

14 – 19 EDUCATION AND SKILLS: IMPLEMENTATION PLAN
A Summary of the DfES document – Ref. 2037-2005DCL-EN, *December 2005*

1. INTRODUCTION

Following the February 2005 White Paper *14 – 19 Education and Skills*, this document sets out the government's detailed plans for implementing major reforms and changes to education for all 14 – 19 year olds over the next ten years. The government intends to offer greater choice in courses, subjects and qualifications, with increased emphasis on employment-related learning and qualifications through the introduction of new specialised Diplomas alongside GCSEs and A levels. Targets include at least 90% of 17 year olds participating in education by **2015**, 75% more young people completing Apprenticeships by **2007/08**, and at least 72% achieving Level 2 qualifications by **2008**.

2. KEY FEATURES OF THE IMPLEMENTATION PLAN

- A new **National Curriculum and Qualifications Entitlement** for all 14 – 19 year olds, offering a choice of routes;
- **14 specialised Diplomas** at 3 levels which incorporate GCSEs and A levels;
- Diplomas to be developed by **Diploma Development Partnerships (DDPs)** led by employers, designed according to specifications advised by the Qualifications and Curriculum Authority (QCA);
- the **first 5 specialised Diplomas** to be available for first teaching in **September 2008**, with a further 5 Diplomas available in **September 2009** and the final 4 Diplomas available in **September 2010**;
- following the establishment of all 14 Diplomas by 2010, a **3 year national evaluation** leading to the **full implementation of the new entitlement in 2013**;
- changes to the **Key Stage 3 curriculum**;
- strong emphasis on **functional skills** in English, maths and ICT incorporated into Diplomas;
- **changes to English and ICT GCSEs** including new functional skills content replacing existing specifications by **2009** following 2-year pilots beginning in **2007**;
- new specifications for **GCSE maths** in place in **2010** based on the Smith Report into post-14 mathematics education [*Making Mathematics Count*];
- a new **General Diploma** for those achieving the equivalent of 5 GCSE grade A* - C including both English and maths. The new General Diploma standard will become the new, higher benchmark of performance reported in the Achievement and Attainment tables from **2006**;
- **A levels** to include a) an extended project and b) more challenging questions;
- **14 – 19 Partnerships in every area** involving Local Authorities (LAs) for 14 – 16 provision and Learning and Skills Councils (LSCs) for 16 – 19, publishing by **September 2006** a **prospectus** detailing the provision for the area;
- **schools required to ensure young people's access to all Diplomas** via 14 – 19 partnerships involving themselves, colleges and work-based learning providers;
- **400 Centres of Vocational Excellence** in place by **March 2006**;
- **200 Vocational Specialist Schools** and **12 National Skills Academies** by **September 2008**;
- the Quality Improvement Agency (QIA) and the Specialist Schools and Academies Trust (SSAT) leading work to design and develop **teaching and learning materials for the Diplomas**;
- the Quality Improvement Agency (QIA) and the National Strategies designing and developing **materials to support the teaching of functional skills** during **2006/07**;
- the Training and Development Agency for Schools (TDA) piloting work in some areas relating to **initial teacher training and the development of support staff** to deliver Diplomas;
- **new providers of 16 – 19 provision opening by September 2007** following **competitions** held by the Learning and Skills Council **from January 2006**;

3. DIPLOMAS

A new **General Diploma** is being developed, awarded only to those who achieve the equivalent of 5 GCSEs at grade A*-C which must include both English and maths.

14 specialised Diplomas will be developed at three levels up to A level reflecting the occupational sectors of the economy. They will often contain GCSEs and A levels within them, and will be **available for first teaching** according to the following implementation timetable, with information from awarding bodies in schools, colleges and training providers **a year before** to allow planning and preparation:

- From **September 2008:**
- ICT
 - engineering
 - health and social care
 - creative and media
 - construction and the built environment

- From **September 2009:**
- land based and environmental
 - manufacturing
 - hair and beauty
 - business administration and finance
 - hospitality and catering

- From **September 2010:**
- public services
 - sport and leisure
 - retail
 - travel and tourism

Following a 3 year evaluation period, the full **national entitlement in England** from **2013** will be:

For 14 – 16 year olds, every young person will study:

- National Curriculum core subjects: English, maths and science;
- National Curriculum foundation subjects: ICT, PE and citizenship;
- work-related learning and enterprise;
- religious education;
- sex, drug, alcohol and tobacco education and career education

The choice available must include by **2013:**

- all 14 specialised Diplomas
and
- at least one course in: the arts, design and technology, the humanities, modern foreign languages, with an opportunity to take a course in all four areas if students so wish.

For **16 – 19 year olds** there will be a new national entitlement for 16-19 year olds to study towards any one of the specialised Diplomas and to study functional English, functional maths and functional ICT to age 19 until at least level 2 is achieved. This may be as part of a Diploma programme, within an Apprenticeship or a general programme, or separately.

4. SPECIALISED DIPLOMA LEVELS, SIZE AND CONTENT

Level 1: occupying a little under half the available curriculum time over the two years of KS4, though, like all Diplomas, they may be taken at any age from 14-19 and may be completed in less than two years. It leaves room at KS4 for NC core and foundation subjects.

Level 2: occupying a little more than half the available curriculum time over the two years of KS4. This is sufficiently large to provide for a substantial, coherent programme of learning while allowing time for additional learning outside the specialised Diploma including any NC core or foundation subjects not included in the specialised Diploma.

Level 3: typically occupying the curriculum time broadly equivalent to that of three A levels. This is the largest specialised Diploma in size. However, it will still leave time for additional study outside the specialised Diploma for those who wish to do that.

Diplomas will include:

- **Learning through a realistic work environment** – in general, at least 50% of ‘principal learning’ focused on developing practical skills used in the workplace and deliverable in a work-related learning environment, representing around 25% of the total qualification.
- **Learning in a workplace** – a minimum of 10 days work experience. This will focus on developing generic employability skills, so could in principle be undertaken with any employer.
- **ICT** – a pre-requisite for the award of all Diplomas (L1 for L1 Diplomas, L2 for L2 and L3 Diplomas).
- **Projects** – all levels of Diplomas should contain a project. Learners will have the freedom to design a project relating to any aspect of their Diploma.

5. REFORM OF KEY STAGE 3 AND A LEVEL

- the **Key Stage 3 (KS3) curriculum** for 11-14 year olds is to be reformed, for introduction in **2008**, to create more space to stretch all pupils, to provide focused catch-up support in the basics for those who fell behind at primary, and to provide the grounding young people beginning the 14 – 19 phase need to succeed in the functional skills and attain Diploma standard;
- **more challenging options at A level** will be introduced through developing a new extended project, introducing more stretching questions, and a new option of taking HE modules while at school.

6. DUTIES, STRUCTURES AND PARTNERSHIPS

A central part of the plan involves schools, colleges and training providers working in **partnerships** or **consortia** since it is acknowledged that *'no single school could reasonably be expected to deliver the full range of options to be offered as part of the entitlement'*. They will be expected to pass through a **gateway process** to assess their readiness to offer the new Diplomas and show how they will work with other institutions. This will identify the level of professional development support needed and make sure that between them, institutions have the **capacity, facilities** and **employer engagement** required.

Nationally, the government will, through the **2006 Education Bill**:

- place **duties** on the Local Authority (in relation to 14-16 year olds) and the LSC (in relation to 16-19 year olds) to ensure that there is sufficient provision in the local area;
- place a **duty on schools** to ensure that young people on their roll have access to all the Diplomas available locally;
- expect **every area to establish a 14-19 partnership**, led by the Local Authority and local LSC;
- expect Local Authorities and local LSCs to draw up a **prospectus** during **2006**, which will set out in full the courses available to young people in the area.

Locally:

- schools, colleges and work-based learning providers **will decide which courses they wish to offer** to be set out in the prospectus. The courses offered to young people on the roll of other institutions are likely to be in areas of particular strength or specialism;
- **14-19 partnerships will decide** how to deal with **key local delivery issues**, including: governance arrangements; a common curriculum framework; transport; underpinning systems; data; complaints procedures and so on;
- this will be underpinned by enabling everyone to learn from the areas which have made the most progress. This will include, from **early 2006**, a programme of **learning visits** to examine and experience some of the most effective existing practice;
- **professional development** will be available, so that changes to curriculum and qualifications can be introduced effectively.

7. KEY MILESTONES

from January	2006	LSC runs first 16-19 competitions
June	2006	First allocations of 16-19 capital funding available from LSCs
Autumn	2006	Local partnerships established and prospectuses published
September	2007	First 5 specialised Diploma specifications available Schools receive revised programme of study for KS3
September	2008	Teaching of first 5 specialised Diplomas begins Start of new KS3 curriculum in schools
September	2009	Teaching of second 5 specialised Diplomas begins English and ICT GCSEs including functional skills available First teaching of General Diploma
September	2010	Teaching of final 4 specialised Diplomas begins Maths GCSE including functional skills available 3 year evaluation of all 14 specialised Diplomas begins
September	2013	New national entitlement in place

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