track LSC processes to gain a better understanding of commissioning 16-18 provision
  - 2009/10 will be a transition year where local authorities will play a more meaningful role in LSC's commissioning for 2010/11
  - From September 2010 local authorities will assume full responsibility for commissioning of 16-18 provision

### Sub-regional groupings and the Young People's Learning Agency (YPLA)

48. However even the most capable and best supported local authorities will not be able to work alone to commission the most effective provision for young people in their area, especially given the number of young people who will travel to another local area to learn. To help fulfil their new responsibilities local authorities will need to come together in sub-regional groupings.
  - By 2009, there will be sub-regional groupings in every part of the country. Local authorities have submitted their initial proposals and we have asked them to give more detail by March 2009



- By 2010, we will also establish the YPLA as a small Non Departmental Public Body (NDPB) to support and enable local authorities to commission effective provision for all young people, whilst ensuring budgetary control . The YPLA could play a particularly important role in supporting those local authorities and sub-regional groupings that need more time to develop the full capacity and capability for their new role

### **End to end commissioning process**

49. The new roles for local authorities, sub-regional groupings and the YPLA will all support an effective and efficient end-to-end commissioning process. The key principle of our post-16 funding policy is that funding must follow learner choices. And capital funding should be aligned with learner funding to secure the best provision for young people.

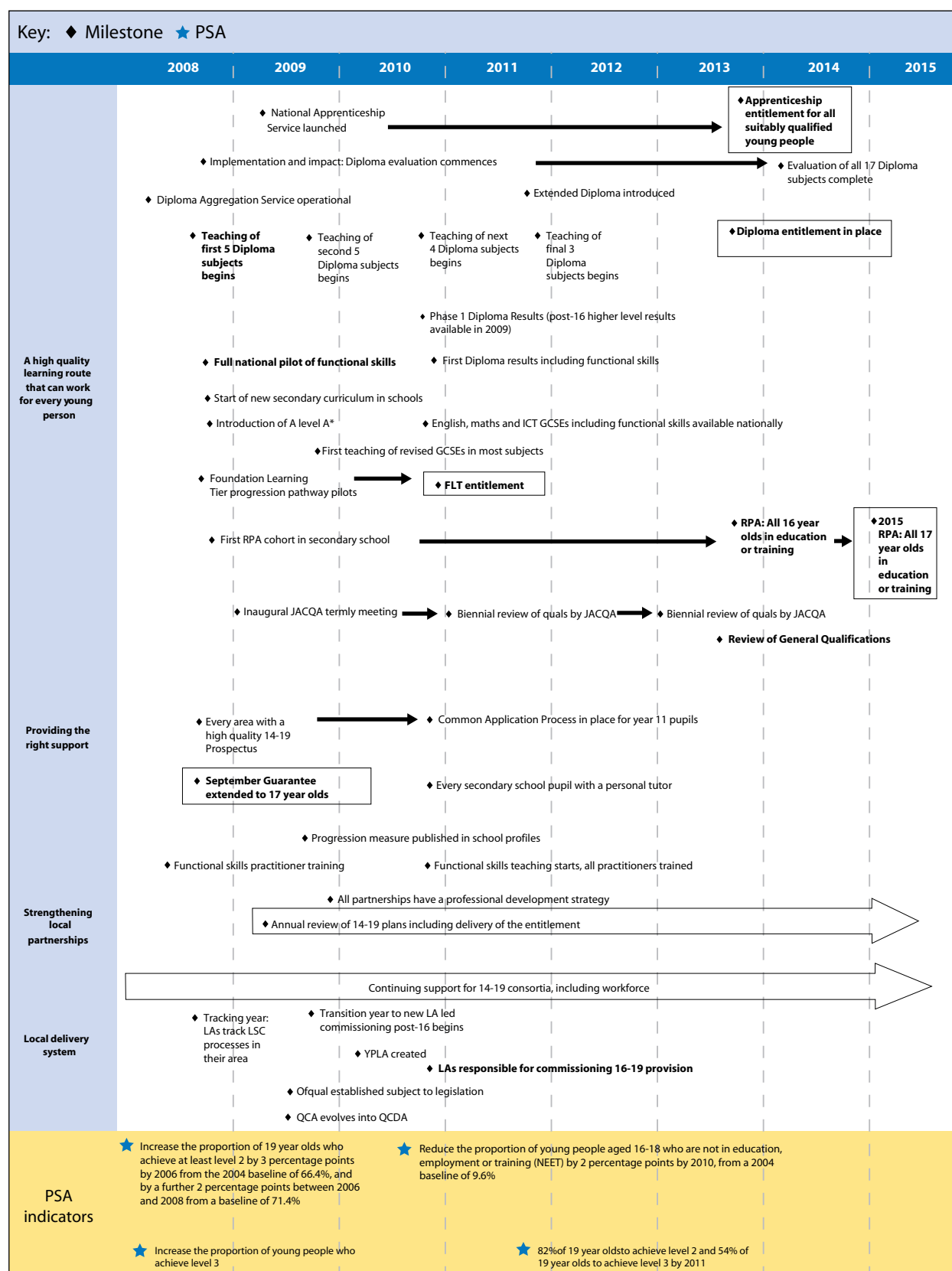
### **Appropriate accountability**

50. To ensure the effective and efficient running of this process, we will put in place appropriate accountability frameworks at all levels:
- From this autumn, the annual review of Local Area Agreements will consider performance against 14-19 and youth indicators
  - New Multi-Area Agreements will reflect collaboration between local authorities
  - We are piloting the Framework for Excellence in FE colleges and sixth form colleges. And from September 2009 we will pilot it in school sixth forms

### **Conclusion**

51. Through our joint efforts we have come a long way since 2005. Working across these four priority areas, we can now create the overall system to achieve full participation of young people. It is an ambitious goal, but one which is vital so we can improve the outcomes and life chances for all young people.

Figure 2: High level timeline



# Chapter 1: Transforming opportunities for 14-19 year olds

## Children and young people are at the centre of everything we do

- 1.1 Our aim is to make this the best place in the world for children and young people to grow up. In 2007, we published the first ever Children's Plan to put the needs of children, young people and parents at the centre of everything we do.
- 1.2 All young people should enjoy happy, healthy and safe teenage years, which will also mean that they are more likely to succeed in adulthood. If we are to achieve this aim, we must ensure that all young people reach adulthood able to thrive as citizens in a globalised economy. That is why we have embarked on a transformation of services and opportunities for young people, ranging from support for the most vulnerable and their families, to reforms to qualifications and curriculum to stretch the most able.
- 1.3 This document focuses on our reform programme for young people's education. It has three clear goals:
  - **To ensure that all young people participate until at least their 18th birthday** in education and training that stretches and challenges them to achieve their potential, and enables them to go on to Further or Higher Education or skilled employment
  - **To give young people the knowledge and skills that they and the economy need to prosper in the 21st century**
  - **To close the achievement gap** so that all have an equal opportunity to succeed, irrespective of gender, race, disability or background

## Progress since 2005

- 1.4** In 2005, we published the *14-19 Education and Skills White Paper* that set out our initial programme of reform. Then later that year, after extensive work with our partners, we produced the *14-19 Implementation Plan* that outlined how we would deliver these policies in practice.
- 1.5** Thanks to the efforts of all our local and national partners, we have made substantial progress in the drive to increase participation:
- We have introduced an exciting and engaging new secondary curriculum from this September
  - Employers, the Higher Education (HE) sector and delivery partners have led the development of the first five new Diplomas, and we are on track to develop the remaining twelve including the three new Diplomas announced last year in Science, Languages and Humanities
  - Over 140 consortia of providers have come together locally and have now started teaching young people the new Diplomas
  - We have reformed GCSEs and added more stretch and challenge to A levels
  - We have started pilots for the Foundation Learning Tier that will offer progression pathways to young people currently working below level 2
  - We have piloted the teaching and assessment of functional skills in English, maths and ICT
  - Local authorities now have responsibility for the delivery of all local Information, Advice and Guidance (IAG) as part of the wider services that support young people in their learning and development
  - We have introduced the September Guarantee ensuring that all 16 and 17 year olds are guaranteed the offer of a suitable place in learning
  - We have increased opportunities for young people to develop new skills and aspirations through access to better positive activities in their leisure time
- 1.6** As a result, we have seen more young people participating in education and training than ever before, achieving good levels of skills, and then progressing further:
- The proportion of young people aged 16-18 taking part in education or training rose from 77.1% in 2006 to 78.7% in 2007, the highest rate ever

- The proportion of 16-18 year olds not in education, employment or training (NEET) fell by 1 percentage point, from 10.4% in 2006 to 9.4% in 2007
- In 2007 level 2 attainment at 19 years was 73.9% and level 3 attainment at 19 years was 48%
- In 2006/07 Apprenticeship completion rates reached an all time high of 63%

- 1.7** However, despite this progress, significant challenges remain. First, there are still too many young people not in education, employment or training (NEET) and too many leaving education with few or no qualifications. People with qualifications earn more than those without and they are more likely to be employed. They will also become more economically productive and be more likely to seek further training and get higher level skills; they are also more likely to be healthy and less likely to be involved in crime or anti-social behaviour.
- 1.8** Second, we still lag behind our competitors on basic and intermediate skills levels. Employers and HE are telling us that the skill levels of young people must improve if they are to go further with their learning and to work productively. The *Leitch Review of Skills* (2006) said that up to one fifth of the UK's output per hour productivity gap with countries such as France and Germany results from the UK's relatively poor skills<sup>1</sup>.
- 1.9** Third, factors such as gender, race, disability and socio-economic background are still strong predictors of attainment. Where these factors combine, the potential for negative impact on attainment and progression is increased. Since 1988, a significant gender gap has appeared in favour of girls getting 5+ GCSEs A\* – C. In 2006, pupils from of African, African-Caribbean, Bangladeshi Pakistani backgrounds achieved below national averages at 5+ GCSE A\*-C. The gap was particularly wide when attainment in English and maths was taken into account. Additionally, disabled 16-year olds are nearly twice as likely to be NEET as their non-disabled peers.

## Raising the participation age

- 1.10** We believe that we need to go even further to achieve our ambitious goals for all young people and for our economy and society. That is why we made the historic commitment to raise the participation age to 18 by 2015. Subject to the current Education and Skills Bill being passed by Parliament, we will raise the participation age to 17 in 2013 and to 18 in 2015 to give every young person the opportunity to remain in education or training.

<sup>1</sup> Lord Leitch, Prosperity for all in the global economy – world class skills, HM Treasury, 2006

- 1.11** Our intention is to signal clearly to young people, their families and to everyone who works with young people the need to provide all with opportunities to succeed. For too long we have let some of our most vulnerable young people drop out if they struggled with what was on offer, rather than tailoring the offer to help get them back on the path to success.
- 1.12** Raising the participation age challenges national and local Government, schools and colleges, work-based providers and voluntary organisations who work with young people, to raise their game even higher. The ambition that all young people participate and achieve moves from an aspiration to something that the system must be able to deliver within a few years.
- 1.13** We must use this opportunity to galvanise the entire education system and wider services for young people behind the goal of ensuring that all young people now, and in the future, are able to stay in education and training and make the most of increased opportunities.
- 1.14** We think most young people will continue to stay in full time education or training. We expect increasing numbers to go into work-based learning such as an Apprenticeship. There is also the opportunity for young people to learn part time. Participation will take place in a range of settings in schools, sixth form colleges or general Further Education colleges, in the workplace, or in less formal settings such as those provided by the voluntary sector to best suit the needs of the learner.

## Conclusion

- 1.15** The children who have just started year 7 will be the first to be affected by the legislation to raise the participation age. So we do not have long to make sure the right opportunities and support are in place. In publishing this document now we aim to:
- Present a clear picture of this overall 14-19 reform programme in the context of progress to date, including further developments such as raising the participation age, the qualifications strategy, and changes to the Machinery of Government, our wider objectives for all aged 0-19 and beyond, as set out in our *Children's Plan*
  - Show how the programme fits together starting from the perspective of the young person and the learning and support available to them and building out to the local consortia and partnerships and the local, regional and national system that will deliver for them
  - Set out the next steps and timetable of reform to 2015 to ensure that we achieve our ambitious goals for all young people aged 14-19

**1.16** Our starting point for the reforms is the concept of a 14-19 entitlement for all young people to the right learning opportunities and the right support as set out in Figure 1.3. To deliver that entitlement for all young people, we have four clear priorities:

- A high quality and valued learning route for every young person that enables them to participate, achieve and progress (chapter 2)
- The right support that integrates all services for young people so that they can make the most of their opportunities and choices (chapter 3)
- Stronger local partnerships and consortia arrangements (chapter 4)
- Establishing the right delivery arrangements at a local, regional and national level (chapter 5)

**1.17** It is an ambitious goal to establish a system that will deliver full participation, but the people working throughout the education system and in wider local services are really committed to improving outcomes for young people. Through our joint working in these four priority areas we will create the overall system to achieve full participation of young people. In the rest of this document we set out how we will work together to achieve this.

### **Figure 1: An entitlement to the right learning opportunities and support for all young people aged 14-19**

#### **All young people will study as part of the new secondary curriculum:**

- Key Stage 4 core curriculum: English, maths, science
- Key Stage 4 foundation subjects: ICT, PE, Citizenship
  - Work-related learning and enterprise
  - Religious education
  - Sex, drug, alcohol and tobacco education and careers education
- A course in at least one of the arts; design and technology; the humanities; modern foreign languages and all four if they wish to

#### **Learning for young people will lead to qualifications from one of four routes:**

- Apprenticeships – with an entitlement to a place by 2013 for all 16 year olds suitably qualified
- Diplomas – with an entitlement by 2013 for all 14-16 year olds to the first 14 Diplomas and for 16-18 year olds to all 17 Diplomas
- Foundation Learning Tier – with an entitlement by 2010 to study one of the progression pathways
- General Qualifications, e.g. GCSEs and A levels

**Young people will be able to study qualifications that do not fall under these four routes where there is a clear rationale to maintain them in learners' interests and some young people will study informal unaccredited provision to re-engage them.**

#### **Throughout the curriculum and qualifications routes there will be**

- Functional skills in English, maths and ICT and personal, learning and thinking skills

#### **There will be the right support, including:**

- Excellent Information, Advice and Guidance (IAG) and support to make the right choices at 14 and 16
- A 14-19 Prospectus in every area setting out the courses and support available
- A Common Application Process linked to the 14-19 Prospectus that makes it easier to apply for education and training
- The September Guarantee to ensure all 16 and 17 year olds have an offer of a suitable place in learning and targeted supported to those who need it most.



## Chapter 2: A high quality and valued learning route for all

### Summary

- 2.1** Earlier this year in *Promoting Achievement, Valuing Success: a Strategy for 14-19 Qualifications* we said that we would develop a streamlined set of qualifications. In this chapter we set out how we will achieve that aim so that, young people, supported by their parents or carers can:
- Clearly see the options that are on offer to them
  - Make an informed choice that will enable them to fulfil their potential
  - Progress with the knowledge and skills that are recognised and required by Higher Education (HE) and employers
- 2.2** In future, all publicly funded qualifications will fall within one of four routes – Apprenticeships, Diplomas, the Foundation Learning Tier, or General Qualifications (GCSEs and A levels) – unless there is clear evidence of a need to maintain specific qualifications outside these routes in the interests of learners. Some young people will participate in informal non-accredited learning, to get them back on the path to success through one of these routes.
- 2.3** These four routes will be broad programmes of learning which give young people the opportunity to combine qualifications and tailor their learning programmes to meet their specific demands. At the same time, there will be flexibility and progression within and between routes to respond to individual needs.
- 2.4** HE institutions and employers have told us that school leavers need to improve their core skills. Young people also need the personal, learning and thinking skills to succeed in adulthood and at work. These generic skills will be embedded throughout the secondary curriculum and will be an integral part of learning for 14-19 year olds.

- 2.5** With this improved system of curriculum and qualifications in place, teaching and learning can respond better to the needs and interests of young people. We will support teachers to use assessment for learning to ensure that young people have a good understanding of where they are with their learning, where they need to go next to make progress and how best to get there. And we will work with an expert group of practitioners to further develop and disseminate the concept of 14-19 pedagogy.

### **A high quality and valued learning route for every young person that enables them to participate, achieve and progress**

- 2.6** Every young person should have the opportunity to engage in learning that will enable them to participate, achieve and progress to higher education or skilled employment. To achieve this, we need a system where young people and their parents can clearly understand the full range of courses and qualifications that are on offer to them, where employers and HE recognise and value these qualifications, and where all have confidence in the standards implied in the qualifications.
- 2.7** *Promoting Achievement, Valuing Success: a Strategy for 14-19 Qualifications*, we set out how we would develop a streamlined set of qualifications. We said then that we expect publicly funded qualifications to fall within one of the four routes below, unless there is clear evidence of a need to maintain specific qualifications outside these routes in the interests of learners.
- Apprenticeships, with all young people suitably qualified entitled to a place from 2013
  - Diplomas, in 17 areas of study that we will introduce in phases between 2008 and 2011
  - Foundation Learning Tier, with progression pathways that will roll out from 2010
  - General Qualifications such as GCSEs and A levels
- 2.8** Young people will be able to choose from any one of these four routes to suit their individual learning needs and style. There will also be opportunities for personalised learning in formal and informal settings that will enable young people to re-engage and progress onto one of these routes. And in chapter 3 we describe in more detail the opportunities and support so that all young people can engage and participate.

- 2.9** In many instances it will be possible to combine qualifications from within more than one route to best meet the learner's needs, for example many young people might study an A level as part of their Additional and Specialist Learning within a Diploma. Choosing one route will not preclude moving to another. There will be flexibility for learners to move between routes as their interests and aspirations develop. And we have already introduced a new secondary curriculum from September 2008 to underpin all learning in the 14-19 phase and beyond.

### **Apprenticeships will become a mainstream option for young people**

- 2.10** With the Department for Innovation, Universities and Skills (DIUS) we published a joint strategy for Apprenticeships in January 2008 – *World Class Apprenticeships* – which set out our ambitions for the expansion of Apprenticeships. Our aim is that Apprenticeships will become a mainstream option for 16-18 year olds, and that there will be an entitlement to an Apprenticeship place for suitably qualified young people from 2013.
- 2.11** To ensure high quality learning that is productive for young people and ultimately for employers, we will strengthen the Apprenticeship blueprint to be published early in 2009. This blueprint will set out apprentices' entitlement to off-the-job training and will also require them to undertake high quality theoretical and competence based learning. It will integrate functional skills and personal, learning and thinking skills within the Apprenticeship frameworks. And it will help to show the range of progression routes available from Apprenticeships to HE.
- 2.12** In July this year, we published plans for an Apprenticeship Bill which will establish a statutory basis for the Apprenticeships programme along with the Apprenticeships blueprint. The Bill will, for the first time, place duties on the Learning and Skills Council to secure sufficient and appropriate Apprenticeship places to fulfil the entitlement for each suitably qualified young person who wants one.
- 2.13** The Bill describes the functions of the new National Apprenticeship Service (NAS) and also includes a provision to ensure that young people in schools are fully informed about high quality vocational training opportunities. The NAS will have a key role in securing positive outcomes for young people and employers alike.

## **We have designed the Diploma with the help of employers and HE**

**2.14** To give young people increased opportunities to gain a valued qualification and the chance to combine theoretical with more applied learning, the new Diploma has been developed by representatives of employers, HE, schools and colleges. This new qualification will give young people not only knowledge, but also the skills and understanding to be able to apply that knowledge in real world situations and different contexts.

**2.15** The Diploma is made up of three main elements:

- Principal Learning – the compulsory core to give knowledge and skills in a work-related context
- Generic Learning – to give young people the functional skills and the personal, learning and thinking skills that HE and employers say must be improved
- Additional and Specialist Learning (ASL) – to give learners the option to add depth and breadth to their studies

**2.16** Each Diploma will be available at three levels:

- Level 1 Foundation Diploma (equivalent to 5 GCSEs at grades D – G)
- Level 2 Higher Diploma (equivalent to 7 GCSEs at grades A\* – C)
- Level 3 Advanced Diploma (equivalent to 3.5 A levels at grades A\* – E)

For learners who want to follow a smaller programme of study at level 3, there will also be a Progression Diploma equivalent to 2.5 A levels.

**2.17** To ensure that this new qualification meets real skill needs and a range of interests, Diploma Development Partnerships (DDPs) have brought together employers, HE, learning providers and subject bodies. Working together, they are designing 17 Diplomas in four phases, to be introduced between 2008 and 2011 as shown in Figure 2.1 below.

**Figure 2.1: Diploma implementation timetable**

<b>Year</b>	<b>Diploma subjects:</b>
2008 (Phase 1)	Construction and the Built Environment; Creative and Media Engineering; Information Technology Society, Health and Development
2009 (Phase 2)	Business, Administration and Finance Environmental and Land-based Studies; Hair and Beauty Studies Hospitality; Manufacturing and Product Design
2010 (Phase 3)	Public Services; Retail Business; Sport and Active Leisure Travel and Tourism
2011 (Phase 4)	Humanities; Languages; Science

## **We will expand the range of Diplomas and learning within the Diploma**

### **Phase 4 and Extended Diplomas**

- 2.18** In order to ensure that Diplomas can meet the needs of the widest possible group of learners, three new Diplomas in Science, Humanities and Languages are being developed.
- 2.19** Phase 4 DDPs are carrying out research and consultations to determine the scope and content of each of the Phase 4 Diplomas. Based on this, QCA will publish Diploma criteria in July 2009. Awarding bodies will then develop qualifications and seek accreditation of them from Ofqual in July 2010. Awarding bodies will make specifications for qualifications available in schools and colleges in September 2010 for first teaching in September 2011.
- 2.20** In 2011, we will introduce extended Diplomas with a strengthened core, greater English and maths content and more scope for Additional and Specialist Learning (ASL). We have asked QCA to develop the core of the extended Diploma and curriculum models. They will consult on this until July 2009 and will begin qualification development in September 2009 so that the extend Diploma Qualification is in centres by September 2010.

## Wider learning

- 2.21** To ensure further flexibility for learners, we have considered the place of lower and higher level learning within the Diploma. Currently all components within the Diploma must be studied at the same level or at a higher level than the overall Diploma. For example, for Advanced Diploma students there can be some ASL at level 4, which is at a higher equivalence than A levels.
- 2.22** However, we also recognise that some young people might benefit from some learning at a lower level than their overall Diploma, for instance by learning a new language to broaden their studies. At the end of the first year of Diploma teaching, we will consider again the possibility of an element of lower level learning within ASL to support breadth of learning, or learners studying a language for the first time.
- 2.23** We also want learners to be able to stretch themselves by studying higher level components within a Diploma through their choices of Additional and Specialist Learning. Higher-level learning should enable learners to develop and extend their skills within their Diploma qualification, and will offer young people more of the kind of learning experiences that will stand them in good stead for going on to Higher Education. We have asked the QCA to look at how higher-level options might be made available within the Diploma catalogue. They will report their initial findings early next year.

## We will recognise achievement within Diplomas

- 2.24** All of the constituent parts of the Diploma, with the exception of work experience and personal, learning and thinking skills, are qualifications in their own right. In order to be awarded the Diploma, it will be necessary to complete all of the constituent elements successfully.
- 2.25** However, it is also important that any achievement of the constituent elements of the Diploma is recognised in its own right. This will also give young people the opportunity to retake elements where they were unsuccessful so they can continue with their progression.
- 2.26** We will establish a system for recognising achievement of any part of the Diploma, in particular Principal Learning. QCA will work with awarding bodies to ensure that partial achievement of the Diploma is fully recognised in time for the first awarding of the Diploma in summer 2009.

**2.27** The Diploma Aggregation Service (DAS) is now operational. It will enable all Diploma learners to have accounts which will record all their achievements towards a Diploma and so allow the award of the Diploma. We are also considering how a Diploma Certificate of Achievement could recognise full and partial achievement of the Diploma, and we will publish sample certificates in January 2009.

### **We will learn lessons from early delivery**

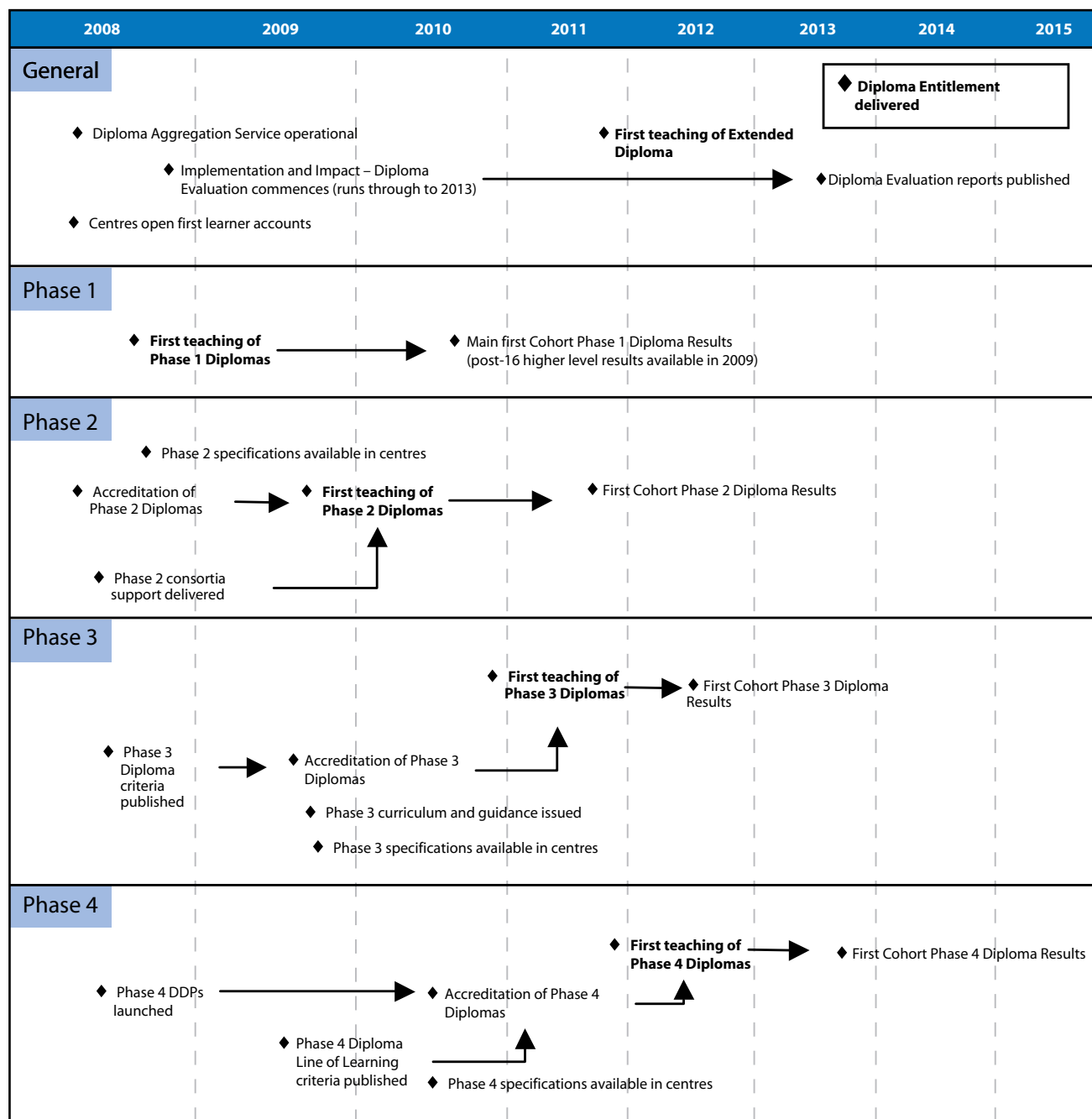
**2.28** Throughout implementation, we will continue our commitment to learn lessons from delivery to inform later phases.

**2.29** We will continue to work with the Universities and Colleges Admissions Service (UCAS) and other stakeholders in the HE sector, to ensure that the Diploma meets the needs of both students and HE institutions. Good engagement is already happening across the country. For example, the DDP for Society, Health and Development (SHD) is working in a structured way with Higher Education providers such as the Higher York Consortium to map progression routes for students taking the SHD Diploma.

**2.30** We will continue the engagement with employers to help create broader learning experiences. There is good evidence that work-related learning has a strong positive impact on educational outcomes for all groups of learners. Throughout the Diploma, young people will have opportunities for applied, work-related learning and will also be required to undertake a minimum of 10 days' work experience, where they will experience a different work and study environment and be able to apply their learning.

**2.31** We have also commissioned an independent evaluation of the implementation of the Diploma that has now started and will run to 2013. The evaluation will provide valuable feedback from young people, teachers, tutors, parents, employers and HE on the effectiveness and value for money of different delivery approaches. It will also help us to understand the impact of Diplomas on young people's achievement, destinations and on their engagement and satisfaction with learning.

Figure 2.2: Developing the Diploma timeline





## Progression routes between Apprenticeships and the Diploma

- 2.32** Apprenticeships offer an attractive opportunity for those 16-18 year olds who already have a clear idea about the particular occupation they want to enter, and who learn best in a work-based environment. They will both support progression to employment and opportunities for progression in FE and HE. Diplomas offer a broad, educational programme for young people, which combines theoretical and practical learning. They are ideal for learners who are motivated by active, experiential learning related to the world of work, and who might want to progress to further study in FE, HE, an Apprenticeship or skilled employment.
- 2.33** During the initial Diploma design, we asked DDPs and Sector Skills Councils (SSCs) to map possible progression routes for young people from Diplomas to Apprenticeships. Examples of these are available on the QCA website. Now that the design is complete for Phase one and two Diplomas, we have asked SSCs to undertake further work to map content from the 20 most popular Apprenticeship frameworks against the content of the sector relevant Diploma, including possible ASL to identify the best opportunities for progression for young people. On the basis of this work, LSC and QCA will produce further guidance in December 2008 about progression between the Diploma and Apprenticeships.
- 2.34** From September 2008, we are also piloting delivery of Young Apprenticeships using Higher Diplomas as the underpinning qualifications in construction, engineering (including the motor industry and energy and utility sector) and health and social care. These trials will explore how best to support progression from level 2 Diplomas into post-16 Apprenticeships, while also maintaining the popular and successful Young Apprenticeships brand.
- 2.35** We will also ensure that vocational qualifications that are part of Apprenticeship frameworks, and those included in the *Diploma Catalogue*, are included in the Qualifications and Credit Framework (QCF), so that learning within a Diploma may count towards an Apprenticeship and vice versa.

## **We are developing the Foundation Learning Tier (FLT) to help support wider participation and higher achievement**

- 2.36** In line with our strategy to streamline the qualifications system, we are introducing the FLT to help rationalise the current complex range of provision below level 2. This will make it easier for learners and providers to understand the routes and qualifications on offer at entry level and level 1.
- 2.37** The FLT is based on clear Progression Pathways which each contain a range of appropriate learning and qualifications that are designed to make sure learners gain all the essential knowledge and skills for the next stage of their learning, and for employment. Each Progression Pathway will have three components: functional skills (in English, maths and ICT); personal, learning and thinking skills; and subject and vocational learning depending upon the needs of the learner. This flexibility and focus on specific and generic learning will make it easier for young people to go on to one of the other three qualification routes.
- 2.38** There are three Progression Pathways for 14-19 learners leading to one of three possible progression routes; Foundation Diploma, GCSEs or Skilled Work (Apprenticeship), or leading directly to independent living or supported employment. And there is also a pathway designed specifically for adult learners to provide progression to a first full level 2 qualification.
- 2.39** In 2008/09, we will pilot the Progression Pathways pilots with approximately 300 pre-16 and post-16 providers. During this time existing provision will continue to be funded. This will enable us to look at what provision works well and how it can be delivered effectively. Then in 2009/10, the number of providers delivering Progression Pathways will increase and we will begin to replace existing provision. By 2010/11 we will roll out the FLT nationally.
- 2.40** There is a range of current programmes that will fall under the FLT qualification route, including Entry 2 Employment, Key Stage 4 Engagement, Foundation Learning in Further Education, and some aspects of First Steps Learning. We will be working with the LSC, local authorities and other partners to implement fully FLT provision during the next two years to ensure there is the capacity to deliver the breadth of provision required.
- 2.41** For some young people even provision within the Foundation Learning Tier may in itself prove unsuitable to meet their needs. So we will continue to support the informal and non-accredited provision provided by groups such as Barnardo's and Rathbone which help successfully to re-engage young people in learning, and get them back on a path to success.

## We are reforming and strengthening General Qualifications

### GCSEs, A levels and the Extended Project

- 2.42** We are reforming and strengthening GCSEs and A levels to ensure that their content is up to date and engaging, and that their assessment is robust and challenging. From September 2008, young people started studying revised A levels which incorporate increased stretch and challenge.
- 2.43** We are reducing the burden of assessment and encouraging students to make links across the subject by reducing the number of units in most A levels from six to four, whilst maintaining the breadth and standard of the qualification. Coursework will no longer be allowed except where it is the most valid form of assessment for the subject.
- 2.44** Alongside the new A levels, we are also introducing the Extended Project. This will give young people the planning, preparation, and research skills that universities and employers are looking for. It has already been widely welcomed by schools and colleges and by HE institutions, many of whom are encouraging prospective applicants to take one up. All Advanced Diploma students will take the Extended Project from this year, and it is already available to all level 3 students.
- 2.45** We have revised the criteria for the majority of GCSE subjects and new specifications have now been accredited for first teaching in September 2009. The key change is that coursework has been replaced with controlled assessment, which allows for greater control over task setting, task taking and task marking. Criteria for English, maths and ICT GCSEs that incorporate functional skills will be finalised later this year. Specifications will be available from late 2009 for first teaching from September 2010.
- 2.46** We will look to use the forthcoming Equality Bill to ensure access for disabled people to General Qualifications and to create one integrated Equality Duty to help schools in their contribution, through improved access, to a fairer society. We will work with the National Equality Panel in doing this.

## **The new secondary curriculum – a foundation for all 14-19 learning**

- 2.47** The foundation for all 14-19 learning is the new secondary national curriculum we introduced from September this year. It retains a strong focus on English, maths and science as well as introducing personal, learning and thinking skills that encourage enterprise and independent learning. The new curriculum also allows more time for pupils to follow their own interests and aspirations. Every young person will enjoy a more tailored learning experience and a more relevant curriculum that is grounded in a real world context.
- 2.48** In addition to the new secondary curriculum, we have developed our strategy for enterprise education which encourages young people to be innovative and creative, to take and manage risks, and to work with determination and drive. Over 90% of secondary schools already provide enterprise education, compared to fewer than half three years ago. And to support this we are increasing funding for enterprise education from £60 million to £90 million a year over the three years (2008-11).

## **All learning routes will deliver core skills**

- 2.49** Whatever learning routes young people choose, HE and employers want reassurance that when young people leave education they have the skills needed to apply what they know, and to operate confidently, effectively and independently in life and at work. That is why we are making functional skills and personal, learning and thinking skills an integral part of all 14-19 learning routes, and incorporating them into the new secondary curriculum programmes of study.
- 2.50** QCA has already involved employers and subject groups in trialling draft standards and assessment approaches for functional skills. The national pilot began in September 2007 with around 1,000 centres. Since September 2008, it has expanded to around 2,000 centres, including all schools offering phase one Diplomas. Students studying functional skills will be required to take a freestanding assessment to demonstrate mastery of the relevant skills in a range of contexts.
- 2.51** These pilot qualifications are fully accredited already and will count both as qualifications in their own right and when counting towards other qualifications like the Diploma. QCA will evaluate the functional skills pilot and work with the awarding bodies further to refine assessment models ensuring they are flexible and innovative to support effective teaching and learning, and, as far as possible, available on demand.

### Figure 2.3: Teaching functional skills in North Hertfordshire

The North Hertfordshire consortium is delivering functional skills through a mixture of separate lessons and the integrated application of the skills in their Diploma Principal Learning. Teachers have drawn up schemes of work that identify where specific skills will occur in Diploma sessions. And they can then check the coverage of the skills in Diploma schemes of work and make sure learners have mastered the specific skills at designated points.

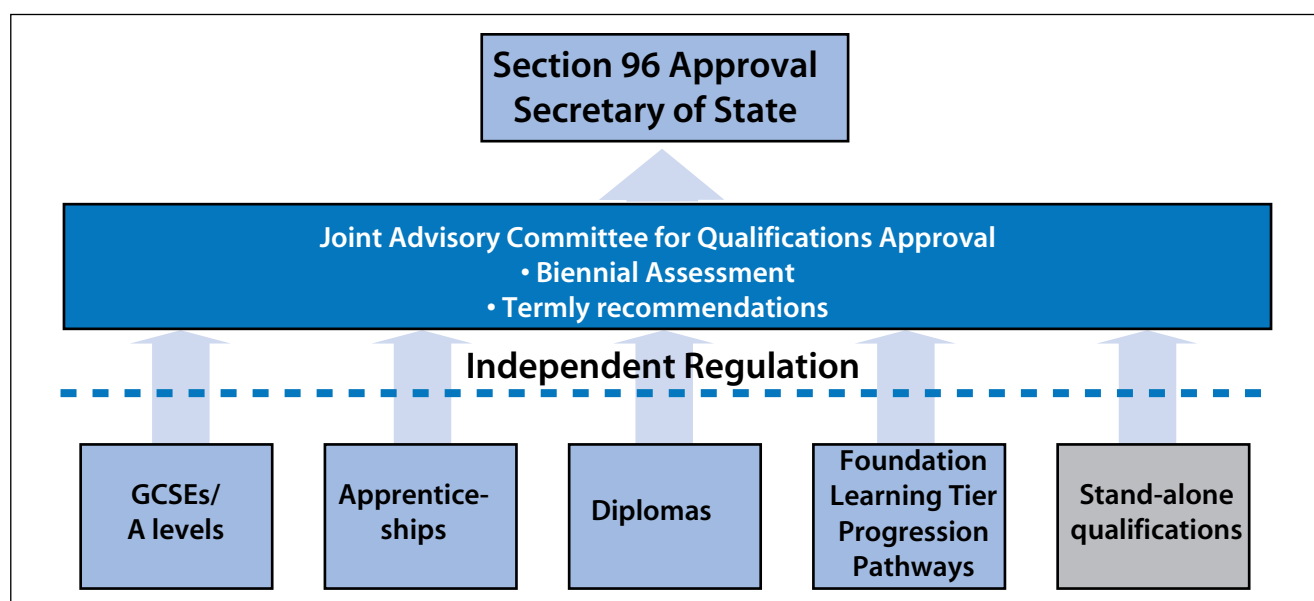
This approach provides numerous opportunities for new ways of making functional skills learning exciting. For example, as part of the Engineering Principal Learning, the North Hertfordshire consortium is considering a car building competition, with learners in design teams that compete against each other to design and build a car. This will test both their engineering skills and their functional skills. For example, they will have to use functional maths to find the lowest wind resistance for the car, and their speaking and listening skills and ICT skills to demonstrate the car and make a presentation to a panel of judges, including local engineering employers.

## Developing a more streamlined qualifications system

- 2.52** Our overriding aim is to create a simpler qualification system where young people and their parents find curriculum and qualifications options easy to understand, where employers, FE and HE value these qualifications, and where these qualifications give young people opportunities for progression. Responses to our consultation on the *Qualification Strategy* demonstrated a high level of support (78%) for these aims.
- 2.53** To achieve this simplification, we have asked QCA and the Learning and Skills Council (LSC) to establish a Joint Advisory Committee of Qualifications Approvals (JACQA) to provide advice to the Secretary of State on public funding of qualifications. The Committee will draw on an evidence base from a range of interested parties to make recommendations about whether qualifications meet the needs of young people and offer value for money, and thus should attract public funding.
- 2.54** The new JACQA process for making funding recommendations will be in place from December 2008, and we will publish further guidance on the process shortly on the DCSF 14-19 website. JACQA will base its advice on the new criteria that we published as part of the *Promoting Achievement: Valuing Success: A 14-19 Qualifications Strategy*. In this way, we will ensure that qualifications that are publicly funded fall within the four learning routes – unless there is clear evidence of a need to maintain specific qualifications outside these routes in the interests of learners.

- 2.55** Where a qualification is put forward for public funding outside the national routes, JACQA will examine and challenge the extent to which this qualification meets a need that cannot be met from within one of the four national routes. JACQA will then provide advice on the funding of these qualifications to the Secretary of State, who will retain the final decision.
- 2.56** The process for accrediting a new qualification, or re-accrediting an existing one, will be undertaken by the new regulator, Ofqual. Only once a qualification has been accredited will it be considered for public funding by JACQA. This will ensure that only qualifications which meet the quality standards set by Ofqual are publicly funded.
- 2.57** Figure 2.4 below demonstrates how the qualification approval process will operate. For Apprenticeships, advice from the relevant SSCs will be vital to ensure the most appropriate qualifications are available as the range of Apprenticeships extends in response to employer demand.

**Figure 2.4**



- 2.58** As well as making termly recommendations to the Secretary of State about the public funding of qualifications, JACQA will also carry out a biennial review of the full 14-19 qualifications system. The first such review will take place in 2009. This biennial review will take an holistic view of the overall qualifications system for young people, and will advise, where appropriate, on changes to the 14-19 qualifications offer that would ensure it continues to meet the needs of learners, employers and HE institutions.

**2.59** These biennial reviews will inform a full review in 2013 which will consider how in practice Diplomas, GCSEs and A levels, and any other general qualifications, are combining to meet the needs of young people, employers and universities. In this review we will consider how deliverable this set of qualifications is as a whole, with a view to making proposals on how to remove duplication and fill any gaps. We will take evidence from learners, providers, higher education, employers and key partners such as the QCDA.

### **We will continue to safeguard standards across all qualification routes**

**2.60** We announced last autumn that we will give the regulatory functions of the QCA to a new independent regulator for qualifications and tests for England, to be known as Ofqual. And that the QCA will evolve into the Qualifications and Curriculum Development Agency (QCDA), an agency for developing curriculum and qualifications. It will carry forward QCA's non-regulatory functions. We will be introducing legislation in the coming months establishing Ofqual.

**2.61** Subject to Parliamentary approval, Ofqual will be independent of Ministers and report directly to Parliament, responsibility. It will continue to regulate the qualifications which make up the 14-19 qualifications offer (including the component qualifications of Apprenticeships and the FLT) and, as regulator of the qualifications market, will have an interest in decisions on which qualifications are funded.

**2.62** The QCDA will be a key player in delivery of the 14-19 strategy. It will:

- Advise and support Ministers on the development of curriculum and related qualifications
- Be responsible, working with DDPs, subject associations and others, for the design of General Qualifications and the Diploma
- Work with the LSC on FLT Progression Pathways
- Jointly support JACQA to advise the Secretary of State which accredited qualifications should be eligible for public funding

## Qualifications and credit framework

- 2.63** Along with the Welsh Assembly Government and the Northern Ireland Executive, we expect to proceed with the development of a Qualifications and Credit Framework (QCF) for adult vocational qualifications. We said in *Promoting Achievement Valuing Success: A 14-19 Qualifications Strategy* that we would assess whether 14-19 qualifications should also be moved onto a credit framework. This would help break qualifications down into constituent units and record learners' achievements in those units as they achieved them, which might better motivate learners and encourage them to work towards full qualifications.
- 2.64** In response to the consultation, there was broad support for the proposal but some concern about how it might be implemented. We are now asking QCA to assess the costs and benefits of extending the QCF to 14-19 qualifications, taking account of the issues raised in the consultation, and will consult further on the detail as necessary. We will consider the QCA's response together with the Governments in Northern Ireland and Wales, and will announce a decision later this year.

## 14-19 teaching and learning

- 2.65** With an improved system of curriculum and qualifications in place, teaching and learning can better respond to the needs and interests of young people. A key part of that is Assessment for Learning (AfL) which ensures that young people and their teachers have a good understanding of where they are with their learning, where they need to go next to make progress and how best to get there.
- 2.66** Working jointly with QCA, the National Strategies and the Chartered Institute of Educational Assessors (CIEA), we published in May 2008 *The Assessment for Learning Strategy*. This strategy focuses on Key Stages 2 and 3, but it can inform excellent teaching and learning at all ages. We are investing £150 million over the next three years in professional development for teachers in AfL and DIUS have published *The Plan for Personalising Further Education* which set out how similar approaches to personalisation are being applied in the FE sector.
- 2.67** Working with the NAA and awarding bodies, we have put in place a programme of support for schools and colleges now implementing the Diploma. In June, NAA published *Delivering the Diploma: A Guide to Managing Internal Assessment*. Whilst the approach is specifically focused on ensuring standards and consistency in assessment of the Principal Learning element of the Diploma and the Extended Project, it will put in place quality assurance arrangements that will support controlled internal assessment more widely.

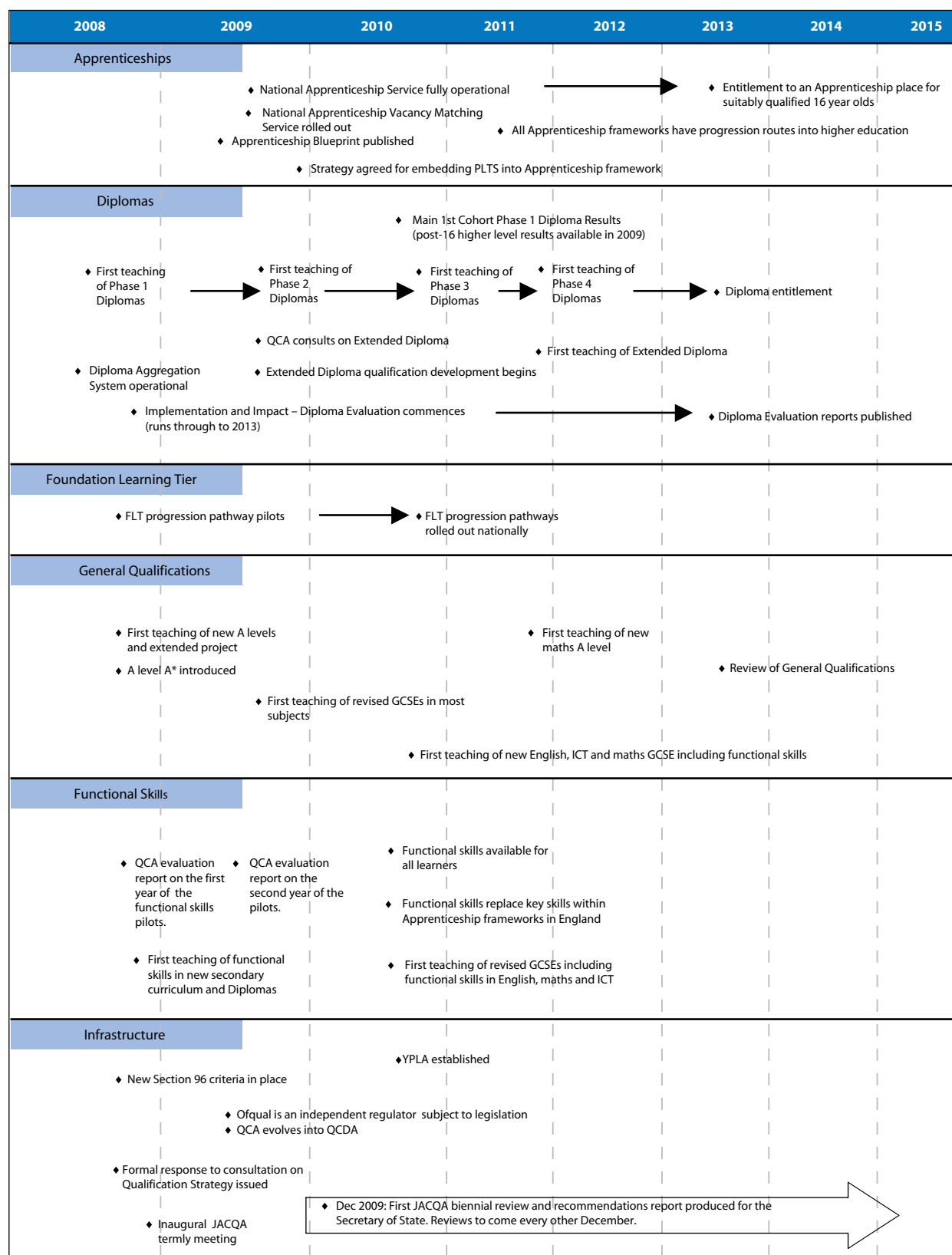


- 2.68** The structure of the Diploma and the emphasis placed on practical learning provide the opportunity for new and innovative approaches to teaching and learning. QCA has already published curriculum guidance and pathfinder case studies to inform teaching of the Diploma (available on the QCA website). There is guidance to help providers understand the nature of the pedagogy underpinning the Diploma and how it can inform the development of their teaching and learning strategies. And based on early delivery, QCA will produce case studies for providers in autumn 2008.
- 2.69** To develop and disseminate further the idea of a 14-19 pedagogy, we will set up an expert group of practitioners, taking into account the clear links to the secondary curriculum, assessment routes, teaching and learning approaches and applied learning.

## Conclusion

- 2.70** In this chapter we have described the four learning routes that are central to more personalised learning for all young people. The key milestones are shown in Figure 2.5 opposite. We have described the processes and organisations that will underpin this streamlined and valued system of curriculum and qualifications. And we have touched briefly on the teaching and learning that is vital to the success of this more personalised approach.

**Figure 2.5: Learning routes timeline**



# Chapter 3: The right support for all young people

## Summary

**3.1** As well as a streamlined curriculum and qualifications framework every young person is likely to need support at some stage to make the right choices and to be able to take advantage of opportunities. In chapter 3 we set out how we will make sure that every young person:

- Is able to raise their aspirations and challenge stereotypes
- Has the right information to want to stay on in learning and achieve through high quality and impartial Information, Advice and Guidance (IAG)
- Knows which courses are on offer within their area and which would best suit them using the area prospectus and can apply using the Common Application Process
- Is guaranteed an offer of a suitable place in learning through the September Guarantee
- Is supported in learning
- Enjoys positive activities
- Has additional support when and where they need it

## Raising aspirations and challenging stereotypes

**3.2** Even though more young people are progressing to Higher Education (HE) and skilled employment than ever before, low aspirations remain a barrier to realising potential for too many young people and their families, as do low expectations among those who work with and teach them. We believe all young people should have high aspirations and all those who work with them should have high expectations for what they can achieve.

- 3.3** Aspirations are shaped early in a child's life. So that young people can make the most of increased opportunities, we have to begin early to inspire and broaden the horizons of children and young people both inside and outside the classroom. To do this we will:
- Introduce new pathfinder projects from September 2009 at Key Stage 2, to test the impact of early careers interventions on aspiration
  - Ensure that by 2010 every secondary school pupil will have a personal tutor – a named member of staff who will be the family's first point of contact with the school throughout the pupil's secondary career
- 3.4** The personal tutor's role will include helping pupils to identify their long-term aspirations and make the best choice of subjects at ages 14 and 16. Support from a personal tutor will not be a substitute for expert or independent careers advice, but will help to smooth other aspects of transition, especially where students have particular needs.

### **We will help all young people to make the right decisions with high quality and impartial Information, Advice and Guidance (IAG)**

- 3.5** To ensure young people benefit fully from the improved learning and support delivered by our reform programme, we must support them to get their choices right at age 14 and at age 16. Although there are many good examples at a local level (for example Sheffield – see Figure 3.1) the quality of IAG has been patchy in some areas and not all young people have received the support they needed. To address this we need to achieve a step change in the provision of good quality and impartial IAG wherever young people are learning. Figure 3.2 sets out the steps we are following.

#### **Figure 3.1: IAG in Sheffield**

Sheffield has a clear IAG strategy and action plan linked into the 14-19 strategy. Sheffield Futures employs a manager for Careers Education, Information, Advice & Guidance (CEIAG) who works closely with the local authority delivery team and the 14-19 team. Using the new National Quality Standards for IAG as a guide, Sheffield Futures has defined a universal CEIAG service for young people, their parents or carers and the professionals who support them. As part of the integrated youth service, all young people will receive a personal assessment of their needs. Within this process, there will be an initial assessment of all young people's CEIAG needs across schools in Year 10. This allows the City to identify and meet the guidance needs of young people wherever they are based.

### Figure 3.2: Securing a step change in IAG provision

#### Local authority level

- From April 2008, responsibility for the delivery of all local IAG, including Connexions, was passed to local authorities. This will help local authorities to align IAG services to complement other youth support services working for the benefit of young people in the area. The Education and Skills Bill 2008 will make this a statutory duty for local authorities
- Local authorities will still be expected to ensure that the quality of Connexions services and of other providers of IAG meets the Quality Standards for Information, Advice and Guidance

#### School level

- It is important that schools give young people good quality advice on their options for continuing in learning, whether in the school or elsewhere. To this end we are legislating through the current Education and Skills Bill to require schools to deliver impartial careers education covering all options, including work-based learning routes such as Apprenticeships
- Schools will also be required to have regard to *Principles of Careers Education* and associated good practice guidance to be published in 2009
- To strengthen the incentive on schools we are testing a post-16 progression measure which would show what proportion of young people completing year 11 in the school participate in learning the year after and go on to achieve level 2 and level 3 by age 19. This measure was made available to a sample of schools for the first time in July 2008 and from summer 2009 schools will publish this data in their School Profile

#### Teachers and school staff

We will work with the Training & Development Agency and Lifelong Learning UK to ensure that we are:

- Providing new development and training for those responsible for managing and delivering IAG in schools so that they can offer accurate advice on 14-19 learning options
- Providing support for all Key Stage 3 and 4 teachers so that they can inform young people about learning and career progression opportunities from their specialist subject
- Developing standards in IAG for initial teacher training qualifications and professional development modules
- By September 2010 we will ensure that those working with pupils with special educational needs (SEN) and disabilities can give them support to choose a pathway that is suitable for them.

## Every young person on the right course for them

**3.6** As well as improving IAG, we will also be making it easier to find out what opportunities are on offer, and to apply for them. Every local area will strengthen their 14-19 Prospectus so that young people have comprehensive information on learning opportunities and support in their area and how to apply for them. Second, every local area will develop a Common Application Process that is linked to the Prospectus so that young people can apply through one system regardless of where or what they want to learn. Third, the extension of the September Guarantee will mean that more young people will have the opportunity to participate.

## Every young person will know what is on offer through the 14-19 Prospectus

### Figure 3.3: What is in a 14-19 Prospectus?

- A user friendly, fully searchable directory of education and training available in their area at levels 1 through to 3
- Labour market information for the area
- Information about the results achieved on courses in the previous year
- Feedback about courses from students who have previously taken them
- Information about progression routes from courses
- Details about how to get in touch with IAG practitioners who can offer support
- Information about financial support and transport
- The opportunity to apply for courses online through the CAP
- The opportunity to post feedback on courses
- The opportunity to develop an individual learning plan through the Prospectus

**3.7** 14-19 Prospectuses are already available in every area and extend the potential for online provision of IAG by offering information on local learning opportunities and how to apply for them. Many areas have collaborated to develop a single 14-19 Prospectus to cover a wider area reflecting travel to learn patterns. Local 14-19 Prospectus websites can be found through the DirectGov website.

- 3.8** Early in 2009, we will publish an *Action Plan for the 14-19 Prospectus and the Common Application Process*. This will set out our expectations for the development of the 14-19 Prospectus and CAP and provide information about the support available at a national and local level. In each of the next three years starting this financial year we will make available £1.7 million to support the development of high quality Prospectuses. As part of the Action Plan, we will publish a self-assessment tool to help local areas evaluate their own progress and we will use this information to share and extend successful practices.

### The Common Application Process (CAP)

#### Figure 3.4: What is the Common Application Process (CAP)?

- All areas will develop a post-16 CAP linked to the 14-19 Prospectus by 2010
- It will be one process through which all young people can apply for education and training opportunities so that they no longer have to navigate different applications processes for different opportunities
- Young people will be able to use it to apply for education and training courses from level 1 to level 3, namely GCSEs and A levels, Diplomas, and progression pathways within the FLT
- It will be linked to the National Apprenticeship Vacancy Matching Service
- Young people who have not applied for education or training or received an offer of a place can be offered support and advice from specialist IAG professionals

- 3.9** 14-19 Partnerships will be responsible for delivering a Common Application Process in partnership with schools, colleges and training providers. To make the transition to post-16 learning simpler and smoother, the CAP will be firmly linked to the 14-19 Prospectus. To ensure the full range of learning options are covered, we will work with the LSC and the new National Apprenticeship Service (NAS) to ensure there is alignment between the new National Apprenticeship Vacancy Matching Service (NAVMS) and the CAP.

- 3.10** We will also ensure that management information from these systems can be drawn together by local authorities and used to support 14-19 planning and commissioning. We will work with early adopter areas to share good practice more widely and to ensure, along with suppliers, that the CAP and 14-19 Prospectus are interoperable with other systems used by schools, colleges and Connexions. Our aspiration is that the CAP will be in place across every area for young people in Year 11 by September 2010. The *Action Plan for the 14-19 Prospectus and Common Application Process* will provide further information about developments at local level and will set out what support is available to enable delivery.

### **Every 16 and 17 year old will receive a suitable offer of a learning place by September in each year**

- 3.11** Transition at 16 can be a challenging time for young people who are unsure what to do or cannot find a course suitable for them. The September Guarantee addresses this by ensuring that every young person has an offer of a learning place that meets their needs and interests. Evidence suggests the September Guarantee is making a real difference, with 91% of 16 year olds remaining in education and training in 2007.
- 3.12** From September 2008 we have extended the Guarantee to 17 year olds so that young people who were on short courses, or dropped out of learning during year 12 are given a chance to re-engage. This will also give those few who did not engage at 16, the chance to return to learning.

### **Every young person will get the right support so that they can access, attend and make the most of their place in learning**

#### **Excellent transitional support is vital**

- 3.13** We will ensure that young people are provided with the guidance and support to overcome the barriers that may prevent them from making the right choice and then participating effectively. We know that the proportion of young people in education and training falls by around 10 percentage points between the ages of 16 and 17.
- 3.14** Some post-16 institutions already offer bridging units at the end of year 11 to give students a taste of what to expect, to counteract the loss of learning over the summer break and to familiarise students with facilities. We will encourage consortia to offer tasters so that young people can experience what learning is like in a new setting. And during 2008/09 we will collect case studies around tasters and bridging units so providers can learn from and reflect on successful implementation.



- 3.15** Providers must also take more responsibility for ensuring that their knowledge about pupils is passed on to the appropriate agency or organisation. To improve data sharing for the benefit of pupils and learners, DCSF and DIUS have been working with stakeholders to develop the Managing Information Across Partners (MIAP) services. This includes the introduction of the MIAP Learner Registration Service, which has already resulted in the allocation of over three million Unique Learner Numbers (ULN).
- 3.16** With the learner's consent, the ULN will support the linking of data from various sources to produce a Learner Record. The record will contain factual information such as name, age, postcode, qualifications achieved, courses and details of the institutions attended. The learner will control what information will be shared.

### **We will provide financial assistance to support participation**

#### **Figure 3.5: Financial support**

- Education Maintenance Allowances (EMAs) are income assessed and support nearly half of all learners in full time education aged 16 and above. Evaluation has shown that when the pilots were introduced, participation in full-time education increased significantly for 16 and 17 year olds. Recent evaluation also shows significant positive impacts on the attainment of young people taking level 2 and level 3 qualifications.
- Care to Learn provides support with child care costs for teenage parents. Care to Learn evaluations have found that around 80% of recipients would not have been able to return to learning without support.
- Discretionary learner support funds are administered through colleges to support learners in exceptional financial circumstances.
- Child Benefit and Child Tax Credit, which the Government provides to families, also form a significant part of financial support to young people participating in education and training.

- 3.17** Our financial support programmes aim to support and encourage young people to participate and to stay in learning and progress once they get on a course. We are already making changes to increase the impact of this support:
- We are refocusing EMA to provide learners with a clear message of what is expected of them in order to receive their payments. Learners will no longer receive EMA for participating, and instead they must show that they meet the standards of behaviour and progression on their course as agreed by their learning provider

- We are introducing the HE student support guarantee. From September 2008 all learners aged 16 from low income households will be able to look ahead to progressing through Further and into HE with no doubts about the financial support they will receive
- We want to ensure that support is targeted where there is most need. Since November 2007 we have been trialling an extension of EMA to make it available for more courses aimed at the hardest to engage
- Since the end of June 2008 all eligible entry to employment (E2E) learners have been able to receive the maximum level of EMA regardless of their household income. Allowing these young people to claim the maximum EMA will make it easier for them to re-engage in learning and progress.

**3.18** We are working with other Government Departments to develop our learner support package so that it is fit for purpose once participation becomes compulsory. Our aim will be a financial support system for learners and their families that is simple, accessible and enables all young people to participate and to achieve.

### **Practical support – transport**

**3.19** It is important that young people can get to their place of learning. Local areas must combine the creation of a suitable offer with the availability of transport to access it. Young people, and their parents or carers, need to know what transport provision is available to help them access education or training.

**3.20** Under current legislation, every local authority must publish a transport policy statement by 31 May each year setting out what arrangements it will make to facilitate the attendance of young people of sixth form age at educational institutions, linked to the local 14-19 Prospectus. Subject to the Education and Skills Bill being passed by Parliament, we will introduce journey times as an additional factor which local authorities must consider.

**3.21** We are also legislating to bring greater transparency to local transport policies. We will consider how we can make sure that young people and their parents can raise concerns if they believe they are not receiving appropriate support with transport to enable them to participate in education or training.

## Access to positive activities

- 3.22** We want to achieve wider reform of the services available to young people, which will help them develop the strong social and emotional skills that are essential to success in adult life, complementing and supporting participation and achievement. Young people who have these skills are more resilient to challenges and pressures. For most young people the family is the primary place where these skills are learnt. In addition personal development opportunities in schools and colleges, and from informal learning experiences such as positive leisure time activities, play an important part for all young people, and particularly for those whose families, for whatever reason, cannot provide the necessary foundation.
- 3.23** Many local authorities are already making good progress with their statutory duty to secure young people's access to positive activities. In *Aiming High for Young People: A Ten Year Strategy for Positive Activities* we set out a number of further commitments, particularly for young people who are marginalised or facing disadvantage. High quality activity-based provision, which builds confidence and raises self-esteem is particularly important in supporting young people to re-engage. This often works best where statutory and third sector providers work together effectively to meet young people's needs in the round.
- 3.24** The roll out of extended services will help increase these development opportunities. By 2010 every school either directly or in partnership will offer core extended services, including study support, sport and music clubs to help young people further develop these social and emotional skills. Over the next three years, the DCSF is investing £190 million in positive activities through *myplace*, which is being delivered on our behalf by the Big Lottery Fund. The investment will support our ambition of new and improved places for young people in all areas of the country over the next 10 years.

## We will provide support to those who need it most

### Supporting young people who are Not in Education, Employment or Training (NEET) to re-engage

- 3.25** Some young people may need more support than others to participate and achieve. Being out of education, employment or training between the ages of 16 and 18 is a waste of potential and seriously jeopardises a young person's chances of success in adult life. Our target is to reduce the proportion of 16-18 year olds who are NEET by two percentage points (from the 2004 baseline of 9.6%) by 2010.

- 3.26** In November 2007 we published our strategy for reducing the proportion of young people who are NEET. And in May 2008 we published the NEET toolkit outlining the roles and responsibilities of the different partners involved in ensuring young people make a successful transition to post-16 education or training and those that do become NEET get the support they need to re-engage.
- 3.27** We are making progress in reducing the proportion of 16 and 17 year olds who are NEET, with the proportion falling by nearly two percentage points (from 9.1% to 7.2%) since 2005. OfSTED's recent report into 14-19 implementation found that in the majority of local authorities visited, a sustained focus on young people who are NEET had resulted in reductions in their numbers.
- 3.28** However, we need to do more to accelerate progress in reducing the numbers who are NEET at age 18 by:
- Ensuring that Children's Trusts and 14-19 Partnerships lead the delivery of services for all young people up to their 20th birthday (and beyond for Learners with Learning Difficulties and Disabilities (LLDD)), with closer joint working between key partners including Connexions Services and Jobcentre Plus
  - Ensuring that the robust arrangements that local authorities have put in place to track the education and training activities of 16 and 17 year olds continues at age 18
  - Improving local understanding of young people who become NEET at 18, and assessing their needs
  - Continuing to address the variable quality of personalised support and guidance
  - Encouraging local authorities to bring together a wide range of partners with clear roles and responsibilities in reducing NEET at 18, including employers who can offer opportunities for work-based learning
- 3.29** To spread good practice we have published specific guidance for Jobcentre Plus and Connexions services on improved joint working which can be downloaded from the DCSF 14-19 website. We also announced as part of the NEET strategy plans to give all young people who had been NEET for at least 26 weeks by the time they reach their 18th birthday immediate access to the Flexible New Deal. To make sure this works, this will become mandatory from April 2009. Those who have been NEET for less than 6 months will continue to have access to the New Deal on a voluntary basis.

### Supporting young people who are NEET through Activity Agreements and Entry to Learning

- 3.30** We are aware that young people who are NEET often need additional support to help them to re-engage. Since 2006, we have been piloting the Activity Agreement in eight areas of the country. The agreement is negotiated between a Connexions Personal Adviser and a young person who has been NEET for a significant period of time. It identifies steps that the young person will take to move into education, employment or training, in return for additional support and a weekly allowance. The initial results have been positive and the detailed evaluation will be completed in November 2008.
- 3.31** Building on the lessons from the Activity Agreement, we announced in the *Children's Plan* that we would allocate £31.5 million over the next three years to a new Entry to Learning programme (E2L). Drawing on innovative schemes run by the third sector that successfully restore NEET young people's confidence and self esteem, the E2L programme will support young people to progress from this re-engagement provision back into formal learning. Young people will be supported by a trusted adult mentor to progress through a personalised programme of development. The E2L programme will be piloted in four local areas from autumn 2008.

### Supporting learners with learning difficulties and/or disabilities

- 3.32** For learners with learning difficulties and /or disabilities (LLDD) support will come from a variety of sources but it should ensure that learners have the right mix of support to sustain learning and ensure progression. It should include good pastoral support, which evidence shows is vital to prevent drop-out from learning when barriers to participation arise. Good pastoral support involves tracking the progress of vulnerable young people and in particular ensuring that staff are fully aware of their learning needs. It supports learners to become more independent and more responsible for their own learning.
- 3.33** To help these young people achieve and progress we have focussed on better support structures.
- The Learning and Skills Improvement Service (LSIS formerly QIA and CEL) has developed an on-line toolkit "Supporting learners to succeed", available on the LSIS website
  - The Transition Support Programme (announced in our strategy *Aiming Higher for Disabled Children*) is putting in place measures to remove barriers to transition and spread good practice

- Progression through Partnership (May 2007) is a joint strategy for learners with learning difficulties and/or disabilities (LLDD) between DCSF/DIUS, the Department for Work and Pensions (DWP) and the Department of Health (DH). The strategy identifies ways in which the curriculum will be improved particularly through the FLT and sets out how we will aim to break down the barriers facing LLDD
- *Getting A Life* – a project launched in April 2008 – will spread best practice from a number of local projects aimed at improving outcomes into employment for LLDD. All our programmes will increasingly focus on employability and making the lives of disabled people more independent

**3.34** From 2010 local authorities will have responsibility for LLDD in full-time education up to their 25th birthday. This will enable local authorities to co-ordinate multi-agency approaches by working closely with schools, colleges, training providers and the voluntary sector to commission provision and support services and create a continuity of learning experiences for LLDD.

**3.35** We are currently working through the issues of funding and delivery to ensure continuity of support for LLDD and to introduce agreed improvements to the system. We have asked the LSC to continue work on disseminating good practice and on identifying ways of obtaining better value for money from LLDD funding. And we have asked Ofsted to conduct a review of the LLDD system in 2009.

### **Targeted support for the most vulnerable**

**3.36** All local authorities are already in the process of implementing targeted youth support (TYS) reforms which seek to ensure that vulnerable young people receive the personalised support they need to achieve good outcomes. Those young people most vulnerable and at risk of not participating in learning may include: teenage parents; those at risk of, or involved in alcohol and substance misuse; and minority groups. We are supporting local area reform with the aim of establishing YYS arrangements in all areas by the end of 2008.

**Figure 3.6: What targeted youth support means**

- Early identification of young people at risk
- Swift access in universal settings including schools, colleges and youth activities
- A comprehensive assessment of identified young peoples' needs and if appropriate their families' needs
- Personalised plans of information, advice and guidance and support drawn from a wide range of universal, targeted and specialist services from the statutory, private and third sectors, to be co-ordinated by lead professionals
- Services that are accessible and relevant to the needs of vulnerable young people, and that involve them and their families in service design and delivery
- Support for vulnerable young people across transitions such as moving on from school or between services

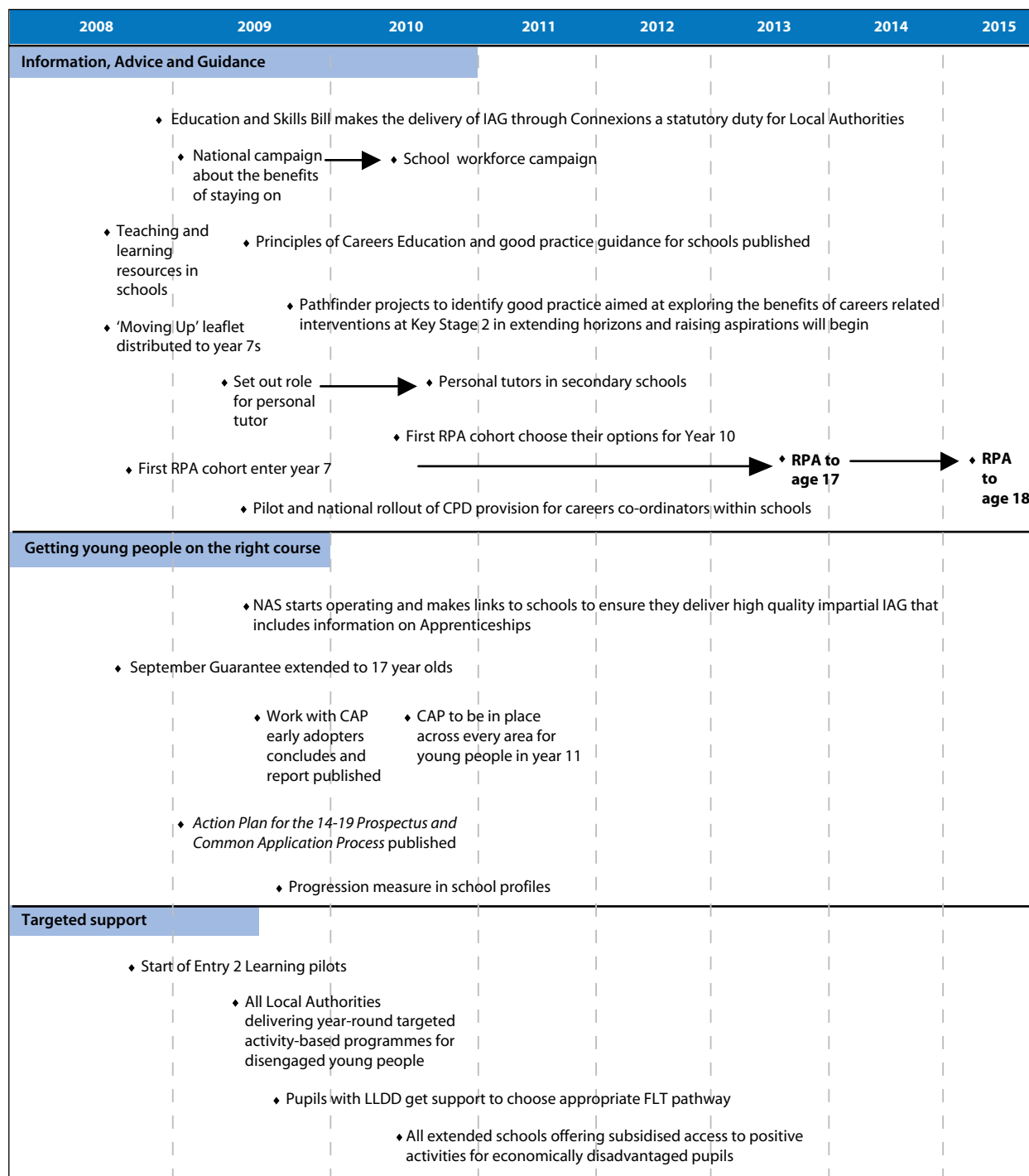
**3.37** The Youth Task Force (YTF) is leading activities in priority areas that through support and challenge, improve outcomes of those young people and their families facing the most severe circumstances. This includes the development of challenge and support projects which will ensure a co-ordinated approach is taken to tackling anti-social behaviour by young people. By the end of 2008 the YTF will have launched twenty Intensive Intervention Projects which will allow a number of local authorities to work with a thousand young people each year. These will be young people identified as at greatest risk of losing their way or of disengagement with learning each year. These will include those individuals mostly likely to be:

- Involved in crime or anti-social behaviour
- Involved in, or at risk, of substance abuse
- Persistent absentees or excluded from school or not in employment, education or training (NEET)
- Presenting as homeless or at risk of homelessness

**Conclusion**

**3.38** In chapters 2 and 3 we have set out the entitlement to learning and support that all young people should enjoy in order for them to be allowed to fulfil their full potential. Chapters 4 and 5 will now set out the new ways of working and system reform that will be required to make a reality of this entitlement. The key milestones for this chapter are shown in Figure 3.7.

Figure 3.7: The right support timeline





# Chapter 4: Strengthening collaboration to deliver learning and support locally

## Summary

- 4.1 We have set out the 14-19 entitlement that we believe will put every young person on the path to success. In this chapter we look at responsibility for local delivery of the entitlement. Across the country, consortia, 14-19 Partnerships and local authorities are already showing that increased collaboration leads to successful delivery.
- 4.2 Consortia are groups of partners, schools, colleges and work-based providers that have come together to deliver a wider range of qualifications and curriculum choice, particularly the new Diplomas. 14-19 Partnerships are a sub-group of the Children's Trust and determine the strategy for 14-19 for a whole (generally local authority) area.
- 4.3 Where partnerships are already in place, collaboration is driving the reforms to improve educational opportunities for all young people. In this chapter, we set out how we will support this collaboration. We set out how we aim to help the workforce to deliver change and how, increasingly, employers and higher education institutions will play a vital role in these partnerships.
- 4.4 Both the support to, and the accountability of, local partners must reflect this collaborative delivery. The 14-19 Partnership will take the lead in working with providers to deliver the local vision for 14-19, while responsibility for commissioning excellent provision will lie with local authorities.

## Strengthened partnership working

- 4.5 Delivering the entitlement for all young people will require strong institutions collaborating in deeper, broader partnerships. Schools and colleges already work with a range of institutions, but we want to support them further to develop their partnership working. This fits with the Children's Plan model of the 21st century school, operating as part of a local system of other schools and services, working together with the Children's Trust to promote the well-being of all children and families in the area.

**4.6** Specifically, more intensive partnership-working in consortia allows:

- The pooling of resources and facilities to deliver economies of scale – as joint working provides a greater range of courses and a more personalised offer to a larger number of learners
- Individual institutions, such as schools, colleges and work-based learning providers, the maximum opportunity to deploy their specialisms, talents and strengths for the benefit of all young people in an area and can minimise burdens by making best use of their resources

**4.7** A recent Ofsted report evaluated the progress being made locally on implementing 14-19 reforms and concluded that almost all of the areas visited had well-established 14-19 Partnerships and had made at least satisfactory progress in implementing 14-19 reforms – with three quarters of them making good overall progress. The challenge now is to strengthen this partnership working.

## **Delivering a broad range of high quality options**

**4.8** We want young people to have as many high quality options available to them as possible, which means providers working together to deliver a wide range of opportunities. With increased partnership working and operational arrangements in place, consortia will be able to deliver the range of learning and support that young people need to succeed.

## **Supporting Delivery of Apprenticeships**

**4.9** Whilst delivery of Apprenticeship places will be the responsibility of the National Apprenticeship Service and local authorities, consortia will also play an important role. They will provide the learning and support that will be the foundations for Apprenticeship learning and the taster experiences that will help learners make their choice. Through legislation, we will also ensure schools provide advice about Apprenticeships so that young people are properly informed about this option as a career choice and information from consortia on interest in Apprenticeships will help local commissioning of places.

## Delivering the Diploma entitlement

**4.10** Across the country, 144 consortia are currently delivering Diplomas. From September 2009, there will be 335 consortia delivering up to 10 Diplomas. By 2013, all 14-16 year olds will have an entitlement to the first 14 Diplomas and all 16-18 year olds to 17. 14-19 Partnerships need to work with their consortia to plan for delivering this Diploma entitlement. Their planning needs to consider future demand for Diplomas in the context of the raising of the participation age, and the collaborative infrastructure necessary to meet this demand. We will continue to support areas to find local solutions to deliver the Diploma entitlement with partners. This will include publishing guidance next summer on local delivery of the entitlement that will reflect the lessons learned from the first year of Diploma delivery.

## Delivering the Foundation Learning Tier and flexible provision

**4.11** Collaborative delivery will support learners to follow units from across the Progression Pathways in the Foundation Learning Tier. Given the range of needs in pre-entry and level 1 learners, it will be vital that young people have access to a multi-agency support network and support from third sector organisations. The FLT pilots will test the full range of abilities and the linkages of the FLT to General Qualifications, Diplomas and Apprenticeships. The experiences of providers will help support the national roll out of FLT from 2010.

**4.12** As part of our strategy for reducing the number of young people who are NEET, which we describe in chapter 3, we will encourage the flexible use of programmes with different starting points during the academic year. We have recently published a case studies booklet on what we mean by flexible provision, showing how providers in different circumstances have successfully introduced flexible, responsive provision for 16-19 year olds. And over the next two years the Learning and Skills Council (LSC) will continue to work with 14-19 Partnerships, providers and other delivery partners to ensure there is sufficient supply of flexible, responsive provision to meet young people's needs.

## Delivering General Qualifications

**4.13** We also expect that groups of institutions will increasingly choose to deliver qualifications other than Diplomas collaboratively. Some consortia already deliver A levels and GCSEs collaboratively for example.

### Figure 4.1: Collaborative delivery in Cumbria

The 14-19 strategy in Cumbria is focused on delivering a universal, personalised entitlement to all young people. Whilst implementation of Diplomas is an important element of the reform programme, with around 50% of the cohort participating in related vocational learning opportunities, other key collaborative curriculum delivery programmes and developments continue to operate in all five travel to learn areas. These include:

- Enhanced 14-16 flexible learning programmes, which will link to Diploma delivery in Key Stage 4 in terms of additional and specialist learning, but will also be capable of being studied separately
- Continued development of Young Apprenticeship Programmes linked to Centres of Vocational Excellence (CoVE) and specialist schools, for learners with high prior attainment. These also link to programmes to challenge gender stereotyping
- Expansion of the Appropriate Curriculum Extension (ACE) programmes that are individually tailored, experientially based and targeted at vulnerable and at-risk students
- Further development of the Key Stage 4 engagement programmes for disaffected students, offering access to online support and learning plans, mentoring and real work environments
- Extension of post-16 cooperatives, protecting minority subjects by sharing course provision across a travel to learn area
- Establishment of area-wide information, advice and guidance arrangements and protocols to ensure that learner needs can be prioritised and personalised programmes are delivered

## Helping consortia to deliver

### Collaborative infrastructure

**4.14** Schools and colleges tell us that effective partnership working relies on all the institutions working together towards a common goal supported by collaborative systems that facilitate this joint working. Specifically, the most effective consortia have found that successful collaboration needs:

- An underpinning moral purpose which drives the desire to deliver the best learning experiences for all young people and trust between all members
- Strong collaborative leadership with a central team to sustain collaboration between partners

- Clarity of formalised roles, and accountabilities e.g. between institutions' leadership teams
- Protocols and procedures for quality assurance, induction, discipline and assessment
- An agreed funding system for all shared provision
- Electronic data sharing systems that enable providers to share management information and monitor and report learner progress across the consortium
- A communications strategy to ensure consistent messages that reach all stakeholders

**4.15** In addition, we will support consortia to develop three main features in working collaboratively: a curriculum framework and compatible timetables; the right transport arrangements; and high quality facilities.

#### **Developing a curriculum framework and compatible timetables**

**4.16** We will increasingly expect institutions to consider and agree a common curriculum framework, and subsequently compatible timetables that maximise the opportunities available to each young person, according to their circumstances. For example, many consortia are finding that creating a common timetable for two days a week facilitates delivery of Diplomas.

#### **Transport to ensure access to provision**

**4.17** In order to make a reality of the increased opportunities for young people, there is likely to be a greater need for transport between institutions, particularly in the Key Stage 4 phase.

**4.18** We know that transport is an important factor in planning for the delivery of Diplomas. Many 14-19 Partnerships and consortia are working closely together to develop cost effective transport provision that can support an increasing number of learners. To help consortia in their delivery, local authorities have supported transport coordinators to make existing transport infrastructure more efficient and more responsive to needs.

**4.19** Learners aged 14-16 who are travelling between institutions will benefit from transport provision and travel concessions, for which local authorities are responsible. Many already offer post-16 learners subsidised or concessionary fares or other means of accessing learning – for example, free bicycles or mopeds provided on loan – and work closely with schools and colleges to coordinate transport provision.

**4.20** In addition, the alignment of timetables can minimise the need for transport during the day and solutions such as e-learning or mobile provision can help reduce transport needs. We will work with a group of local areas and their 14-19 Partnerships and consortia to model the transport requirements associated with delivery of the Diploma entitlement; we will publish the results of this work in summer 2009.

### High quality facilities

**4.21** Local authorities in their strategic role are responsible for establishing the high quality facilities that create the right environment for learning. In chapter 5 we look at how the capital funding streams available must align to deliver effective provision. At the same time, consortia and 14-19 Partnerships can support local authorities to invest their capital most effectively.

**4.22** In June and July 2008 we announced a combined total of £80 million in capital funds specifically for new Diploma provision, including £20 million in capital support for rural areas, and up to £55 million available to create brand new, world class exemplar Diploma facilities. And the progress check process has also allowed 14-19 Partnerships to benchmark progress in developing their facilities.

**4.23** In order to go further, we will:

- Fund exemplar facilities in each Diploma to demonstrate what can be achieved in truly high quality facilities
- Update and develop design guidance for providers – using feedback from initial Diploma delivery, seeking to bring a greater employer voice into design, highlighting cross-consortia and cross-border projects, and showcasing the most flexible use of current facilities

### Developing the workforce

**4.24** Leaders, managers, teachers, lecturers, support staff, volunteers and all those working with young people play a role in making sure that these reforms benefit young people. We are working with the Children's Workforce 2020 Review and with the Department for Innovation, Universities and Skills (DIUS) and other partners to refine our strategy for future workforce development. The key elements will include:

- A workforce working collaboratively across institutions at all levels, unhindered by any artificial barriers

- A workforce whose skills and experience are recognised across schools and colleges and benefit from continuous development and exposure to industry and employment sectors
- A workforce confident in using a range of teaching styles, particularly in the delivery of applied learning, functional skills, and personal learning and thinking skills

**4.25** We want to support workforce development by offering:

- High quality training to support the roll-out of functional skills in all areas by 2010, which will include the coherent delivery of support via the National Strategies
- Professional development support and a transition from Diploma-specific training programmes to embedding in mainstreamed professional development
- The sharing of good practice through professional bodies and support agencies
- Initial teacher training modules that reflect the 14-19 teaching standards developed by Training and Development Agency for Schools and Lifelong Learning UK. These will ensure all new secondary school teachers and relevant college lecturers understand and are equipped to teach the range of the 14-19 reforms
- Continuing professional development (CPD) for all school and college staff that will enable all the members of the workforce to play their part in the delivery of these reforms, learning through collaboration
- A focus on increasing the sector knowledge and occupational currency of key practitioners, through Professional Development Placements in industry, and the support of industry to high quality teaching

## Student voice

**4.26** There is no group whose view is more important in terms of the 14-19 reform programme than the young people themselves. That is why it is critical that the student voice is heard, at both local and national level, and that the planning and delivery of 14-19 reforms can respond to the ideas and energy of 14-19 year olds.

**4.27** There are already a number of good examples of consortia engaging with students to help them develop and implement reforms, and of students making a substantive contribution to local decisions. And we already ask that those applying to deliver Diplomas via the Gateway process meet the Information, Advice, and Guidance Quality Standards, which state that young people should be engaged in the design, delivery and evaluation of Information, Advice and Guidance provision.

- 4.28** To make sure that the student voice can be heard even more than before, we will launch a pilot with a group of consortia that pass through Gateway 3, getting them to focus on ways in which students' views can be most effectively taken into account to influence development and planning of 14-19 reforms. This good practice will be shared across the country.
- 4.29** We will strengthen the requirement for consortia to demonstrate their interaction with young people in the next Gateway process, and to show how the student voice is helping to shape the planned delivery of 14-19 reforms across the board.
- 4.30** We will also establish a national 14-19 learner panel by Spring 2009 to ensure that young people are feeding their views directly into national policy.

## **Employers and HE playing a full role in local consortia**

### **Better employer partnership**

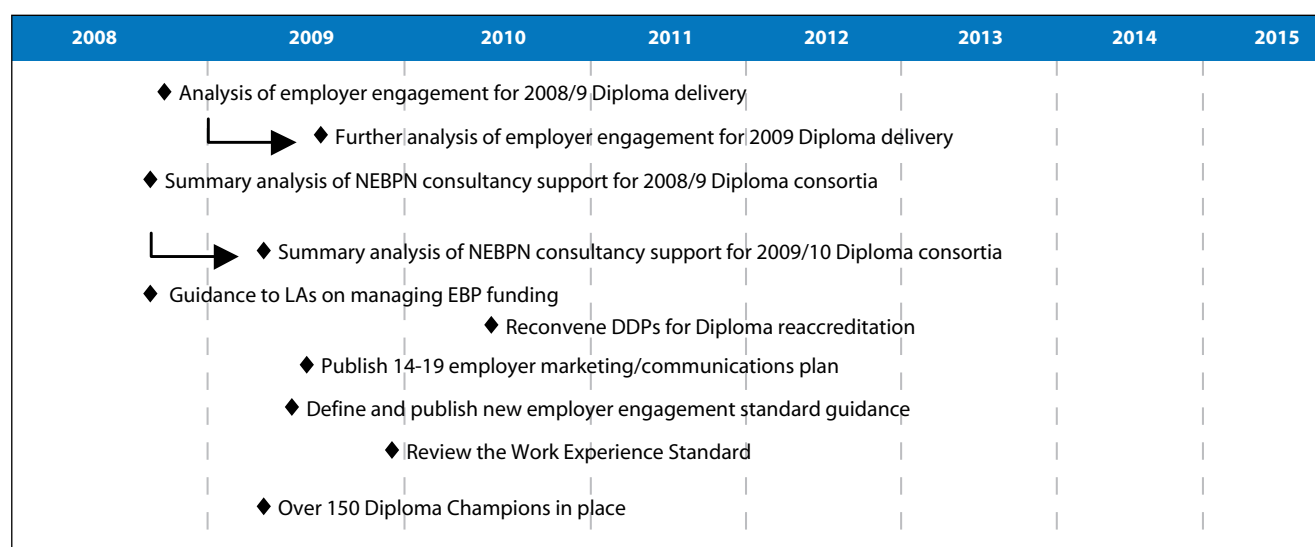
- 4.31** Employers are uniquely placed to ensure qualifications enable young people to succeed in today's workplace. Their advocacy among local and national employer groups and communities has been crucial to the development of Diplomas nationally, as well as in a wider range of activities such as strengthening the achievement in science, technology, engineering and maths that is so vital to our economic prosperity. Consortia and other partnerships delivering 14-19 reforms are already benefiting from the involvement of local and national employers.
- 4.32** We want to develop the contribution of employers locally in a number of ways. We expect Education Business Partnership Organisations (EBPOs) to play a leading role at local level in the engagement of employers. We want EBPOs to lead on getting employers involved in Diplomas and to enable employers to provide further support for learners taking General Qualifications, particularly STEM subjects, and the Foundation Learning Tier. For EBPOs this will mean:
- Developing a wide choice of high quality work experience placements
  - Facilitating a diverse range of employer involvement in 14-19
  - Making it easier for employers to understand how they can help with delivery, including allaying concerns about health and safety, insurance and criminal records checks



- 4.33** Local Chambers of Commerce also play a crucial role in forming and developing a strong employer voice in each locality. We will work closely with the national British Chambers of Commerce to develop the contribution they and local employers can make to the routes offered by local consortia.
- 4.34** Delivery of 17 Diplomas will demand a specific, additional set of support to realise the vision set out in chapter 2. We want to support this in a number of ways:
- Over the next year and based on successful practice to date, we will continue to fund consultancy support for consortia from the best EBPOs to help with Diploma provision. We will update our Employer Engagement handbook for consortia in 2009 to take account of the early experience of Diploma delivery
  - Support and expand the Diploma Employer Champion Network (DECN) which now has over 80 champions. Their main role is to promote Diplomas to employers at all levels and in particular sectors and to encourage employers to become involved in wider 14-19 delivery arrangements at local level
  - Work with Diploma Development Partnerships (DDPs) who have been instrumental to the successful development of Diploma qualifications to ensure their strategic input and invaluable employer representation continues to play an important role in the development of Diplomas
- 4.35** Both within local partnerships and beyond, employers will take a lead role in the delivery of the reforms to the Apprenticeship system for young people (and adults) in England as set out in *World Class Apprenticeships: Unlocking Talent, Building Skills for All* described in chapter 2.
- 4.36** Currently, around 130,000 employers offer places in over 180 different types of Apprenticeships across 80 industry sectors. About one in fifteen young people – some 110,000 16-18 year olds – start Apprenticeships each year. Our aim is that one in five young people will be undertaking an Apprenticeship in the next decade. Seeking to almost double the number of apprentices completing their frameworks from around 100,000 to 190,000 by 2020 is fundamental to realising our objective to achieve full participation in learning by 2015.
- 4.37** The public sector has a vital role to play in increasing the number of Apprenticeship places. Many employers – for example the health service – have the resources and experience to support the development and delivery of new learning opportunities. We want the role of the public sector to expand significantly as the enhanced curriculum offer rolls out.

**4.38** DCSF and DIUS will work together to drive a substantial increase in the numbers of Apprenticeships in Government and in all parts of the public sector, and will work with the Local Government Association and with the Association of Directors of Children's Services to develop plans to enable local authorities to play their role as large local employers.

**Figure 4.2 Better employer partnership timeline**



### A key role for universities

**4.39** In a similar way, the involvement of Higher Education institutions (HEIs) is crucial in local delivery of high quality learning for young people and in acceptance of qualification and curriculum changes. The National Council for Educational Excellence which was set up by the Prime Minister in 2007 has just published a set of recommendations to help strengthen HE-school links. These include primary schools ensuring pupils, particularly those from deprived backgrounds, have a chance to visit a university campus to raise aspiration and improving IAG on opportunities in HE.

**4.40** We have worked closely with universities and HE institutions to ensure the reforms support their aims and we have been grateful for the engagement of representative organizations such as the Russell Group, the 1994 Group, Million Plus<sup>2</sup>, University Alliance and others. In particular, they have made a significant input into increasing the involvement of HE in developing the content of the new Diplomas and contributing to the consortia which will be offering the Diplomas, for example by offering facilities and staff to support Diploma teaching.

### Case Study: University of Leeds

The University of Leeds has a strong working partnership with their local authority, making valuable contributions to young people in the city of Leeds. Vice-Chancellor Michael Arthur has been a leading figure in the introduction of the new Diplomas and the University has worked closely with Education Leeds with the Gateway 1 & 2 Diploma applications this year. The University has pledged to develop new networks and material to support the implementation of Diplomas and is currently helping Education Leeds to address any logistical issues facing the provision of the Diploma in the city.

Working closely with the local authority, the University has been closely engaged in the development of Diploma curriculum. The University currently has a Dean sitting on the Creative and Media Diploma, a senior lecturer on the ICT Diploma and the academic lead for admissions on the Society, Health and Development Diploma. The Access Academy Manager also sits on the city-wide Steering Group for the Diplomas and represents all of Leeds' HE institutions on the 14-19 Strategy Group. The University also offers its services, as the third largest employer in Leeds, offering young people placements in Diploma lines like Hospitality and Catering and Land-Based and Environment. The University has also been working to develop a Virtual Learning Environment for schools, which will allow students to communicate in a secure, moderated virtual environment with learning materials, videos and podcasts, and access for parents and teachers.

- 4.41** Over 80% of the UK institutions listed by UCAS as offering HE courses, including all of the Russell Group and 1994 Group universities, have confirmed that they will consider applicants to their undergraduate courses with a level 3 Diploma. We will continue to communicate closely with HE staff, increasing their awareness and understanding of the new qualifications and supporting their engagement with them. This autumn we will hold a conference for Pro-Vice-Chancellors of teaching and learning, and others from across the range of HE institutions, to raise awareness of the changes to A levels and the introduction of Diplomas, and to ensure that HE admissions policies can take proper account of these reforms.

### Independent schools

- 4.42** It is important for Diplomas to be available in all parts of the schools sector. We are working closely with the independent schools' associations to encourage independent schools to join 14-19 consortia. They may be full members of 14-19 consortia (as some are for 2009 Diploma delivery) or have associate or observer status. We will work together to produce a protocol that sets out the arrangements, including fair financial and delivery arrangements, between independent schools and 14-19 consortia.

## Developing 14-19 Partnerships

**4.43** We want to help and facilitate the development of 14-19 Partnerships. These Partnerships have the crucial role of:

- Agreeing the local vision for 14-19
- Developing and articulating strategies for the full range of 14-19 priorities
- Supporting consortia of providers so that they are ready to deliver

**4.44** The 14-19 Partnership can play a strategic role to help all consortia engage more effectively with employers, universities and other partners and where appropriate bring them into their collaborative arrangements. 14-19 Partnerships should draw their membership from the local authority, LSC, IAG providers, secondary schools, colleges, work-based learning providers, HE institutions, employers, the voluntary and community sector and others. It is also important that all local providers including Academies, City Learning Centres, faith schools, Pupil Referral Units (PRUs), special schools and the independent sector engage with their local 14-19 Partnership to inform their work.

**4.45** Partnerships produce a 14-19 Plan, which is an integral element of the *Children and Young People's Plan*, and a key driver for local collaboration and delivery of the Diploma entitlement. It provides the means by which partners can monitor their progress towards delivery of all the 14-19 reforms. It will also be critical for informing the local authority commissioning plan.

**4.46** Subject to being passed by Parliament, the current Education and Skills Bill will place local authorities under a duty to cooperate with 14-19 providers. This will provide a statutory underpinning for 14-19 Partnerships within the wider cooperation arrangements which support the Children's Trust.

**4.47** As and when the Bill receives Royal Assent, we will publish more detailed guidance on the developing role of 14-19 Partnerships and requirements of 14-19 Plans. This will also set out the support that will be available for 14-19 Partnerships with a focus on facilitating 14-19 Partnerships to learn from each other. Current guidance on 14-19 Partnerships and Plans can be found on the DCSF 14-19 website.

## **We will enable local partnerships to provide the best possible provision for young people**

### **Strengthening collaborative delivery through accountability**

- 4.48** Our commitment will be to continue to challenge local partnerships and consortia to deliver the most effective provision for young people. One of our ways of doing this is the Gateway process that assesses consortia readiness and effectiveness to deliver Diplomas.
- 4.49** The Diploma Gateway process has been central to developing and cementing consortium-working in many areas of the country. It continues to be an important mechanism for focusing attention on critical issues, for example developing employer partnership. And in consultation with local authorities, schools and colleges, we have made it a simpler and more transparent process.
- 4.50** Two rounds of the Gateway have taken place and the guidance for Gateway 3 was published in September 2008. Gateway 3 recognises the considerable progress consortia have made since the launch of the process and the most advanced consortia need only submit a shortened application. Gateway 3 also places more emphasis on 14-19 Partnerships and their plans for the roll-out of Diplomas to deliver the Diploma entitlement to young people in their area by 2013.
- 4.51** The Gateway is vital to ensuring high quality Diploma provision as consortia deliver new Diploma subjects for the first time. We will continue to refine this process in consultation with all those involved. We are committed to a process that is as light-touch as possible and that eventually is embedded in mainstream quality assurance systems.

### **Achievement and Attainment Tables**

- 4.52** Achievement and Attainment Tables (AATs) play a vital role in providing information for parents and students on institutional performance. To reflect the participation and achievement of Diploma students in AATs, we have established GCSE, A and AS level Diploma equivalents (see 2.15). Diploma results will be attributed to the institution where the learner is registered.
- 4.53** The separate parts of the Diploma will still count in the AATs even if a student does not complete the full Diploma. For example, a student who achieves their principal learning and project but not their additional and/or specialist learning or functional skills will be awarded AAT points for the principal learning and project, and these will count in the AATs. The value of the component parts of the Diploma at each level are shown in the table published on the QCA website.

**4.54** Some partnerships already publish information about their collective attainment. As consortia get their first Diploma results, we will encourage them to publish these locally as a partnership so that young people, parents and local communities have information that reflects the local offer. We will work with a group of consortia delivering from this September to explore the most effective collaborative data and reporting arrangements for Diplomas. We are keen to see what Diploma indicators could look like and how they could best be reported by partnerships. We will communicate further details of this later this year.

### **Inspection**

**4.55** Inspection challenges institutions to raise standards and improve the well-being of all young people. As young people access more of their learning away from their home institution, we will work with Ofsted to develop inspection arrangements that reflect this. In particular, in their piloting of new arrangements for school and college inspections this autumn, Ofsted are investigating approaches which could increase the attention given to partnership delivery.

## **We will support local partnerships to provide the best possible provision for young people**

### **Funding to support delivery**

**4.56** We are providing increased revenue funding in both general and specific budgets for schools and colleges. In 2008-09, we have provided over £2 million for school sixth forms and over £3 million for 16-18 Further Education provision, and extra funding to recognise the additional initial costs of teaching Diplomas. We have provided additional support to successful Gateway consortia. We are committed to supporting those involved in the delivery of new routes, as well as working with consortia to help them to identify efficiencies and savings as the number of Diplomas increases.

### **Supporting the development of 14-19 Partnerships and consortia**

**4.57** In addition to increased funding, we will provide further support to areas to develop their overall collaborative infrastructure, learning from good practice. At the operational level we will:

- Set up a working group by November 2008 to ensure that good practice examples of curriculum models and aligned timetables will be available from March 2009
- Fund our most developed consortia to publish 'nuts & bolts' guides to delivery by March 2009

- Spread good practice and facilitate sector-led support throughout 2008 and beyond, including through our ongoing programme of Learning Visits. In particular, we are currently facilitating good practice sharing between Partnerships with level 3 and Narrowing the Gap indicators in their Local Area Agreements
- Host a conference, in January 2009, for the core cities to work through the implementation of this *Next Steps* document
- Continue annual Progress Checks to support 14-19 Partnerships to evaluate their performance and identify areas most in need of support
- Use the work of the three Beacon Authorities on 14-19 Reform to share good practice through conferences, peer support open days, road shows, publications, print and web-based materials
- Ensure regional advisers & Government Offices are equipped to support 14-19 Partnerships and consortia to deliver

### Supporting rural areas

**4.58** We know rural areas can face particular challenges in ensuring that young people can access suitable provision as there are often long distances between providers and a less well-developed transport infrastructure. We have already begun to support the specific needs of these areas. In June 2008, we published the report *Delivering 14-19 Reforms in Rural Areas*, which brought together good practice that is already in place. The report highlighted the particular challenges faced and made available specific support, including:

- Funding to support the appointment of a Transport and Access Coordinator for 18 months in each of the 40 most rural local authorities
- £20 million of capital funding for the 20 most rural local areas to support the development of sustainable solutions
- Planning tools – lists, maps and analysis tools that provide areas with employers information by Diploma subject in each district area
- Funding a rural pairing scheme to encourage local authorities in similar circumstances to help each other

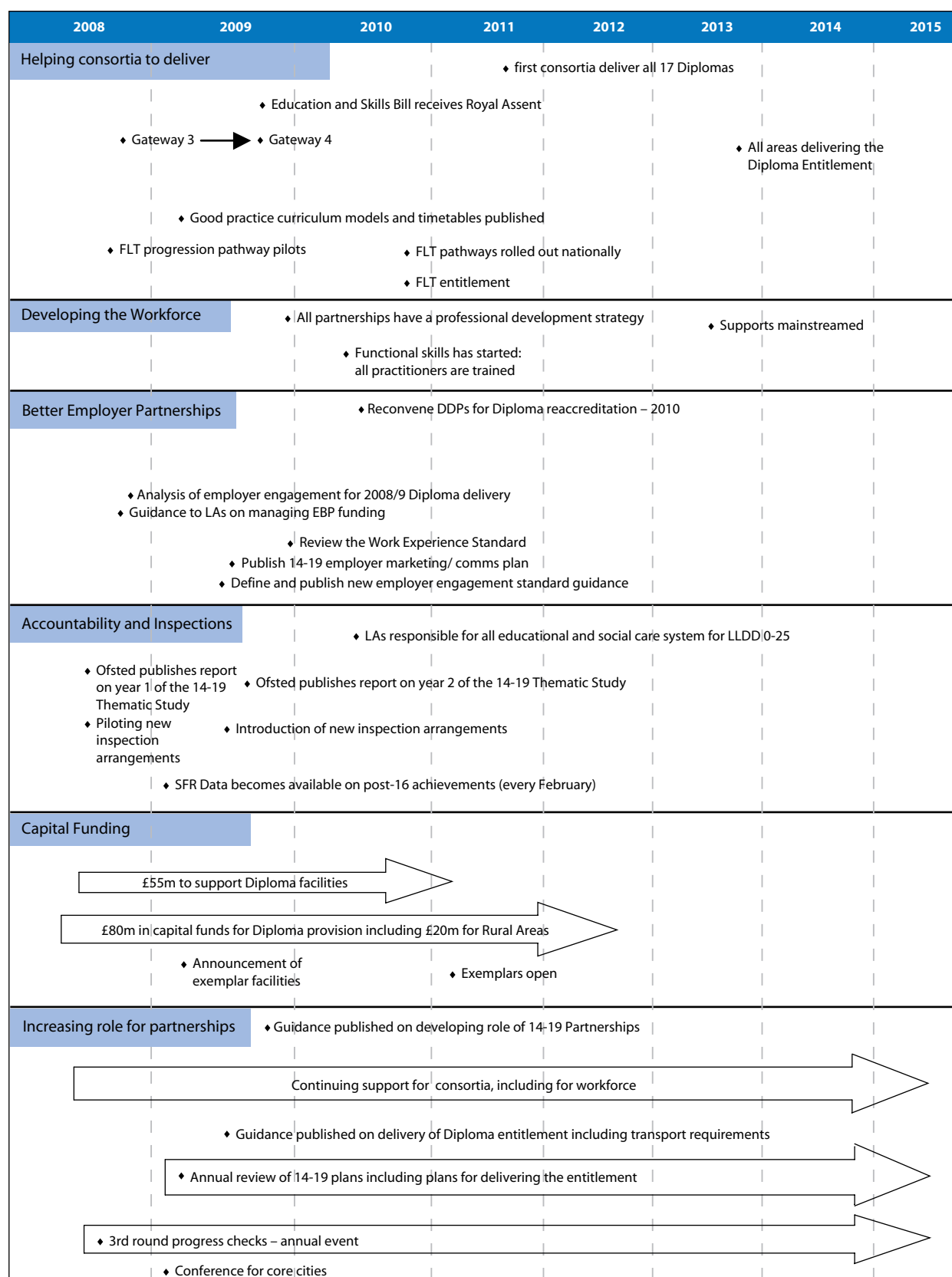
### Developing cross-consortia and cross-partnership working

- 4.59** Consortia and 14-19 Partnerships will increasingly build their own capacity to deliver, and arrangements will evolve and develop as the 14-19 reform programme rolls out across every area. Cross-border working is clearly necessary where travel to learn areas straddle borders or where the closest and best facilities or expertise are situated across a border. As we get closer to 2015, 14-19 Partnerships will need to work with each other across local authority boundaries to ensure all their learners have access to the full entitlement.
- 4.60** In these circumstances, where consortia themselves are working across local authority boundaries they may wish to underpin their joint working with some of the collaborative infrastructure set out above. If the cross-border working is extensive, the relevant 14-19 Partnerships may wish to create a more formal supra-partnership. We will encourage this type of working where it makes sense, using the Gateway process and working with areas where consortia composition may need to change over time.

### Conclusion

- 4.61** Increased collaboration and partnership working is the way that every local consortia will deliver the 14-19 entitlement that all young people need to progress to adulthood, further study and employment, Figure 4.3 sets out the key milestones to achieve this. In chapter 5 we turn to the role of local authorities as strategic leaders of 14-19 reform in their localities and regions.



**Figure 4.3: Strengthening collaboration to deliver learning and support locally timeline**

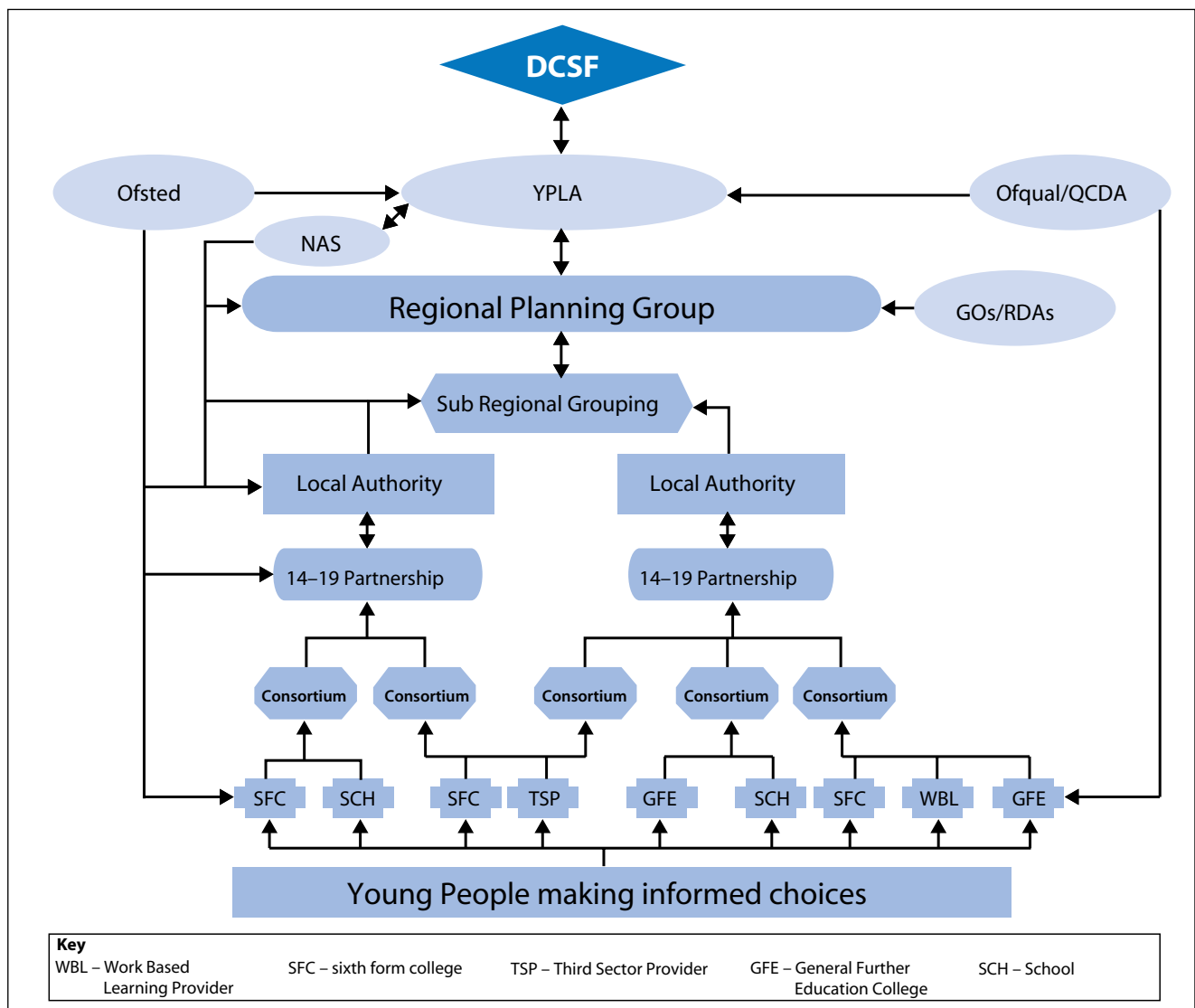
# Chapter 5: Establishing the local delivery system with regional and national support

## Summary

- 5.1** In chapter 4 we set out the relationships between individual providers, local consortia and 14-19 Partnerships that will be necessary to deliver locally the 14-19 entitlement. In this chapter we build on those local arrangements to look at the delivery system that will underpin full participation of young people.
- 5.2** We recognise that there can be no single model of delivery. There is great variability between areas, which needs to be reflected in local models. So our delivery model remains one with as small a degree of national prescription as we can achieve, as much local flexibility as possible and mechanisms through which different parts of the country can learn from each other about what works.
- 5.3** We are also mindful of the need to ensure that we do not overburden schools, colleges, local authorities or any of our delivery partners with bureaucracy as we develop the new system and we will work with sector representative organisations such as the Bureaucracy Reduction Group and the Implementation Review Unit to ensure our reforms are introduced as efficiently as possible.
- 5.4** We move beyond the relationships between young people, providers, consortia and 14-19 Partnerships, to look at the role local authorities will play in future in commissioning and funding all 14-19 provision alongside their role for commissioning integrated youth support services. We set out how local authorities will come together in sub-regional groupings to look across their boundaries and ensure the mix of provision they are delivering works for all young people in the area and not just those for whom they have a direct responsibility.
- 5.5** We identify how a range of partners including local authorities, Regional Development Agencies (RDA) and Government Offices (GO) will come together at regional level to ensure that local proposals help meet the future economic skill needs of the region and enable full participation of young people in appropriate learning. This is where we expect the voice of employers to be strongly represented in helping to ensure that economic growth is driven forward and the needs of the labour market are being met.

- 5.6** We highlight the role of the new Young People's Learning Agency (YPLA) in ensuring budgetary control and delivery of the entitlement. We look at the relationship between the YPLA and the Qualifications and Curriculum Development Agency (QCDA) needed to establish the Joint Advisory Committee on Qualifications Approval (JACQA) as set out in Chapter 2.
- 5.7** Figure 5.1 sets out what we expect the overall delivery system will look like by 2015 and looks at the key relationships locally, regionally and nationally, needed to make the system work. It starts from the perspective of the young person and the relationship with the range of providers who will deliver the curriculum and qualifications offer set out in chapter 2. It also shows the wider set of relationships that young people and providers will need to deliver the full range of support set out in chapter 3, as well as the need for providers to come together in local consortia and 14-19 Partnerships set out in chapter 4.

**Figure 5.1: The 14-19 delivery System**



## Local authorities as strategic leaders of 14-19 reform

- 5.8** Chapter 4 set out the critical role for 14-19 Partnerships in ensuring that providers come together to deliver an area wide offer of learning and support for all young people. Local authorities already take the strategic lead in 14-19 Partnerships with responsibility for bringing together a range of partners locally to ensure the delivery of an area wide 14-19 entitlement. They are well placed to take this role because of their existing responsibility for a wide range of services for young people as well as their role in local economic and community development.
- 5.9** We will support the strategic role of local authorities and strengthen 14-19 Partnerships further. We have announced our intention to legislate in the next Parliamentary session to extend the 'duty to cooperate' in Children's Trust arrangements to education providers including schools and colleges, in order to improve the well-being of children and young people.
- 5.10** This duty currently applies to local authorities, Primary Care Trusts and other strategic partners. Extending the duty to front line providers of education will give them corresponding rights within Children's Trusts to a stronger voice and more influence over local strategic arrangements.

## New responsibilities for local authorities

- 5.11** The changes set out in *'Raising Expectations: Enabling the System to Deliver'* published in March 2008 proposed that from 2010 local authorities will also assume responsibility from the Learning and Skills Council (LSC) for securing a place in learning for all 16-19 year olds resident in their area, whatever their circumstances.
- 5.12** This will mean local authorities taking a strategic overview of provision from 0 to 19, and ensuring that the delivery of that provision supports the needs of all children, young people and families. Local authorities will also be able to consider the links to their work on local economic development and the needs of the labour market, both to enhance the prospects of young people and to promote economic growth.
- 5.13** Under the changes local authorities will have a legal duty from 2013 to secure access to all 17 Diplomas for 16-19 year olds, and with the new National Apprenticeship Service (NAS) a duty to secure access to an Apprenticeship place for those who are suitably qualified. They will also be responsible for ensuring access to the broader entitlement to the curriculum and qualifications choices set out in chapter 2 and the range of support set out in chapter 3.

**5.14** Local Authorities will also need to ensure that 14-19 delivery is closely aligned with the implementation of integrated youth support services, because the success of the reforms will also depend on a stronger response to young people's needs, circumstances, and aspirations from all local services. Supporting young people to remain and achieve in learning should be a central goal of every integrated youth support service.

## Local authorities planning effectively through 14-19 Partnerships

### The 14-19 Plan

- 5.15** As described in chapter 4, every local authority should already have a 14-19 Plan as part of the Children and Young People's Plan, providing the 14-19 strategy and priorities for all learners in the area. We know there are already many good 14-19 Plans and we encourage areas to continue to work with their 14-19 Partnerships to develop these, as they will need to inform local authority commissioning in future.
- 5.16** In particular, local authorities and 14-19 Partnerships will want to engage in discussions with local providers and other stakeholders to plan how they will be able to progress from now to achieve full participation of young people by 2015 at the latest. This will need to include:
- An analysis of projected population changes
  - An analysis of their expected provision mix, including routes, levels and locations of learning that will be needed to deliver full participation
  - A local analysis of the current offer and what more needs to be in place
  - Consideration of re-engagement provision and non-formal learning opportunities required
  - An assessment of the role of youth support services in the move to full participation
  - Priorities for local workforce development
  - Further facilities needed through capital investment
- 5.17** Guidance on 14-19 Partnerships and plans is already available on the 14-19 website. As and when the current Education and Skills Bill receives Royal Assent, we will produce further guidance to give greater clarity on their role in the broader and longer term policy context, and to set out more specific information on timescales and expectations.

### Commissioning provision for 16-19 year olds

**5.18** Having identified strategic priorities through the 14-19 Plan, local authorities and 14-19 Partnerships should be able to identify their strategic commissioning needs. These will then need to be developed into a 16-19 commissioning plan which for each authority will identify how learning places will be commissioned, including:

- What provision it will purchase from the providers for which it has responsibility, including provision it has agreed it will purchase on behalf of other local authorities in its sub-regional grouping
- What specialist provision, if any, it might need other local authorities in its region or the YPLA to purchase on its behalf
- An assessment of the number and type of Apprenticeship places needed, having discussed the deliverability of these places with the NAS

**5.19** The YPLA will set out a commissioning framework to help and support local authorities to produce these plans and ensure a level of consistency to make the job of aggregation at a sub-regional, regional and national level easier.

### The impact of commissioning decisions on 16-19 organisation

**5.20** Local authorities, to a great extent, will be able to shape provision without major organisational change among providers of education for 16-19 year olds. However, in some instances, some organisational change may be required to ensure that there is high quality provision and good progression routes for all learners.

**5.21** Currently, the balance between different post-16 settings for education and training largely reflects historical decisions. In England there are areas where there is a tertiary system, or where there are a majority of schools with sixth forms or some other mixture of providers. Whilst it would be wrong to impose a nationally driven model that would not fit local circumstances, we do want local authorities to consider a number of factors in making their commissioning decisions.

**5.22** Local authorities should always take organisational decisions that best meet local circumstances and needs. In doing so, they will want to look at how existing, planned and potential new Academies will impact on and support 16-19 provision; recognise the principle that what is good in schools and Further Education (FE) should be able to expand through the school and FE presumptions; and consider expanding the role of sixth form colleges.

- 5.23** It is our policy aim to encourage more sixth form colleges because performance data show that they do an outstanding job and are generally popular with students. As we said in *Raising Expectations: Enabling the System to Deliver* we propose to create a separate designation of sixth form colleges, which are currently defined by the Further and Higher Education Act 1992 as Further Education colleges. We propose that this would be done on the basis that they predominantly cater for students aged 16-19 and choose to be designated as such by the Secretary of State.
- 5.24** Sixth form colleges designated under the new criteria will remain incorporated, independent institutions, with the opportunity to continue to offer provision to post-19 learners. The change of status will not affect the autonomy of these colleges. Other institutions catering predominantly for students aged 16-19 could apply for designation if they so wished.
- 5.25** Finally, local authorities will also need to recognise the impact of decisions to change provision on local collaborative arrangements. We will publish revised decision maker's guidance early in 2009 to support local authorities in their decisions on 16-19 organisation.

### Planning high quality facilities

- 5.26** Wherever young people learn, decisions at a local level must ensure that provision on the ground meets the learning requirements of young people, and in particular that they are able to pursue their studies in high quality facilities. We want every young person, no matter what qualification they are studying for, to do so in an environment that not only supports their needs, but inspires them to succeed.
- 5.27** By 2015, all local authorities will need to ensure access to facilities suitable for the delivery of the 14-19 learning and support entitlement. This means aligning the strategy for education provision with the strategy for improving access to positive activities including with any projects funded by *myplace*, the new capital investment programme in wider youth facilities.
- 5.28** As we said in chapter 4, we would expect local authorities to work together with their 14-19 Partnerships to produce a coherent local strategy setting out how capital investment will support young people's development in and out of learning. We will provide further information on the capital funding streams available for that purpose later in this chapter.

## We will support local authorities to build capacity for their new role

### Building on existing commissioning expertise

**5.29** Local authorities face a challenge in building capability and capacity to be commissioners of 16-19 provision from September 2010. It is also vital that they develop their capacity to commission wider young people's services alongside these new responsibilities. In doing this, authorities will be able to build on and learn lessons from their existing wide range of commissioning expertise; for example in commissioning childcare places.

**5.30** Whilst we will be providing support to share best practice and expertise, it is important that this process of building capacity and capability is sector-led. Local authorities are working closely with the Association of Directors of Children's Services (ADCS), the Local Government Association (LGA), the Learning and Skills Council (LSC), and the Association of Colleges (AoC) and other sector representative organisations to share knowledge and expertise and to start putting the necessary infrastructure in place.

- A key part of the capacity building process will be the transfer of the existing expertise and skills of local LSC staff to local authorities. Many LSC staff are already working closely with local authorities in their area and we will help facilitate these relationships to develop still further over the next two years.
- In September 2008 local authority staff began to work alongside LSC colleagues to gain a better understanding of the end to end commissioning cycle. Part of this process will include local authorities building knowledge of the local FE sector and developing new relationships with FE providers within their area.

**5.31** From September 2009 local authorities will begin to play a more meaningful role in the 2010/11 LSC commissioning cycle using new sub-regional and regional collaborative structures. Further detail on this process will be included when we publish guidance on stage 2 of the sub-regional designation process shortly.

**5.32** Providers also have an important role to play in the capacity building process by entering into an ongoing dialogue with local authorities. They can share their substantial knowledge and expertise of the commissioning process and also start to build trust and agree ways of working, which will be the essential building blocks for an effective commissioning relationship. AoC and ADCS are already working together to facilitate closer relationships between colleges and local authorities.

**5.33** DCSF is working with partner organisations including LGA, ADCS, LSC and AoC to develop a range of support for local authorities and providers to enable them to work closely together during the transition period. From this autumn there will be a joint LGA/ADCS programme that will provide a sector-led resource for local government to help work towards the transfer.



**5.34** In addition, DSCF is investing in a wider Commissioning Support Programme which will be available to local authorities and their Children's Trust partners over the next two and half years. Many commissioners have identified commissioning 16-18 provision as a priority for them and the Programme will respond to that need. A pilot website for the Commissioning Support Programme is currently available at [www.commissioningsupport.org.uk](http://www.commissioningsupport.org.uk).

### Local authorities coming together in sub-regional groupings

- 5.35** Even the best local authorities will not be able to commission their provision in isolation, given travel to learn patterns of learners. That is why we have said they will need to work collaboratively with neighbouring local authorities as part of sub-regional groupings.
- 5.36** Guidance on the role of these sub-regional groupings is available at [www.dcsf.gov/14-19](http://www.dcsf.gov/14-19). It will be very much a local decision as to how to work best together at a sub-regional level. But local authorities must ensure that the arrangements they put in place are robust, represent good value for money, have strong governance, and reflect local demography and travel to learn patterns.
- 5.37** We published details of the sub-regional designation process at the end of July. All local authorities have come forward with initial proposals (see Figure 5.2 for an example for Greater Manchester). More detailed proposals are expected by February 2009.

#### Figure 5.2 The proposed sub-regional grouping in Greater Manchester

In the North West the 10 local authorities in the Greater Manchester (GM) area have proposed working as a sub-regional grouping.

Greater Manchester is a well established city region that is strengthening its collaborative arrangements. All 10 local authorities are partners in the new Greater Manchester Multi Area Agreement (MAA) a key principle of which is the co-ordination and alignment of resources within the sub-region. The sub-regional grouping will form part of the new governance structures being developed in association with the MAA and will be strengthened by them. Each local authority has signed up to an obligation to co-operate within those structures.

The primary reporting line for the group would be to the GM Executive Group representing all the GM local authorities, through the GM Commission for Economic Development, Employment and Skills. Decisions regarding the commissioning of provision from FE colleges and sixth form colleges and moderation of plans would be signed off by the Commission to ensure consistency with the sub-region's employment and skills strategy.

## The role of regional planning groups

- 5.38** In addition to needing to collaborate at a sub-regional level to plan and commission provision, local authorities will need to come together with other key players such as RDAs, GOs, YPLA and the new Skills Funding Agency (SFA) as part of a Regional Planning Group (RPG).
- 5.39** The RPG will scrutinise 16-19 commissioning plans to ensure that they are coherent (making consistent assumptions and using common data), can be funded within the regional budget, and will deliver the 14-19 entitlement. The group should also work with Regional Skills Partnerships to make sure that commissioning plans reflect local skills needs.
- 5.40** Our strong presumption is that the RDA will co-chair the RPG with local authorities. The RDAs will help ensure that local authority plans deliver what is needed by employers, taking account of the regional economic strategy and regional skill needs.

## Establishing the new Young People's Learning Agency (YPLA)

- 5.41** The YPLA will be a small non-departmental public body (NDPB). With local authorities as strategic decision makers, its main role will be to support and enable authorities to commission provision whilst ensuring budgetary control.
- 5.42** The core functions of the YPLA will include:
- Ensuring the coherence of plans
  - Funding and budgetary control at National and Regional levels
  - Developing national frameworks and providing support for planning and commissioning
  - Undertaking national commissioning and contracting where this is appropriate
  - Ensuring local authorities are provided with the data, management information and strategic analysis that enables them to make intelligent commissioning decisions
- 5.43** The YPLA will also have an important role in providing support to those local authorities and their sub-regional groupings that are not yet ready take on the full range of commissioning responsibility. The YPLA will be given powers to intervene where there is significant risk that local authorities will not be able to develop robust commissioning plans within the time constraints of the commissioning cycle.

- 5.44** As we described in chapter 2, the YPLA will also have a role with the QCDA as joint chairs of JACQA to work with representatives of higher education, employers and all parts of the education sector to advise the Secretary of State on whether pre-19 qualifications meet the new criteria for public funding.
- 5.45** Following on from this Next Steps document we will publish a blueprint for the YPLA that will set out how we will build the capacity of this organisation over the next two years; how it will work with the new Skills Funding Agency responsible for post-19 provision and the National Apprenticeship Service; and how we will ensure a smooth transition to this new infrastructure.
- 5.46** Of course, it is critically important that the LSC maintains its capacity and capability to deliver before 2010. The 2009/10 Annual Statement of Priorities to be published shortly will set out clear priorities for delivering our targets.

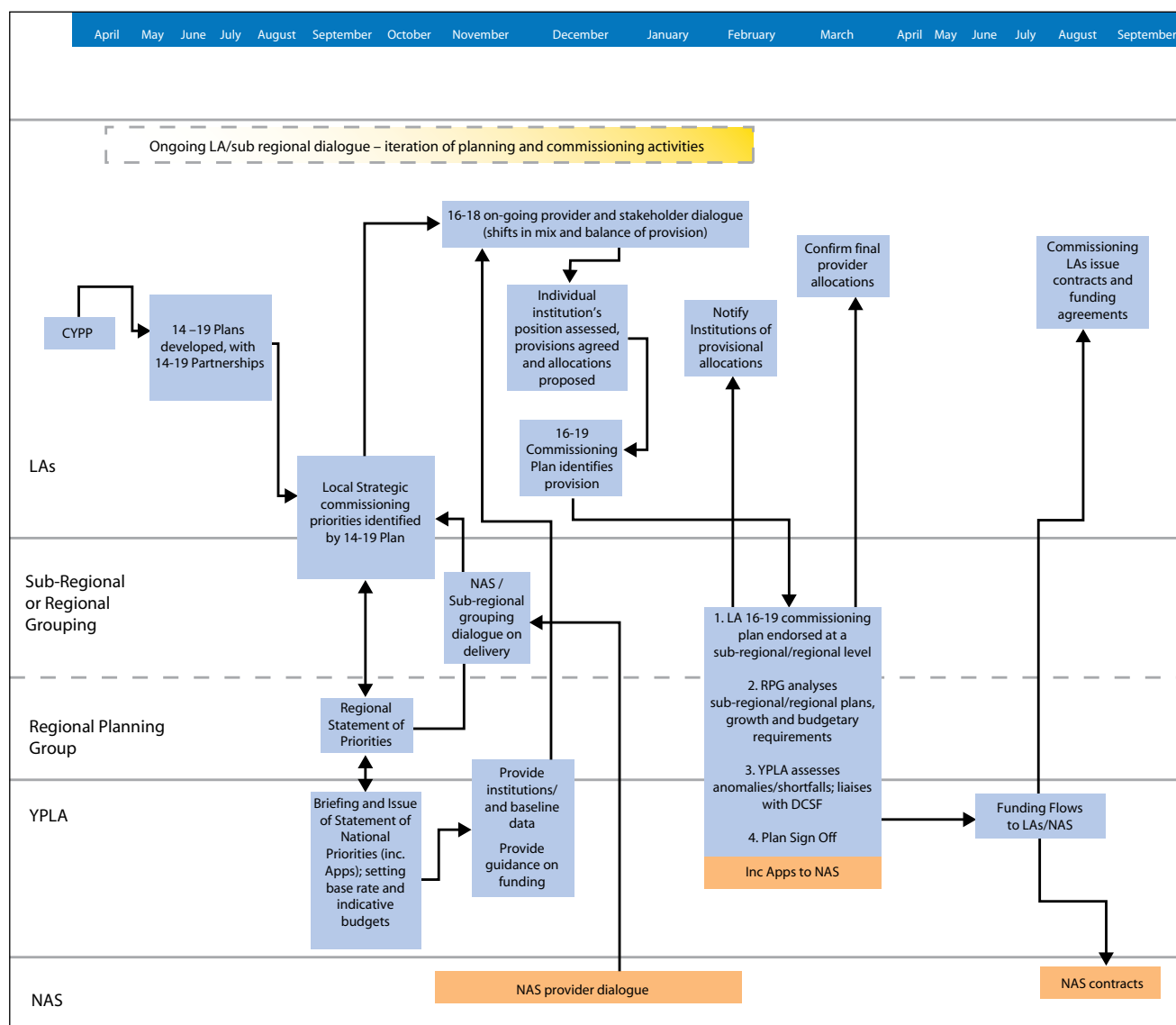
## The end-to-end commissioning cycle

### Learner demand driving the commissioning process

- 5.47** We will publish guidance on the detailed end-to-end commissioning process shortly. The key principle behind the commissioning process is that funding should follow learner choices. Planning by local authorities, 14-19 Partnerships and their providers must therefore reflect as closely as possible the choices young people are likely to make and the trends in their choices about what they want to learn, where they want to learn (school, college or employer based), when they want to learn (full-time or part-time education), and the need for informal learning opportunities.
- 5.48** For this system to work, local areas will need to base their plans on high quality data and analysis. Currently this means good information on historic trends on what young people choose to do but also changing demographics and labour market trends. In the future we will look to use more real time information on the choices young people make by drawing on the Common Application Process that we described in chapter 3.
- 5.49** Much of the detail of the process will need to be agreed between local authorities and their local partners but some elements of the process will always be necessary. Our intention in providing guidance therefore is to help inform local discussions about what might work, whilst highlighting the key roles and responsibilities.

**5.50** Figure 5.3 sets out this end-to-end process. It starts with 14-19 Partnerships leading on the 14-19 Plan that will help local authorities identify their strategic commissioning priorities. This will then inform dialogue with local providers about what provision they might be able to offer. Local authorities will need to set out their proposed allocations in a 16-19 commissioning plan. These plans will need to be agreed by their sub-regional group, the regional planning group and ultimately the YPLA to ensure they cohere and are affordable. Once the plans have been agreed, the YPLA will fund local authorities, who will pass on funds to local providers, as set out in the agreed commissioning plan.

**Figure 5.3: The end-to-end commissioning cycle**



## Capital funding and investment

- 5.51** Capital funding also needs to be planned to support the best possible outcomes for young people. We looked earlier in this chapter at how local 14-19 strategies would need to consider how capital investment could support their strategic goals for 14-19. In this section we look at the specific funding streams available and how they fit with other capital streams that support the school and college estate.
- 5.52** There are already significant amounts of money in the system for new educational facilities – £34 billion invested over the last 10 years and a further £24 billion over this CSR period 2008-11. The main capital streams that can be spent on facilities for young people are: Building Schools for the Future (BSF), the FE and Skills capital programme Building Colleges for the Future (currently administered by the LSC and in future administered by the SFA), the 16-19 Capital Fund, Targeted Capital Funding (£608 million for authorities in later BSF waves to spend on 14-19 or Special Educational Needs provision) and schools devolved capital, which is a range of funds devolved to schools and local authorities.
- 5.53** Going forward, we will make it easier for local authorities to align their capital funding with commissioning. We will work with the Department of Innovation, Universities and Skills (DIUS) and the LSC to set out how the capital arrangements will work once the YPLA and SFA are in place. We will continue the work with our partners to further define what we mean by high quality facilities for 14-19 provision, building on the work we have begun with Diplomas, including:
- Issuing specific guidance on facilities by Diploma subject in July 2008, giving detailed case studies and examples of best practice
  - Providing £55 million of funding to establish exemplar Diploma facilities that can be used for learning visits so that all local areas can benefit from the lessons learned
- 5.54** We will support local areas to invest in the facilities that reflect their local needs. At a national level, we have conducted an initial survey of the facilities that are available for 14-19 learning across the country. We are following this up with a more comprehensive survey alongside the Progress Check of 14-19 Partnerships in autumn 2008. We will also seek to ensure capital expenditure fully supports 'inclusive' design so that it empowers those with Special Educational Needs (SEN) and disabilities to participate fully at school and in the wider community.

## **We will put in place appropriate accountability arrangements**

**5.55** To ensure that the system is delivering for all young people we need the right accountability frameworks in place. These will ensure that the system as a whole is delivering the best possible outcomes for young people. In chapter 4 we described how measures such as Achievement and Attainment tables can support accountability of individual and groups of providers. Here we look at local and regional accountability, and the role of the Framework for Excellence for all post-16 providers.

### **Local authorities**

**5.56** Local authorities will continue to be held to account for their performance through Local Area Agreements (LAAs), which set out the local priorities agreed between central government and a local area (the Local Strategic Partnership). A set of streamlined indicators, the National Indicator Set (NIS) will reflect local authority national priority outcomes. The NIS includes seven 14-19 indicators, linked to our PSA targets to reduce the proportion of young people who are Not in Education, Employment or Training (NEET) and to increase educational achievement.

**5.57** Government Offices (GOs) have worked with local authorities to agree which 14-19 indicators should be included within their LAAs. 137 out of 150 local authorities have chosen at least one of our seven indicators; 116 local authorities have chosen the NEET indicator. We will continue to work closely with GOs to negotiate and review targets, including through the annual review of LAAs, the first of which will take place in autumn 2008. From 2009 these reviews will draw on the assessments of the new comprehensive area assessments (CAA). These will focus not just on the performance of individual local authorities, but on the area outcomes as a whole.

### **Multi Area Agreements**

**5.58** Some areas may also choose to agree multi area agreements (MAA). These are voluntary agreements between two or more top-tier or unitary local authorities, their partners and Government, to achieve collective outcome-based targets where sub-regional working can add most value. In June the first seven MAAs were signed and agreed. These could provide a good basis for developing an area's 16-19 sub-regional group (see Box 5.1 earlier in this chapter for an example).

## A common performance assessment system for all providers

- 5.59** In *Raising Expectations: Enabling the System to Deliver*, we committed to develop a single performance management framework for all post-16 providers building on the Framework for Excellence (FfE) – with standard indicators on quality, responsiveness and finance for post-16 learning providers which are being developed by the LSC.
- 5.60** There has been strong support for this principle in the consultation process. Respondents considered that having transparent, open and published performance data across all providers would be key to a single, transparent basis for local authorities to carry out commissioning decisions, as well as providing information to young people, parents and employers.
- 5.61** FE colleges and sixth form colleges (SFCs) are currently piloting the Framework for Excellence and it will be introduced nationally for the FE sector from 2010/11. Our proposal is that, rather than starting from scratch, we should build on the Framework for Excellence to develop a set of indicators that apply to all providers – FE colleges, WBL providers, sixth form colleges, schools and Third Sector Providers.
- 5.62** In developing a single framework we are mindful that different indicators may apply to different provider types. However, our ambition has to be to have a sufficient range of common indicators that local authorities can use to make reasonable comparisons about provider performance when making commissioning decisions.
- 5.63** To develop the Framework for Excellence further, we will pilot it in school sixth forms from September 2009. We will establish a reference group to steer this development comprising school head teachers, Directors of Children's Services, principals of sixth form colleges and other key stakeholders including Ofsted.

## The underpinning systems in place

- 5.64** At all levels of the system we need robust and accurate data in order to enable effective delivery of the 14-19 programme, inform further policy development, and to measure the impact of the reforms. This means ensuring that we have the right data collection and data management processes in place and that the right management information is generated in the field that supports both effective local management and national oversight on the principle that we should collect data once and use for many purposes. We will also put in place effective processes for the sharing and release of data.
- 5.65** We will need to engage with all stakeholders in the system to get this right, including the new SFA and YPLA and other data services, to ensure clarity about roles and responsibilities.

## **A delivery model that will achieve full participation of 16 and 17 year olds by 2015**

- 5.66** We believe that taken as a whole and with all partners working together, this a delivery model which will ensure all 16 and 17 year olds have the opportunity and support to participate and achieve. As we have set out in this chapter, local authorities will be strategic leaders of our reforms. Their responsibility is to the young people in their area and together with their local 14-19 Partnerships they must develop the plans and provision to meet need.
- 5.67** Our infrastructure at all levels will support and challenge local authorities to deliver increased participation. We have described how local authorities will need to form sub-regional groupings and how Government Offices will support both individual and groupings of local authorities. One of the key roles of the new YPLA will be to ensure that local and regional plans for commissioning 14-19 provision will meet the demands of young people and their parents, employers and Higher Education, and the local and national economy.
- 5.68** At a national level, we have set out our commitment to support and challenge local authorities and sub-regional groupings to raise participation. We will put in place the data systems that underpin this delivery model and pilot critical elements to inform national roll out.
- 5.69** We will issue guidance, and build on the success of the Diploma learning visits to spread good practice in the delivery of all four learning routes and all aspects of integrated support for young people. We will revise the accountability systems to challenge local areas and consortia on their provision for young people and we will intervene more directly if local plans and local data suggest that young people are not getting the learning opportunities and support they need.

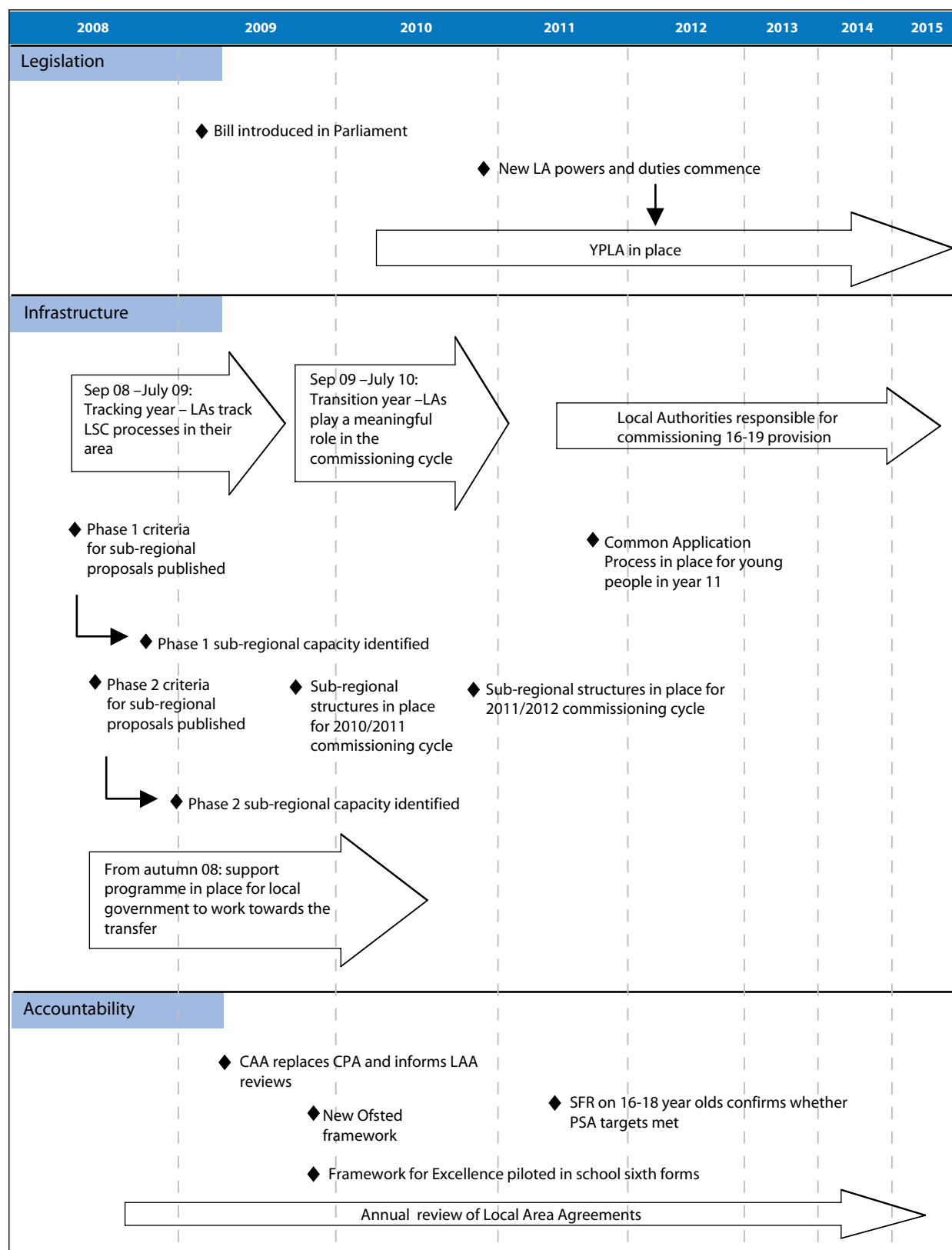
## **Conclusion**

- 5.70** Excellent education and training opportunities prepare young people to make the transition to adulthood effectively, to thrive throughout their working lives, and to make a positive contribution to society and the economy. It is critical that all young people have the same opportunities and expectations of success and it cannot be acceptable for any young person to be deemed too hard to engage. Collectively we must raise our expectations of all young people, and their expectations of themselves.



**5.71** The key milestones for this chapter are set out in Figure 5.4. Throughout this document we have set out how the right learning routes, the right support, the right partnerships and the right local, regional and national delivery systems will all work together to support our ambition that every young person participates in education or training until 18, leading to increasing levels of achievement and attainment. By continuing to work together we will make this vision for young people a reality.

**Figure 5.4: Timeline creating the right local delivery system with regional and national support**

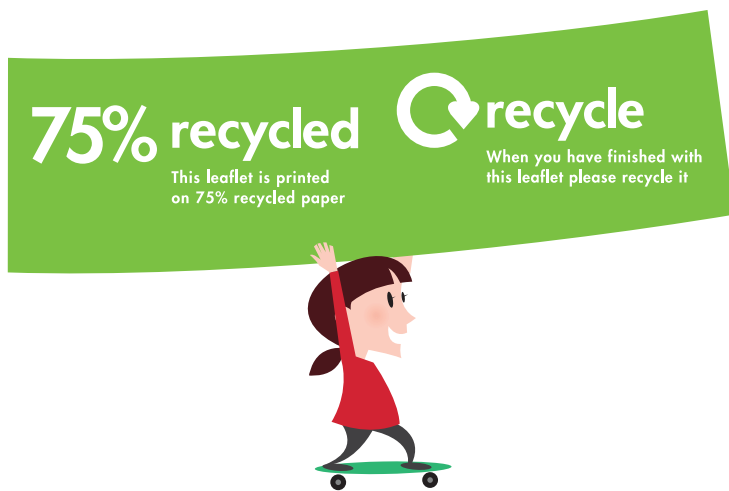


## Annex A: Glossary

ASL	Additional and Specialist Learning
BSF	Building Schools for the Future
CAA	Comprehensive Area Assessment
CAP	Common Application Process
CCIS	Client Caseload Information System
CEL	Centre for Excellence in Leadership
CIEA	Chartered Institute of Educational Assessors
CoVEs	Centres of Vocational Excellence
CPD	Continuing professional development
DAS	Diploma aggregation service
DDPs	Diploma Development Partnerships
DECN	Diploma Employer Champions Network
DIUS	Department for Innovation, Universities and Skills
EBPO	Education Business Partnership Organisation
EMA	Education Maintenance Allowance
e2e	Entry to Employment
FfE	Framework for Excellence
FLT	Foundation Learning Tier
IAG	Information, Advice and Guidance
ITT	Initial teacher training
JACQA	Joint Advisory Committee of Qualifications and Approvals
LAA	Local area agreements

LLUK	Lifelong Learning UK
LLDD	Learners with Learning Difficulties and/or Disabilities
LSIS	Learning and Skills Improvement Service (formerly QIA and CEL)
LSC	Learning and Skills Council
MIAP	Managing information across partners
NAA	National Assessment Agency
NAS	National Apprenticeship Service
NCSL	National College for School Leadership
NEET	Not in education, employment or training
PLTS	Personal, learning and thinking skills
PSA	Public Service Agreement
QCA	Qualifications and Curriculum Authority
QCF	Qualifications and Credit Framework
QCDA	Qualifications and Curriculum Development Agency
QIA	Quality Improvement Agency
SEN	Special educational needs
SSAT	Specialist Schools and Academies Trust
SSC	Sector Skills Council
SSDA	Sector Skills Development Agency
SfA	Skills Funding Agency
TDA	Training and Development Agency for Schools
WBL	Work-based learning
YPLA	Young People's Learning Agency





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