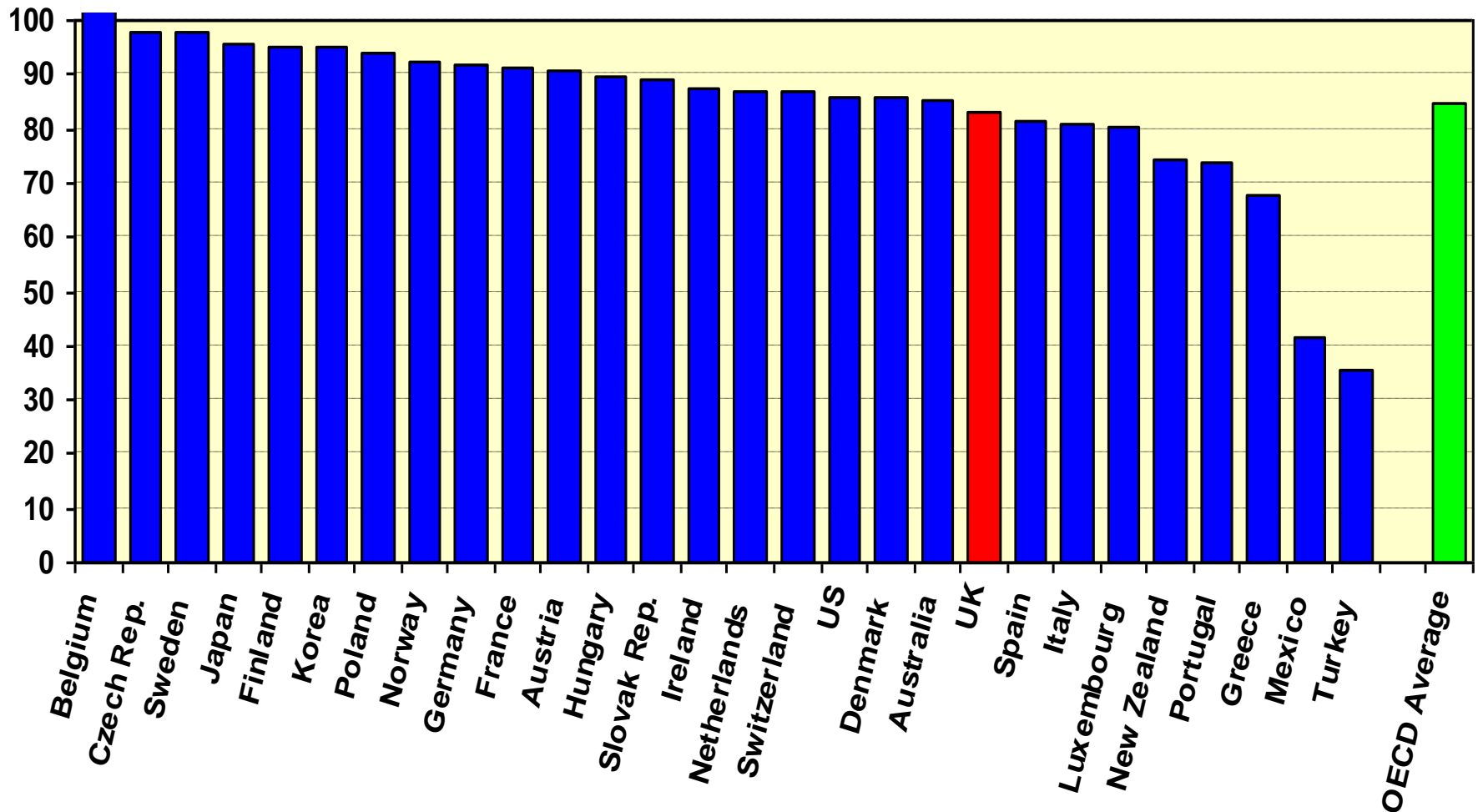

14-19 POLICY CONTEXT AND LANDSCAPE

Jeremy Higham

Post-14 Research Group

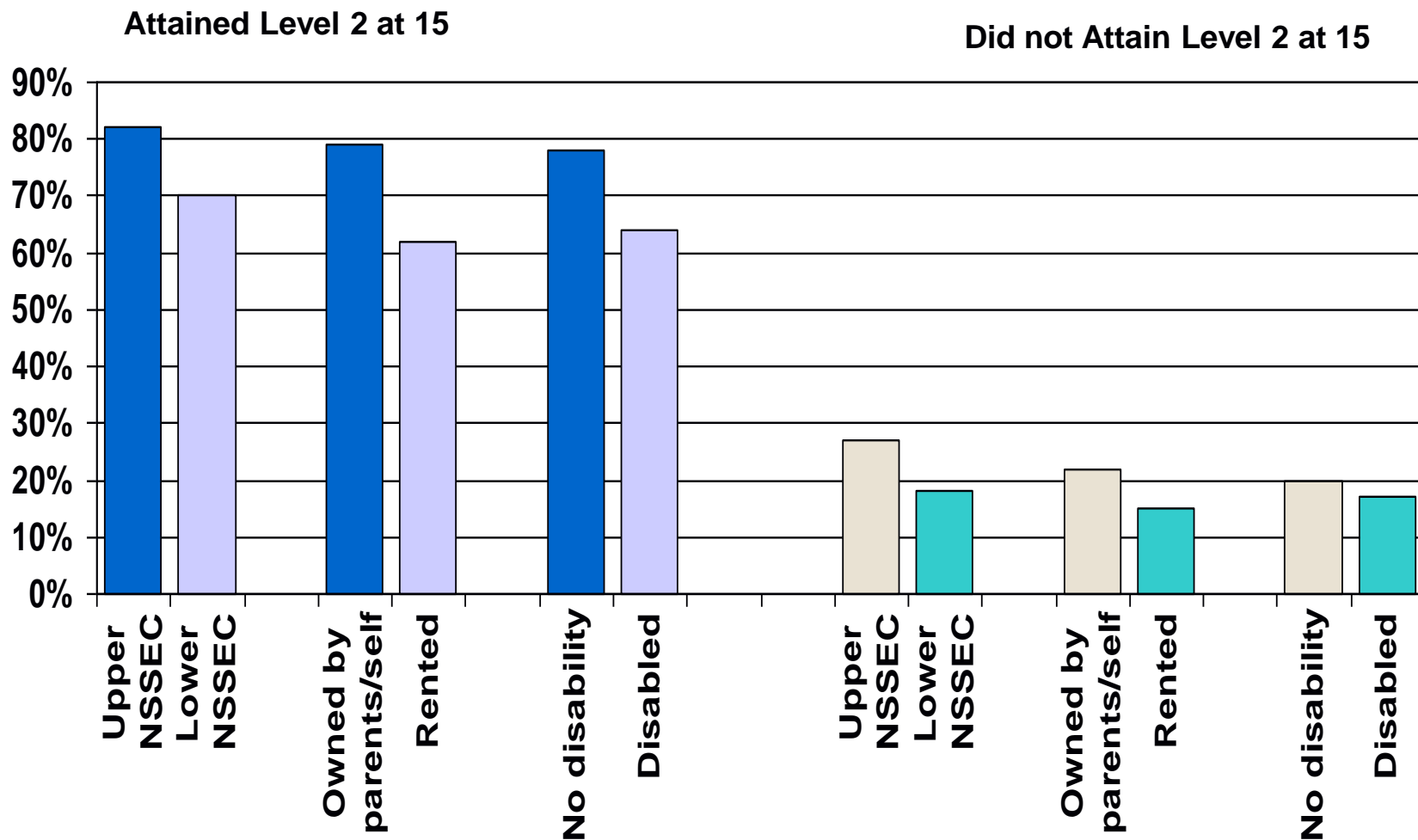
Post-16 participation

Participation at age 17, net enrolment rate based on headcounts, 2004 (Source: OECD, EAG2006, Table C1.3)



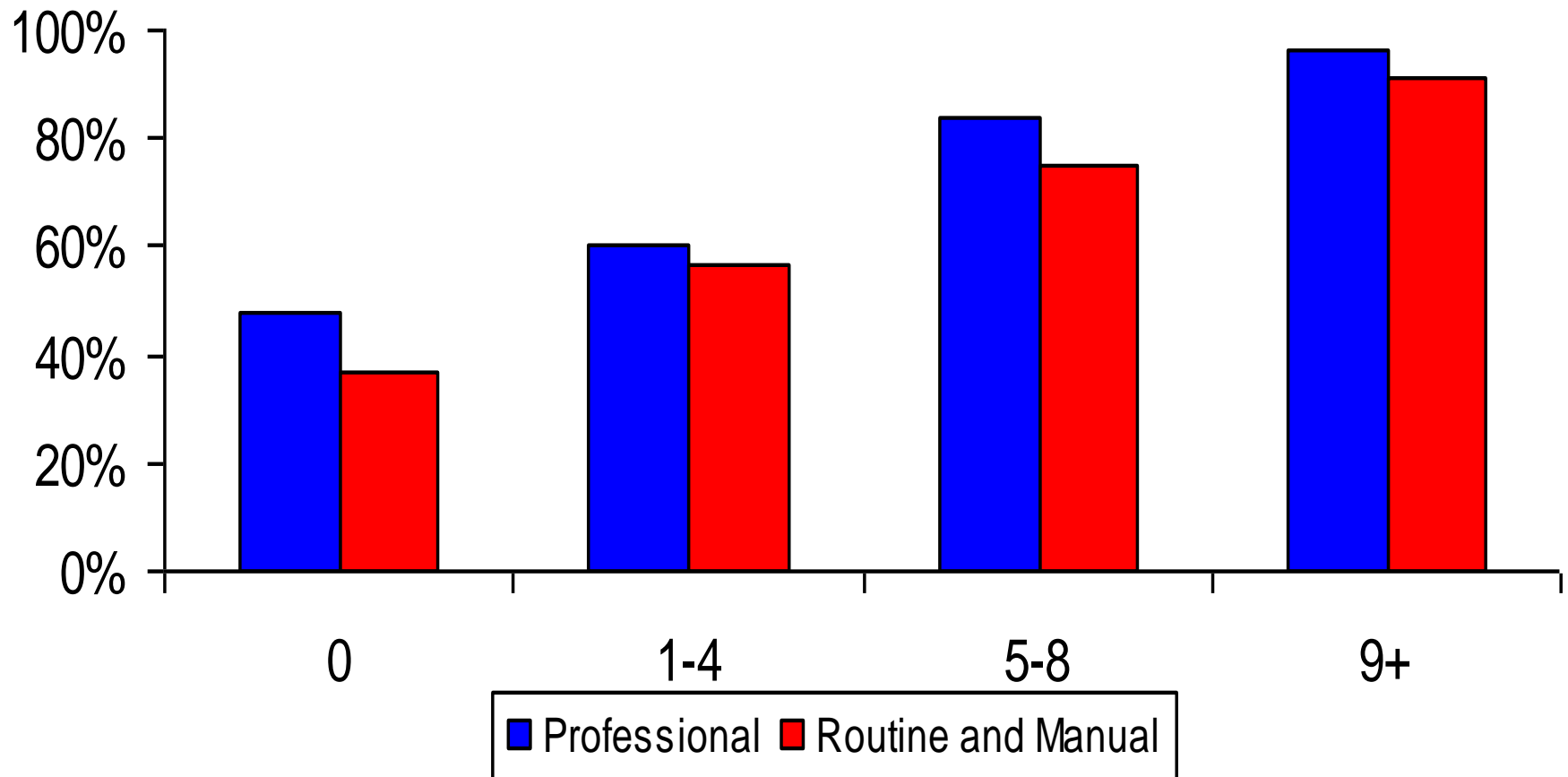
Non-educational factors and attainment

Level 3 attainment at 19



Prior attainment and social class

Staying on rates by number of A*-C GCSEs and parental occupation



14-19 REFORM

**14-19 curriculum and qualifications reform
in England to promote:**

- (i) economic competitiveness**
- (ii) social inclusion**

14-19 POLICY OBJECTIVES

"Technological change and the global economy are leading to a quantitative change in demand for knowledge workers and a broader range of work place competencies and soft skills that compliment academic or technical skills.

"Education and training in the UK is changing in line with this to ensure that every young person has a high-quality, interesting and useful curriculum that will help them achieve their potential and progress to further and higher education and skilled employment."

(DCSF website)

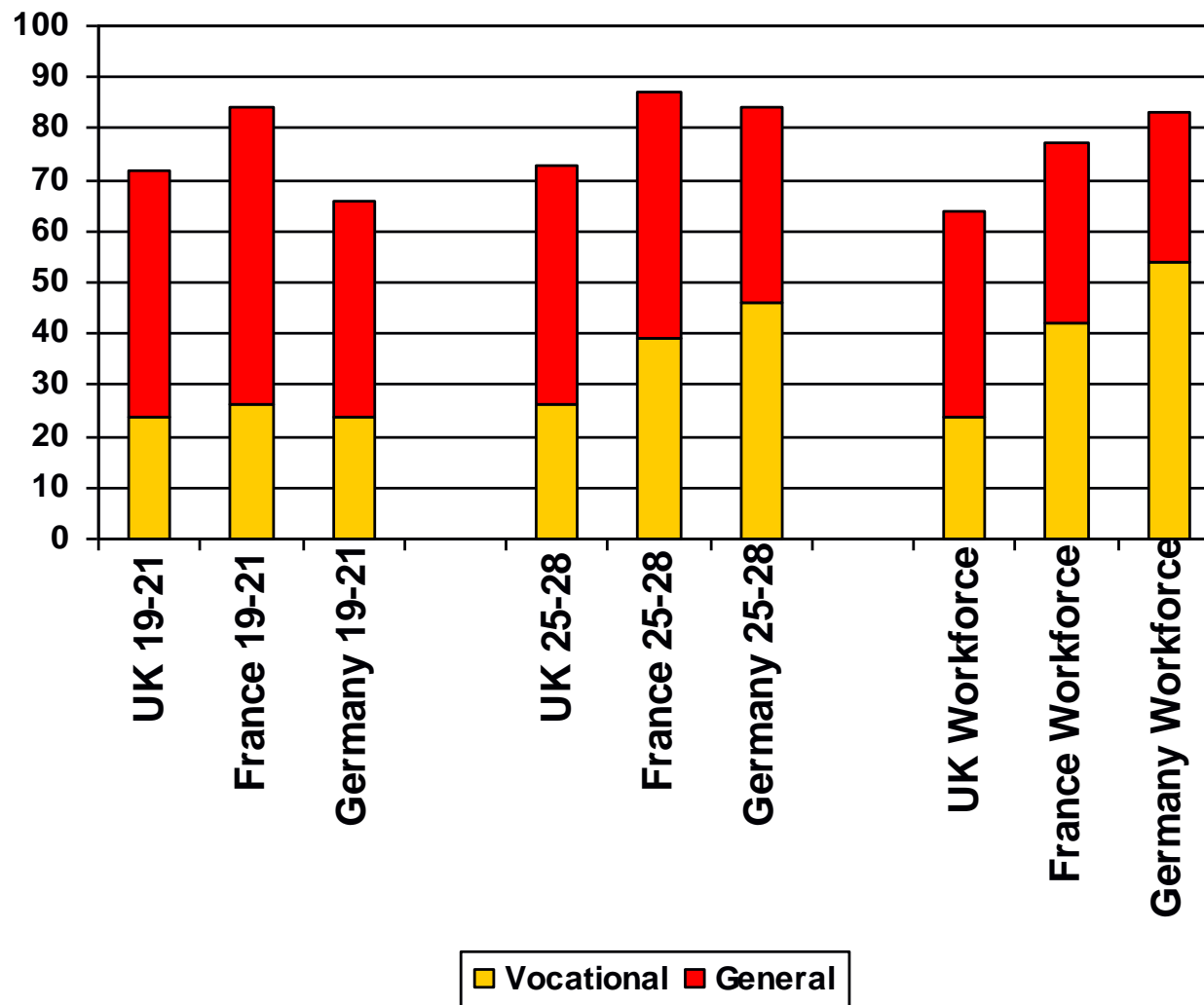
DCFS TARGETS

By 2020 . .

90% of young people to achieve Level 2 by 19

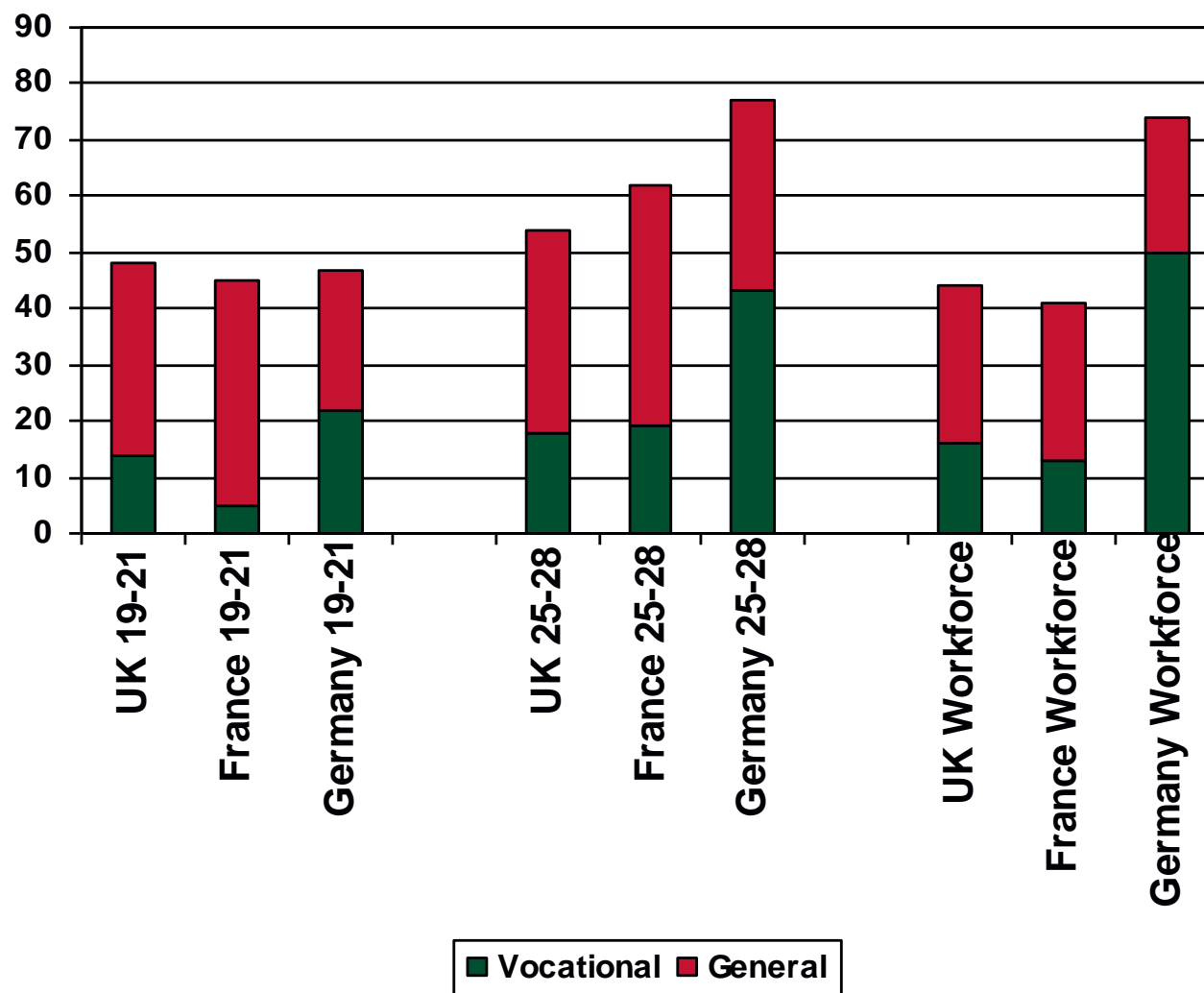
70% of young people to achieve Level 3 by 19

Qualifications held at level 2 or higher by different age groups, 2002



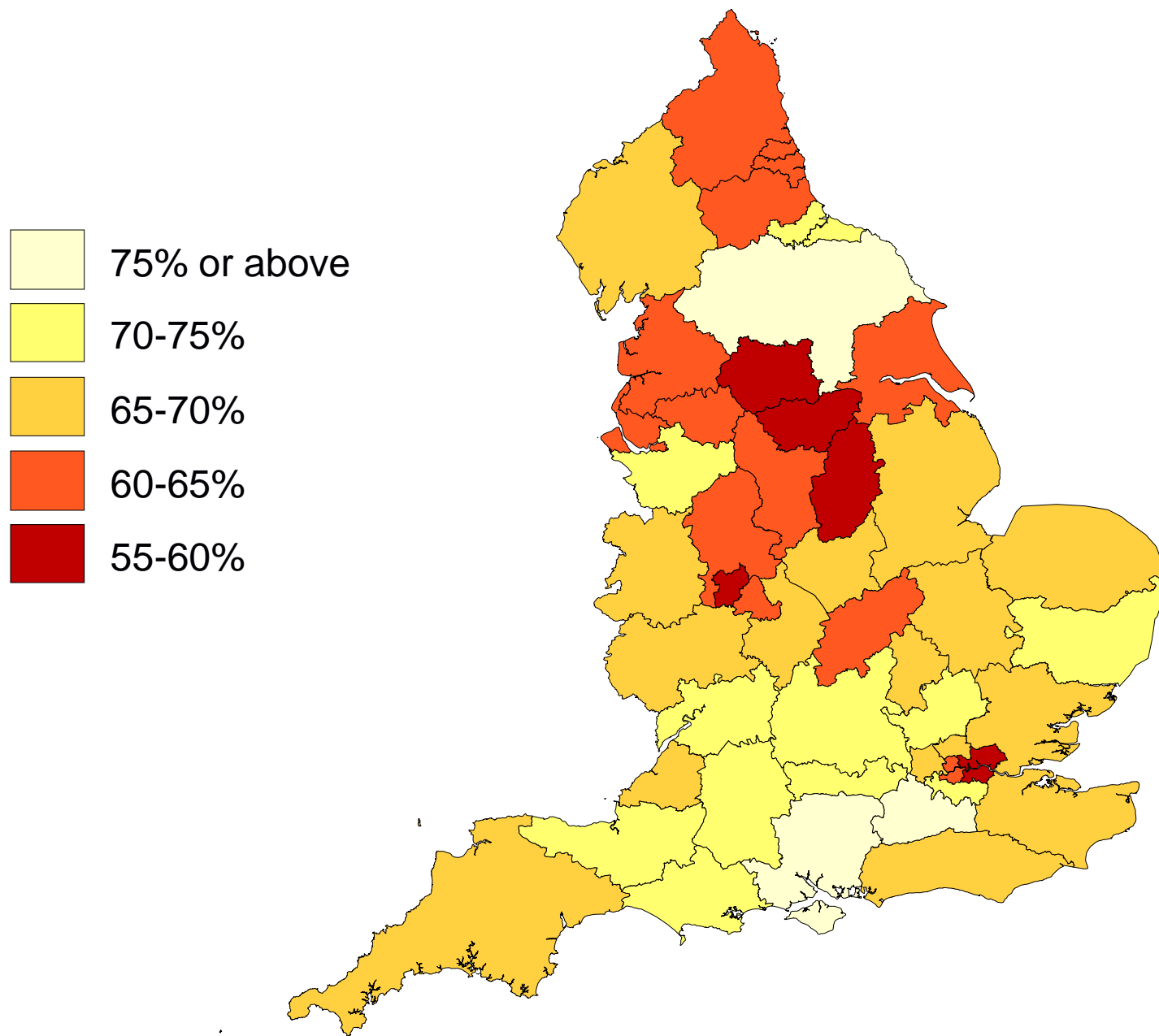
Source: Skills Audit Update, Steedman et al, DfES Research Report 548, 2004

Qualifications held at level 3 or higher by different age groups, 2002



Source: Skills Audit Update, Steedman et al, DfES Research Report 548, 2004

Proportion of 19 year-olds achieving L2 in 2004



Source: DCFS

14-19 REFORM

Policy imperatives to raise

- participation
- retention
- achievement
- progression

in 14-19 education and training.

To be achieved through:

- **Curriculum and qualifications reform**
 - **Institutional collaboration**

CURRICULUM AND QUALIFICATIONS REFORM

14-19: Development of vocational learning

14-16: Choice, diversity and flexibility in curricula

16-19: Increase difficulty of A levels

DCSF REFORM PROGRAMME

- **Education or training to 17 by 2013 and to 18 by 2015**
- **Local Authority responsibility to age 18**
- **Introduction of Diplomas**
- **Functional skills in English, Maths and ICT**
- **Personal, Learning and Thinking Skills (PLTS)**
- **Expanding Apprenticeships**
- **Foundation Learning Tier**
- **Updating GCSEs**
- **Reform of A levels**
- **Extended Project at level 3**
- **Increased emphasis on Science, Technology, Engineering and Maths.**

(adapted from DCFS website)



14-19 policy context

We want all 14-19 year olds in the country to have the opportunity to pursue a course of study where they will learn in a style that suits them and in subject areas which motivate them.

(DFES: 14-19 Education and Skills Implementation Plan)

**Vision of relatively separate
academic, vocational and occupational tracks.**

<u>Academic</u>	<u>General Vocational</u>	<u>Occupational</u>
Full-time	Full-time	Part-time
Collection of single subjects	Often complete programmes	Complete programmes
Mainly at level 3	Entry – Level 3	Entry – Level 3
A-level qualifications	Wide range of qualifications	Wide range of qualifications
Largely taken in schools and sixth form colleges	Largely taken in further education colleges	Employers and training providers
Mainly leading to progression to higher education	Progression to work and higher education (level 3)	Full-time salaried employment

KEY ISSUES IN 14-19 REFORM

Academic-vocational divide

Parity of esteem

Creation of a strong work-based route

Academic drift

Distinctiveness and character of vocational courses

The Education Act (2002) ...

. ... requires that all maintained schools provide:

a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of learners at the school and within society
- prepares learners at the school for the opportunities, responsibilities and experiences of adult life

and includes a provision for religious education
and the National Curriculum for England

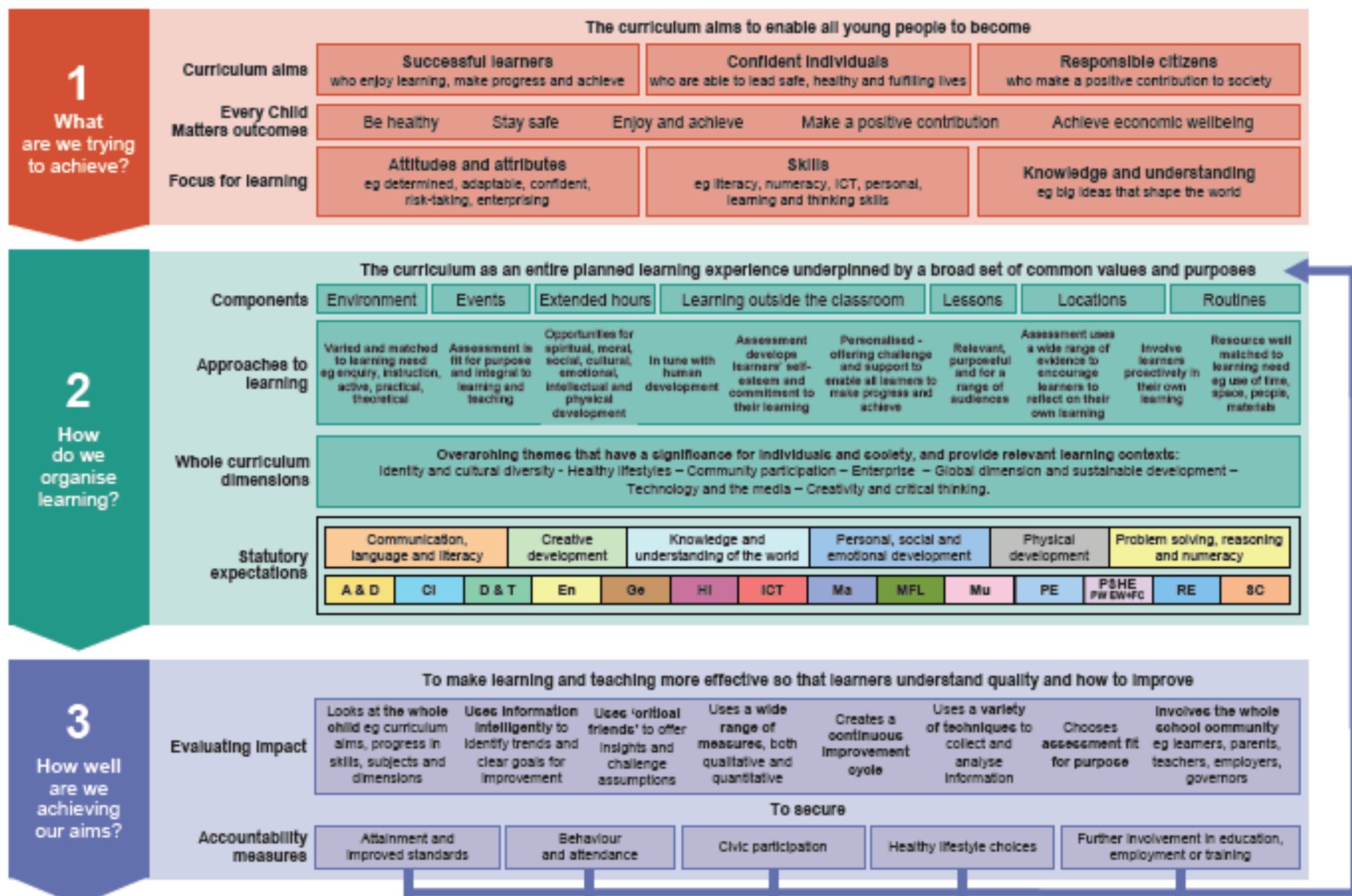
(from Sections 78 and 80 of The Education Act, 2002)

CURRICULUM AIMS

The curriculum should enable all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Three key questions



Age	5-7	7-11	11-14	14-16
English	■	■	■	■
Mathematics	■	■	■	■
Science	■	■	■	■
Physical Education	■	■	■	■
ICT	■	■	■	■
Design & Technology	■	■	■	Entitlement
Art and Design	■	■	■	Arts Entitlement
Music	■	■	■	
Geography	■	■	■	Humanities Entitlement
History	■	■	■	
Modern Foreign Languages			■	Entitlement
Citizenship	Guidance	Guidance	■	■
Personal, Social & Health Ed.	Guidance	Guidance	Sex Ed	Careers / Sex Ed
Work-Related Learning				✓
Religious Education	✓	✓	✓	✓

THEMES

Coherence

Personalisation

Stretch

Skills

Information, Advice and Guidance

EVERY CHILD MATTERS

Be Healthy

Be physically healthy
Be mentally and emotionally healthy
Be sexually healthy
Enjoy a healthy lifestyle
Choose not to take illegal drugs

Stay Safe

Stay safe from maltreatment, neglect, violence and sexual exploitation
Stay safe from accidental injury and death
Stay safe from bullying and discrimination
Stay safe from crime and antisocial behaviour in and out of school
Have security, stability and are cared for

Enjoy and Achieve

Be ready for school
Attend and enjoy school
Achieve stretching national educational standards at primary school
Achieve personal and social development and enjoy recreation
Achieve stretching national educational standards at secondary school

EVERY CHILD MATTERS (cont.)

Make a positive contribution

Engage in decision making and support
the community and environment

Engage in law-abiding and positive behaviour in and out of school

Develop positive relationships and choose not to bully or discriminate

Develop self-confidence and successfully deal with
significant life changes and challenges

Develop enterprising behaviour

Achieve economic well-being

Engage in further education, employment or training on leaving school,

Be ready for employment,

Live in decent homes and sustainable communities,

Access to transport and material goods,

Live in households free from low income.

KEY ISSUES IN 16-19 EDUCATION AND TRAINING

Voluntarism

Institutional diversity

Curricular diversity

Assessment diversity

Key questions for the 16-19 curriculum

Are there key elements, processes or experiences which should be common and compulsory for all 16-19 learners?

What should be the balance between choice and compulsion?

Should the curriculum be designed to promote cohesion or should this be left to learners or ignored?

What should the balance be between breadth and depth of study?

INSTITUTIONAL COLLABORATION

underpins the government's approach
to broadening 14-19 provision:

- to meet the entitlement of 14-16 year olds
- to widen 14-19 provision & increase choice
- to smooth the transition to post-16 learning
- to enable area-wide curriculum planning
- to increase participation and achievement
- to improve progression to employment / HE

COLLABORATION and PARTNERSHIP

DCFS says:

Our vision for the 14-19 phase sets out a range of opportunities that should be available to young people in every area of the country.

Schools, colleges and training providers will need to collaborate, because no single institution will be able to provide them all on its own.

(White Paper 14-19 Education and Skills)

The 14-19 strategy demands new forms of partnership and collaboration between schools, colleges, employers, training providers, independent schools and universities to meet collectively the needs and aspirations of all local learners.

(14-19 Website, 2005)

COLLABORATION REQUIRES

- **Recognition of socio-economic; geographical; historical; cultural; educational context.**
- **Understanding of the effects of different institutional structures, interests and ethos upon collaborative development.**
- **Decisions about focus, form and extent of collaboration.**

COMPETITION

V

COLLABORATION

INDIVIDUAL

V

SOCIETY

SUBJECTS

V

SKILLS