



developing people, improving young lives



Skills for Learning Professionals

Excellence in Supporting Applied Learning

A Report for LLUK and TDA 2007

Joe Harkin, Westminster Institute of Education, Oxford Brookes University



Building the evidence base to underpin the development of the new and existing workforce that will deliver Specialised Diplomas

Working together to deliver the
14-19 education and skills programme

Acknowledgements

I should like to express my thanks to all members of the research team: Liz Browne, Barry Gransden, Anne Price, Bob Waugh, Hilary Lowe, Ros Clow, members of the 14-19 Development Team of Swindon LEA, Chris Walton and Lynne Scragg. Thanks are also given to all those who contributed to the research through interviews.

Contents

Executive Summary	2
Introduction	4
Context	5
Background	8
Scope of Study	9
Methodology	10
Findings	11
1. Learning from existing provision, literature review and interviews with key informants	11
a. The Strategic management of Diplomas	14
b. The Network management of Diplomas	28
c. Teaching and learning on the Diplomas	33
2. Learning from existing provision, talking to providers	48
Conclusions and Recommendations	62
References	67
Appendices:	
A Interviews with 14-19 development staff in Local Authorities	70
B From the DfES The Standards website – Personalised Learning	71
C Help available for Workforce Development	74
D Bury College’s use of a staff development analysis tool	78
E Applied learning Diplomas and More Able Learners	79
F Agreement for Schools programme of Vocational Learning – City of Bristol College	82
G Learning from existing provision: European neighbours	84
Index	91

Executive Summary

Excellence in supporting applied learning

Preparing for the new 14-19 Diplomas

Lifelong Learning UK (LLUK), on behalf of the wider 14-19 workforce development partnership, commissioned this report to highlight best practice in leading, teaching and supporting learning with 14-19 year olds. The report draws on evidence from the Increased Flexibility and Pathfinder programmes; interviews with senior managers, 14-19 advisers and other key respondents; and literature from the Nuffield Review of 14-19 and other relevant research.

The good news

In general, programmes such as Increased Flexibility and Pathfinders have worked well to develop a more applied curriculum for learners. Many young people have benefited by becoming more engaged in learning, and have even achieved more. Schools and colleges have learned much that is valuable about partnership working and joint practice development, and have become more experienced in guiding appropriate students to these programmes. This process has brought about the growth of new roles in education that may be summarised by the term 'network professionals' – people who work across partnerships to promote high quality learning and efficient management of a complex curriculum offer.

Challenges to the further development of programmes of applied learning

There are several macro issues that inevitably affect the feasibility of roll-out of high quality programmes of applied learning:

Funding – there is strong evidence that current programmes are subsidised by providers and applied learning is sometimes a relatively expensive part of the curriculum, especially if inter-site transport is needed.

Genuine partnership working – the thrust of much national policy is towards the autonomy of institutions, at a time when the needs of many learners may only be met by joint working in developing the curriculum, timetabling, staffing, information, advice and guidance, tracking of learning, assessment and evaluation.

A mindset that applied learning is mainly for lower-achieving learners, rather than a means of engaging learners of all abilities. The Diplomas will offer applied learning that may lead eventually to participants becoming qualified in an occupational area, but equally may lead to other occupations, either directly or via HE. What matters is that young people develop as people, as literate and numerate members of a democracy, as individuals who can interact with others in positive ways, who can think, reason, express themselves, comprehend the world around them, and help to shape their own futures. It is for this reason that the Diplomas must be vehicles for general education, and for functional knowledge and skills, as well as for proto-occupational knowledge and skills. Only in this way will Diplomas attract learners of all abilities and be held in high regard by employers and higher education.

These challenges may only be overcome by courageous and far-sighted strategic management at a local level, facilitated by appropriate national policy, funding and inspection arrangements. The guiding question is: **How can we best pool our experience and resources to meet the needs of all young people?**

A high quality curriculum

Two types of curriculum cohesion are needed: *vertical* cohesion, to ensure that learners may progress from level to level and onward to employment or HE; and *horizontal* cohesion so that learners may move in guided ways across the curriculum to meet their personal learning goals.

It is important to view functional skills as an *embedded* part of the Diplomas with both vertical and horizontal cohesion – learners will be helped to develop their functional skills at whatever level and across the curriculum, including across different sites of learning.

This type of curriculum can only be provided as a result of adequate shaping of curriculum and assessment at national level; followed by adequate joint working and timetabling at a local level. Skilled and experienced network professionals will then be needed to ensure the consistency of high quality implementation of the curriculum.

The e-age

More development work is needed nationally and locally to produce e-based, area-wide prospectuses that are user-friendly and can guide people through a complex education structure. This should be linked to the availability of personal support at times of need, including important transitions. E-based Individual Learning Plans should become more uniform across schools and colleges to set out a programme of study and learning targets. There is a need for efficient, co-ordinated tracking of learning as an evaluation and planning tool.

The importance of effective teaching

Assuming that teachers work within appropriately designed and resourced curriculum structures, their role is crucial in shaping a learning experience that young people will value. Teaching and learning is never simply about transmitting information from one person to another. Applied learning is about active engagement with subjects, teachers, other learners and the world beyond.

Teaching is a complex, demanding profession and young people look to teachers for positive regard and respect, as well as for subject expertise. Diploma teachers must be able to relate positively with young people and their aspirations; be willing to help young people shape their own learning and their own futures. It is a role that is as much about general support and encouragement as it is about subject-specific expertise. Many learners valued the Increased Flexibility Programme because they felt that they were treated with more respect in the more 'adult' environment of college. Ways must be found to foster these more positive experiences within the school environment, especially if Diplomas are delivered mainly in schools.

Cross-partnership peer coaching and mentoring is an effective way to disseminate best practice, although aspects of this should be captured for wider dissemination nationally. Best practice development is needed in particular for broadening teachers' repertoire of pedagogic skills to bring about more personalised, active learning, that includes dialogue with learners about learning goals and processes. To some extent we are considering here classrooms of the future and a new settlement between learners and teachers.

Forming a picture of policy for 14-19 education in the United Kingdom is a bit like the blind man confronted by an elephant. It is possible to understand specific parts, but the size, shape and sheer complexity of the elephant remains obscure.

Stasz and Wright (2005)

Introduction

LLUK, on behalf of the wider 14-19 workforce development partnership, commissioned this report to highlight what works, for whom, how and under what circumstances in terms of managing, leading, teaching and supporting learning with 14-19 year olds. In particular the focus is on the delivery and support of 'applied' learning, as this will directly underpin and inform the implementation of the new 14-19 Diplomas.

Context

The *14-19 Education and Skills White Paper (2005)* set out proposals to improve secondary, post-16 and further education by allowing more personalisation at Key Stages 3 and 4, partly through introducing new Diplomas. Every young person in a school or college will have an entitlement to pursue any of the Diplomas at an appropriate level for them, wherever they are in the country. This new national entitlement will be in addition to the existing National Curriculum.

No institution acting alone will be able to offer the full entitlement so schools, colleges and training providers will need to work together with Local Authorities and the Learning and Skills Council (LSC) to offer more between them than any one institution could on its own. The responsibilities of different local partners have been set out in the Education and Inspections Bill. Ensuring that all courses are available in a local area will be the responsibility of the Local Authority (in relation to 14-16 year olds) and the LSC (in relation to 16-19 year olds). There will be considerable local flexibility to meet local needs and for example, to determine who provides which courses, the organisation of transport and the use of ICT. Clause 50 of the Education and Inspections Bill empowers Local Authorities to give notice to maintained schools to make collaborative arrangements between schools and colleges. Besley (2006) pointed out that, 'How far this applies to Academies or even Trust Schools whose governance may be different is not clear at this stage but partnership is clearly the preferred model.'

Schools will be responsible for ensuring all 14-16 year olds on their roll have access to the full entitlement, but in order to ensure that young people know what is on offer to them in their area, Local Authorities and the LSC will draw up a prospectus for the area, setting out the courses and programmes that each school, college and other provider wishes to offer young people. Young people will use the prospectus with parents, teachers and advisers to make choices about the courses they want to take. Prospectuses for every area in the country will be linked to a single national website.

Diplomas will be available at Levels 1, 2 and 3. In terms of workload and achievement, Level 1 will be broadly equivalent to four/five GCSEs and Level 2 to five/six GCSEs at grade C and above. Level 3 will be broadly equivalent to three A levels although there will also be a smaller 'Certificate' equivalent to two A levels. Levels 1 and 2 are being developed to provide progression, not only through the same line of learning, but also to other Diploma lines of learning and other Level 3 development programmes (including traditional A levels and Apprenticeships).

Diplomas at all levels will incorporate several areas of learning:

Principal learning – to develop knowledge, understanding and skills relevant to a broad economic sector. From **September 2008** Diplomas will be available in:

1. IT
2. Society Health and Development
3. Engineering
4. Creative and Media
5. Construction and the Built Environment

From **September 2009** Diplomas will be available in:

6. Land-based and Environment
7. Manufacturing
8. Hair and Beauty
9. Business, Administration and Finance
10. Hospitality and Catering

Context *continued*

From **September 2010** Diplomas will be available in:

11. Public Services
12. Sport and Leisure
13. Retail
14. Travel and Tourism

Additional/specialist learning – to allow learners to tailor their programme according to their interests and aspirations by further specialisation or complementary studies.

Generic learning – this will ensure that all Diploma students cover common skills essential to successful learning and future employment. It includes personal learning and thinking skills, a project, work experience and functional skills in Maths, English and ICT. Generic learning will often be embedded across the principal learning of the Diploma.

Assessment of the Diplomas

The assessment system for the new Diplomas is still in development, however, it is intended to ensure flexibility by recognising achievement in relatively smaller blocks of learning. The Diplomas will sit within the National Qualifications Framework (QCF), therefore there will be implications for those delivering the Diplomas to understand and operate within a credit based qualification system.

Stages, not ages

Not only will the curriculum be reformed there is an expectation that the rigid boundaries of age and stage will be eroded. Learners who are able will extend their learning beyond that which traditional year boundaries have dictated to complete A levels at an early stage. Those who have not achieved the functional skills levels in numeracy, literacy and ICT expected at Key Stage 3 will spend more time developing their proficiency in these areas before moving on to the next stage. The same will apply at level 2 in these core areas. Achievement of the functional skills will be essential as an indicator of readiness to progress to the next phase or stage of the learning journey, there will be support for those left behind and also to stretch those who are out in front.

However, development is at an early stage. It is telling that the QCA 14-19 Learning website states that:

Examples of 14-19 curriculum design that provide for differentiated pace and progression are not yet common. We would welcome information from any school, federation, consortium or other grouping that has developed a 14-19 curriculum in this way.

Drawn from Browne (2006) we may say that what is proposed has been described as the largest transformation of the secondary school curriculum for 60 years (DfES: 2005). The vision, as set out in the White Paper *14-19 Education and Skills*, and explained further in the implementation plan (DfES: 2005b) describes a step change to the curriculum offer available to 14-19 year olds in schools, colleges and the workplace. These reforms will be far reaching and will involve:

- closer partnership working between schools, college and work-based learning providers
- a clearly articulated learner entitlement to a course of study which meets individual needs to include functional skill development for low achievers and opportunities to stretch the most able
- greater choice in the courses, subjects and qualifications learners will take, making it easier to gain the basic skills needed for life and work
- new Diplomas introduced alongside GCSEs and A levels
- fit-for-purpose assessment (Tomlinson Report: 2004).

The objective is to 'create a system capable of offering a new set of curriculum and qualification opportunities truly built around the needs and aspirations of each young person.' 14-19 Implementation Plan.

It is important to be cautious about how far a new qualification can tackle very deep-seated and complex political, social and economic issues. A qualification is an end point and, for many, also a beginning. It is a punctuation mark in a process that involves very much more than the qualification itself. As Stanton (2005) pointed out in response to the proposal for the new Diplomas:

The role of qualifications

Successive governments have equated the need for educational reform with a need to change qualifications. This use of a single lever when several are available usually results in an over-engineered assessment regime that actually hinders learning and has to be amended within a few years (as exemplified by NVQs, GNVQs, Curriculum 2000). The approach is often accompanied by:

- at worst, a neglect of the significance of learning programmes, processes and facilities (and teachers as motivators and role models) or;
- at best, a presumption that the role and nature of these other factors derive from the need to achieve the qualification. Either way, the process of influence is in one direction only. It may be that of the many variables that go to make up high quality, high status provision, the focusing of so much effort and resource on the design of the qualification is to misdiagnose the problem. This myopic approach is not usually applied to higher education or to other forms of training. Is it likely that if questions arose about the quality of medical or pilot training only the end of course qualification would be reviewed? Would not the course design, the teaching methods, and the facilities to which learners had access also come under scrutiny? Would it usually be suggested that faults in any of these would best be addressed primarily through a redesign of the qualification?

Stanton, 2005

Are we tackling the problem of disaffection in the best possible way?

This small-scale study uses the views of pupils in pupil referral units, plus the views of their tutors and others to try and throw new light on the causes of disaffection. The authors challenge the current assumption that disaffection is the result of an inappropriate curriculum and that the best remedies are those which are 'vocational' or out-of-school. Their study highlights the need for taking individual differences into account when we try to understand what lies behind pupils' disaffection from schooling. The authors also suggest that the notion of 'self-efficacy' – or the perceived ability to be a change agent in one's own life – may provide a key both to understanding disaffection and to designing interventions to help disaffected students in the context of regular schooling. The students tended to portray themselves as people to whom things happen which are largely out of their control. Inevitably, this also meant that many of the students did not have any sense of vocational direction.

Solomon and Rogers, 2001.

Background

In the closing decades of the twentieth century, in what amounted to a crusade by successive governments to raise the level of retention and achievement of young people to at least the OECD norm (for an account of this see Nuffield, 2004), vocational qualifications have been targeted for reform. By the late 1990s, arguments supporting the availability of a vocational route for pre sixteen students had found widespread support. Whereas the White paper, Education and Training for the Twenty-first Century (1991) stopped short of directly encouraging vocational courses in the pre-sixteen curriculum, the White Paper 21st Century Skills: Realising our Potential. (DfES, 2003) offered work-related learning to all 14-16 year olds.

The dominant complex and competitive pattern of institutional arrangements, combined with a divided qualifications system, appears to be both wasteful and to depress participation rates. A total of 25% of 16-18 year olds are not involved in any form of education or training and this figure has not diminished over the last 10 years (DfES, 2005b). The current 14-19 system loses learners faster than other national systems. There are a whole host of reasons why this might be, some of which reside within the education system itself and others which lie outside it in the labour market (Hayward *et al*, 2004). However, the national participation statistics clearly indicate that a divided system with clear progression routes in the academic track, particularly for those progressing from GCSE to A Level at 16, but unclear and often low quality and/or status progression routes for all other learners, has not led to high levels of participation by 16-19 year olds and may well be one of the root causes of attrition from the system.

Hodgson *et al*, 2005

The 14-19 curriculum has to be seen in the context of a formal, legal break at 16. Funding and governance arrangements are different for schools and colleges. The major emphasis *pre-* sixteen has been about subjects, norm referencing, the bench mark of GCSE grades A – C and the desirability for the most able to enter for the 'gold standard' of A level. The status of a vocational offer within the curriculum has been left to individual schools so that, as with TVEI and other more recent work-related initiatives, provision varies widely across the country. Pathfinder projects and the Increased Flexibility Programme (IFP) have led the way in developing the vocational offer to students to encourage more to remain in education and thus raise retention and achievement.

Harris, *et al* (1995) found that year 10 brings about a significant parting of the ways between students who can cope with the mounting pressures of GCSE preparation and those who find this too difficult. As part of the endeavour to engage and retain more learners, from 2002, the Increased Flexibility Programme enabled FE colleges to form partnerships with schools so that young people can study at a college for one or two days a week to enhance their vocational and work-related learning. The most popular areas of provision for younger learners are Hairdressing/Beauty; Construction; Engineering; Hotel & Catering/Leisure & Tourism; and Health & Social Care.

Similarly, the 14-19 pathfinders initiative (*14-19: extending opportunities, raising standards*, DfES, 2002; *14-19: opportunity and excellence*, DfES, 2003.) has brought about innovative collaboration in a range of settings from which roll-out of the new Diplomas may learn.

Scope of the Study

In broad, structural terms, the report addresses *the needs of the existing workforce to deliver the new Diplomas:*

Strategic managers (e.g. members of the LA, LSC, Principals, Heads, etc.) whose vision and commitment invests partnerships with energy and resources.

Operational managers. These are staff sometimes referred to as 'Networking professionals' who are daily engaged in partnership arrangements, curriculum organisation, staff development, etc. Their role is crucial in translating vision into effective practice.

Teachers, Tutors, Trainers. Staff who deliver – or will in future deliver – 'applied' learning, i.e. learning which is active, experiential, hands-on, linked to vocation, etc. We are concerned with the *generic* aspects of staff roles, rather than with their subject-specific knowledge.

Beyond the remit of the report are macro issues of the effects of policy steering mechanisms on institutional behaviour in the delivery of 14-19 education and training, for an account of which see the Nuffield Review of 14-19 Education and Training and, in particular, Hodgson *et al* (2005); nor has it looked in detail at the micro issues of pedagogy and curriculum management that will be the subject of a subsequent report.

The report must, however, acknowledge fundamental issues that will affect the ability of the 14-19 education system as a whole, partnerships, and individual teachers to deliver 'excellence' in applied learning. These issues include:

The long-standing tendency for English reform of 14-19 education to be based on piecemeal tinkering with what we have, rather than more fundamental reform.

The qualifications and assessment driven nature of the curriculum development process that ends with, rather than begins with, the learning experience. Learning is shaped by the need to prepare for particular forms of assessment which may lead to much learner and teacher time being spent in dull routines of portfolio building and form filling; time and energy that may be better spent in teaching and learning. There is already concern about how the SSC-based development process will translate into worthwhile learning experiences.

The resource constrained nature of existing 14-19 provision. Applied learning is relatively expensive for several reasons – hands-on equipment may need to be provided, learner group size may have to be relatively small due to equipment needs and health and safety. In addition, partnership working may give rise to transport and infra-structural costs. There is good evidence from the IFP that colleges and schools subsidised provision. If IFP-type provision is to become more widely available this may give rise to a need for more funding that, at the time of writing, has not been committed beyond piloting of the new qualifications. For more on the funding gap see Fletcher and Styles, 2005; and Fletcher and Owen, 2005.

The potential patchiness of provision across the country. Just as some schools took part in Pathfinders, or offered IFP provision, and some did not, the availability of an entitlement' to a Diploma line will depend on local decision making. As a result, in some areas many Diploma lines may be available, in others few. It is also quite possible that in one locality some schools may become predominantly Diploma schools, while others offer no Diploma provision at all – which sounds like Secondary Moderns and Grammar schools by any other name. In which case, as Spike Milligan might have said, We're walking backwards to the future. The Nuffield Review of 14-19 education, in *Curriculum for the 21st Century* (2006), argued the need to develop a deeper national debate.

Methodology

This report is based on several strands of research – desk-based review of existing research, or evaluation-based evidence, on the development and delivery of learning programmes that share similar characteristics to the new Diplomas, such as the Increased Flexibility Programme and Pathfinders that require partnership working between schools, colleges, and work-place providers; interviews with seventeen ‘senior managers’ from schools and colleges; interviews with key participants in national agencies such as Centre for Excellence in Leadership (CEL), SVUK, LLUK, QIA, TDA; and interviews with 14-19 advisers, managers or coordinators in twelve local authorities where there have been partnerships in 14-16, 16-19 or 14-19 provision over the last few years. The research also considered what lessons, if any, may be learned from the experience of our close European neighbours (see Appendix G).

With so much material to draw on and so little time to do this it is inevitable that some valuable evidence has been missed. In order to give a direct flavour of the evidence that has been gathered, extracts from publicly available literature have been boxed, and quotations from interviews italicised, so that the reader may, to some extent, judge what weight to give these and what bearing they provide for future practice in delivering the Diplomas. These extracts cannot do justice to the depth and breadth of the analyses cited and the reader interested in a particular topic is advised to look at the source material in the case of the literature; and to arrange a DfES Gateway Learning Visit to find out more from people who have already engaged in the process of developing partnership working to improve 14-19 education.

Findings

1. Learning from existing provision, literature review and interviews with key informants

The IFP is viewed positively by most participating students and their teachers (Hardman, 2002; Devitt and Roker, 2005; O'Donnell *et al*, 2006; Harkin, 2006).

...most respondents [expressed] optimistic viewpoints about the impact of the IFP as useful preparation for the developing 14-19 Implementation Plan and future vocational pathways for this age group.

O'Donnell *et al*, 2006

5.2.3 Social and personal development

The majority of school staff agreed that the IFP had helped many students to become more confident and to engage (and in some cases re-engage) into learning, as one teacher explained: *'The IFP has raised the aspirations of students who might not have otherwise considered progression to FE. It has also improved their attendance and their self-esteem.'*

O'Donnell *et al*, 2006

Cuming 2 collage very good hlep's you Learn and listing better why they listing 2 you it's good fun and very hlepful and friendly kinde people but I would be happier 2 cum 2 collage every day than school [sic]

Harkin, 2006

The last quotation, the written statement of an IF student, indicates several things: the relief that some young people feel when released from traditional schooling; the importance to learners of the quality of their relationship with teachers; and the need to integrate functional skills to applied skills so that students develop literacy and numeracy in contexts that they value. It also shows that at present it is mainly lower achieving students who are guided towards applied learning.

Key messages about the Increased Flexibility Programme from LSN research

The key messages of the research can be summarised as follows:

- The partnerships that have been most successful in extending access to vocational options within Key stage 4 are those that have moved the Increased Flexibility Programme (IFP) and related projects from the status of initiatives to an embedded pupil entitlement across a geographical area.
- Access to a broader choice of Key Stage 4 options has produced real benefits for thousands of pupils in terms of attendance, better motivation and engagement, more developed employability skills, higher progression rates and positive personal development in terms of confidence and self-esteem.
- Effective vocational programmes cost more to deliver than the school-based GCSEs they replace.
- Vocational courses require a very different teaching and learning approach from that required for GCSEs, and need to be delivered in appropriate physical environments.
- The funding of vocational options is currently too reliant on the European Social Fund (ESF) and cross-subsidies from colleges to be sustainable.
- A sustainable funding methodology is urgently required if some of the advances already made are not to be put at risk, and ambitious government targets met.
- Any new methodology developed will need to recognise that the historic distinction between Key Stage 4 and post-16 funding needs to be blurred to allow funding of qualifications rather than numbers of pupils to begin in Year 10.

Styles *et al*, 2006.

Findings *continued*

7.4 What are the implications of the IFP for the 14-19 Implementation Plan?

Three key themes emerged with regard to the implications of the experience of the IFP for the 14-19 Implementation Plan.

- The first of these was a view that the IFP had acted as a kind of pilot for the 14-19 plan, allowing Lead Partners and partner providers to test out the logistics and organisational arrangements required for the delivery of a cross-institutional 14 to 16 programme. Involvement with IFP had given many staff a head start in terms of preparing the 14-19 prospectus and also in terms of preparing for the delivery of Specialised Diplomas.
- The second theme was an emphasis on **the value of partnership working** and how this could usefully be built upon in future years. There were still some issues remaining regarding partnership working: what should the college/school delivery mix be and what would happen where new 14 to 16 and post-16 provision was being set up by schools separate from IFP?

However, there can be no doubt that the experience of the IFP had helped to refine and promote institutional partnerships, laying the potential foundations for new 14-19 partnership arrangements.

- The third predominant theme was a strong desire to continue to strengthen and broaden **the vocational offer** to 14 to 16 year olds. There was widespread recognition that there needed to be continuing development of appropriately delivered and accredited vocational pathways for these young people: and the IFP had established some of the processes required for promoting and developing these pathways.

O'Donnell *et al*, 2006

The 14-19 pathfinders initiative (*14-19: extending opportunities, raising standards*, DfES, 2002; *14-19: opportunity and excellence*, DfES, 2003.) has brought about innovative collaboration in a range of settings, and will be an important means of identifying and spreading good practice in 14-19 education and training. Many effective ideas and practices have been developed across the country¹, whether as part of 14-19 Pathfinders, the Increased Flexibility Programme or other local developments. The DfES Gateway website¹ contains information and case studies that local areas can use and will be updated regularly as the reforms progress. In addition, there are several other initiatives in college and school practices that some Diploma partnerships may draw upon (see Appendix C – Help available for workforce development).

However, before looking further at some of the evidence of excellent practice from existing provision, it is wise to consider some of the factors influencing the transfer of good practice, as the new Diplomas will be delivered in response to local need, by partnerships with different characteristics, in different localities.

¹ www.dfes.gov.uk/rsgateway

Factors influencing the transfer of good practice

How do we know if 'good practice' is good?

The best we can do in most situations is make judgements about the enthusiasm both of the students and the teachers involved in the new way of working; for it to seem to improve working; and for changes in practice to feel do-able and sustainable over time.

While this report primarily focuses on activities in schools, the principles identified have wider applications. The report identifies five key themes that influence the transfer of good practice and the stages that practitioners and institutions might usefully go through in order to develop new practices.

Key Themes:**Joint practice development**

'Joint practice development' is a more appropriate term than 'transfer of good practice'. Talk of transfer is misleading because it misses out the mutuality of the process. It also marginalises the importance of developing a new way of working that fits the different context.

Understanding time

Time is needed to:

- create what a practitioner sees as 'good practice';
- learn to transfer these practices, very often with assistance of outside support;
- learn and adopt a new practice, including building trust and relationship conducive to learning from others.

Relationships

Evidence showed that the development and/or continuity of certain kinds of trusting relationships are fundamental to the transfer of good practice. Prior relationships are often important as they provide the basis of trust.

Institutional and practitioner identity

How practitioners see themselves and others in the practice transfer process influences their approach to collaborative learning. 'Badging' of institutions and individuals can hinder the transfer process.

Learner engagement

Probably the most important aspect of the transfer process from the practitioner's standpoint is that it should be, if not learner lead, then learner engaged.

'Factors Influencing the Transfer of Good Practice', Michael Fielding et al, University of Sussex and Demos, 2005

Findings *continued*

Sustainability

Collaboration is not, fundamentally, an end in itself but a means by which various desirable outcomes can be achieved. While outcomes which have been achieved in relation to curricular provision and student experience and support are crucial, arguably the most significant outcomes are those relating to student participation, retention, progression and achievement... virtually all research evidence on collaboration in education and other social policy fields emphasises the time which is needed to establish strong and effective collaboration.

Capacity emerged as a significant issue in sustaining and expanding provision. A number of colleges and training providers indicated that they were near to capacity, particularly in relation to courses requiring specialised facilities. Various approaches to increasing capacity were being developed, including colleges and training providers increasing their own capacity through new buildings or reconfiguring their buildings. Smaller, local skills centres were also being proposed. Some schools planned to develop their own vocational facilities and either teach the courses themselves or in collaboration with colleges. E-learning was seen as another means of increasing capacity. All of these approaches have the potential to increase capacity but will also impact upon the character and quality of the learning which takes place. We suggest it will be important that in deciding how capacity might be increased local policy-makers take account of the factors which make vocational learning attractive to students.

The 14-19 Pathfinders have produced exciting and imaginative practice. A key question at this stage is how such innovation can be both maintained where it has been piloted and disseminated both within the pathfinders and more widely. Collaborative networks which operate at appropriate levels and thus ensure that innovations are disseminated to staff who are responsible for implementation are crucial. The forms of dissemination are also likely to be important and it may be more important to disseminate key principles rather than to expect those on the receiving end of dissemination to accept wholesale practices which have been developed elsewhere in contexts which might be quite different. Sustainability and dissemination of innovation therefore requires considerable skill and personal qualities from disseminators if it is to be effective.

Higham and Yeomans, 2005

1a) The Strategic management of Diplomas

What is expected of providers of the new Diplomas

It is expected that providers will:

- work together in local consortia
- give impartial information, advice and guidance on curriculum choices, pathways and progression routes to all young people
- have the capacity to deliver a high quality blend of general and applied teaching and learning to young people of all backgrounds and abilities
- have the capacity and commitment to provide the necessary workforce and workforce development to deliver the Diplomas
- develop effective links with local employers to provide high quality work placements

Examples of working together in local consortia

The Wolverhampton Experience

In Wolverhampton, volunteer schools have been organised into Diploma Management Networks to develop all 14 Diplomas for city-wide introduction in 2008. The Networks build on existing good practice in building partnerships:

In response to local need, the Wolverhampton Learning Partnership was created to provide a strategic overview of all learning in the city. There is a joint resolve, under strong and focused LA leadership, to put the needs of the learner before the needs of institutions.

The partnership team is headed by a local former head teacher and has personnel from local schools and organisations seconded to it. There is a strong sense of ownership in schools of curriculum development, and of involvement in the development of the learning infrastructure through key short-term secondments.

A close relationship exists between the schools and the local authority (LA), for example schools voluntarily hand over 20% of devolved school improvement funds to a central team. A manual of underpinning systems to establish protocols, expectations and responsibilities in the provision of the 14-19 curriculum has been written.

The acceptance of contiguous timetabling by all schools for both post-16 and Key Stage 4 classes means that any student in the city can access any course offered by any school, without missing core subjects in their home school base. By 2004, one third of the sixth form cohort was receiving part of their education away from their base school.

The team brokered agreements with local FE and higher education (HE) institutions, and is starting with training providers, to promise places to students fulfilling various criteria.

Beresford, 2006

Wolverhampton Partnership

Lessons to be learnt

- link your vision for 14-19 education firmly to local priorities;
- take every opportunity to state and restate that vision to key personnel;
- appoint a 14-19 team leader who is respected by local schools;
- involve key personnel in schools in planning and development work;
- encourage, actively promote and if possible fund pockets of initiative;
- broadcast your success to the outside world – there may be marketing opportunities.

Beresford, 2006

In Bedfordshire the Learning Warehouse Pathfinder aims to provide a range of vocational opportunities to 14-19 year through collaboration between 2 upper schools, two further education colleges and 2 universities. This has involved improved transport links, greater use of e-learning to create new opportunities and enable young to access wider and more interactive curriculum. In addition close partnerships have been forged with local employers and new guidance materials produced.

Browne, 2006

Findings *continued*

The Surrey 14-19 Strategy

The Surrey 14-19 Strategy has been jointly developed with the County Council, the Learning and Skills Council (LSC) and Connexions and is in line with government policy to reform 14-19 education nationally.

The three lead partners are co-located which offers a unique opportunity to provide an integrated system of strategic planning and collaboration between schools and colleges and other providers. Thus, a pupil from 14 onwards may not just follow a programme in one school, but may have an individual pathway that includes school provision, college provision, work experience and work-related learning.

The key objective is to raise achievement by offering young people greater flexibility and choice in their programme of study from the age of 14 onwards.

To be successful we will need to:

- agree an integrated 14-19 plan for the next 3-5 years;
- work with providers to find local solutions to meet the objectives set out in the strategy;
- develop local 14-19 consortium partnerships to remove the barriers to success and deliver the priorities outlined in the strategy;
- find flexible solutions to funding arrangements and the deployment of resources;
- overcome the competition driven by league tables, local management of schools and incorporation of colleges to develop sustainable learning networks based on collaboration and professional relationships founded on trust.

There are three key challenges in implementing this strategy

Firstly, the three major partners need to ensure they streamline their activity so that, providers, children and young people feel that our approach to planning is seamless. We are proposing to set up a Joint Advisory Board of Surrey County Council Elected Members, the Chair of Connexions and LSC Council Members to steer this work, advise on key decisions and ensure joined up service delivery.

Secondly, the provision has grown historically over time and has not systematically been matched to learner needs. Until recently the curriculum has been designed for the more academic learner and the choice of pathways limited by the size and capacity of the school or college. In the future we will need to organise provision and design the curriculum and work-related learning pathways to suit individual young people. This may mean jointly reorganising, rationalising and expanding some of the provision we now have in existing school sixth forms and colleges.

Finally, there are significant differences between providers of 14-19 education. Costs, conditions of service and teaching qualifications vary. For example, college lecturers are on different pay scales from teachers. Integrating provision will mean we may need to address these differentials in future.

In Surrey we have recognised that a learner-centred integrated system for all 14-19 year-olds will require new leadership and governance arrangements. The following proposals are currently being developed:

- a Joint Advisory Board of County Council Elected Members, LSC Council Members and the Chair of Connexions Surrey to have advisory responsibility for the implementation of the outcomes of the 14-19 Strategy;
- a 14-19 Steering Group representing the full range of stakeholders including learners;
- a Strategic Framework for collaboration which will inform the development of local partnership arrangements in emerging 14-19 network groups;
- funding for each of the network groups to appoint 14-19 coordinators and develop quality 14-19 programmes.

Plato, 2005

Vision

...it is important to stress that [collaborative working] was often driven as much by educational aims and values as by instrumental institutional concerns or policy imperatives. Partners recognised that collaboration benefited learners and the notion of putting learner interests before institutional interests did appear in many pathfinders to be more than a rhetorical flourish.

Collaboration was also acknowledged as potentially fruitful and professionally rewarding by staff and came as a relief after what was seen in some areas as a period of intense competition between institutions during which collaborative activity was severely curtailed.

Higham and Yeomans, 2005

Factors affecting institutional behaviour in the delivery of 14-19 education and training

Evidence suggests that a number of fairly obvious internal factors support effective collaboration. These include:

- shared aims and objectives and clear remits for the organisations involved (e.g. AoC 2001 cited in Munday and Fawcett, 2002; Ofsted, 2003; Rodger, Cowen and Brass, 2003);
- strong and effective leadership and co-ordination (e.g. Nelson *et al*, 2001) and well trained and committed teaching staff (e.g. Ofsted, 2004b);
- good personal relationships between staff in different organisations (AoC, 2001 cited in Munday and Fawcett, 2002);
- effective quality assurance systems and procedures for measuring a partnership's achievements (e.g. Audit Commission, 1998; Ofsted, 2004b);
- access to additional funding to support collaboration (e.g. Golden *et al*, 2004; Higham *et al*, 2004; Nelson *et al*, 2001);
- effective communication structures, particularly in relation to information on learner progress (e.g. Nelson *et al*, 2001; Golden *et al*, 2004);
- common timetabling (e.g. Ofsted/FEFC, 1999; Higham *et al*, 2004);
- lack of hierarchy between local institutions (Higham *et al*, 2004);
- a history of collaboration locally (Aiston, Rudd and O'Donnell, 2002).

This research also points to a number of inhibiting factors:

- cultural differences, misunderstandings and prejudices between institutions or sectors (e.g. Smith, Kerr and Harris, 2003; ISC 2003; Higham *et al*, 2004);
- procedural barriers to sharing information, such as the Data Protection Act, which make monitoring progress over time and across institutions very difficult (e.g. Ofsted, 2004b);
- logistical complexities of partnership working (e.g. common timetabling, student transport and organising staff meetings, particularly in rural locations) (Golden *et al*, 2004; Higham *et al*, 2004);
- time required for collaboration (e.g. Golden *et al*, 2004; Aiston, Rudd and O'Donnell, 2002; Ofsted/FEFC, 1999);
- hierarchies between local institutions in which successful institutions (as defined by performance tables and local academic standing) have little market incentive for collaboration (e.g. Adnett and Davies 2003; Higham *et al*, 2004);
- institutional distinctiveness and the fear of dilution of institutional ethos (Higham *et al*, 2004; Aiston, Rudd and O'Donnell, 2002).

Hodgson, Spours and Wright, 2005

Findings *continued*

7.2 What appears to contribute to effective practice?

Although ensuring that the partnership operated effectively, and that appropriate students were selected to participate, were important factors in effective practice, **no one model of delivery emerged** as being noticeably more effective than another.

O'Donnell *et al*, 2006

2.3.3 Information sharing and protocols

One of the keys to effective partnerships, identified in the previous visits to IFP partnerships, was ensuring that communication was effective. This was endorsed by the Lead Partner coordinator in one partnership who emphasised that: *'there needs to be greater understanding of the fact that learning is delivered in more than one place and communications structures need to reflect this'*.

O'Donnell *et al*, 2006

6.3 Perceived challenges in new 14-19 arrangements

6.3.1 Lead Partners

Lead Partner respondents outlined a range of perceived challenges that needed to be considered with regard to the new 14-19 arrangements. The main challenges identified were as follows (these were all at least mentioned in three or four Lead Partners):

- institutional competition
- capacity issues
- location/transport issues
- timetabling demands
- training/staffing/skill requirements
- potential difficulties in engaging employers.

O'Donnell *et al*, 2006

A joined up curriculum

Evidence of good practice was apparent in some areas where school learners have been accessing college provision. However concerns were expressed about progression for 14-16 year olds who have been taught in colleges, given taster courses in a range of vocational areas which meet an immediate need, but may not have clear progression pathways now available to them. This point, although perhaps a very specific one and regionally influenced, does identify the need for close partnership working at the point of delivery. Staff working on the same diploma strand in the same or different institutions will have to ensure that the curriculum offers development, progression and variety enough to keep learners engaged.

Progression pathways 14-19 and beyond

We noted above that coherence in 14-19 education and training had been largely interpreted as being vertical cohesion, that is the development and promotion of 14-19 progression pathways. There was much less emphasis upon horizontal cohesion, that is making links across and between subjects and experiences. There were some exceptions to this, especially where pathfinders had taken opportunities to develop coherent whole programmes at levels 1 and 2 in the post-16 phase (what we described above as hybrid learning). Another strong example of the development of horizontal cohesion was the development of the Personal Challenge programme in South Gloucestershire. The introduction of individual learning plans could also be seen as an attempt to help learners integrate, understand and evaluate their learning across different subjects and experiences. In curriculum terms, however, the broadening described in the previous section had limited effects on the mainstream GCSE curriculum at 14-16 and on most AS/A level subjects post-16. Subjects such as English, Mathematics, Science, History, Geography, Art and others were largely untouched by the pathfinder experience.

Higham and Yeomans, 2005

Organising a Relevant Curriculum

Can subjects and their teaching and assessment become too self-perpetuating and resistant to change? A comedy sketch by Michael Bentine once displayed the cultivation of a special plant which required artificial conditions in order to grow and survive, including a certain type of cover or mat to its tank. The only suitable material for the cover of the tank had to be made from the plant itself which became the sole purpose for its cultivation. Could teaching a subject be a bit like this?

Faculties or subject departments within schools certainly can be defensive and sometimes blind to potential connections and links between them. Somehow, the bigger picture can be lost. Children can easily fail to transfer a skill learnt in one area of the curriculum to another. Teachers may complain about the standard of English in the scripts they are marking in history or science, for example, and yet those same students might achieve high grades in their English language assessment. One explanation might be that these students fail to articulate across subject areas because they get locked into subject terminology and expectations. The natural flow of language and understanding can be stifled.

Similarly, I have come across students who have been confused about the different way statistical and graphical correlation has been taught in the subjects of Maths, Science and Geography. Should not the technique be common to all?

Shaw, 2005

At Brighouse School in Huddersfield a choice of curriculum pathways ensures that students are guaranteed a personalised learning experience. The curriculum offer can only be described as one of choice and flexibility. Here Year 10 pupils have five curriculum routes they can follow, each of which reflects a different element of choice. The routes are coded with 50% invited to take up route 3 made up of core subjects plus 5 options leading to traditional GCSEs or Applied GCSEs. On route 5 students take core subjects supplemented by vocational and life skills courses leading to qualifications. They may study at the local FE college and the course centre as well as undergoing workplace training leading to units of NVQ and Open College Network qualifications. Internal vocational courses in business and society health and development form the basis of route 4. In route 2 a design course is offered. Route 1 contains a combination of 2 full GNVQs, one of which must be ICT with, at the moment, disapplication in science. These GNVQ will be replaced by the Diploma qualifications once available.

A recent Ofsted inspection report complimented the curriculum offer and stated: The school has an excellent philosophy of inclusion. (www.ofsted.gov.uk)

Browne, 2006

Findings *continued*

Transport

Transport difficulties or physical location also posed challenges for some colleges, particularly those located in rural areas. One IFP coordinator said that one-third of the local IFP budget was spent on transport. Another stressed that: *'Rurality is a real issue in the region. Young people are bussed in from miles around.'* These problems could also be evident in more urban locations: a further coordinator mentioned the *'poor infrastructure and transport system within the city, which may limit the extent to which students will travel to different institutions to study'*.

O'Donnell *et al*, 2006

Engaging employers

The LSC is leading on involving employers at all levels of education and training including 14-19. The Skills strategy identifies employer engagement as critical for driving up skills in the UK. The LSC has been successful in working with employers at both local and national level. The intention is to continue to build partnerships to deliver work placements, standards, course design and assessment procedures that are relevant to employers' needs and to release staff and develop understanding of roles and responsibilities.

Gardner, 2005

Protocols for the selection of students

The selection of students for IF and Pathfinder programmes has improved with experience, but there is still a tendency for schools to view applied learning as something for weaker students, or even at times as a remedy for students who present behavioural difficulties. It is sometimes, but not always, the case that these students will benefit from more hands-on, vocationally-orientated learning, especially if it is in a more 'adult' environment. There are, however, students from across the ability range who would benefit from, and personally prefer, a more applied curriculum if it is of high quality and leads to progression through the levels to employment or university.

There is in some schools a benevolent herding of some students towards applied learning while others, partly to meet League table results, are herded towards academic courses. This does not always result in the most suitable students being selected on the basis of who could benefit most, in terms of engagement in learning, and potential achievement. This process should involve genuine consultation with learners and their parents or guardians, who should have access to adequate information and guidance. Only in this way will students from across the ability range who can benefit from programmes of Applied Learning be selected.

In the four partnerships that appeared to be most effective, there were clear criteria for selection set out by the college, that were shared with school staff. In addition, there was effective support for students and effective communication between individuals at an operational level, in addition to a partnership level. Conversely, in the two partnerships which appeared to have been less effective, there were indications that the external provider was less involved in identifying students and there was a perception of 'dumping' by schools in one of these partnerships. In addition, the selection of tutors to teach the IFP participants was less likely to be through staff volunteering to teach this age group. Perceived lack of commitment by senior managers in schools, which may be related to the small number of students participating, was a further feature of partnerships which appeared to have been less effective.

O'Donnell *et al*, 2006

Practical recommendations for practice from the IFP*Selecting and supporting students*

Although there are examples of good practice, and practice in general seems to be improving as colleges and schools learn from experience, there is a need for there to be considerably better liaison and communication between many colleges and at least some of their partner schools. This is necessary to create and foster a shared understanding of roles and responsibilities at teacher level as well as at senior staff level. It is especially important for the recruitment and selection of participants that colleges and schools should work together, and they should involve students themselves and their parents when deciding who would benefit from a college place. Other recommendations are:

- to use individual learning plans in order to identify students' learning needs
- to introduce a college induction process
- for schools to consider how they may build on students' positive experiences of college within the school setting.

Harkin, 2006

There appeared to be little student choice or influence in whether or not to attend college at Key Stage 4. In the main, the schools themselves seem to have made the decisions, sometimes on the basis of low school achievement, including low levels of literacy:

My teacher said I should go and I'm glad I did 'cos it's better than school. Teachers decided. They just picked any kids. They chose. Told to come.

Students were happy with this approach:

She [school teacher] knows us well... She's on our side.

I was happy for school to decide because it's a new experience.

There also seemed to be very little parental involvement in the decision to arrange attendance at college. One reason for students appearing to be happy with the decision made by others that they should attend college was a desire on the part of some students to follow a more practical, vocational curriculum:

Because I enjoy [college] and knew I would – like building things, like trades.

There is a strong sense that many students feel disaffected with school and this may increase their satisfaction at going to college. Nevertheless, not all students appeared to be entirely happy about attending college – or being sent to college. The general impression is that students were chosen because of underperformance at school.

Harkin, 2006

Findings *continued*

The concept of 'choice'

The concept of 'choice' is commonly used in the research literature, and is often elided with the concept of decision, but is rejected here because the experience of many 14-19 year olds does not seem to tally with the degree of agency and rationality implied by this term. This report uses the term 'decision' as this allows for the influence of external factors (structural, institutional, other individuals). However, 'decision' serves as a shorthand for a continuum between those who 'fall' into what they end up doing on the basis of long standing assumptions and do not consider alternatives, and those who gather information and weigh up different options.

Also, one individual may gather information and weigh up options at one time, but 'fall' into what they end up doing at another time. The concept of 'decision' is inadequate to convey this range, but there is probably no better English language alternative.

A number of authors emphasise that the scope and nature of the meaningful decisions available to young people varies. Payne (2003, p.9) puts this well. Academically able, middle-class pupils in a school with a sixth form may not spend much time debating whether or not to stay in full time education, or even whether to take A-Levels or GNVQs: the real decision is which subjects to take. The real decision for some working class young people who opt for employment or work-based training will likewise not be whether to leave full-time education but which placement to accept or decline, which course to pursue, which employer to work with. The choice between full-time education and work-based training or employment or between academic and vocational pathways is more significant for those in marginal situations.

...many pupils begin the process of decision-making (as distinct from making actual decisions) long before most post-16 institutions produce their marketing material (Foskett and Helmsley-Brown, 2000; Helmsley-Brown, 1999), before many pupils are exposed to any formal careers education and guidance, and before information is available about work-based programmes such as the Modern Apprenticeship and financial inducements such as the Educational Maintenance Allowance (EMA) (Foskett and Helmsley-Brown, 2000; Legard, Woodfield and White, 2001). The research evidence suggests strongly that these interventions are introduced too late to have a significant impact on the decision-making process.

Wright, 2005

A study of Increased Flexibility Provision found that:

Students should be carefully selected in order to gauge which of them are most likely to benefit from spending time studying in college. Speculatively, it is possible to state the broad characteristics of sub-groups of students in terms of engagement and achievement:

- a group that is both engaged and expected to achieve at least four GCSEs at grade C and above and that is generally steered away from college attendance by schools because of concerns at the possibly adverse effects on school positions within league tables;
- a group of engaged but relatively disaffected young people who are struggling to achieve four GCSEs at grade C and above and who may benefit a little from the wider curriculum choices of the Increased Flexibility Programme;
- a group of lower-achieving students who are disaffected with school but who would greatly welcome the opportunity to study vocational options in a more 'adult' environment and for whom college attendance has significant benefits for achievement;
- finally, a group of lower-achieving young people who are so disengaged from formal education that they drop out even from college courses.

This model is tentative and further work would be needed to refine it in order to provide teachers with a better understanding of the characteristics of pupils who may most benefit from college attendance. The greatest benefits seem to be for relatively low achievers who have an informed interest in following a vocational route that can also support their general learning.

Harkin, 2006

Entitlement across the ability range

In some geographical areas there was still competition between schools (and colleges) and, in addition, it was felt that some schools would wish to maintain their 'academic' status and therefore would not be likely to seek involvement in 14-19 vocationally-based partnerships. One interviewee, a subject coordinator, expressed a view that schools would always tend to keep their most able students on site because these students contribute significantly to the school's 'league table' results:

If there is competition between schools and colleges then it won't work because schools will want to keep hold of better students. I personally believe that you have to get rid of league tables. If you take away the league tables then you can have collaboration, otherwise competition will exist.

O'Donnell *et al*, 2006

In Wolverhampton close links have been forged with higher education institutions to encourage learner aspirations at level 3. Here a Pathfinder group was created as a collaboration between universities and specialist schools to broaden the curriculum in this inner city area. Specialist schools in the Partnership hosted a Language Day for Year 11 learners to promote A level and University opportunities. The Partnership constructed a curriculum framework and curriculum models that could be implemented across a range of stakeholder organisations, but also provided flexibility for adaptation to local circumstances. Over 1,000 students successfully progressed through the accredited programme from Level 2 to Level 3. The Pathfinder also established a series of work placements with renowned organisations such as the Law Society, the Royal Ballet, and a local university.

Browne, 2006

At Lewisham College it was found that A Levels were not serving well those able young people who did not have the socio-economic, cultural or personal background which would equip them for success in a system devised for a different kind of learner. It was out of this thinking that Youth Entry to Higher Education (YEHE) was born.

This programme develops skills at the same time as it introduces learners to academic disciplines and concepts. It offers something very different to A Levels but aims to take its participants to HE. Recruits onto the programme generally have a poor GCSE profile or no GCSEs at all. Initially, Lewisham College worked with local universities on the syllabus content and this partnership was a valuable part of the process. Through the Aimhigher initiative, students on this programme have benefited from an enormous range of opportunities at a number of universities. The two-year programme began with one group and now, six years on, runs with three. The number of HE institutions which have offered places to YEHE graduates is now approaching 40 and includes a number of prestigious institutions. The YEHE programme clearly demonstrates the value of combining practical and theoretical learning.

West, 2006

Findings *continued*

An area with a labour market in engineering has developed a project to encourage progression into a career in engineering. When choosing their year 9 options, pupils with a strong interest in a career in engineering are identified. During Key Stage 4 these pupils:

- have a mentor who is an engineer
- visit engineering firms to find out about the sector and jobs within it
- have access to a Young Engineers' club at the local college
- participate in a number of events/presentations by engineers and engineering companies
- have work experience placements with engineering-related employers in years 10 and 11
- attend summer schools at the end of years 10 and 11, intended to foster their interest and enable them to progress to the next stage.

They can then join a company under the modern apprenticeship scheme, or progress to the FE college to study a course in engineering.

QCA 14-19 Learning website

Lewisham College found that it is difficult for employers to provide work experience of a high quality to large numbers of students. While support at the top of organisations can be very strong, practical difficulties emerge at the point of contact between student, college/school and the workplace. However, it found that *more modest arrangements such as work shadowing and structured visits to the workplace yield excellent results*. For small employers, of course, the challenges are immense. For all employers who participate, the growing demands can be hard to meet. Moreover, there are important health and safety issues to be managed particularly in many of the craft areas such as catering and construction and most organisations have limited experience of very young people in the workforce. There is a learning curve for all parties concerned.

West, 2006

In loco parentis and safeguarding young people

In loco parentis College teachers expressed concerns about the extent to which they should act *in loco parentis* and whether there is sufficient oversight of young people to ensure their safety. Fletcher and Styles (2005) believe that the potential inability to provide a safe and supportive environment for younger students is a time bomb. Without tighter arrangements between some colleges and schools sooner or later a young student is likely to be harmed and we will become wiser after the event. Providing adequate *in loco parentis* arrangements requires effective joint working between colleges and their school partners to set up proper procedures of care, funding to achieve this, and staff training and awareness.

Harkin, 2006

Staff development for strategic managers

The National College for School Leadership (NCSL) and the CEL will provide support for effective leadership of 14-19 reform and share their expertise in promoting leadership capabilities, management development and partnership working.

There is evidence from the national government organisations (NGOs), who have responsibility for the training of strategic managers, approached as part of this research, of adjustments being made to meet the perceived needs of the proposed reforms. Many interviewees discussed the idea of collaborative leadership as key to transforming the way leaders work in the respective sectors. There was considered to be an essential training need to encourage greater collaboration, particularly following a period of considerable competition precipitated by a climate of rigorous measurement and public accountability. Specific examples of good practice include:

- CEL working with the NCSL to look at leadership training for greater inter-sector collaboration. Both organisations are currently re-designing their programmes to give greater focus to collaborative leadership.
- LLUK, as a Sector Skills Council body have appointed a new 14-19 manager and are preparing to engage fully with the requirements of the new diplomas.

To support the management of change there are already in place a number of drivers to encourage strategic managers to engage in staff development and training. For example:

- Within local Learning and Skills Sector (LSC) activity there will be a requirement at the strategic review meeting for senior managers to have identified their staff development needs.
- This is supported by the IfL who state quite clearly that to continue in good standing all staff in the FE sector will be required to commit to a pre-determined number of hours spent in CPD.

Further evidence of good practice is to be found on the AoC website, where already there exist guidance materials for the introduction of the specialist diplomas. The Training and Development Agency for schools (TDA) is currently reviewing the work of 8 pathfinder groups. Each pathfinder group took on a different focus and the outcome of work carried out into Strategic Leadership needs will be posted on the pathfinder website in the near future.

Although concerned about the undercurrents of competition many interviewees felt that a number of recent initiatives had fostered stronger working relationships. Initiatives cited include COVE developments, which have strengthened strategic partnership with industry, and the Increased Flexibility and Pathfinder activity which has stimulated partnership activity and regional collaboration.

The views of senior managers

As part of this research, 17 interviews were conducted with 'senior managers' from schools and colleges according to the following types:

Age range/Location	Urban	Suburban	Semi-rural	Rural
11-16	3		1	1
11-19	3	3	2	1
14-19	3			

Senior managers included head teachers/principals, deputy heads/vice principals with responsibility for vocational curriculum provision, and vocational studies/skills co-ordinators. They are the strategic managers with an 'at least good' working knowledge of operations. All respondents have current experience of on-site and off-site provision of vocational programmes for their students.

Findings *continued*

Issue 1 – Mindset shift away from competition and towards collaboration

Twelve senior managers expressed the view that for collaborative ventures between schools and colleges in curriculum provision to work effectively, there needed to be a movement away from each establishment competing against all the rest – particularly in the marketplace of the annual publication of examination results. There is also a reluctance amongst successful schools (high 60's % and upwards 5+ A* -C) to risk a vocational detour off their tried and tested main curriculum route – *if it ain't broke, don't fix it*.

Where collaboration was effective, the local situation had demanded a rethink of poor performance, with publication of results being an uneasy annual experience for everyone. Excellence was cited in two learning networks, where all the heads of schools and the FE college agreed in principle a collaborative venture for vocational programmes across the area and then agreed to being committed to finding practical solutions to the problems they faced.

Issue 2 – Mindset shift for stakeholders

In many ways linked to the first issue, where schools are 'doing well', their staff, student and parent body do not want to rock the boat with current vocational courses in the core curriculum offer. Having a guided option provision for less able/disaffected students is acceptable to many staff and parents, getting the problems out of school so that their children can get on.

Even though they might be doing very well by the 5+ statistic, some schools felt it would be good to extend their vocational provision, but were not prepared to pursue it for fear of parental reaction. 10 respondents expressed the view that the parental mindset is *vocational qualifications are inferior and they are for inferior students*.

Even where there was excellent vocational provision within a learning network, it was accepted that parents had taken some time to be convinced, not helped by the plethora of vocational qualifications available, which confused the situation.

Issue 3 – Funding

The amount of a school's budget share that is being spent on vocational programmes off-site – almost exclusively at the local FE College – is disproportionately high. Value for money is a constant discussion point for some schools. FE Colleges providing vocational programmes for school students saw these as *loss leaders*. Even though charges were made to the host school, the amount was a reduction on the real costs incurred. With a larger programme envisaged under the new Diplomas, such subsidies would disappear – in four instances they already have. Additionally, schools are currently concerned about the add-on costs of transport – looking to the new Diplomas, they could only see this problem getting bigger with more students involved, and so reach the point of being prohibitive.

Whilst 'rural' respondents felt that the new Diplomas are based on an urban model for delivery, three 'urban' respondents expressed the view that current transport provision around the area is time-staggered to optimise vehicle use, taking advantage of different start times for schools. This would have a significant impact on an attempt to have a common school day across an area.

Fourteen respondents expressed the view that whilst the inclusion and curriculum arguments for the new Diplomas were sound, their current experience of vocational course provision leads them to be concerned about the high costs of front loading properly any curriculum initiative. School budgets continue to be overstretched.

Issue 4 – Curriculum modelling and scheduling

Current curriculum models tend to have vocational programmes in option blocks. Respondents cited many challenges in creating an appropriate curriculum model to include the new diplomas which need to accommodate the functional skills delivery. Timetabling a common day or half day to facilitate students from several sites studying together was seen to be possible – the reservation being that it could be the *tail wagging the dog* in terms of curriculum priorities, particularly in schools with pre and post 16 students, the assumption being that it would still be for a minority of students in their own establishment.

Six respondents cited an expected significant rise in ICT-related learning to deliver the new Diplomas, perhaps overcoming many of the practical barriers to collaborative provision. In the light of ECM, e-learning including workplace simulation would safeguard all learners, particularly the vulnerable.

With other curriculum initiatives running in tandem potentially – re-introduction of MFL as core at Key Stage 4, the increasing additions to PSHE (Citizenship, Enterprise, Healthy Schools), 10 respondents expressed their concern for trying to get a *quart into a pint pot* already without the new Diplomas.

Four respondents expressed their concern over the timing and quality of advice and guidance offered to students at 13 who would be considering the new Diplomas as a very significant aspect of their Key Stage 4 curriculum (equivalent of 5/6 GCSEs) – particularly problematic in 14-19 establishments where the input would presumably be coming from total strangers.

Issue 5 – Applied GCSE experience

Apart from the odd success story of a good course with appropriate assessment activities and good outcomes for the school/college in terms of results, the general view of the Applied GCSEs was not positive and so there was a genuine concern that the new diplomas do not go the same route in the development. 10 respondents saw the new Diplomas as *professional* rather than *practical*.

Issue 6 – Quality assurance

Many senior managers expressed current concern, albeit for a small minority of students, regarding ensuring quality of programme delivery when provided on an alternative site. Finding the time to visit and *test the water* was frequently seen as not a top priority. Looking to the future with the new diplomas, involving many more students, respondents could only see this issue getting worse.

Excellence was cited in one collaborative network where a framework for monitoring quality had been established with all members of the partnership using it, including the work-based learning providers. Short term secondments were also cited for checking and improving the quality of delivery across the network.

Issue 7 – Equal opportunities

Citations of excellent collaborative provision of vocational programmes occurred mainly in urban areas where movement of students to different study sites is practically possible. Concern was expressed by senior managers in rural settings that transporting students to alternative sites was totally impractical. For faith schools, even in urban settings, operating with very large catchment areas, the same problem arises.

Appointing specialist teachers to travel round schools and colleges to deliver the courses is certainly being applied successfully. However, in addition to teacher provision, the resources required to deliver some vocational programmes do not lend themselves readily to being transported from site to site.

Whilst current provision might be very limited, some senior managers are keen to extend vocational programmes for more SEN students, but could see considerable problems with these youngsters being educated on more than one site, particularly where a key worker might be attached. These are examples of issues raised that question equality of opportunity to follow the new Diplomas.

Issue 8 – Training

For current vocational curriculum provision, senior managers had received information about the courses available from both examination boards and local providers, where appropriate. Locally arranged conferences within learning communities enabled many of the leadership and management issues surrounding current provision to be discussed and practical solutions found for local needs, including curriculum modelling/scheduling, transport of students, funding of programmes 'off site' and quality assurance. However, several senior managers felt they had been left to sort out their own destiny and this acted as a huge disincentive both for current alternative programmes and their view of the new Diplomas. Whilst there has been a series of information-orientated conferences about the new Diplomas for leaders, no other type of training was identified for them as being provided.

Findings *continued*

At the teacher level, examination boards provide conferences in relation to specific vocational subjects and these were deemed effective. Excellent practice was cited:

- Peer mentoring and coaching between teachers where all subject areas within a school had a vocational strand in its teaching and learning activity – ‘we are all signed up to this’ mentality. Vocational Co-ordinator post to innovate and monitor the spectrum of teaching, learning and assessment.
- Cross-establishment mentoring and coaching, pairing a mainstream teacher with an FE lecturer, learning from each other’s experience.
- Local HEI providing accredited programmes for FE staff to train for 14-16 age range.

These examples have derived from visionary leadership.

Issue 9 – Individual school cultures

Thirteen respondents expressed their concern regarding the impact on their students and their school culture with the potential large scale movement of students around the area – not just different behavioural expectations, but differences in attitudes to the wearing of uniform, different policies to such issues as drugs and swearing at staff. There was genuine fear of an unwelcome cultural shift.

Issue 10 – Work-based learning

Four respondents also expressed their concern that with work-based learning being seen as an integral aspect of the new Diplomas:

- Current quality of work experience is often mediocre, particularly for 14-16 age with frequent citations of tea-making and sweeping up being the extent of the placement.
- Need to engage employers, even though the capacity might be very limited.
- Work-based providers would be overloaded.
- Individual liaisons between schools and work places have taken years to establish, in some cases, and would not be easily released even in a more collaborative set up.

The use of staff development analysis tools

The research project asked respondents for details of the use of staff development analysis tools but these seemed to be rarely used. Bury College used an off-the-peg tool (See Appendix D) but otherwise examples of their use were of locally devised analyses. There is a need to identify best practice in staff development needs analysis but with two caveats: the cost of analysis should be proportionate to the availability of staff development funds – a disproportionate amount should not be spent in analysing need when many needs are obvious and funds short. Second, what teachers say they need is sometimes not in fact what they need – for example, the IF support programme found that calls for help in behaviour management revealed an actual need for teachers to develop a broader repertoire of skills to plan and prepare sessions of applied learning that would engage learners.

1b) The network management of Diplomas

...delivery worked most effectively where there was good communication between the staff in the school and the external provider. Having a lead person in either institution, who took responsibility for driving this shared delivery, helped to facilitate this communication. The observations of staff and students indicated that, in order for a shared delivery model to work well, the provision should be joined up and should appear to students as a coherent programme and not as a series of unrelated elements.

O’Donnell *et al*, 2006

Staff development

The Staff Development Officer, responsible for the training budget in any organisation, was seen as crucial in driving forward the reforms. Concern was expressed about how organisations (particularly those in school sector) prioritise their Staff Development budgets. In the Learning and Skills sector it was felt that multiple demands (in terms of the Diploma reforms and the reforms to teacher training) could place competing priorities on funding for Staff Development.

In the Learning and Skills sector the CEL is already re-designing its Leaders of Teachers professional training programme to help staff manage change. In the school sector the Leading from the Middle (LfTM) programmes are under review. These programmes will aim at building confidence in the participants to work collaboratively and reduce the anxiety caused by the perceived differences between the two education sectors most affected by these reforms.

Networking, as a concept and practice, is well developed in the Learning and Skills sector. One of the three enablers of the National Transformation programme requires attendance at network events. The benefits of networking, both face to face (f2f) and in physical contact, are well understood by those staff trained as Subject Learning Coaches (SLCs). The networks operate on a subject-by-subject basis and attendance is expected to continue beyond the SLCs initial training period. It is the intention that the networks will become self-sustaining and as such support the introduction of the new diplomas.

In some parts of the country operational managers are already working in partnership to write development plans. Development planning which identifies training needs is seen as crucial.

Where partnerships are working well there is clear evidence of established and agreed protocols, clear understanding of roles and responsibilities and clarification about how information can and is being shared. There is more work to be done to help partners understand sector difference in terms of culture and ethos, and sector difference in terms of operation and diversity of curriculum offer. Understanding is crucial so that Information, Advice and Guidance (IAG) can give accurate unbiased information to support the needs of all learners. The term 'mutually impartial' was used by one interviewee, an interesting description of what has to be achieved. The same respondent identified the need for all to remember:

- that partnerships are created to benefit learners
and
- the curriculum should be designed to meet the local employment needs rather than the skills of the existing staff.

Coaching and mentoring

Partnerships will benefit from collaborative peer coaching and mentoring across and within institutions. Early results from the DfES ITT pilots (QIA website) show that observations of and feedback discussion about teaching by peers and trained, experienced teachers is highly valued in staff development. This is in keeping with research into FE teachers' perceptions of what is most valued in ITT (Harkin, *et al*, 2003).

Findings *continued*

6.2.3 Model 2: paired observation between tutors observing a trainee teacher

Five observers carried out paired observations of six trainees involving all three partner institutions. A second observer from a different institution joined the usual trainee's observer. Some paired observations were composed of tutors from the two sectors pre and post compulsory education, others were carried out by two FE observers from the two colleges.

Below are summarised the participants' comments on the model.

We learnt that:

- *'The model has a great value for sharing good practice, it is a chance to work alongside a peer and talk on current trends in this area of observing, feedback and mentoring'*
- *'Different observers see different things! But generally the good and bad points were common, showing best practice across all institutions (colleges and school)'*
- *'Both observers used common FE criteria across FE institutions'*
- *'The observed trainee got two possible different written reports: I write report as it happens; [the other observer] completes report later. Might his be more considered/reflective or is mine more immediate, fresh but less refined?'*
- *'It was useful to have two observers for discussion of key points. It was also extremely interesting to read one-another's feedback; we shared common views on the session'*
- *'Very valuable for FE trainees who are delivering to 14-16 students to get feedback from both pre- and post-compulsory observers'*
- *'It would be helpful to know the policy of a specific workplace, behaviour management, to understand better the teacher's actions and attitude and advise the trainee appropriately.'*

City College Norwich
Harvey, 2006

Practitioner research as advocated by NRDC (2006) and action research may also have a part to play in teacher development although care must be taken to ensure that this is not an endless re-invention of wheels. As Confucius said, By three methods we may learn wisdom: first, by reflection, which is noblest; second, by imitation, which is easiest; and third by experience, which is the bitterest. Research is a complex activity and, even setting aside the pressing lives of most teachers and whether or not they have the time to engage in what may properly be construed as 'research', more may be gained, as in most human endeavours, by it being at least led by people with expertise and experience.

Timetabling

Although common timetables to be applied across colleges and schools were being developed in some areas, some timetabling issues remained:

'timetabling across all institutions will be an issue' (IFP coordinator); 'One massive problem is going to be common timetabling – how are we going to persuade all schools?' (IFP coordinator). Likewise, an engineering tutor said that he did not think that the college would be able to expand their provision, 'unless schools are more flexible in their timing of the programme'.

Down the line timetabling is going to be a real concern. If the Government is serious about Specialised Diplomas then the schools and the college will have to work hard to try and agree timetables and that will be a massive shift in working practices.

O'Donnell *et al*, 2006

Engaging employers

The role of the placement co-ordinator was seen as key. Many interviewees identified the greater focus to be placed on employment and work experience if the new Diploma approaches are to succeed. In terms of good practice this was considered to exist but concern was expressed, particularly in the school sector, about consistency and coherence. Although there are health and safety legislative requirements to support the work placement co-ordinator no clear agreed protocols are available, no standardised paperwork or advice and guidance available to the placement co-ordinator. One recommendation arising from this research could be for the production of a Placement Provider toolkit to help operational managers in what will be an increasingly important role.

A final challenge identified by college respondents related to the need to engage employers in the new 14-19 arrangements. A number of tutors made the point that some Specialised Diplomas, such as society health and development and engineering (due to be introduced in 2008), will present problems in this respect.

'getting employers involved and engaging them in meaningful work experience', would also be a major challenge, and: 'There are three high schools in the area, and there are not enough employers to support them all.'

O'Donnell *et al*, 2006

Transport

The other issue as a rural school is a transport issue... Land based is in 15 locations around [the county] – I have to sit parents down and say I can't ask you to pay but unless you arrange the transport then I can't afford to provide the placement.

O'Donnell *et al*, 2006

Tracking of students and e-portfolios

Since the Diploma comprises a number of components, tracking arrangements will be relatively complex. Assessment and grading processes will inform learner achievements – some of which will contribute to an overall Diploma grade, whilst others will be recorded less formally in an individual transcript (e.g. the personal learning and thinking skills and work experience). Extensive work is underway to develop national systems to support this approach. The implications for those involved in delivery and management at local consortia have yet to be fully determined but will be affected by the national system (Minerva), local MIS arrangements and those of awarding bodies.

In Wolverhampton an electronic tool has been developed for students and providers to record learner achievements, activities and plans – www.my-iplan.com/index.htm is intended to provide the focus for student-teacher discussions about career and education choices. It is also able to produce online CVs for students with supporting letters of application, as well as being a rich data source for the LA and training providers.

A virtual workspace has been provided for students, in which they can communicate with each other, their teachers and Connexions as well as store their own work.

Beresford, 2006

Findings *continued*

Tailored curriculum provision requires the use of a coordinated, systematic and rigorous approach to individual monitoring. This is particularly important where students are learning and working in more than one place. Efficient and effective systems help to ensure that:

- information is shared and does not get lost in transit
- progress reviews, target setting build on what has gone before
- monitoring is an ongoing process that provides a supportive structure for students and those working with them
- time and other resources are used to best effect.

Tracking progress is also key to improving standards of achievement and to ensuring continuity and progression in learning as well as monitoring that the student's own pathways and options are appropriate for them.

Whilst there is good evidence through for example Ofsted reports that many individual schools have effective systems of student monitoring and tracking developing, the practice in 14-19 consortia arrangements is variable.

'LEAs have had limited success in tracking students' attainment and progress from 14 to 19, particularly through to post 16' Ofsted 14-19 Thematic Inspection.

An increasing number of 14-19 consortia/partnerships are developing Individual Learning Plans (ILPs), some of which also have a progress tracking function (and link to the Progress File) and many which are electronic.

Examples which appear to be working well are:

- Wolverhampton 'i-Plan' and REALDEAL
- Lewisham
- East Manchester ILPs
- Salford – 'My Learning Space e-portfolio 5-19 developed by the CTC.

A school on the outskirts of Bristol is using technology to provide a personalised learning experience. Each learner has an ILP available on line which will eventually be accessible at home so that parents can be invited to be part of the dialogue approach to student achievement.

Browne, 2006

The use of shared electronic resources among operational managers was considered useful, so that national collaboration was recommended resulting in a located web of shared electronic resources – a shared partnership agreement for example and operations manuals which could be made available nationally.

1c) Teaching and learning on the Diplomas

The pedagogy of applied learning

So much attention has been lavished on how to assess vocational achievement that we have neglected the need to produce and implement learning programmes that are attractive, demanding, enjoyable, accessible, and which have identified the learning steps through which a learner needs to be taken. Planning an effective vocational programme also requires a sophisticated understanding of the relationship between theory and practice, and the relationship between learning in different contexts (such as the classroom, the workshop and the workplace). In this it is more complex than academic teaching, yet it has been written about less, it is less well represented in teacher training, and there are fewer and less well-supported communities of practice.

(Compare the groups that exist to support the teaching of academic subjects such as English, Physics, Mathematics or foreign languages.)

Stanton, 2005

Applied Learning

The vocational, or more aptly termed, 'applied' GCSE courses have the potential to be more relevant and meaningful to work-related learning as they evolve and develop. It is important to integrate work experience programmes within them and to give higher status and credibility to the resulting qualification.

It is important that these courses challenge students across the ability range and provide viable and recognised routes through to further, higher education and successful careers.

Finding the teachers to teach these courses as they expand into the post-16 phase is another issue. Some retraining and rethinking about subject allegiance and qualification is becoming a necessity as, so too, may be shared teaching with neighbouring schools and colleges.

Shaw, 2005

Engaging and supporting learners

The fitness for purpose of much secondary education in England has long been questioned. For example, Keele University gathered the views of over 7000 young people about their attitudes to secondary school in Britain. According to Barber (1994), 'The findings do not make pretty reading.'

There is a general lack of motivation among perhaps 40-50% of all pupils:

- 70% of pupils agree that they count the minutes to the end of their lessons
- 30% believe that school work is boring
- 30-40% take the view that they would rather not go to school.

The experience of the IFP is mainly with students who are lower achieving by standard measures of success. Most students who attended college as part of IFP enjoyed the experience (Harkin, 2006). College is perceived as a more 'adult' environment – there is no uniform, students may walk and talk more freely, there are fewer fights than in school, college is viewed as a public place. Importantly, students thought that college teachers talk and listen in a different way:

The way teachers speak to you is different, what they say and how they say it.

Findings *continued*

Research into the constructs that 17 year old students use to informally evaluate their teachers (Harkin, 1998a) show the importance of the balancing act between clear exposition of subject knowledge and the importance of supportive human relationships. A 'good' teacher, according to students, is:

Someone who'll let you be relaxed with, but can make it more enjoyable to learn rather than just standing at the front and writing on the blackboard... Treating you as an individual rather than just as a class.
GNVQ Advanced Health & Social Care student

Someone who is able to mix a lesson with letting us learn stuff but at the same time not doing so in a patronising way, ...you've got to respect them but at the same time they've got to respect you, you've got to be able to talk to them, not necessarily about the subject but outside the lesson... .
A-level student

Someone who you can actually learn from... and it also comes over not so authoritarian, more as fun...not too friendly. Someone who is not so detached from the students.
GNVQ Advanced Business Studies student

These typical student views show the importance to teenagers of teachers having a professional formation as communicators. As Stubbs (1976) said:

...a person cannot simply walk into a classroom and be a teacher: he or she has to do quite specific communicative acts... social roles such as 'teacher' and 'pupil' do not exist in the abstract. They have to be acted out, performed and continuously constructed in the course of social interaction.

Stubbs, 1976, p.99

However, it is not easy to develop this 'softer' aspect of teachers' roles, partly because 'We do not know much about the nature of these social skills that are required for an exchange of information.' Bruner (1963) and Stenhouse (1967) pointed out that, 'Ideally, I suppose, teachers should have a particularly intense training 'as people', but we do not really know how to give such a training. Our training for teaching therefore tends to be specialist and academic.'

Applied Learning cannot be based on a transmission model in which a tutor merely gives out information which a student simply takes in. Teachers must consider the effects of social factors, learning histories and cultural capital on student learning. Studies of student views of effective teaching, including studies in several Northern European countries (Harkin, 1998 a, b; Harkin, 2000; Harkin *et al*, 2001; Collins *et al*, 2002; Johannessen *et al*, 2002) show the importance to teenage students, across both academic and more applied courses of study, of their relationship with teachers.

Post-compulsory education may give rise to an instrumental view of teaching and learning in which knowledge of specific academic and vocational disciplines is transmitted to students in a process in which language is seen primarily as a conduit for information (a view of language that was criticised by Reddy (1979) and by the work of Vygotsky (1978), Bruner (1986, 1996) and Greenhalgh (1994). An instrumental, relatively affect-free transmission of knowledge may be emphasised in the views of policy makers, national training organisations, examining boards and government quality assurance agencies. In the actual practice of post-compulsory education, however, the importance of the quality of interpersonal relationships is stressed in the constructs that students use tacitly and informally to evaluate their teachers. See also the work of Greenhalgh (1994). The complex balancing act that is effective teaching may not always be fully recognised when allocating resources, drawing up staff timetables, training teachers and organising colleges.

In England, as well in many other European countries, there has been an intensification of teachers' work, as more young people are encouraged to remain in education longer. This may make it increasingly difficult for teachers to relate to individual students. In addition, in English further education, an increasing number of staff are part-time, which may make it more difficult to be available to students outside formal lessons. The drop-out rate from English post-compulsory education is high and, as a Further Education Development Agency report (Martinez, 1998) showed, one reason is that some students have too little sense of being valued as individuals, and of having a supportive, friendly relationship with teachers. Relationships matter to learners because students bring to education not only a desire to know but also to be seen and appreciated as individuals. They come not only in the role of learners, but in that of human beings, and they expect teachers to manifest that wider role too.

It is clear, therefore, that the 'soft' characteristics of teaching – communication skills, people skills, leadership skills – are as important as subject-specific knowledge and both, inter-related aspects should be developed and given space for in timetabling, especially with students who may have negative experiences of education.

Students on IFP programmes sometimes needed more general, pastoral, support. A college teacher said,

One day I took them for something to eat because they were just sitting there and had not had breakfast... So they need nurturing as well, don't they?

One-to-one support for learning was sometimes seen as better in FE colleges. A schoolteacher said,

[Students] get a lot of opportunity to have one-to-one conversations with the [college] tutors which often in school, you can't do.

In order to support learners, it was felt that there should be better communication with schools and with the learners themselves.

This is one of our biggest problems – that there's no tutorial relationship with these students.

The learners seem reticent to come forward and express their support needs as this is tied in with self-esteem. They don't want us to know that they have problems with basic skills.

Harkin, 2006.

Ensuring that students were adequately supported was a further feature of effective practice. While overall the students who were interviewed felt that they were adequately supported, this may reflect in part the support provided by individual tutors rather than a more strategic institutional level of support. Indeed, in some partnerships, there were indications that external provider staff regarded support for students as being the responsibility of schools, and understanding of the relative roles and responsibilities of school and external provider staff may not have filtered down to teaching staff in all cases.

O'Donnell *et al*, 2006

Active learners

Applied learning is about active engagement with subjects, teachers, other learners and the world beyond. It is about doing, being an agent of change, influencing one's own life and the world, being a citizen, as well as potentially an employee. It is about excitement in following one's interests and therefore about some power to make informed choices. These features of active learning involve complementary features of what it is to be a teacher. These statements are by IF students (Harkin, 2005):

You don't just sit there and work; you can get up and move and there are more ways of doing things than at school.

You learn better things in college, like what you're gonna do when you're older.

College is good, didn't like school, but am interested in College, I was happy to be doing what I wanted. Used to bunk and mess around at school, but attend now.

Findings *continued*

New strategies for learning are now continuously being sought and tested with considerable success, be it still within the confines of subject boundaries. It has encouraged teachers to share good practice and lesson plans particularly when combined with new classroom technology. Such practice can change the learning culture of a school and help turn it around. Indeed many schools are now exemplifying such progress and results, notably in more deprived areas. The 'It's cool to learn' culture is making a considerable difference in schools where teachers and pupils are working enthusiastically on new approaches to learning and involving ICT.

Following Key Stage 3 initiatives there is a strong case for continuing these strategies into the 14-19 phase, so concentrating on deeper and more meaningful learning experiences at the external examination level. There is possibly a consequence here in terms of reducing the time for absorbing content and knowledge, while increasing the time for thinking and reflection.

Shaw, 2005

The idea of the extended study is a good one if it allows students to develop common skills of investigation and enquiry, including hypothesis testing and statistical analysis. For too long have different subjects duplicated these areas of study and overloaded the Key Stage 4 curriculum for students as a result. On the other hand, it is not a good idea if it encourages whole sections of work to be lifted from the internet or for overly descriptive and long projects to be produced.

Shaw, 2005

The promise of group work: what is it good for?

Group work can enhance conceptual development and reasoning. It is probably best suited to learning which involves transcending a learner's current level of understanding to reach a new perspective, rather than the acquisition of new skills or strategies, which is better suited to learning from more skilful partners. It can also improve children's school attainments and therefore school performance. Group work can enhance motivation and attitudes to work. It helps pupils believe that success in school can come through their own efforts, rather than from something fixed such as ability, or from teaching. Group work can also aid social and communication skills, personal and social awareness and citizenship, and it can enhance relations between pupils. Opportunities to debate and recognise alternative points of view, and to be held responsible for one's own behaviour, can develop thoughtful attitudes to others. Group work can result in the kinds of skills employers say are important but which are not always acquired in schools – for example, speaking with confidence in front of others, engaging in a constructive way with others' points of view and team work.

Resistance to group work

Teachers and schools often worry that group work will interrupt coverage of the curriculum. Teachers fear that group work is a distraction, especially from preparing pupils for end-of-Key Stage assessments.

Teachers also tend to view teaching in terms of individual pupils. They rarely see pedagogy in terms of group or peer based learning.

Pointers for practice:

- > Opportunities for effective group work can be found across the curriculum;
- > Pupils often need to be helped to develop skills in working effectively in groups;
- > Teachers can benefit from guidance on setting up and working with groups, monitoring and scaffolding groups, and organising briefing and debriefing sessions;
- > Teachers need to think strategically about the use of groups, considering group size, composition and stability over time, in relation to particular kinds of tasks;
- > In general it is better for teachers to be a 'guide on the side' in relation to groups – to allow pupils independence in learning.

Pollard *et al*, 2004.

The Teaching and Learning Research Programme

Pointers for practice:

- > Understand the ways in which ICT tools can enhance and transform students' learning of a particular knowledge domain (for example, composition software in music, spreadsheets in Mathematics);
- > Create in the classroom a community of learners in which students have the opportunity to build on their experience of using ICT out of school;
- > Become aware of the creative tension between idiosyncratic and consensual knowledge within the subject you are teaching;
- > Develop your role as orchestrator of students' learning so that the whole group shift from idiosyncratic to consensual ways of knowing.

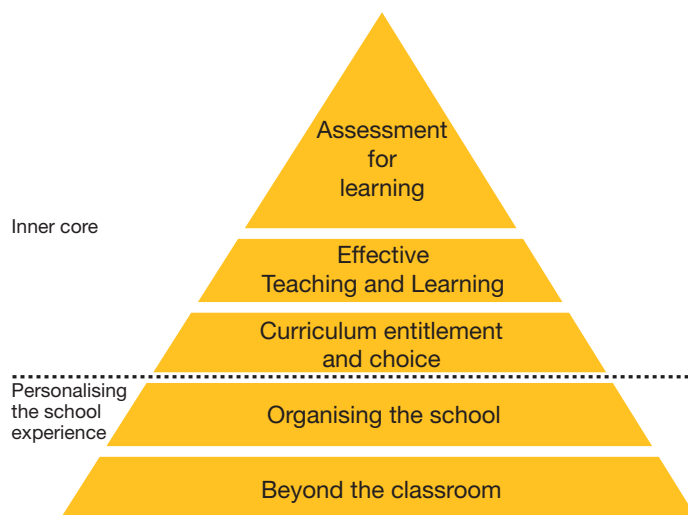
Pollard *et al*, 2004.

Personalised learning

Personalised learning is such an important dimension of the new Diplomas that it is important to grasp its meaning as clearly as possible. According to the DfES (see Appendix B for a fuller account of the DfES Principles at the heart of personalised learning; and for links to research on personalised learning).

Personalised learning is not a new DfES initiative, it is a philosophy in education. Many schools and teachers have tailored curriculum and teaching methods to meet the needs of children and young people with great success for many years. What is new is our drive to make the best practices universal across all schools, particularly for children whose needs can be the most challenging to meet.

The five components of personalised learning



Our starting point for delivering personalised learning is the expertise and professionalism of the whole school team. We know headteachers, teachers and support staff already do much to fulfil the potential of every pupil. Our belief is that there are five key components that can help to deepen and extend this personalisation of education.

Findings *continued*

The term 'personalised learning' in this technological age does not just mean sitting in front of a computer all day long either at home or at school, and working independently, anywhere, anytime. I would rather interpret the term as a way of providing 'personal attention' to the learner, so allowing individual and appropriate educational pathways to be explored. The good school is one that is marked by the personal attention and care it gives to its stakeholders. Perhaps personalised learning is best looked at in the terms of 'one size no longer fits all'. While the laptop and online learning clearly has a very important place, we should be wary of creating socially isolated learners.

The challenge for schools, governments, Learning and Skills Councils, and Local Education Authorities is to create the means (timetable, staffing, facilities, college links, work placements, transport, etc.) for such tailored pathways to work effectively. This can only be achieved through successful collaboration and partnership. It will not be achieved through competition or by one school succeeding at the expense of its neighbours.

Shaw, 2005

Personalised Learning has been linked to the 'Every Child Matters' agenda and is seen as having a particular role in enhancing outcomes for disadvantaged children, although it is aimed at all pupils including gifted and talented.

From the perspective of professional educators, this approach is likely to be welcome. It seems that teaching and learning are to be considered as an integrated process, with awareness of contextual issues and of the needs of learners.

In September 2004 the DfES produced a new version of the five key components of Personalised Learning. They were:

- 1 **Assessment for learning** and the use of evidence and dialogue to identify every pupil's learning needs;
- 2 **Teaching and learning strategies** that develop the competence and confidence of every learner by actively engaging and stretching them;
- 3 **Curriculum entitlement and choice** that delivers breadth of study, personal relevance and flexible learning pathways through the system;
- 4 **A student centred approach to school organisation**, with school leaders and teachers thinking creatively about how to support high quality teaching and learning;
- 5 **Strong partnership beyond the school** to drive forward progress in the classroom, to remove barriers to learning and to support pupil well-being.

Pollard *et al*, 2004.

Constructivist views of learning have tended to assume that it is possible to move seamlessly from informal knowledge worlds into the more formal worlds of school knowledge. We disagree with this perspective. Students are unlikely to develop ideas about mathematical proof from everyday reasoning without the support of a teacher. Nor are they likely to develop ideas about the Italian Renaissance from their ideas about popular culture unaided.

If Personalised Learning becomes synonymous with individualised learning, this is likely to limit the knowledge creation of future generations of citizens. If personalisation becomes linked to participation in communities of learning and partnerships between teachers, parents and young people then we will be building a solid basis for educating young people for the 21st century.

Pollard *et al*, 2004

Personalised learning and student 'voice'.**Case Study**

Seven Kings High School in East London is heavily involved in personalised learning.

One of the classroom activities which has seen most change is questioning techniques. Nobody puts a hand up in response to a question – that method is an open invitation to others not to focus. But people asked a question can 'ask the audience' (the whole class) or 'phone a friend,' by asking someone else in the class. Tracy [deputy head] says that at first, pupils often used this option to put their friends on the spot, but are now more serious about it. 'There is also a 50/50 option,' she says, 'but that is a little trickier because the teacher had to come up with four answers to choose from.'

Pupils are also taught to think more deeply by being given a compulsory two minutes to answer questions. This is one of number of measures that have made thinking by pupils 'more explicit than before,' says Tracy. 'You now hear teaching skills being discussed in the staff room and even by pupils. We had some Year 8 pupils talking about the subject in assembly and they asked to read the school's Learning and Teaching Policy, which is probably a first.'

She says that in a world where schools are often sucked into centrally-driven initiatives, this is probably 'the single most important' in terms of its impact on learning.

Pollard *et al*, 2004

Ironically, interpersonal communication between teacher and student, an important dynamic in effective teaching and learning, is not often found in the realm of self-directed professional development. This is a crucial omission since students' and teachers' views have been shown to differ (e.g. Harkin and Turner, 1997; Martinez and Munday, 1998).

Harkin and others developed a Communication Styles questionnaire to help teachers and students engage in dialogue and discussion about the processes of learning and teaching (Harkin *et al*, 2001; Turner and Harkin, 2003). It was found that when teachers encourage students to communicate their views and needs, and to contribute to the shaping of teaching and learning, self-directed professional development is enhanced and energised. Students' feedback can raise a teacher's awareness of how their teaching is being perceived and create a better understanding of how their teaching is affecting learning.

What can teachers learn from listening to their pupils?

Many teachers are starting to consult their pupils to help them find ways of improving the teaching and learning that goes on in their own classrooms. This study explored the experiences of six teachers and their pupils. The researchers interviewed thirty-six Year 8 pupils individually about three lessons and fed back the pupils' comments to their teachers. They then interviewed the teachers about their reactions to their pupils' comments and investigated the use the teachers made of the ideas with their current and subsequent classes.

The researchers found considerable agreement between pupils in their views of teaching and learning. They preferred lessons that were less teacher-led and appreciated interactive teaching that gave them ownership of their learning. They also wanted more opportunities to collaborate with their peers.

The teachers felt that many of their pupils' ideas were sensible, practical and educationally desirable. Their responses to the pupils' suggestions fell into three types: two teachers grew increasingly enthusiastic about the benefit of consulting pupils, two experienced success in the short-term, but did not continue to make use of pupil consultation, and two teachers' experiences of using pupil consultation were unsuccessful.

We think reflecting on these teachers' experiences will help practitioners consider how they might use pupil consultation to develop their teaching and their pupils' self-awareness and confidence in their learning.

McIntyre, Pedder & Rudduck, 2005

Findings *continued*

Issues in consulting pupils

Pupil consultation is not simple. The two main constraints that teachers talked about were space in the curriculum and time. Some teachers felt obliged to relegate consultation to the end of the summer term, after the tests or exams were over. Consultation is also difficult because it challenges traditional power relationships and assumptions. Both teachers and pupils can feel uneasy with it at first. The two most important issues are equity and authenticity. Consultation assumes social confidence and linguistic competence. More self-assured middle class students who talk the language of the school tend to dominate conversations and teachers tend to privilege them in consultation. But one of the strengths of consultation is the opportunity it provides to hear from the silent – or silenced – pupils and to understand why some disengage and what would help them get back on track. Authenticity is the other major issue. Pupils are very quick to detect when the consultation is tokenistic. Are teachers really interested – or are they handing out evaluation sheets in the last 30 seconds of the lesson? Are they responding, or does nothing happen after the consultation has been completed? Does the agenda for consultation consist of questions that teachers think are important or questions that pupils think are important? Is the school limiting consultation to topics that do not challenge teachers personally, such as uniforms, or is it prepared to open up issues central to teaching and learning in the classroom?

Case Study

Pupils at Hartsdown Technology College in Kent have been supported to express their views about the school via a Student Research Group. Over two months they evaluated 25 lessons.

Especially popular were teachers who:

- > Arrive on time, welcome the students and offer an interesting starter activity;
- > Smile, make good eye contact, listen with interest;
- > Move around, rather than sitting or standing still;
- > Explain the lesson clearly before it starts;
- > Break up the lesson into chunks such as talking and discussion, reading and writing;
- > Let you talk quietly if you finish your work;
- > Give out work that is suitable for everyone's ability;
- > Tell jokes, make the lesson fun, allow us to laugh.

Pollard *et al*, 2004

Functional skills

A study of IFP provision found that:

College learning is focused mainly on specific vocational knowledge and there is a need to meet the key skills, and in many cases, basic skills of younger learners more adequately. College teachers hold to the view that the literacy and numeracy skills of many young learners are too low and yet they lack both knowledge of students' prior attainment and funding to provide appropriate learning support. Some schools do provide support staff to accompany students to college; but this is not systematic but dependent on local decisions by school staff. For learners to gain maximum benefit from college attendance they should come with an individual learning plan that includes an assessment of their key skills' needs, and adequate funding and teaching arrangements to meet those needs. There is a need to address students' general education as well as their vocational education.

When colleges do realise that a learner needs additional support in literacy or numeracy they do not have funding to provide it but rely instead on schools to give the necessary support:

We still don't have the funding to give them extra support

Most schools send someone in but not all... Sometimes they're concerned that this puts too much pressure on their resources

Harkin, 2006

Functional skills are defined by the DfES as 'those core elements of English, Maths and ICT that provide an individual with the essential knowledge, skills and understanding that will enable them to operate confidently'. QCA draft standards were published in October 2006. Brockington (2005) suggests that including in every qualification a core which is common to both academic and vocational courses is a way forward in bridging the perceived gap.

Examination boards are currently in the process of deciding how functional skills might be assessed, the range of possibilities including test, portfolio, classroom task or a mixture of approaches. Trials of the Functional Skills framework were scheduled to be undertaken in autumn 2006 but as yet no centres are involved as the examination boards need to undertake more preliminary work. It is agreed that solutions for standalone qualifications and those integrated within diplomas may look different but must apply the same standards. They will build on the experience of qualifications such as Key skills and Skills for Life. It is interesting to note that the DfES suggest that electronic and on-screen approaches might be employed. Video for example would allow for pseudo real tasks to be set. In this context it might be appropriate to refer to the work of Nunes (1994) who found that teenagers could accomplish more when problems were set in the street than when mathematically identical problems were set in school type conditions.

Spring 2007 is the likely time period for initial small scale pilots with those participating being asked to contribute to the review on draft standards. Groups that get through the gateway, the DfES learning gateway process to become a pilot partnership for the new Diplomas, will be expected to join the national pilot in September 2007.

English lists amongst its functional skills speaking and listening and effective communication. Although there is currently a requirement in English GCSE to grade pupils in discussion the skills are seldom taught: LSN is about to launch an activity based toolkit which seeks to develop oracy. Professor Ronald Carter (2006) asks us to consider what constitutes progression in the use of spoken language and it seems likely that applying the draft criteria proposed by QCA will prove challenging to non-specialist teachers. There are also issues to consider in terms of applying functional skills criteria to students with special needs.

This report will now consider existing approaches at 14-19 to establish the benefits and difficulties of an embedded approach to functional skills, and to consider what might be the staff development needs associated with this aspect of the diplomas. Evidence of good practice has been sought from studies of existing programmes but we must be mindful of the work of Fielding *et al* (2005) regarding transfer.

Findings *continued*

Embedding

Vocational GCSEs have required teaching staff to consider the key skills aspect and LSN have provided materials to assist in embedding skills within projects². In November 2006 new resources for embedding Key Skills at Key Stage 3 and 4 were published by DSYG³.

Descriptors of diplomas include a comment to the effect that generic skills will often be included in the main diploma content. The extent to which this can be achieved will vary according to the diploma under consideration and it must be accepted that it is more readily achievable in some situations than in others. In Engineering, for instance where geometry, trigonometry, algebra and calculus are specifically mentioned at level 3, it must be easier to integrate mathematical skills than in others where specific skills are not itemised.

The model offered by the Kingswood partnership suggests that there will be discrete teaching of functional skills which will then be practised in context. There is some research evidence to suggest that learning in context first is sometimes more effective.

Nunes, 1994

The first question must be 'What are the likely benefits of adopting an embedded approach?' It is simpler in terms of curriculum design and teaching to treat the vocational aspect and functional skills as separate entities but there is clear evidence from the work of Casey *et al* (2006) of potential gains certainly in respect of literacy and numeracy. Working with four levels of embeddedness they found that:

- embedded courses had higher retention rates;
- embedded courses had higher success rates;
- learners on the embedded courses had higher levels of achievement of literacy;
- learners on the embedded courses had higher levels of achievement of numeracy.

Casey *et al*, 2006

When the level of the vocational course (L1 or L2) was added in the pattern became more complex with not all associations in L1 being positive. There is a need to explore in more depth why this might be so. Learners made it clear to the researchers that they valued the LLN input when it was truly integrated into their vocational courses. NRDC (2005) comment that embedding LLN and ESOL in vocational courses not only impacts on motivation and completion rates, but also helps to develop new roles and identities.

The researchers concluded there is a clear link between effective embedded provision, good practice informed by the use of ILPs and formative assessment, and collaborative working. 'Deliberative rather than default decisions' (Higham and Yeomans, 2006) are needed.

Individual Learning Plans

Information about students prior to commencing the course was found by O'Donnell *et al* (2006) to be patchy but valued when available. Higham and Yeomans report (2006) on inconsistent implementation of ILPs but it is easy to accept that in terms of functional skills some sort of skills record would make it easier for the learner to see how his or her learning is progressing and how work undertaken in the vocational setting fitted into the functional skills component and vice versa. Perhaps something along the lines of the People 1st Skills passport⁴.

² <http://www.learningtechnologies.ac.uk/ask/users/resources.asp?detail=All&ID=1819>

³ <http://www.dysg.org.uk/content/blogcategory/63/46/lang,en/>

⁴ <http://www.purplepassport.com/people1st/>

Higham and Yeomans (2006) observed, that the emphasis was mainly on vertical progression along routes rather than giving consideration to the horizontal cohesion between subjects: an embedded approach would need to consider both, with guidance for learner and teacher or establishing the connections. It is likely that a document which lists components of the skills individually would be of benefit certainly at the outset of the course and as a assessment tool as the course progresses. That found on footnote⁵ is an example on an audit undertaken at the outset of a course.

The difficulty would be that students would perhaps not be able to self assess with any accuracy and may need guidance. As these are areas within which some students will have not necessarily been successful in the past the design of any audit will need to emphasise what is known with just immediate next steps signposted. An on line version would permit such personalisation.

Staff development

The NfER report on increased flexibility (O'Donnell *et al*, 2006), comments that in cases of shared delivery the school staff tended to deliver the theory and the college the practice. It is likely that the same division will sometimes be created between functional and applied skills but if the two areas remain distinct then the learning is not likely to be maximised (Casey *et al*, 2006). However this is not to say that a single teacher should be responsible for both aspects as although Casey *et al*, found that there were a few individuals who could do so with excellent results, these teachers were the exception.

Whether or not an expert is needed to teach the functional skills element will necessarily depend on the level of the course, the functional skill level of the vocational teacher and his or her desire to undertake professional development. There will inevitably be some vocational teachers who prefer to stay in their own comfort zone and will need to be encouraged to engage with functional skills. Examples of functional skills teachers who try to get involved but are prevented from doing so by the existing structures and cultures may also be found.

When CPD opportunities are taken up there will be some common needs to be addressed but it is quite likely that there will be significant differences between that offered to the applied learning teacher and to the functional skills teacher. What is important is that the nature of the CPD preserves the notion of the collaborative nature of the intended provision.

Assessment of applied learning

The research identified a concern over assessment. A number of those interviewed raised issues around the role of the National Awarding Bodies (NABs) to train operational managers, who in turn can disseminate required changes in practice to those working at 'ground level'. This raises issues again about the organisation of schools and who has responsibility for whole school staff development.

There is evidence that the larger NABs are already setting up training events to support the role out of the applied streams of learning. One interviewee wondered if all NABs would continue to survive as the 14 lines of learning become mainstream. The need for a NAB to offer all aspects of the accredited diploma (included the applied skills) was considered a threat to some NABs. The loss of smaller NABs (the construction NAB for example) could cause ripples of confusion and increased anxiety at a time of change. It was further reported that NABs are worried about the loss of some of their well respected qualifications (EdExcel was quoted as an example here).

There is evidence that vocational tutors and academic subject teachers have different approaches to assessment and development may be needed so that tutors and teachers share and compare, and jointly develop, appropriate assessment strategies. FE teachers are used to designing assessments and carrying out internal verification of assessment; school teachers are less used to such autonomy and may need to learn about processes of formative and summative assessment for applied learning from more experienced FE colleagues. The greater complexity of the assessment role for applied learning is one reason why QTLS standards for FE have a separate unit on assessment.

⁵ <http://www.citycol.com/hairdressingtraining/IT%20SKILLS%20Questionier.doc>

Findings *continued*

Vocational tutors regarded 'good assessment' as practical, authentic and relevant activities, work-experience and field trips: there was a very strong view amongst vocational teachers that 'these students' do not want or like written assessment, that they are less secure, need more group affinity and to be in a more protected, safe environment. In their beliefs about 'comfort zones' and 'protecting' students, vocational teachers saw assessment as integral to a strong ethos of personal development that minimised stress or pressure: assessment to develop subject knowledge did not feature in their espoused goals for students. Vocational teachers and students liked to work in a lively and relaxed atmosphere that combined group work, teacher input and time to work on assignments individually or in small friendship-based groups. A minority of students doing an AS qualification alongside their vocational course compared the familiar, tight-knit atmosphere and cohesive team of tutors unfavourably with the fragmented, individualised AS groups where students moved between four separate subjects with different cohorts in each.

there's no social interaction in Economics; the teacher never does group work but in [the vocational course] they do, so you might get some feedback, some criticism about a question e.g. 'you got this the wrong way round' and it's fair enough but cos you don't understand it anyway, it doesn't make sense and so we all go 'we'll be lucky if we get an E in this'. It's not just the support you get from teachers but the group – you can ask them but not in [the academic one] Torrance et al, 2005.

The contrast between one-to-one feedback in a class in the academic qualification and feedback to the whole group in the vocational course affected vocational students' confidence in accepting criticism:

Well, [academic] Film studies does lend itself to group interaction and he [tutor] does try to include the whole group like analysing a film, you can't do that on your own... but they don't test you until about a month before the exam and you practise an answer and go through it in class and that's it... and he gives your feedback in class, one to one. In [the vocational course] she does it with the group so you don't feel like you're the only one. In [the academic course], you can feel alienated, like it's only you doing it wrong, in [the vocational course she goes 'some of you didn't do this', it's a few of you and so you can compare...you're all in it together (Torrance et al, 2005, 25).

Students in academic qualifications practised examination answers that would help to get them good grades. Written feedback was more general and open-ended than in the vocational course and tutors did not offer direct advice about higher grades. One tutor offered written comments, or comments in class that evaluated the strengths and weaknesses of answers: these comments were strongly critical and occasionally positive. He wrote short comments, questions and queries on individual answers and went through them in class, using question and answer to offer feedback on the quality of responses.

In contrast to assessment observed in the vocational courses, this combination of question, answer and feedback was much more robustly focused on eliciting the cognitive skills demanded in the exam.

Ecclestone, 2006

Assessment Reform Group

The Assessment Reform Group has published a number of resources on-line to support teachers in the development of good assessment practices in the classroom. These resources are underpinned by research evidence. Downloadable publications on the site include 'Inside the black box', the ten principles of assessment for learning, and most recently the findings from a systematic review of the literature on testing, motivation and assessment. This review includes practical guidance for teachers on improving pupil morale – particularly that of low attainers, and reducing pupil stress during testing⁶.

⁶ www.assessment-reform-group.org.uk/publications.html

Fully functioning exams office

The DfES Learning Gateway requires that Consortia must demonstrate the capacity and commitment to provide:

- A fully functioning exams office with capacity and flexibility to expand to deliver new qualifications and interact with the National Assessment Agency administration system.

This is an important dimension of adequate support for teachers and learners. At present, there is evidence that teachers of vocational subjects often feel overwhelmed by the need to record evidence. Time and effort is going into assessment processes and bureaucracy that ought to be spent on teaching and learning activity.

Staff development

In some localities increased partnership working, including for the IF and Pathfinder programmes, has reduced the perceived divide between the schools and post-16 sectors.

Specific areas for staff development include:

- working in partnership and understanding roles and responsibilities;
- how to make use of periods of work experience as a means of improving learning in the classroom;
- how to effectively assess what is learned/achieved in a work placement environment;
- how to synthesise the elements and skills of employment to make best use of a variety of employment experiences to the benefits of all learners;
- what types of assessment evidence will be acceptable within the diploma frameworks and how can we best prepare for these requirements.

Age specific training in behaviour management is sometimes considered important by teachers, although the IF support programme found that this often masked a need for general pedagogical training to engage the interest of young learners.

There is, however, a continuing need to support staff who work on the programme, *'We need training and professional help because of students who have poor skills, poor attendance and behaviour problems'* (p4). There is a particular need for pedagogical training, rather than training in behaviour management, and for staff to understand the prior attainment of the students.

Harkin, 2006

Joint teacher training programmes (such as the one piloted by Canterbury Christ Church) and mixed economy training models (such as the training offered and validated by EdExcel through Hull College) may offer a way forward to ensure continuity of professional development for 14-19 provision.

2.4 Staff development

...there were indications of school staff and college staff working together to learn from one another. Staff in three partnerships provided examples of college staff visiting schools and shadowing teachers or observing lessons. There were also instances of school staff visiting the college. As the provision of vocational learning in schools had continued to develop, two partnerships were beginning to train school staff to gain accreditation as assessors of vocational qualifications.

O'Donnell *et al*, 2006

Findings *continued*

Higham and Yeomans (2006) observed that staff development opportunities tended to be area specific and included

- informal learning through engagement with development processes;
- formal staff development activities, e.g. for college and training provider staff in teaching 14-16 year olds;
- for staff teaching new applied GCSE courses;
- training in the use of new software packages.

There is the suggestion that national level training would be welcomed alongside changes to ITT and increased training opportunities for support staff. The point that support staff should receive appropriate induction is also made by Berkshire IFP (Learning and Skills 2004). At this time QIA are seeking tenders to offer a package of support, namely:

- the provision of training and regional network support;
- the provision of continuing professional development, accredited where appropriate;
- the provision of a helpline service for all 14-19 settings;
- storage, reprinting and distribution of key skills support programme materials;
- the development, production and distribution of a small number of new resources and materials where appropriate;
- hosting and maintaining: a programme website for all 14-19 key skills settings at www.keyskillssupport.net;
- a learning website for key skills students⁷;
- communication with key skills practitioners in all 14-19 settings.

A CD Rom commissioned by LLUK and developed in partnership with staff from Oxford Brookes has been designed to support staff in colleges new to teaching 14-16 year old pupils. This has recently been re-designed to meet the requirements of the DfES and will be launched by LLUK in the near future.

The SSAT and QIA are establishing a diploma support mechanism⁸ listed as:

- Sets of materials:
 - Guidance for delivering generic aspects of Diplomas, contextualised to specific Diploma lines;
 - Guidance for employers engaged with the Diploma programme;
 - Teaching and Learning in the specific Diploma line of learning;
 - CPD.
- Face to face training programme for practitioners (teachers, support staff and adults other than teachers).
- Networks, including ongoing support.
 - National Diploma learning networks.
 - Regional training and support networks.
- Communications and marketing.
- Monitoring and evaluation.

Guidance for generic aspects must incorporate functional skills and presumably a system not dissimilar to that offered by LSN will be introduced. The process of identifying where within or outside the diploma line each individual skill is located is a task which will have some generally applicable principles but the detail will have to be established within institutions. Institutions will have to design their own curriculum because so many factors can influence this

⁷ www.keyskills4u.co

⁸ <http://www.specialistschools.org.uk/vocationallearning/diploma/default.aspx>

but there is a need to provide examples of good practice as implied by SSAT. The process of unpicking the skills may encourage vocational teachers in the belief that they do in fact have the necessary expertise although they may not have recognised them as such (Nunes 1994) and would if properly supported be a professional development activity in its own right.

A potentially important aspect of staff development is practitioner research. As acknowledged by NRDC (2006)

- Practitioner research supports ongoing professional development for individual practitioners.
- Practitioner research produces immediate evidence to support development.
- The work of practitioner researchers reaches different audiences, including researchers, practitioners and providers.
- Practitioner researchers bring local and specialist knowledge.

It also serves as a way of encouraging collaborative working, valuing all perspectives.

It is interesting to note that Higham and Yeomans (2006) considered it important to develop the networking skills of staff but observed that this tended to be on the job with no formal training. They recommend that this area of staff development be considered in the light of 14-19 changes. In the area of functional skills collaboration is an essential component if the opportunities to integrate key skills into the curriculum are to be utilised to the full. It is possible that SSAT will be remedying this.

Another interesting development is the notion of Leading Diploma teachers which is an established approach in terms of ASTs etc and assumes a coaching model of CPD. Because of the individualistic nature of provision, institution-specific support must be of value, although costly.

LEACAN research into the challenges facing partnerships focused on the priority given to staff development within LA Strategic Planning. (Tirrell *et al*, 2006)

Q5. To meet the demands of the new specialised Diplomas it is possible that staff will require retraining in order to deliver a restructured, applied curriculum. Does developing the skills of school staff, in any of the following areas (beyond teacher placement), currently feature in your strategic planning?

Increasing staff understanding the vocational context of courses being delivered?

Developing teaching and learning approaches that facilitate effective delivery of vocational courses (e.g. experiential learning)

Developing the management skills required to work effectively with a range of partners and stakeholders?

Question 5i – Increased staff understanding of the vocational context

66% respondents indicated that strategic planning considered CPD, beyond teacher placements, for staff in order to increase their vocational understanding. 20% respondents indicated that their planning did not.

Question 5ii – teaching and learning CPD to facilitate effective delivery of vocational courses

64% respondents indicated that strategic planning included CPD for staff to develop teaching & learning for vocational delivery. Somewhat worryingly, 23% respondents indicated that their planning did not.

Question 5iii – Management CPD to work effectively with a range of partners

50% respondents indicated that strategic planning included CPD for staff to develop management skills for partnership working. More than a third (36%) indicated that their planning did not.

'Many teachers in school believe they are teaching BTEC – when in fact they are teaching a BTEC syllabus as if it were a GCSE'.

Findings *continued*

Although the majority of areas are planning to develop the skills of staff in order to deliver the specialised Diplomas, there are still Local Authority areas which do not feature staff development and workforce reform targeted at these changes within their strategic plans. While authorities recognise the value of improving the vocational context, the focus on teaching, learning and developing management skills appears to be perceived as less significant. The 2006 Education and Inspection Bill identifies that these skills will be required by school managers.

The current situation may have implications in terms of a Local Authorities capacity to work towards introducing the proposed curriculum reform measures, considering that a significant proportion of vocational provision is currently delivered in school by school staff with limited sector experience, (response to question 2b). Given the disparity in the apparent starting points in Local Authority areas further information is required to support and encourage all areas, particularly those who have not received additional funding, to prioritise development of 14-19 strategies and initiatives.

Tirrell *et al*, 2006

2. Learning from existing provision, talking to providers

As part of this research interviews were conducted with 14-19 advisers, managers or coordinators in twelve local authorities where there have been partnerships in 14-16, 16-19 or 14-19 provision over the last few years. The majority of the interviews were taped as telephone conversations: in one case (City of Bristol) the comments were recorded verbatim and in another case (Durham) responses were received by e-mail. A number of the authorities have been 14-19 'Pathfinders' and as such have been the subject of formal evaluations and they are also committed as part of their status to disseminating good practice in 'Learning Visits'. (See Appendix A for a list of 14-19 development staff interviewed.)

Appendix A also lists the issues flagged to be discussed, either because they were specifically asked for in the Tender document, or because evaluations of existing provision, such as Pathfinders and the IFP, indicated their importance. There was also an opportunity for respondents to discuss any other issues they wished.

14-19 Contexts and programmes

All the respondents agreed that their experience of 14-19 programmes, in each case involving partnership and collaboration, has informed their planning of, and will help shape the management strategies and operations for, the introduction of the specialised diplomas.

A variety of authorities were contacted reflecting a spread of geographical regions in England, as well as partnerships of varying size and location: urban, inner urban and rural, including large rural counties. There was also a spread of type of 14-19 provision ranging from authorities with mostly 11-16 schools, a mixture of 11-16 and 11-18, and some with a mixture of comprehensive and grammar schools. All authorities contained FE colleges and all partnerships involved FE provision; many had involved training providers drawn from employment sectors.

Examples of the range of 14-19 provision:

- A 14-19 'brand' through the 'Southwark Guarantee' (Southwark) involving a flexible learning offer using three colleges and ten training providers, with some common timetabling between the schools and one of the colleges for two afternoons.
- A set of six local learning 14-19 partnerships across a sparsely populated rural area (Northumberland) and a virtual college for delivery of aspects of vocational courses in hospitality, catering, leisure and tourism and society health and development.
- A 'Fit for Employment' course in conjunction with a large local construction company (Durham) which led to a number of young people gaining access to apprenticeships with the company.

- An arrangement involving an FE college selling ten 14-16 places per course to a partnership of six schools, mixing students from across the partnership to fill the 'purchased' places. This partnership has also involved a long-standing arrangement for transfer of learners post-16, originally designed to preserve minority A level subjects (Kingswood Partnership, South Gloucestershire).
- A collaborative model for 14-16 provision centred on an FE college in a large rural area in one part of Lincolnshire, involving off-site provision for school age learners for one day per week on a variety of courses. This provider, Boston College, caters for 750 learners altogether in Key Stage 4, supplying courses at entry level, to learners with special needs and to those on increased flexibility programmes.
- Five geographically divided Increased Flexibility Programmes in a large rural county (Norfolk), three located in FE colleges, one in an agricultural college and one in a sixth form centre, providing, for example, BTEch accreditation and applied GCSE courses on a partnership basis.
- In Swindon itself there has been a well subscribed Increased Flexibility Programme delivering applied GCSEs through a partnership with two local FE colleges.

Evaluation of the programmes

Respondents overwhelmingly reported that the programmes have been successful, although all were ready to agree that there are areas of weakness which still need addressing. Some of the evidence for measuring success was impressionistic or anecdotal; in other cases there is actual evidence available in terms of increased participation rates and improvement in attainment.

Respondents gave indicators and measures for the success of the programmes and evidence of progress:

- Development of e-learning facilities in the production of virtual web-designed employment locations, which might not have been happening without the existence of the partnerships:

The industry is working with web designers and so on to develop things like the virtual hotel, the virtual hospital. (Northumberland)

- Robust strategic management structures to build trust and collaboration.

The key to it was the partnership and collaboration between the heads and the senior management teams in the schools. That was crucial. The four head teachers and I used to meet on a Friday morning every two weeks from 7.30 in one of the sixth form centres. It took a little while to develop the trust and understanding between the four head teachers which on the margins do compete, but one lesson we learnt is that it does need time to work with heads and schools in developing that sense of trust and collaboration, and recognising the fact that they are all at different levels. Some have got e-learning, some have got no business links some don't know what a training provider is from Adam and so it is recognising where they all are and slowly trying to build it up. (Norfolk)

The key way of supporting the managers and leaders is through the federation. We have four federations; all schools are in the federations as well as colleges and training providers. Also have a Connexions service and LSE and local authority as part of that. They manifest themselves through a working group and steering group. The steering group is the head teachers and principals of those organisations and meets three times a term in order to develop, promote and oversee 14 to 19 curriculum development. They are underpinned by operational groups – key to those groups are federation co-ordinators – part time federation co-ordinators – senior managers of all the schools in each of the four federations and they work through a management group to develop curriculum supported by my team centrally. Those management groups – deputy heads, heads of sixth form, they also form lots of other groups doing specific work maybe around delivery, maybe around enterprise and such like so there is a network. Also the federation has its own CPD programme e.g. two day conference for middle management on writing a good scheme and they were supported throughout by the local authority advisory team including the 14-19 team. So there is a wealth of CPD going on and support for managers. (Coventry)

- Strong employer engagement. Norfolk employed two people recently retired from industry, to work in four schools. They engaged in a wide range of employer engagement activities, reducing the burden on teaching staff and ensuring that the 'leg work' could be properly resourced so that businesses could be engaged for liaison in vocational courses.

Findings *continued*

- Progression (often on to apprenticeships), retention rates, improved attendance and motivation and increased self esteem were frequently stated as measures of success. Respondents talked about learner evaluations which have indicated that learners have enjoyed studying in more adult learning environments and the use of more 'professionalised' facilities and resources, particularly in FE colleges.

The Offsite Student Manager also collects achievement information and again increasingly students are achieving better and better qualifications or more students are achieving qualifications whereas, perhaps if we went back four or five years students were going to college to do a variety of courses but, mostly it was because school wasn't an appropriate environment for them and they were going to the college pretty much once they were out of school. There wasn't so much of an onus on attending and achieving and the levels of attendance, levels of achievement were not exactly satisfactory I'd say whereas now attendance and achievement are both significantly good. (South Gloucestershire)

- There were reports of a mixture of data based evidence alongside anecdotal evidence of a kind that suggests many authorities perceive links between re-engagement and attainment and achievement. Lincolnshire report retention rates above 90% for their off-site alternative Key Stage 4 courses and post-16 progression at 84%, nearly ten points above the national benchmark. They perceive a link with increased motivation and are confident about reporting this in individual case studies used to advertise courses to new learners.

In terms of anecdotal evidence, if you look down at kinds of individual case study level students, say, that college works really well, it's about being treated with respect, treated as an adult not having to wear a uniform, being in a different kind of environment, accessing different kinds of learning opportunities, getting different kinds of skills, and students will, on an individual level, re-engage with the whole of their curriculum because the vocational bit has switched them back on again. They apply that raised level of motivation across the whole of their learning programme. So we have got lots of publicity material based on individual case studies, kids saying this is what I was doing, and this is what I have done in college, and this is where it has led me. (Lincolnshire)

Amongst the less successful features, concerns and lessons to be learnt, the most strongly asserted point made was about poor strategic overview, and conversely it was evident in interpreting comments about successful partnerships that these had been dependent on good strategic leadership with local enabling structures. Where strategic leadership has been weaker, characterised by lack of vision or lack of structures for building capacity, projects may have been up and running but without any local coherence, which appears also to have had an adverse effect on workforce development.

There were other less successful features and concerns cited by respondents, although these were frequently reported as challenges continually (e.g. annually) to be overcome, suggesting that partnerships are seen to have intrinsic merit but in need of a continual cycle of self evaluation. Common amongst these challenges were such features as:

- Problems with variation in funding
- Poor target setting, tracking and monitoring of learner progress
- Underestimating the need for a transport strategy (although this varied according to the geographical location of the authority)
- Ensuring that evidence can be supplied to enable schools to maintain their 'value added' indicators
- Some problems caused when there is inadequate employer engagement locally
- Issues connected with workforce development, particularly recognising the tension between the need for training in 14-19 applied teaching and the amount of time that has to be allocated to such programmes:

If you are talking about things like workforce development there seems to be two sides to that there seems to be one having the where with all to deliver good quality inset to help staff to adapt the way they teach but, equally having those staff out of school being trained obviously creates a gap in the schools. They can't be being trained and be teaching the groups they are timetabled for at the same time and I guess that there has to be a recognition that there is a significant cost involved in taking staff away from school to train them and I'm not convinced that that's been recognised and the need to meet that cost of staff being out of the schools for them to be retrained. (South Gloucestershire)

- Difficulties of making adequate progress with ICT, e.g. VLE, video-conferencing, and infrastructure support generally in ICT: this is often difficult enough within individual institutions and the problems are exacerbated in partnerships, yet facilities for this kind of delivery may be vital in large rural areas.

As well as identifying concerns, respondents were also able to offer advice based on the experience of overcoming these concerns. This advice included:

- A suggestion that partnerships may be more successful if they are 'branded', allowing learners (impressionable young people) and parents, both of whom are effectively customers in a diversifying educational market to gain confidence and a feeling of safety with the identity of alternative provision they are buying into.
- Ensuring that there is a concentration on quality, perhaps with smaller projects, rather than seeking breadth and quantity, especially if there are issues about capacity.
- Establishing a culture where data is applied as a planning and evaluation tool across partnership needs, removing any sense of competitiveness that can sometimes be located in data usage.

Once the partnerships expand and there is a lot more off-site provision for specialised diplomas, there will need to be:

- Effective management and communication strategies in place for learner tracking, monitoring and pastoral support – from the management structure implied by Bristol this would appear not to come cheap!
- Effective training in 14-16 delivery for college staff
- Clear protocols and clarification of responsibilities
- Genuine commitment to partnership with the schools actively linking with other providers – as opposed to seeing the colleges or training providers just as part of a supply chain.

Evidence, findings and advice for diploma partnership developments gained from experience of 14-19 contexts

Training Needs Analysis

Very few authorities or partnerships have used formal training analysis tools to identify development needs. There have been skills audits in individual institutions which have led to individual teachers transferring or adapting to applied teaching and learning methods. There is recognition that a key driver for workforce development will be skills audits across partnerships, taking into account the range of content, the nature of applied learning and the assessment needs. In one case (Southwark) a consultant is being employed to undertake an analysis of training needs as this is seen as important and progress is not possible within existing capacity.

In general, from the interviews conducted, it is possible to conclude that there has been more perceived progress in meeting training needs where there has been: strong strategic vision behind the issue; where there have been coordinated links across providers and sectors; and where there has been ambition in range of supply for training, e.g. Coventry (see below).

There is evidence of more rigorous analyses of training needs and the support which follows where there has been greater involvement of providers outside education institutions. Training providers from the employment sector have developed their capacity to deliver if they have been adequately supported. There is an example of this 'growth' through training from Sheffield, an authority which has invested in a lot of supply from the employment sector. In the following statement there is a reference to use of a local Go-Karting track small business:

When we ask the training suppliers what do they need support with, they need support with behaviour management, dealing with things like bullying, lesson planning, lessons on putting together course structures. They need support with personalised learning, understanding what changes are taking place in the education system. They actually need to understand as well how schools do things. So essentially we meet with the suppliers, we ask them what their needs are then we put on a training programme to meet those needs. What we are finding, training suppliers are very appreciative, and the training programmes we put on we do get turnout for our training suppliers and the consequence of this actually the quality of what they are doing is actually increasing, and one of the measures of that sometimes – back to the go-kart track. They started off delivering an experience with no qualifications, then they

Findings *continued*

started delivering an entry qualification and now they are delivering a level 1 qualification. In fact they are now delivering a level 1 qualification in four different areas. (Sheffield)

A key lesson learnt is that training programmes need to encompass a range of needs. It is not just a matter of equipping teachers and lecturers but of making sure that where employers and other 'suppliers' are involved in delivery, they are also involved and their needs are met. Although we have not received evidence from formal training needs analysis tools, there are indications that the support and development 'products' and mechanisms will need to be flexible enough to deliver across a range of sector needs:

Some of the processes (i.e. for networking and collaboration) were worked out as partnership arrangements either between schools, or between schools and training providers, or between schools and colleges, the idea being that for some vocational courses you actually need a different kind of vocational expertise to deliver those and this is why we went along the line of involving training providers and colleges and so on. (Doncaster)

Summary of other good practice and training priorities identified in the interviews:

Boston College (Lincolnshire) won a Beacon Award in 2003 – an AoC national award for school/college partnerships – which highlighted staff development as good practice. The key areas were:

- On-going staff training programme;
- Availability of one-to-one work with staff new to teaching the courses, particularly with pre-16 learners;
- Training for staff working with learners with additional educational needs, for challenging learners and for those who would otherwise be on the NEET register;
- Local networking from national subject learning coaches programmes;
- Internal college and county networks for rolling out applied GCSE courses.

Boston College helped to contextualise the development of the training programmes by identifying the various factors that affect staff and management development, in particular focusing on the importance of managing the learning environment and personalising learning within the context of the Every Child Matters agenda:

For lecturing staff the issues were two-fold, initially it was around anxiety, will I know what to do, are they going to eat me alive, how is it all going to work, and we went from talking about and training staff in managing challenging behaviour to talking about managing the learning environment. If you are delivering interesting, challenging learning experiences, it does not matter who the learners are you are going to get better results so we have adapted our training approach. Staff have had to adapt their approach to teaching and learning, specifically to work with younger learners, but also to work with post 16 learners who have barriers to learning. They are very unforgiving and very straight with you and if something is boring they will tell you it is boring, they won't sit and wait for you do something different. You will see that very quickly. So staff have had to think about and probably challenge themselves to develop their teaching and learning in response to learner needs. But that's good, that's right. We have also seen things like the more personalised approach to learning so every full-time learner has an individual learning plan which goes through not just their programme of study, but sets academic targets, personal targets and social behaviour targets where they are relevant. So we have seen a shift from just an education provider to looking at more effectively meeting the holistic needs of learners and clearly trying to imbed things like Every Child Matters outcomes into not just the curriculum modelling, but also the delivery of it. So there's an awful lot going on. (Boston College, Lincolnshire)

Coventry provide examples of good practice through robust local authority support and at a more ambitious level, through training links with a local HE institution.

We manage a team of people with specialisms so one of the things I have endeavoured to do in the education authority is appoint specialists so I have an IT Advisory teacher, I have a society health and development advisory teacher who works part time – in effect the amount of time they give reflects the demand across the city – and a specialist in business studies and leisure and tourism. I don't have a specialist on the team for construction and engineering but the adviser for science and technology works through a steering group for construction and engineering from across the providers which are the colleges, the training providers and the universities. That's a good starting point and those people run training courses for teachers in these areas ongoing. Coupled with that, we run a

very intensive monitoring and support system for the teachers of work related learning for those young people in the colleges and the training providers', and that is for the monitoring officer, for example, to visit the placement on a three week cycle, and s/he is there at the end of a telephone to provide support and guidance. We run training meetings and in service as part of our in service programme for the training providers and the teachers and liaise with Warwick University to run an open studies course which is a qualification for lecturers and training providers who teach 14 to 16 year olds. There are a whole suite of things that we want to continue to build as we move into the diploma.

In the partnership with Warwick University – lecturers support the teaching for the FE lecturers and the training providers. A detailed role in setting the materials to be studied and the essays to be written and they accredit the qualification and the teaching is done by a good range of people, other people who are experts in 14-16.

Oxfordshire cited the value of staff taking up training opportunities with the Education Business Partnership (EBP), although there does need to be much stronger engagement locally of small businesses.

A range of other points about training needs were identified:

- The importance of industrial placements and opportunities for staff in schools and colleges to work with employer links:

We have a very strong professional development teacher placement service. We have (named employer) who is considered regionally one of the best people. A lot of our staff have opportunities, some of which the schools have to pay for, taking a day or a couple of days out working with industry and business to develop their employer links, their business links but also to update their own skills for teaching vocational courses. And that is an area where we do need to do a lot more work in terms of staff development. And that will be interesting to see how it comes through on the specialised diplomas. (Norfolk)

- Partnerships have identified weaknesses in the areas of team-teaching or co-teaching, and there is advice that this type of collaboration will be needed across networks of delivery particularly where it is the case that staff are becoming used to new types of applied learning and objectives drawn from the SSCs.
- Mentoring is seen as important, particularly to support staff new to courses, although sometimes this has arisen through informal support networks. A number of respondents also indicate that there is need for growth of subject networks which are often coordinated by local authorities especially for subject leaders in schools but have not been so accessible for college lecturers or other training providers.

The pre-16 coordinators have made sure that new staff have been mentored. We have always tried to make sure that an experienced teacher works alongside new staff, e.g. in the Business VGCSE staff went from one college to another to talk about resources and course management. (Swindon)

- Arising from this, about the provision of networks for staff outside the school sector, may sometimes be difficult to fund. For schools and local authorities the issues remain similar to those usually identified as barriers to professional development, particularly the difficulty of finding time for release. Where management teams in colleges have accepted new 14-19 programmes as a priority, there has been investment of funding in training, but it is perceived as more difficult for employers to do so because of the cost implications for them.
- Attention has been drawn to the needs associated with leadership and development of specific diplomas. One way or another most partnerships point to the uses they have made of 'lead institutions', a concept central to piloting of the specialised diplomas. In some authorities there has been an expectation of leading practice to promote understanding skills and expertise for the contents of the diploma lines:

What we are doing at the moment, thinking of society health and development, the Lead Centre is working on a self-assessment and working with the Strategic Health Authority and the college and the training providers, looking at it. Doing at the moment a skills audit, a qualifications audit, recent CPD and therefore the needs. That's the process we are working through. (Northumberland)*

* The skills audit was developed locally, based on information about initial qualifications, recently acquired qualifications, CPD in the last three years, experience of industry or work placements outside teaching etc.

Findings *continued*

- Importance (as in training for teaching and learning more widely) of thinking skills and other approaches to teaching that promote learning. Again, this point was often made in the context of up-skilling college lecturers and training providers, although there were sometimes assumptions made that schools have made more progress on these developments than is probably the case:

Supporting college lecturers has been around thinking for learning, behaviour support and thinking for learning basically. What young people are expecting. Like classrooms of the future. Trying to make sure that the lecturers' skills are being developed because young people have got an expectation when they go across to a college not to be sitting just listening to lectures. (Northumberland)

- Importance of training programmes to skill and equip staff particularly in large rural areas to deliver applied learning through VLE and, equally, the importance of training products that are on-line, building on some of the models used in national educational leadership training.

Information, advice and guidance

Young people will need support in making the most effective curriculum choices regarding Diploma Qualifications. The options available within local consortia will be simpler in the pilot stages but will become more complex as the entitlement becomes established.

Choices will need to reflect:

- the most appropriate sector (Line of Learning) – reflecting possible career choices – if known;
- the most appropriate level (this will be most important pre 16 in relation to decisions regarding level 1 and level 2);
- selections of additional/specialist learning that may: broaden the scope of study, increase flexibility (and opportunities to change direction at a later date), or increase specialisation.

The way in which Diploma qualifications will be offered, supported and delivered at local level is still part of the Gateway Development process. At Key Stage 4, it is planned that the Diploma should be deliverable as part of the National Curriculum. Since the Principal Learning element will form a qualification in its own right, it is also quite possible that some young people may wish to choose a broader GCSE selection plus a Principal Learning qualification – possibly with a view to opting for 'the full Diploma' at a later stage. There is therefore a possibility that young people may not necessarily need to make a stark choice between a Diploma and other options – but may be able to find different ways of accumulating Diploma components over time. Much will depend on timetabling and delivery issues at a local level.

The curriculum choices available to young people are already quite complex i.e. those relating to academic courses of study, vocational provision and those that are work-based such as apprenticeships. The Diploma will require more detailed advice about curriculum possibilities and opportunities for drawing together programmes of study that can be adapted to meet individual needs, abilities and aspirations.

The provision of Information, Advice and Guidance is underpinned by two contrasting needs. On the one hand there is the need for young people to be informed and supported in their progression through education and training. On the other is the need for there to be information to drive the education and training marketplace where choice is the key driver of a resource model based on per capita funding. Both are made more challenging by the sheer number and complexity of the choices available beyond 16 that ensures that any notion of knowing more than a small part of the range available is untenable, not just for individual young people but also for their teachers and parents and even for their IAG advisors! In summary we can identify that IAG is characterised for most young people by complexity, confusion, competition and a distinct lack of credibility. The future development of IAG, therefore, requires both a better understanding of effective information communication approaches towards young people and a review of the nature of the market and of funding models. Without moves on both fronts, formal IAG will be dismissed by many young people as anachronistic in its approaches and manipulative in its aims, and their dependence on informal information and ideas will increase.

Foskett, 2004

Respondents have identified some key issues from their experiences of applying IAG. These experiences have been drawn from the challenge of ensuring that there are good strategic links across partners such as Connexions, providers, local authorities and in some cases local LSCs. In general it is clear that there is a great deal of work to be done in this area and there have been concerns raised about whether all strategic partners have the capacity to deliver the improvements needed. As with overall strategic partnerships, it is evident that the stronger the strategic links with local Connexions Services, the greater the progress on adapting and improving IAG.

The large majority of responses in this area tended to reflect 'work in progress', gaps identified, trials, pilots and challenges to be met. It is very definitely an 'agenda' in progress in many areas. A common aspiration is to provide ILPs for all young people. ILPs and alternative 14-19 programmes or (for the future) Specialised Diplomas are not dependent on each other, but respondents point repeatedly to the increasing number of alternatives in the supply of courses available, therefore it is compelling that ILPs are in place for everyone.

Coventry is an example of an authority making good progress overall in terms of 14-19 collaborative partnerships and wider provision but where there is still much work to be completed in IAG so that guidance becomes an integral rather than complementary strand of the provision: (note the comments on the accessibility of personal advisers)

I think the Area prospectus is at the heart of it. I think Coventry also has an excellent Connexions service and it has got its personal advisors in schools which it has for many, many years. I think the opportunities to be able to access a personal advisor, connections personnel within the school context is very helpful indeed. I do think things like the fast art of software and decision making tools and other sort of electronic bits and pieces have been available in recent years have helped that and I also think the development of a learner entitlement which all young people have and protocols and IAG which head teachers have signed up to. Those sort of things are all parts, all dimensions of bits of the jigsaw to ensure that young people get high quality and impartial advice and guidance but in all these matters its a journey we travel and we're not there yet and hence we are continuing to build areas affected and also we have been piloting a common application process which I think is a nice interesting new dimension in two of the federations and I think probably if we had that to become an application process and connect to the area prospectus then I think we have two of the very key ingredients of impartial advice and guidance. (Coventry)

In some cases there have been strategic changes in the provision of careers advice. Doncaster considered that they had strengthened their IAG strategy through the deployment of open campus careers advisors in small designated groups of schools:

What we did with that was we had what the schools said they particularly wanted, we appointed an open campus careers advisor for each of the area planning groups and their time was split according to the numbers of students of 14-19 in each of the schools. Basically what they did and I think this is the key thing to it, is although they were employed as careers advisors and they worked for the project their workload was decided at the behest of each school. So in one school they might have been dealing with 6th form whereas in another school they might have been dealing with year 9 so that was the thing that was particularly valued by the schools as the schools actually decided where they wanted to put that resource.

Findings *continued*

Nearly all authorities questioned recognised the contexts in which IAG operates and impacts:

- Increased personalisation of learning
- Pathways and progression
- Transition
- Decision making
- Involvement of parents
- Participation and engagement

There were some key features, issues and challenges to emerge, which are summarised below.

Progress towards electronic, on line systems:

Good practice was identified involving provision of facilities for young learners:

All students in the whole federation are using My Progress File online. They also have the choice of using another e-portfolio based on Power-Point. In Careers lessons, they are encouraged to set SMART targets and record these on their e-portfolio, updating them regularly. An added incentive has been the purchase of 'Career Planner' USB memory sticks at a discount price so that they can store and transfer their e-portfolios and other electronically stored work on them (Durham).

Issues identified:

- Building the capacity for learners to analyse their own interests and learning styles.
- Positioning IAG into 'cultural connectivity' – i.e. locating it in an arena of 'cool technology' which young people now accept as a norm.
- Balancing the independence associated with availability of technology with the importance of personal intervention.
- Importance of an overall data strategy:

We have got very extensive data on the young people who are participating in off-site provision. I think we will be able to access the post 16 information and then what we will do is to take that back to our partnership. The relationship between local authority now and the local careers company is coming into one where that's now become a contractual arrangement. So as a local authority we will determine the actions we want our local careers company to do. So if we said we had identified 350 young people who haven't applied for anything we could put it in a contract that we want them to actually target action with those young people and certainly the local careers company are an essential partner in our local consortium. (Sheffield)

Other issues:

- Implementation of the new national IAG guidelines (currently in draft form).
- Dissemination needs – respondents felt that there is a key requirement to disseminate and train key personnel in schools who are possibly currently in the dark about future 14-19 developments. These would include heads of year or their equivalent colleagues, non teaching staff introduced into the system through re-modelling the workforce, Careers teachers, etc.
- Similar dissemination needs to help key staff operate any electronic systems and encourage good quality use of 'I-Plans'.
- Providing networks for the voices of young people to be heard and directing guidance where it can genuinely help potential NEET young people:

A colleague who has done some work around citizenship and PSHE and has done some work in getting the views of learners as part of the Every Child Matters and talking to young people about what their needs are and she is managing a programme with funding from DfES, to focus on 250 youngsters who are potentially likely to become neet students if we don't do something different with them in the Norwich area. She has done a lot of work on surveying young

people on their aspirations, as a lot of youngsters in Norfolk have low aspirations. Looking at barriers to them moving forward in west and east Norfolk. People who do most of that work in partnership with ourselves will be Connexions and they have set up groups looking at the development of the prospectus and again working with them about information, advice and guidance to young people, their parents and carers about how accessible it is and what it should look like and how they should respond, and the Connexions people in Norfolk are pushing ahead on that. It is called JON – Job Opportunities Network and that will be the name of our 14-19 prospectus when it comes on stream, hopefully early in 2007. (Norfolk)

- Importance of linking guidance to the work of other professionals where there are multi-agency professionals involved in the lives and development of young learners. This was central to an inner urban perspective:

We see ILPs in being instrumental in personalised learning. We have a student based system called Flash Folio that students access themselves and use themselves where we currently are, and where we need to further develop them is actually having an ILP that a tracking tool for professionals working with one particular student. And that's what we are currently agreeing because we have obviously students that have access to multi-agency professionals and it's about making sure that we have an ILP that really gives the right information about a student. What it's accessing, its achievement, its attainment and progression opportunities. So we are currently developing, we have a group that is developing that. There are representatives of Connexions, our 13-19 sub-partnership group in the local authority, which includes youth offending team, teenage pregnancies, housing, social services and all the rest, and a group from our schools because they all use different databases. We have four or five different databases that are used in our schools so we can actually develop a coherent system that will go on www.southwarkguarantee.com that will allow the professionals to look at student's progress. There will be a separate e-portfolio that students can use which gives all the CV wizards and aptitude tests and stuff like that. (Southwark)

Oxfordshire view IAG training as important and intend to hold a joint 'INSET' day across the sectors.

- Involvement of parents, in the choices, decision making and in progress:

Every young person considering IFP is seen by a Connexions Adviser. There is also a 1:1 interview with the college or training provider. Parents also attend the interview. Has to be the right choice for the individual. This has been time consuming but has paid off. (Swindon)

- Contact and communication:

As an additional safety net, students are given an email contact for the Pathway Co-ordinator so that she might deal with day-to-day problems individually. (Durham)

- Importance of awareness raising and 'reality checks' to ensure appropriateness of choices:

There's a programme of tasters arranged for students to go and find out what it would be like doing vocational courses at a college and only after that where they've had the tasters and they are made to kind of understand the commitment that is required and what is expected of them and only then is it finalised on which students will be doing which courses. (S Gloucestershire)

Vertical coherence

In general the evidence focuses on the importance of local strategies for coherent pathways and links between attainment.

Key points to consider that emerged are:

- Importance of mapping so that 14-19 coordinators, providers and guidance advisors have up to date information not just on courses available but additional information on possible progression routes, locations, threshold entry levels, etc. This was felt to be particularly important in inner urban areas where there might be large numbers of providers and where some provision may be available in neighbouring colleges or out of borough providers.
- Coherent data strategy

Findings *continued*

- Links through levels of courses at the level of capacity planning and subject networks etc. to ensure progression:

We also have other areas like construction where we have plenty of provision at entry level and Level 1 but there's no clear Level 2 pathway and there's no Level 3 provision at all within the borough and that means that we have created groups of networks to address those issues, and look at what funding is needed to ensure that happens. (Southwark)

- There are many lessons to be learnt about the difficulty of transition from Level 1. There appears still to be much clearer provision for transfer from Levels 2 to 3 and 3 to 4. A lot of work needs to be done on routes, pathways and provision for transfer say from Level 1 pre-16 to Level 2 post-16. Also the common experience is that Level 1 learners need highly applied courses which is not always clear in the draft content and criteria for the specialised diplomas.
- A point well illustrated about progression which is equally about IAG came from Lincolnshire. This centres on the fact that specialised diplomas involve very broad applied learning across a wide range of employment sectors and do not progress learners to the point of occupational competence. There is going to have to be very well structured guidance for learners to consider whether at 16 with a Level 2 qualification they then want to transfer to an occupational qualification such as NVQ, rather than a specialised diploma at Level 3. Also, how successful will schools be at persuading Year 9 learners to opt for a Level 1 SD if there are limited opportunities for practical engagement in ways that might have been available on occupational courses?
- Increasing Level 2 attainment at Key Stage 4 is going to be a big challenge and, equally, providing adequate Level 2 courses post-16 will be essential – there are capacity issues here.

Horizontal coherence

Much of this is covered elsewhere in descriptions of strategic partnership structures. Other points and issues for consideration that arose were:

- Electronic messaging systems and building the capacity for learners to discover as much as possible about other courses.
- Value of funding employees in a central team as support managers – like a peripatetic teaching assistant in effect. (S Gloucestershire)
- Size of federations – importance of regional decisions depending upon locality – however planned they need to be able to bring subject specialists together.
- Key role for successful partnerships of ensuring that 14-19 coordinating or management groups work within the whole relevant agenda, including HE institutions.

Bring all of the providers together and key players to form a strategic group which would oversee 14-19 curriculum across that group meets regularly and is the main strategic body for 14-19 division in the city. LSC, LAA, Universities, colleges, training providers, schools and federations are involved in that. So that's absolutely vital partnership working.

The second area of partnership working is the federations, which are established there and there's also the partnership working for me and my team manage a whole raft of vocational programmes across the city so there's layers that are city wide and there's layers that are federation wide so it's multi layered partnership working and what it builds is familiarity with personal, close relationships, they are your colleagues, you know them well and as a result of that sort of build up of a relationship through all the different layers, then you get a commitment to making provision for young people and on both sides a commitment to making it work. So there's support, in other words kids are not sent out to the college to be got rid of by the school and left to deal with it. There is clear absolute responsibility and joint working to make that work for everybody. (Coventry)

- Key elements in Bristol are a centrally coordinated curriculum development network of school curriculum deputy heads and College vice principals, regular updating of headteachers and principals on 14-19 developments, subject networks. The gap recognised is a role for other key staff, e.g. tutors – very few staff in schools will necessarily know much about 14-19 unless they happen to be associated with the subject areas likely to deliver diplomas. Bristol recognise the need for a major conference to inform tutors and support staff.

Capacity issues

Points and issues for consideration:

- Where there is a wide divergence of needs, perhaps more commonly in inner urban areas, common timetabling can restrict capacity issues – this is recognised as a tension especially if schools need to send many pupils to off-site learning centres, but it may be preferable to offer facilities on a number of occasions if this gives wider access;
- Importance of planning and working with new types of secondary institutions, particularly academies;
- Maintaining strategic links with the Building Schools for the Future agenda;
- Use and management of data to inform partnerships;
- Work experience provision and the reluctance of employers to pay for employers' liability insurance for under-16 year olds;
- Continually seek funding sources, e.g. Neighbourhood Renewal, European Social Funding;
- Forward planning and investment – analysis of local skills shortages in areas, matching that data to planning for site provision e.g. in CBE and Engineering;
- Seeking supply from outside boroughs;
- Examples of borough councils agreeing contracts for training supply with their own major contractors;
- Quality Assurance framework allows an oversight of development needs (Northumberland). This allows all partners to have a say in what they think is going well and what needs improving, to inform action plans for following years;
- Issue around the need to extend the 'industry' of learning built up in the schools – expectations of school learners are increasingly influenced by pedagogical progress (see also below Northumberland's concern about assessment);
- Some authorities and colleges have arrived at flexible and varied solutions applying alternative delivery models to use resources across partnerships where there would otherwise be limited capacity, including the use of mobile units.

We have not got it cracked and what we have been doing through the Pathfinder is trialling things and piloting things, and as you then start to bring those on as mainstream expectations things change a bit. But some of the things we have done have been developing different delivery models and different facilities. So, for example we have a mobile learning unit that delivers motor vehicles out in school. The motor vehicle workshop in college is full. We run 8 KS4 groups in college and we have been able to run a further ten by taking motor vehicle learning van out into schools and delivering there. We have increased capacity by working with schools so that they can use the college as an assessment centre so we have been running construction courses and child care courses where school staff do the delivery but the students are registered as Boston College students and they use our centre of accreditation and we ensure that the appropriate QA processes are in place as it is our accreditation. That has increased capacity quite considerably. We have probably got about 80 learners undertaking things at the moment in that way, who otherwise would not be able to. And we have also got models whereby we have got college staff teaching in school which has enabled them to put things on their curriculum they would not otherwise have been able to do and offer something that, again we perhaps would not necessarily have the physical capacity to offer them to do in school. We have also supported schools to work together so we have some movement of students between schools to study different things now which we have not had before. (Lincolnshire)

Safeguarding learners

Points and issues for consideration:

- Ensuring representation from 14-19 managers on the wider 13-19 sub partnership groups, particularly social services, housing, health;
- Training agencies delivering 'Preparation for Employment' modules.

Our procedures really are a raft of protocols and procedures for safeguarding young people and having on the ground and making sure they are implemented and it is literally having on the ground key people who are monitoring those young people in their placement on an ongoing basis and having the procedures for follow up back in school and

Findings *continued*

making sure that nobody slips through the net. So it's a combination of very tight procedures of which there are many and I've got my eyes out there, I've got people who go and see and are checking how kids are getting on and picking up on any issues. (Coventry)

- There were many comments about the importance of quality assurance. The most robust example involved seconded headteachers overseeing the provision. The view was that all provision in any partnership must link to the quality standards required in Every Child Matters, hence the strategic importance of senior monitoring;
- Swindon has had in place a detailed set of protocols and agreement for learners, parents, school and college staff for its IFP programme.

Assessment

Points and issues for consideration:

- Many commented that assessment in applied learning 'doesn't appear to be a big industry currently'. Rather like IAG, it is an area where there will need to be considerable development and there are concerns about some of the issues;
- Work needs to be undertaken to scope on-line assessment for applied learning;
- Analysis of portfolios is preferable to assessment of each objective as was the case in GNVQ which was extremely time consuming;
- Strategies to accredit 'personal learning' – e.g. ASDAN, e.g. for personal skills and 'life-skills' on work placements, involving self assessment;
- Working in partnership – sharing expertise – e.g. where there are employer sector training providers without the expertise to assess, use visiting college lecturers – develop network of assessors in a partnership working to similar principles as would external assessors or validators, rather than expecting all deliverers to become expert assessors;
- Community and employer involvement in the delivery and assessment of diplomas is seen as a big issue. There will be potentially many assessment regimes across diplomas which will need considerable coherence;
- The experience of Doncaster is that there needs to be a great deal of clarification on the supply of courses – very few people understand the difference between NVQs, BTech, GNVQ, GCSE, level descriptors, etc;
- Like IAG there are aspirations and work in progress but no ready solutions currently. Northumberland ask the question 'what if somebody is capable of achieving A grade standard or its equivalent in Engineering; he is studying a lot of the course off-site and he is not making appropriate progress: Back in school his classmates are entitled to the raft of National Strategy levers like 'From Pedagogy to Practice', Assessment for Learning, thinking skills and cross curricular links such as literacy – this would not be acceptable so the challenge is to ensure parity of entitlement in the learning agenda, particularly in the powerful raft of Assessment for Learning strategies.

Help available for Workforce Development

Learning networks

The DfES will also establish learning networks to link schools and colleges to the work of the Diploma Development Partnerships and to support workforce development in all 14 Diploma lines. Key partners of the DfES will work with Centres of Vocational Excellence, Vocational Specialist Schools and Skills Academies to establish networks in the first five specialised Diploma lines in 2007.

The LSN Vocational Learning Support Programme, although not yet geared up to support the development of Diplomas, aims to provide schools and colleges with the help they need to deliver the type of broad and flexible curriculum that features in the 14-19 Education and Skills Implementation Plan.

The Programme's themes are:

- Help improve delivery in the classroom and workplace through the dissemination of good practice as well as provision of training and resources;
- Support collaborative working between institutions to help increase partnership working and provide high quality management, organisation and effective delivery;
- Help broaden curriculum provision to include the latest developments in vocational, work-related and work-based learning;
- Promote inclusive provision in programme design and delivery. Support the involvement of employers in curriculum design and delivery;

A wide variety of web-based and other help is available to develop strategic managers, operational managers, and teachers to develop and deliver the new Diplomas. *Appendix C gives a fuller indication of the sources of help.*

Conclusions and Recommendations

Conclusions and Recommendations

The evidence gathered in the findings of the Report give rise to the following conclusions and recommendations, many of which are based on more than one strand of the research, and upon multiple sources of evidence, which indicates the robustness of what we know.

Parents, teachers and learners themselves have known for a very long time that current provision for many 14-19 year olds does not meet their needs. Too many are disaffected, too many achieve too little with dire consequences for themselves, their own children in time, and society at large. The Diplomas are another attempt to engage more young people in learning – there is a danger, however, that they may become second-class qualifications for second-class citizens, with some schools offering little but Diplomas, while others avoid them virtually altogether. This would be to walk boldly into the past and re-create Secondary Moderns and Grammar schools by any other name. To avoid this it is essential for the Diplomas to offer high quality learning, in a flexible way that will lead to both vertical progression to higher level courses, including HE, and horizontal progression within the 14-19 curriculum. There needs to be a mindset shift from viewing applied learning as mainly for weaker students to something that may offer much to learners across the ability range. This is bound up with the personalisation agenda, with what we regard as useful knowledge, with the role of the student in learning and the degree of their autonomy and active engagement, and with the place of assessment in the learning process. We may need nothing less than a new settlement with learners.

Programmes such as Pathfinders and the Increased Flexibility Programme provide evidence that Applied learning works well for some 14+ learners. It can lead to greater engagement in education, and even improved achievement. However, if programmes like these are to be rolled out more widely as Diplomas in 14 lines of Applied Learning, then it is important to build on best practice from existing experience, and to recognise that much still needs to be done. It should also be recognised that the transfer of good practice from one setting to another, or indeed from one teacher to another, is not straightforward. What has worked in an IF or Pathfinder programme may not work elsewhere and, where success has been closely linked to younger learners being placed in the more ‘adult’ environment of colleges, we must consider whether if schools deliver applied learning in-house learners will continue to value the programmes as much.

Strategic management

The successful development of Diplomas will require visionary and innovative strategic management on the part of senior staff in local authorities, LSCs, schools, colleges, and work-based providers. Joint practice development needs time, partly because no one model of shared delivery appears to be more effective than another and local analyses of need and responses to them take time to shape; and partly because so much depends on personal networking and the building of mutual trust. The constant question strategic managers must address is, How can we best pool our experience and resources to meet the needs of all young people in our area?

Government will, of course, need to do its part to make this possible through appropriate changes to funding, governance, and inspection. Current programmes are subsidised by providers and for successful development of Diploma partnerships adequate funding will be needed for programmes that are sometimes relatively expensive in specialist facilities, resources, and transport costs; and senior managers need to be creative in accessing and using funds.

Senior managers cannot legitimately claim though that changes to funding, governance and inspection are a pre-requisite for visionary local partnerships and practices – there are many examples in the Report of current innovative practices that are benefiting learners. However, if roll-out of excellent practice is to work, the DfES will have to carefully review these macro issues.

Help for senior managers who wish to introduce changes to local practice is available through visits from managers elsewhere who have already succeeded in implementing change (Learning Gateway visits) and opportunities for senior management development are in train through CEL and NCSL.

Network management

A very important dimension of managing Diploma partnerships is Network management by men and women with good local knowledge who forge and maintain the trust and day-to-day links between partners, shape and oversee the curriculum, assure the adequacy and operational effectiveness of monitoring and assessment, and have a constant care for the quality of provision. The experience of learners studying for Diplomas will be shaped by Network managers – strategic managers may have the vision, and the resources may be provided, only for the learning experience to founder on inadequate protocols and processes between and within institutions.

Across the country there are already many Networking Professionals in existing IF and Pathfinder programmes. Ways must be found to capture their invaluable experience and expertise and disseminate it as widely as possible to new network managers.

In some partnerships network management roles have been created to develop good practice in specific areas, such as timetable and curriculum co-ordination, advisory teachers for Diploma lines, co-ordinating employer placements. Short-term secondments are also used to address specific development needs, for example to improve target setting, tracking and monitoring of learner progress; or to improve the quality of delivery across the network. Roles such as these are essential to the development of high quality Diplomas.

The timetabling of provision across partners will be a big challenge for network managers, including the need to ensure both vertical progression from level to level; and also horizontal cohesion between subjects and lines. It is likely that only a centrally co-ordinated approach will work effectively.

The transport of learners from one site to another presents great challenges, particularly for rural partnerships and faith schools with large catchment areas. This may lead to in-house, single site provision, using e-based learning, VLEs, and with specialist tutors and even facilities coming to the site. This would also reduce the risk to children of safeguarding them between and within sites; reduce the doubts some schools may have about changing their culture by an influx of learners from other establishments, and reduce transport costs. There are, however, potential drawbacks – the difficulty of access to better, ‘real-world’ learning; the inability of most schools to offer a broad entitlement; and the fact that for some students just being in a school environment, rather than a college, is a problem.

The shape of the curriculum

Diplomas are not intended to be occupational qualifications but more general, applied learning that may in time lead to participants becoming qualified in a particular occupational area, but equally may lead to other occupations, either directly or via HE. The most important thing is that young people continue to be engaged in learning, including developing their knowledge and use of literacy, numeracy and ICT. It is important to view functional skills as an embedded part of the Diplomas and not as detached or even semi-detached; and it is important to see the Diplomas as vehicles for engaging young people in learning – ultimately, it doesn't matter much if the vehicle is Society Health and Development, or Engineering or any of the other Diploma lines – what matters is that young people develop as people, as literate and numerate members of a democracy, as individuals who can interact with others in positive ways, who can think, reason, express themselves, comprehend the world around them, and help to shape their own futures. It is for this reason that the Diplomas must be vehicles for general education, and for functional knowledge and skills, as well as for proto-occupational knowledge and skills. Only if this becomes so will learners of all abilities (and their parents or guardians) be willing to follow a Diploma line rather than the ‘gold standard’ of A levels alone. Similarly, only if developed in this way will Diplomas be likely to be held in high regard by employers and higher education. Therefore, much must be done nationally and locally to shape an appropriate curriculum for each of the Diploma lines.

The selection of students

The selection of students for IF and Pathfinder programmes has improved with experience, but there is still a tendency for schools to view applied learning as something for weaker students, or even at times as a remedy for students who present behavioural difficulties. It is sometimes, but not always, the case that these students will benefit from more hands-on, vocationally-orientated learning, especially if it is in a more ‘adult’ environment. There are,

Conclusions and Recommendations *continued*

however, students from across the ability range who would benefit from, and personally prefer, a more applied curriculum if it is of high quality and leads to progression through the levels to employment or university. Selection, therefore, must be fair, and involve genuine consultation with learners and their parents or guardians based on adequate information and guidance. Only in this way will students from across the ability range who can benefit from programmes of Applied Learning be selected.

Electronic information

It is increasingly likely that learners, their parents, teachers and partnership institutions will find e-based sources of information more accessible and useful than paper-based material. The three main, overlapping, areas of need for information are for Information, Advice and Guidance; Individual Learning Plans; and the Tracking of Learning. All three should be networked; and data from one set should be congruent with that from other, both within partnerships and, ideally, across the country.

Partnerships should not each be left to invent these e-based systems on their own – there is a need for national guidance and support, or even for centrally provided template systems.

Information, advice and guidance

A great deal of work needs to be done nationally and locally to produce e-based, area-wide prospectuses that are user-friendly and can guide people through a complex education structure. This should be linked to the availability of personal support at times of need, including important transitions.

Individual Learning Plans

Colleges are used to using 'ILPs' and their use must become more widespread and eventually more uniform across schools and colleges. An ILP may be used to set out a programme of study, to set learning targets, and if relevant to set social behaviour targets. They may be used as a basis for inter-agency working, and be linked to partnership-wide data bases for planning, delivery and evaluation. E-based ILPs are most useful, and more attractive to learners.

Tracking of learning

The Diplomas will be part of a complex curriculum structure and there is a need for efficient, co-ordinated, systematic individual monitoring. Much still needs to be done nationally, including the development of data sets across partnerships as an evaluation and planning tool.

Teachers matter

The experience of each learner depends so much on their relationships with teachers. Teaching is a balancing act between teacher control and learner autonomy, between friendliness and authority. Learners look for positive regard and respect from teachers and this may be especially important to teenagers who are not comfortable with traditional academic learning. Teaching is a complex, demanding profession, especially for those who currently work with 14-19 year old learners. It is important to stress that relationships matter. Teaching and learning is not simply about transmitting information from one person to another but about teachers helping others to shape and develop their lives.

Applied learning is about active engagement with subjects, teachers, other learners and the world beyond. Although sitting still and listening is an inevitable part of any learning, applied learning is most about *doing*, being an *agent of change*, *influencing one's own life and the world*, being a *citizen*, as well as potentially an *employee*. It is about excitement in following one's interests and therefore about some *power* to make informed choices. These features of active learning involve complementary features of what it is to be a teacher.

Diploma teachers must be able to relate positively with young people and their aspirations; be willing to help young people shape their own learning and their own futures. It is a role that is as much about general support and encouragement as it is about subject-specific expertise.

Help is available nationally to help teachers develop their knowledge and skills (See Appendix C), but local, inter-institution peer support and mentoring is very important, such as pairing a mainstream teacher with an FE lecturer

to learn from each other's experience; and within schools to build practice in making each subject more 'applied', more experiential and linked to individual learner's targets.

Peer coaching and mentoring may be extended to include practitioner research in which small-scale, local studies help teachers to understand more fully student needs and aspirations, adjust curriculum and teaching and learning strategies, and help to identify their own needs for externally provided support.

Early results from the DfES ITT pilots (QIA website) show that observations of, and feedback discussion about, teaching by peers and trained, experienced teachers is highly valued in staff development. This is in keeping with research into FE teachers' perceptions of what is most valued in ITT (Harkin, *et al*, 2003) and with research into the self-directed professional development of teachers (Turner and Harkin, 2003).

The experience of the Increased Flexibility Support Programme was that teachers often thought they needed training in managing the behaviour of young people, whereas closer analysis showed that their need was in fact for a broader repertoire of pedagogical skills with which to engage students in active learning.

...we went from talking about and training staff in managing challenging behaviour to talking about managing the learning environment... if something is boring they will tell you its boring..., they won't sit and wait for you do something different, so staff have had to think about and probably challenge themselves to develop their teaching and learning in response to learner needs. [Boston College]

To some extent we are considering here classrooms of the future and a new settlement between learners and teachers in which the former have much more power and autonomy to learn. Just as once it seemed inconceivable that women could vote and now it is normal, so one day it may be normal for learners, especially young adults, to direct much of their own learning. People may look back at much current practice with some incredulity.

Applied learning

Applied learning implies a greater co-operation not just between partner institutions but between learners and teachers. Ways must be found to foster dialogue about learning goals and processes, as advocated by researchers cited in this report such as McIntyre *et al*, 2005; Pollard *et al*, 2006; and Harkin *et al*, 2001, 2005.

The use of group work can, if carefully planned, bring learners into beneficial relationships with others, and transcend their current levels of understanding. Care must be taken, however, to ensure that group work is not merely a time-consuming chore but is a worthwhile, thought-provoking activity.

This is true also of the Extended Project Study proposed for the Diplomas. To be successful, these must be imaginatively constructed inquiries and programmes of work that are of genuine interest to learners, and not merely, for example, the downloading of material from the internet to meet an assessment requirement.

Personalised learning

Personalised learning should not be confused with individualised learning, or sitting in front of a computer learning for yourself. This may be valuable as part of a learning programme, but personalised learning is much more than this. It is a process which begins with recognising and respecting the uniqueness of individuals, and attempts to design learning programmes, and movement between different parts of learning programmes, to meet the social, emotional and academic development needs of each young person. It is a very challenging concept that has the potential to change education provision profoundly.

Functional skills

An important part of learning on the Diplomas is the development of each person's ability to use language, number and ICT. Without adequate skills in these areas of knowledge it is difficult for learners to progress, in education or in life generally. It is important that, as much as possible – and much more is possible than is currently the case – functional skills should be embedded across the curriculum, and developed in contexts valued by the learner, including when learners spend part of their time in colleges or work-based providers.

Conclusions and Recommendations *continued*

Employer placements

Work experience offers significant opportunities to develop the work-relatedness of the curriculum. Many schools and colleges, however, already find difficulty in gaining suitable placements for students because employers, especially SMEs, are busy running a business. There are also safeguarding and transport issues to be addressed. Where schools, colleges and external agencies have carefully nurtured placements, they may be understandably reluctant to open them to other partners. Creative ways may need to be found to give learners a sense of the world of work, using VLEs, bringing employers and staff from workplaces in for sessions, using quite modest arrangements, such as advocated by Lewisham.

Safeguarding young people

It is clear that tighter protocols and practices for the safeguarding of young people will be needed in many partnerships. This forms part of the need for joint strategic planning, joint operational management, and genuine partnership working, rather than one institution using others as part of a supply chain. There is a need to draw up suitable protocols nationally and to make clear the legal responsibilities of each member of a Diploma partnership and of individual teachers, tutors and trainers.

Assessment

Both formative and summative assessment practices may vary between schools, colleges and work-based providers. Learners need consistency of approaches in order to receive useful feedback to help them progress; and national standards require consistency in the interpretation of evidence of performance. Collaborative staff development is, therefore, needed to build shared understandings of formative and summative assessment regimes and practices.

Assessment regimes are needed that are relatively light on bureaucracy and heavy on user friendliness, including use by learners themselves, to track learning and build portfolios of evidence. Much work still needs to be done by national examining bodies and others to accomplish this because there is much work-in-progress and plenty of aspiration. It is important to stress the primacy of learning and the secondary role of assessment – tails should not wag dogs.

There is a growing recognition that the focus on internal assessment within the Principal Learning element will place increasing demands on the need for teacher assessors. This need will have to be addressed as a matter of some urgency.

Staff development

Very few authorities or partnerships have used formal training analysis tools to identify development needs. There have been skills audits in individual institutions to identify the needs of individual teachers transferring or adapting to applied teaching and learning methods. There is recognition that a key driver for workforce development will be skills audits across partnerships, taking into account the range of content, the nature of applied learning and the assessment needs. It is not just a matter of equipping teachers and lecturers but of making sure that where employers and other 'suppliers' are involved in delivery, they are also involved and their needs are met.

In general, from the interviews conducted, it is possible to conclude that there has been more perceived progress in meeting training needs where there has been: strong strategic vision behind the issue; where there have been coordinated links across providers and sectors; and where there has been ambition in range of supply for training.

References

- Adnett, N. and Davies, P. (2003) Schooling reforms in England: from quasi-markets to competition. *Journal of Education Policy*, 18 (4), 393-406.
- Aiston, S., Rudd, P. and O'Donnell, L. (2002) *School partnerships in action: A case study of West Sussex specialist schools*. Slough: NFER.
- Association of Colleges (2001) *Collaboration between colleges and schools – a survey by the Association of Colleges*. AoC.
- Audit Commission (1998) *A Fruitful partnership: Effective partnership working*. London: Audit Commission.
- Barber, M. (1994) Young People and Their Attitudes to School: an interim report of a research project in the Centre for Successful Schools, Keele University.
- Beresford, J. (2006) Wolverhampton 14-19 Learning Strategy, Nuffield Review of 14-19 Education and Training Briefing Paper 11.
- Besley, S. (2006) *14-19 Policy In England: Developments 2005-06*. Briefing Paper 16, Nuffield Review of 14-19 Education and Training.
- Brown, E. (2006) Book chapter on 14-19 Learning – in preparation. Oxford Brookes University.
- Jerome Bruner, 1963, Need: a theory of Instruction, *Educational Leadership*, pp.523 - 532.
- Bruner, J. (1986) *Actual Minds, Possible Worlds*. London: Harvard University Press.
- Bruner, J. (1996) *The Culture of Education*. London: Harvard University Press.
- Collins, J., Harkin, J., and Nind, M. (2002) *Manifesto for Learning*. London: Continuum/Cassels.
- Department of Education and Science (1991). *Education and training for the twenty-first century*. London: HMSO.
- Department for Education and Employment (1999). *Learning to succeed: a new framework for post-16 learning*, London: HMSO.
- Department for Education and Skills (2002). *14–19: opportunity and excellence*. London: DfES.
- Department for Education and Skills (2003a). *21st century skills: realising our potential*. London: DfES.
- Department for Education and Skills (2003b). *Every child matters*, Green Paper. London: DfES.
- Department for Education and Skills (2004) *GCSEs in vocational subjects: opportunities and progression*. London: DfES.
- Department for Education and Skills (2005). *Youth matters*, Green Paper. London: DfES.
- Devitt K, Roker D (2005). *The Increased Flexibility Programme: experiences of the third cohort, their parents and school/college staff*. Brighton: Trust for the Study of Adolescence.
- East Midlands Learning and Skills Research Network (2002). *My mates are dead jealous 'cause they don't get to come here!: analysis of the provision of alternative, non schoolbased learning activities for 14–16 year olds in the East Midlands*. London: Learning and Skills Development Agency.
- Ecclestone, K. (2006) Assessment in post-14 education: The implications of principles, practices and politics for learning and Achievement, Nuffield Review of 14-19 Education and Training *Research Report 2*. education and training: a review of the literature, Briefing Paper 4.
- Fielding, M. (2005) Factors Influencing the Transfer of Good Practice, University of Sussex and Demos.
- Foskett, N. (2004) IAG (Information, Advice And Guidance) and Young People's Participation Decisions 14-19, Nuffield Review of 14-19 Education and Training Working Paper 25.
- Fletcher M, Styles B (2005). *FE provision for 14–16 year olds*. London: Learning and Skills Development Agency.
- Fletcher, M. and Owen, G. (2005) *The Funding Gap: funding in schools and colleges for full-time students*. London: LSN.
- Gardner, S. (2005) An LSC perspective on key policy mechanisms, their effects and opportunities for reform, Nuffield Review of 14-19 Education and Training.
- Golden, S., O'Donnell, L., and Rudd, P. (2005) *Evaluation of Increased Flexibility for 14 to 16 Year Olds Programme: the Second Year*. Nottingham: DfES Publications.
- Greenhalgh, P. (1994) *Emotional Growth and Learning*. London: Routledge.
- Harkin, J. (1998a) Constructs Used by Students in England and Wales to Evaluate their Teachers, *Journal of Vocational Education and Training* 50, 3, pp. 339-353.
- Harkin, J. & Turner, G. (1997) 'Patterns Of Communication Styles Of Teachers 'In English 16-19 Education'', *Research In Post-Compulsory Education*, 2, 3 Pp. 263-281.
- Harkin, J. (1998b) In Defence of the Modernist Project in Education, *British Journal of Educational Studies*, 46, 4, pp. 404-415.
- Harkin, J. (2000) Participative Education: an Incomplete Project of Modernity, *Educational Research in Europe Yearbook 2000*, Leuven, Garant.
- Harkin, J., Dawn, T., & Turner, G. (2001) *Teaching Young Adults*. London: Routledge.

References *continued*

- Harkin, J., Clow, R., and Hillier, Y. (2003) Recollected in Tranquillity? FE Teachers' Perceptions of their Initial Teacher Training. *Learning and Skills Research Journal*. London: Learning and Skills Development Agency.
- Harkin, J. (2005) *Behaving Like Adults: Meeting the needs of younger learners in further education*, London: LSN.
- Harris, S., Wallace, G. and Ruddock, J. (1995) It's not that I haven't learned much. It's just that I really don't understand what I'm doing: metacognition and secondary school students, *Research Papers in Education*, 10, 2, pp. 253-271.
- Harvey, P. (2006) Improving Teaching Observation Practice in the Learning and Skills Sector, The Research Centre, City College Norwich.
- Higham, J. S. (2004) *Continuity and discontinuity in the 14-19 curriculum*. Working Paper 4 [online]. At www.nuffield14-19review.org.uk/documents.shtml.
- Higham, J., and Yeomans, D. (2005) Collaborative approaches to 14-19 education and training provision. Nuffield Review of 14-19 Education and Training, The Institutional Dimension Of 14-19 Reform In England Seminar 2: 17 May 2005, Discussion Paper 9.
- Higham, J., Haynes, G., Wragg, C. and Yeomans, D. (2004) *14-19 Pathfinders: An evaluation of the first year*. London: DfES.
- Hodgson, A., Spours, K, and Wright, S. (2005) From collaborative initiatives to a coherent 14-19 phase? The Institutional Dimension Of 14-19 Reform In England Seminar 1: 28 February 2005, Discussion Paper 1, Nuffield Review of 14-19 Education and Training.
- Johannessen, T.A., Harkin, J. and Mikalsen, O. (2002) Constructs Used by 17-19 Year Old Students in Northern Europe When Informally Evaluating their Teachers, *European Educational Research Journal*, 1, 3, pp. 538-548. ISSN 1474-9041.
- Martinez, P. & Munday, F. (1998) 9,000 Voices: Student Persistence And Drop Out In Further Education, *London: FEDA*.
- Martinez, P. (1998) *Non-completion of GNVQs*. London: FEDA.
- McIntyre, D., Pedder, D., & Rudduck, J. (2005) Pupil voice: comfortable and uncomfortable learnings for teachers *Research Papers in Education*, 20 (2) pp. 149-168.
- Munday, F and Fawcett, B. (2002) *Models of 16-19 collaboration. A report for Oxfordshire Learning Partnership*. Oxfordshire Learning Partnership.
- Nelson, J., Morris, M., Rickinson, M., Blenkinsop, S. and Spielhofer, T. (2001) *Disapplying National Curriculum subjects to facilitate extended work-related learning at Key Stage 4: An evaluation*. DfES Research Report RR293. Nottingham: DfES.
- O'Donnell, L., Golden, S., McCrone, T., Rudd, P, and Walker, M. (2006) Evaluation of Increased Flexibility for 14-16 Year Olds Programme: Delivery for Cohorts 3 and 4 and the Future. National Foundation for Educational Research.
- O'Donnell, L., Golden, S., McCrone, T., Rudd P. and Walker, M.(2006) *Evaluation of increased flexibility for 14 to 16 year olds programme: Delivery for cohorts 3 and 4 and the future*, National Foundation for Educational Research, Research report 790.
- Ofsted (2003) *Supporting 14 to 19 education. Evidence from the work of 12 LEAs*. Ofsted:
- Ofsted (2004b) *Increased Flexibility programme at Key Stage 4: Evaluation of the first year*. London: Ofsted.
- Ofsted/FEFC (1999) *Post-16 collaboration. School sixth forms and the further education sector*. London: Further Education Funding Council.
- Plato, P. (2005) 14-19 Institutional arrangements in Surrey – A case study, Nuffield Review of 14-19 Education and Training.
- Pollard, A., and James, M. (Eds) (2004) *Personalised Learning: A Commentary By The Teaching And Learning Research Programme*. ESRC.
- Reddy, M. (1979) The Conduit Metaphor – a case of frame conflict in our language about language, in A. Ortony (Ed.) *Metaphor and Thought*. Cambridge: Cambridge University Press.
- Shaw, J. (2005) Headteacher, Meden School and Technology College: Organising a Relevant Curriculum, Nuffield Review of 14-19 Education and Training Aims, Learning and Curriculum Discussion Paper 6.
- Smith, P., Kerr, K. and Harris, S. (2003) *Collaboration between independent and local authority schools: LEA's perspectives on partnership and community Activities*. Slough: NFER.
- Solomon, Y., and Rogers, C. (2001) Motivational patterns in disaffected school students: insights from pupil referral clients. *British Educational Research Journal*, Vol. 27, No. 3, pp. 331-345.
- Stanton, G. (2005) The Proposals for a New System of Specialist (Vocational) Diplomas, Nuffield Review of 14-19 Education and Training Working Paper 32.
- Stasz, C., and Wright, S. (2005) A Framework For Understanding And Comparing 14-19 Education Policies In The United Kingdom, Nuffield review of 14-19 Education and Training.

- Stenhouse, L. (1967) *Culture and Education*, London: Nelson, p.63. Styles, B., Fletcher, M., and Valentine, R. (2006) Implementing 14–19 provision: a focus on schools. London: LSN.
- Tirrell, J., Wintyer, A.M., and Hawthorne, S. (2006) Challenges Facing Partnerships: current developments towards implementation of 14-19 reform in local authorities, LEACAN.
- Tomlinson, M. (2004) 14-19 curriculum and qualifications reform: final report of the Working Group on 14-19 Reform. Annesley: DfES Publications.
- Torrance H, Colley H, Garratt D, Jarvis J, Piper H, Ecclestone K, James D, *The impact of different modes of assessment on achievement and progress in the learning and skills sector*, Learning and Skills Development Agency, 2005, available at <https://www.lsd.org.uk/cims/order.aspx?code=052284&src=XOWEB>.
- Vygotsky, L.S. (1978) *Mind in Society*. Cambridge, MA: Harvard University Press.
- West, A. (2006) *Case study: Lewisham College*, Nuffield Review of 14-19 Education and Training, Briefing Paper 10.
- Wright, S. (2005) Young people's decision-making in 14-19.

Functional skills References

- Brockington, D. (2005) *An Update on the Status of Generic Employability Skills: Wider Key Skills in the National Qualifications Framework*. Nuffield Review Briefing Paper 3 [online]. At: <http://www.nuffield14-19review.org.uk/files/documents103-1.pdf>.
- Carter, R., (2006) *Grammar, spoken English and literacy*, Literacy Today www.literacytrust.org.uk (accessed 22/11/06).
- Casey, H., Cara, O., Eldred, J., Grief, S., Hodge, R., Ivanicv, R., Jupp, T., Lopez, D., and McNeil, B., (2006) 'You wouldn't expect a maths teacher to teach plastering...' *Embedding literacy and numeracy in post-16 vocational programmes – the impact of learning and achievement*, NRDC Research report.
- DfES (2006) *Functional skills – your questions answered* www.qca.org.uk/functionalskills.
- Fielding, M., Bragg, S., Craig, J., Cunningham, I., Eraut, M., Gillinson, S., et al, (2005). *Factors Influencing the Transfer of Good Practice*. Research Report 615. London: DfES.
- Higham, J., and Yeomans, D., (2006) *Emerging Provision and Practice in 14-19 Education and Training: A Report on the Evaluation of the Third Year of the 14-19 Pathfinder Initiative*, Post-14 Research Group, School of Education, University of Leeds. Research report 737.
- Nunes T., Schliemann, A. D., Carraher, D. W. (1994) *Street Mathematics and School Mathematics*, Cambridge University Press
- Learning and Skills Council (2004) *Increased Flexibility: Case Studies in Improving Practice* http://www.vocationallearning.org.uk/files/casestudies/casestudies_LSC.pdf
- NRDC(2005) Embedded teaching and learning <http://www.nrdc.org.uk/content.asp?CategoryID=597&ArticleID=492>
- NRDC (2006) Development through practitioner research http://www.nrdc.org.uk/publications_details.asp?ID=65

Websites

- OCR** http://www.ocr.org.uk/Data/publications/newsletters/DiplomaWatch_Issue2.pdf
- Edexcel** http://developments.edexcel.org.uk/VirtualContent/102382/info_sheet_Functional_Skills.pdf
- QIA** http://www.qia.org.uk/suppliersofimprovementservices/uploads/T15_KSSP_EoI_Further_Information_FINAL.doc
- Nuffield** <http://www.nuffield14-19review.org.uk/files/documents129-4.pdf>

Appendix A

Interviews with 14-19 development staff in local authorities

Interviews were conducted with 14-19 advisers, managers or coordinators in twelve local authorities where there have been partnerships in 14-16, 16-19 or 14-19 provision over the last few years. The majority of the interviews were taped as telephone conversations: in one case (City of Bristol) the comments were recorded verbatim and in another case (Durham) responses were received by e-mail. A number of the authorities have been 14-19 'Pathfinders' and as such have been the subject of formal evaluations and they are also committed as part of their status to disseminating good practice in 'Learning Visits'.

Issues flagged for discussion

1. What **Training Needs Analysis tools** are used currently and what is the evidence of their effectiveness?
2. **IAG** – Individual Advice and Guidance to students – what are examples of good practice in providing IAG, especially in ways that may help to overcome gatekeeping by individual institutions? For instance, are there examples of area-wide e-based prospectuses for student use?
3. **ILPs** – Individual Learning Plans – what are examples of good practice in using ILPs? For instance, are there examples of the successful use of e-portfolios backed with teacher support?
4. Is there evidence of good practice in '**vertical coherence**' through levels of courses? Equally importantly, is there evidence of good practice in '**horizontal coherence**' between subjects, partner institutions, etc. Can you find some evidence/examples?
5. There are **capacity issues** to deliver an entitlement curriculum across many different Diplomas – trained staff, 'applied learning' facilities, work placements, etc. Are there examples of good practice in building capacity?
6. **Safeguarding learners** – in the light of 'Every Child Matters', are there examples of good practice in safeguarding learners, e.g. by using COVEs or simulated work-place learning; by adequate protocols between partners to agree responsibility to safeguard learners, etc.
7. **Assessment** – the assessment of 'applied' learning can be very time-consuming and there are historical differences in how most school teachers assess and how vocational tutors in FE assess. Is there evidence of good practice in partnership assessment arrangements? Evidence in some cases of the setting up of assessment centres and how effective they are?
8. Any other issues respondents wished to raise.

Partnership	Contact
Bristol	Sarah Williams
Coventry	Bridget Armour CMW
Doncaster	Kate Lavin CMW
Durham Fyndoune Community College	Lynda Dixon
Kingswood, South Gloucestershire.	Colin Money CMW
Lincolnshire Boston College	Claire George CMW
Norfolk	Mike Hodkinson CMW
	mike.hodkinson@norfolk.gov.uk
Northumberland	Margaret Frostick LS
Oxfordshire	Pat O'Shea LS
Sheffield	Nick Duggan CMW
	Nick.Duggan@sheffield.gov.uk
Southwark	Lisa Lintott CMW
	020 7525 5330/07947 646698
Swindon	Lynne Scragg CMW

Appendix B

From the DfES The Standards website

Personalised learning

Personalised learning is about tailoring education to individual need, interest and aptitude so as to ensure that every pupil achieves and reaches the highest standards possible, notwithstanding their background or circumstances, and right across the spectrum of achievement. Personalised learning is not a new DfES initiative, it is a philosophy in education. Many schools and teachers have tailored curriculum and teaching methods to meet the needs of children and young people with great success for many years. What is new is our drive to make the best practices universal across all schools, particularly for children whose needs can be the most challenging to meet. We want to help schools and teachers establish their own approaches to personalised learning, so that across the education system the learning needs and talents of young people are used to guide decision making.

Principles at the heart of personalised learning

To build a successful system of personalised learning, we must begin by acknowledging that giving every single child the chance to be the best they can be, whatever their talent or background, is not the betrayal of excellence, it is the fulfilment of it. Personalised learning means high quality teaching that is responsive to the different ways students achieve their best.

This leads directly to the principles that can help guide our day-to-day practices:

For pupils it means:

- having their individual needs addressed, both in school and extending beyond the classroom and into the family and community;
- coordinated support to enable them to succeed to the full, whatever their talent or background;
- a safe and secure environment in which to learn with problems effectively dealt with;
- a real say about their learning.

For parents and carers it means:

- regular updates, that give clear understanding of what their child can currently do, how they can progress and what help can be given at home;
- being involved in planning their children's future education;
- the opportunity to play a more active role in school life and know that their contribution is valued.

For teachers it means:

- high expectations of every learner, giving the confidence and skills to succeed;
- access to and use of data on each pupil to inform teaching and learning, with more time for assessment and lesson planning;
- opportunities to develop a wide repertoire of teaching strategies, including ICT;
- access to a comprehensive CPD programme.

For schools it means:

- a professional ethos that accepts and assumes every child comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations;
- a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies.

Appendix B *continued*

For the DfES and local authorities it means:

- a responsibility to create the conditions in which teachers and schools have the flexibility and capability to personalise the learning experience of all their pupils;
- a system of intelligent accountability so that central intervention is in inverse proportion to success.

For the system as a whole it means:

- the shared goals of high quality and high equity.

The rationale of these principles is clear: to raise standards by focusing teaching and learning on the aptitudes and interests of pupils and by removing any barriers to learning. The key question is how collectively we build on this offer for every pupil.

Recent research on personalised learning topics

Listed below are links to summaries of recent research on topics relating to personalised learning. These summaries have been specifically written for practitioner audiences, and highlight possible implications for practice.

Teachers' and Students' roles in formative assessment (written by William, Lee, Harrison and Black and published in 2004)

Recent research studies have highlighted the value of formative assessment in helping raise pupils' attainment (e.g. Black and William's *'Inside the Black Box'*). Although the original work revealed clear messages about what was needed there was little or no exemplification of the strategies. The two studies which are the subject of this digest set out to evaluate and illustrate formative assessment methods in secondary schools in England.

www.standards.dfes.gov.uk/research/themes/assessment_for_learning/MonSep151522482003/

Developing formative assessment in the classroom; using action research to explore and modify theory (written by Torrance and Pryor and published in 2001)

This study looks at how classroom assessment can be used to support children's learning. It shows how assessment for learning can be used to foster and promote learning environments for children.

www.standards.dfes.gov.uk/research/themes/assessment_for_learning/TueOct221742482002/

Peer tutoring in writing: A school systems approach (Written by Medcalf, Glynn and Moore and published in 2004)

Peer tutoring is a method of in-class teaching in which same-age or older children are trained to support their peers in learning. It can provide educational benefits for both the tutors and the tutees, and is seen by many as one of the most effective, enjoyable and practical ways in which to deliver personalised learning.

This study undertaken in New Zealand used an intensive tutoring approach where senior primary school children assisted junior class students to develop writing skills. The responsive nature of the programme meant that tutors were required to use higher cognitive skills than those used in many traditional peer tutoring programmes.

www.standards.dfes.gov.uk/research/themes/assessment_for_learning/peer_tutoring_writing/

How do secondary school teachers choose within-class student grouping strategies? (Written by Peter Kutnick *et al*, and published in 2005)

Structured group work is a very effective method of promoting learning amongst students of all ages, according to recent research evidence. Yet little is known about the ways in which secondary school teachers structure groups within their classes. The authors of this study noted that research into within-class grouping in English secondary schools is relatively rare compared with studies of such grouping in primary schools. The study looks particularly at how secondary school teachers planned within-class grouping and how it was used to facilitate learning tasks.

www.standards.dfes.gov.uk/research/themes/pupil_grouping/secondary_student_grouping/

Consulting pupils about teaching and learning (written by Rudduck, Flutter and Peddar *et al*, and published in 2005)

A key aspect of personalised learning is the development and support of pupil voice especially across the school. This digest summarises a three year study on consulting pupils about teaching and learning. The researchers found that pupils had much to say about teaching and learning. When their perspectives were taken seriously they felt more positive about themselves as learners, could understand and manage their own progress better and felt more included in the school's purposes. They believed that what they said made a difference. Consulting with pupils was also beneficial to teachers – it helped them understand how to support pupil engagement and build more open, collaborative and communicative relationships with their pupils.

www.gtce.org.uk/PolicyAndResearch/research/ROMtopics/pupilvoice/

Personalised Learning – a publication by the Teaching and Learning Research Programme

This booklet draws together research on personalised learning topics, which have been funded as part of the Teaching and Learning Research Programme (TLRP). The booklet is written for practitioners in mind. TLRP is the UK's largest ever investment in education research. It runs from 2000 – 2008 and is based at the Institute for Education, University of London. TLRP aims to enhance outcomes for learners in all educational sectors across the UK. As well as producing findings on particular topics, the Programme is attempting progressively to identify key principles of effective teaching and learning and ways of applying them. To find out more about TLRP go to the website on www.tlrp.org

www.tlrp.org/documents/ESRCPerson.pdf

Appendix C

Help available for Workforce Development

DfES websites

DfES Learning Gateway – with links to a wide range of information and resources, including material related to Pathfinders and the IF programme.

<http://www.dfes.gov.uk/14-19>

Evaluation of the IF programme

www.dfes.gov.uk/research/data/uploadfiles/RR609.pdf

The Standards site includes material on delivering 14-19 reform.

<http://www.standards.dfes.gov.uk>

Information about Centres of Vocational Excellence in FE.

www.dfes.gov.uk/cove

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

Information about the setting up of employer-led national skills academies.

www.dfes.gov.uk/publications/nsapropectus

Other useful websites

Links to a wide range of information and resources, including information about the IF programme

www.teachernet.gov.uk/teachingandlearning/14to19

Support for innovation and development, including for the new Diplomas and Functional Skills.

www.qia.org.uk

Some support materials for the new Diplomas.

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

DfES Learning Gateway

Learning Visits

‘Brilliant. A no nonsense approach that gives a real basis for the future’

‘Excellent – it made the whole 14-19 agenda seem achievable and manageable’

The 14-19 Pathfinders Programme developed and implemented innovative approaches to delivering 14-19 education and training in a range of settings. Sharing this information will be crucial to successful implementation of the 14-19 reforms.

The DfES established a programme of structured Learning Visits to enable strategic planners and practitioners to visit Pathfinder areas so that they could learn, at first hand, about what has and has not worked.

Success of the first tranche

Seventy-eight LA areas attended a least one Introductory Learning Visit (ILV) in the first tranche, and some LA areas have already held a Level C area-based ‘Action Planning’ event, helping them to prioritise and plan implementing 14-19 reforms in their area.

Here are some other comments made by delegates who attended the first tranche of ILVs:

‘Brilliantly refreshing. Everyone was buzzing on the journey home.’

‘One stop shop for 14-19 Development.’

‘Refreshed commitment and enthusiasm by making 14-19 implementation seem more deliverable.’

Here are some of the comments made by delegates who attended area-based 'Action Planning' events:

'Absolutely essential. Cleared up a lot of questions and went a long way in allaying all manner of fears and trepidations around re-structuring current delivery patterns. Showed practical solutions to issues raised.'

'Absolutely perfect – the 'lights' were going on all over the place. Thank you.'

'We are confident that sharing the experiences of the Pathfinder has saved considerable planning time and helped us to avoid making serious mistakes. We would strongly recommend the Wolverhampton dissemination programme to other partnerships.'

Learning networks

The DfES will establish networks to link schools and colleges to the work of the Diploma Development Partnerships and to support workforce development in all 14 Diploma lines. Key partners will work with Centres of Vocational Excellence, and Vocational Specialist Schools and Skills Academies to establish networks in the first five specialised Diploma lines in 2007.

The National College for School Leadership (NCSL): www.ncsl.org.uk and the Centre for Excellence in Leadership (CEL): www.centreforexcellence.org.uk will provide support for effective leadership of 14-19 reform and share their expertise in promoting leadership capabilities, management development and partnership working.

The DfES Innovations unit identifies strategies for making innovation powerful and systematic, by developing an understanding of innovation throughout the education system.

www.standards.dfes.gov.uk/innovation-unit

The principles of good practice in terms of CPD are well established and self assessment tools facilitate the identification of needs. An example is that developed by DSYG.

http://www.dysg.org.uk/component/option,com_docman/task,doc_details/gid,1594/Itemid,179/

The Quality Improvement Agency and the Specialist Schools and Academies Trust will provide teaching and learning resources and local training and coaching opportunities in the 2007/08 academic year for staff involved in delivering the Diplomas from 2008.

Help with Assessment

The Assessment Reform Group has published a number of resources on-line to support teachers in the development of good assessment practices in the classroom. Downloadable publications on the site include *'Inside the Black Box'*, the ten principles of assessment for learning, and most recently the findings from a systematic review of the literature on testing, motivation and assessment. This review includes practical guidance for teachers on improving pupil morale – particularly that of low attainers, and reducing pupil stress during testing.

www.assessment-reform-group.org.uk/publications.html

The LSN runs the Vocational Learning Support programme aimed to provide schools and colleges with help to deliver work-related learning.

Staff development resources

- www.lluk.org/currentactivity/14_16_modules.html
- www.lsneducation.org.uk (for LSDA-published material)
- www.lsc.org.uk
- The LSC website gives access to an Association of Colleges document on increased flexibility: AoC/LEACAN (2003). *Guidance for FE colleges providing for young learners.*
- The LSN runs the Vocational Learning Support Programme: 14–16 (VLSP 14–16) for the DfES, which (with VLSP 16–19) supports work-related learning at Key Stage 4 and the effective delivery of Level 3 vocational qualifications in 2005/06. VLSP's activities are summarised below. More details can be found via the website www.vocationallearning.org.uk

Appendix C *continued*

Key objectives of VLSP include supporting:

- high-quality teaching and learning, particularly in the delivery of GCSEs in vocational subjects and other vocationally related qualifications (VRQs) at Levels 1 and 2;
- collaborative working between schools, colleges and employers and bringing the vocational context into the curriculum at Key Stage 4.

Activities for VLSP for 2005/06 include:

- briefings and updates for key stakeholders;
- events for teachers, managers and practitioners on vocational and work-related learning 14–16, to showcase key themes for schools and colleges with workshops;
details are posted on www.vocationallearning.org.uk
- website development as a comprehensive source of information on issues and topics in vocational and work-related learning at Key Stage 4; the website (www.vocationallearning.org.uk) is regularly updated to appeal to a wide variety of users;
- a 14-19 termly newsletter from November 2005, which covers all aspects of vocational and work-related learning 14-19;
- targeted consultancy and free customised training to support practitioners, particularly in the delivery of GCSEs in vocational subjects, and other aspects of vocational and work-related learning at Key Stage 4;
- in-depth consultancy to help centres, partnerships and networks identify needs and design a programme of professional development;
- work of the Regional Infrastructure and Local Networks through its regional activities coordinators, supported by a team of local area coordinators, who are points of contact for all network members and local stakeholders; there are 180 of these local networks, which act as a focus for information exchange, activity delivery and the production of materials and resources for local schools and colleges;
- subject specific events run with the Specialist Schools and Academies Trust (SSAT);
there are 110 events in 2005/06 to support effective practice in teaching and learning, to improve attainment at Key stage 4, particularly in GCSEs in vocational subjects;
- new publications, including:
 - 'Critical success factor' booklets, on the delivery of GCSEs in vocational subjects;
 - 'Resources explored', for GCSEs in vocational subjects (summarising the materials currently available to support these qualifications);
 - a leaflet on effective collaborative working within the Young Apprenticeships partnerships;
 - high-quality outputs from local networks.

The process of younger learners studying in further education colleges may be facilitated by the use of individual learning plans (ILPs). Two possible sources of help in developing ILPs are:

- Myers A (2003). *Developing and managing individual learning plans – an integrated approach*. London: AoC.
- www.dfes.gov.uk/progressfile/docs/14-19agenda_pfilp.doc

Harkin, 2006.

Initiatives other than Pathfinders and the Increased Flexibility Programme***Centres of Vocational Excellence (CoVEs)***

CoVEs are specialist areas of vocational provision linking providers, employers and the wider community. There are already some 400 CoVEs established across the country. For more information about how to get involved in your local CoVE, go to the CoVEs website. <http://www.cove.lsc.gov.uk>

Vocational Specialist Schools

By 2008, there will be 200 new Vocational Specialist Schools, who will work with CoVEs (see above) and Skills Academies (see below) to develop vocational provision across the curriculum, and work with and support other schools locally to do so. For more information, go to the Specialist Schools and Academies Trust website. <http://www.specialistschools.org.uk>

Skills Academies

Employer-led Skills Academies are centres of expertise in a vocational area. 14-19 year olds will be able to study there or, if they are studying at another institution, they may be able to use the Academies' expertise. For more information, see the National Skills Academy Prospectus. <http://www.standards.dfes.gov.uk>

16-19 Academies

These academies, which combine FE governance and Academy management and sponsorship, will contribute to the local 14-19 offer, including through developing high quality Diploma provision. For more information, go to 16-19 Academies on the Standards site. <http://www.standards.dfes.gov.uk/publications/nsaprospectus>

New sixth forms

Funding to support high performing 11-16 schools to establish a sixth form will prioritise those schools which have or are developing a vocational specialism. You can download the guidance from Specialist Schools on the Standards site. <http://www.standards.dfes.gov.uk>

Appendix D

Bury College's use of a staff development analysis tool

This project sought to plan, implement and review a staff ILT analysis tool that identified the 'vital few' skills that teachers need to teach using ILT. The analysis tool would then be used to inform the development of a new CPD programme that would deliver the missing essential ILT skills for teachers.

- To identify the key ILT skills for teacher.
- To create an ILT audit instrument.
- To carry out a survey of college staff.
- To design a new staff development programme as a result of the survey findings.

Learning Outcomes

Four hundred and thirty-two surveys were completed and returned. An analysis of the returns informed the CPD team on current levels of ILT use in the classroom and identified a range of training needs of curriculum staff to develop on current levels of ILT use in the classroom and identified a range of training needs of curriculum staff to develop the 'vital few' ILT skills.

What worked well

Benefits for learners

- Receive more appropriate, engaging teaching: technology used only where it 'adds value'.
- Increased confidence with learning focused on essential study skills.

Benefits for staff

- Quality in the use of ILT in teaching and learning improved across the whole curriculum.
- New ILT skills and expertise.

Benefits for the institution

- Improved communication between staff and students.
- Identification of the key ILT skills for teachers.

Further information

The material is available on the Q project series 2 DVD ROM and can be ordered via the link shown below:

materials reference: ISBN 1 84572 047 4/Q project series 2 DVD ROM/041 949DV/111

Weblink and further information

<http://www.learningtechnologies.ac.uk/qdvd.asp?area=34>

Appendix E

Applied learning Diplomas and More Able Learners

Summary

Specialist Diplomas are intended to be available to *all* learners, including those capable of the highest achievement with exceptional aptitude for specialist domains of applied learning. Specialist diplomas are also intended to be no less a route into higher education than more established and traditional routes.

Given the lack of equity between vocational and traditional academic pathways in this country and their perceived relative value and status it is important that we interrogate the inclusion of more able learners in areas of applied or vocational learning at level 3 and beyond.

The current picture with regard to the inclusion of more able learners in programmes of applied learning is problematic. On the one hand there is a recognition in some quarters at least that the vocational-academic divide is an artificial and unhelpful one, educationally and economically. On the other hand there still remains in some educational and political circles the firmly-held belief that vocational learning is, at least during the formal stage of schooling, not an appropriate route for the most able, who should aspire to the 'gold standard' of GCSEs, A levels and increasingly, particularly in the private school sector, the International Baccalaureate and GCSEs.

In practice the picture is as ambivalent and inconsistent. Some 14-19 Pathfinder initiatives (eg Black Country; Coventry), subsequent developments 14-19 area-wide provision (eg Wolverhampton) and curriculum development undertaken in EiC and Aimhigher areas have deliberately planned to include able, gifted and talented learners in vocational programmes (although not always in accredited programmes). More recently schools in the SSAT in particular are taking the lead in developing curricula which bridge the vocational-academic divide and where vocational and applied learning and accreditation opportunities are planned to include all learners, including the gifted and talented (eg Writhlington School, Radstock, Homewood School, Tenterden, Kent; Newall Green High School, Manchester, Ringmer Community College, E Sussex; Ashfield School, Notts., Sharnbrook Upper School, Bedford, Leigh CTC, Dartford, Kent, Varndean School, Brighton, Heath Park, Wolverhampton). A number of these schools require all students to opt for a vocational subject at Key Stage 4, typically a GCSE and make applied options at level 3 available post-16.

These examples are however currently not representative of majority practice. It is perhaps worth noting that the current 14-19 Gateway applications contain no independent schools and hint at a divided economy of schools wishing to take up the first Diploma lines.

From the survey undertaken there is so far a limited evidence base for the experiences of able, gifted and talented students on applied learning programmes. This may also be related to the difficulty of identifying the involvement of specific groups of learners in vocational programmes – and the terminology used in searches.

The evidence from good and innovative practice points tentatively to the following as significant factors in curriculum planning and in engaging more able, gifted and talented learners in vocational and applied learning:

- Curriculum planning and organisation which seeks to integrate 'vocational' and 'academic' learning
- A view that applied/vocational learning can and should be challenging and appropriate for the most able learners
- A desire to ensure the IAG processes are inclusive, including IAG about progression routes from vocational programmes into higher education
- Marketing and communicating to all stakeholders the value and status of applied programmes post-14
- Fit for purpose professional development strategies

Effective strategy is closely linked not only to regional and local planning but also to the particular context of the school and needs to take into account, for example:

- Size of school
- Student/staff profile
- Local/regional context

Appendix E *continued*

Care should be taken in comparing existing vocational programmes and take up with the likely scenario for the take up and provision of Specialist Diplomas for more able students. Specialist Diplomas represent a more radical curriculum change, implying a different kind of choice process for students and a different kind of approach to curriculum planning and student advice and guidance for schools and colleges.

Success factors and barriers to effective practices

The following issues appear to be significant:

Barriers

- Organisational, financial, staff deployment, cultural differences between institutions
- Perceptions of the lack of suitability of applied learning options for able students
- Lack of expertise in teaching in advanced applied areas
- School performance tables
- Selection within education
- Prohibitive collaborative costs
- Lack of suitable IAG pre-14 and pre-16 for more able learners

Success factors

- Strong area-wide provision/collaboration in educational provision; demographic factors
- Integrated planning at institutional and cross-institutional level e.g. in case study schools vocational/academic divide more seamless and vocational uptake deliberately planned to be inclusive (although introduction of SDs may militate against this ironically)
- A range of applied learning opportunities makes the offer more suitable for a differentiated audience
- Many Pathfinders, schools and Local Authorities recognise the importance of tackling the perception that vocational learning pre-16 is for the less able.

Staff development needs

Needs analyses completed by teachers and lecturers participating in a series of national training events run by Oxford Brookes University in 2004 – revealed a high level of demand for a greater understanding of what constitutes strong aptitude in vocational learning and how to identify it and for greater skill in pedagogical approaches to develop high levels of expertise in students working at level 3 and beyond.

A recent 2006 survey of Aimhigher co-ordinators revealed a similar lack of confidence in recognising and providing for very able students in vocational/applied areas of learning. An issue raised in a number of reports e.g. Foster, 2006 is that of the lack of opportunity for teachers to acquire knowledge of leading edge, current and employment practices in applied areas of learning.

Below are some tentative conclusions from the other evidence surveyed so far regarding the development needs of staff involved in SD delivery and management

Strategic managers

Knowledge/understanding

- Vision and values regarding applied learning and its relevance and potential for all learners, irrespective of perceived ability, gender or ethnicity
- Curriculum design and collaborative models which encompass the needs of all learners
- Progression routes to HE, including for the most able taking up applied learning options
- Budgeting/resourcing
- Use of VLEs

Skills/processes

- Integrated and area-wide curriculum planning
- Enabling choice and personalisation
- Enabling, managing and monitoring Individual learning routes
- Developing and managing IAG systems for all learners
- Capacity building and staff development
- Quality assurance and enhancement
- Leadership of complex systems
- Stakeholder management

Teachers (and other workforce)

Knowledge/understanding:

- Professional/Skills sectors and their current practices
- Career and HE opportunities and requirements
- Identification of vocational aptitude and development of high level expertise through appropriate pedagogical approaches and curriculum
- Developing own professional expertise/skills

Skills/processes:

- Mediating and facilitating learning
- Work-based learning delivery
- IAG giving/sourcing
- E-learning delivery
- Communication and negotiation
- Learning materials design
- One to one tutoring/mentoring

Whole workforce development strategies e.g.

- Industry/work placements
- Collaborative learning
- Mentoring and coaching
- Using and participating in 'Learning networks'
- Cross-sector experience
- Use of learning technologies
- New approaches to pedagogy and the planning of learning

Appendix F

Agreement for Schools programme of Vocational Learning City Of Bristol College

1. Purpose

This agreement sets out the operational arrangements for Schools links vocational programmes between City of Bristol College and (School).

It is designed to ensure that both parties have an awareness and understanding of the agreed role of each institution in the partnership.

2. Programmes and Payments

- The college agrees to provide the programme(s) listed to the number of students as set out in the letter of confirmation.
- The school agrees to pay the college for provision of the programme as set out in the letter of confirmation.
- The term of this agreement is for the academic year September to July.

3. Responsibilities of the College

The College will:

- Provide the programmes with reasonable care and skill, using appropriately qualified staff and in accordance with statutory requirements
- Supervise students appropriately whilst they are on college premises, according to their age and ability
- Notify the school of the starting and finishing times of classes and of any variation to these
- Ensure that relevant college staff are informed of the additional needs of students as notified by the school in the student profile, or subsequently to the schools link Co-ordinator
- Enrol all pupils as students of the College
- Provide an induction programme for each participant to include Health and Safety briefing
- Notify the school of any unauthorised absence
- Provide attendance details to the school for each session
- Ensure all College staff involved in provision are subject to appropriate security checks
- Maintain learner records for students in the appropriate format according to the qualification or course followed
- Apply the College's standard procedures for evaluation and quality assurance to programmes
- Notify the school of unacceptable behaviour by any student according to the code of practice
- Assist the school in informing parents/carers as to students progress
- Ensure students know who to contact and where to go in case of emergency
- Specify appropriate protective clothing and footwear for each activity
- Allow access to College premises for properly authorised Health and Safety representatives and staff monitoring programmes on behalf of the school
- Provide insurance against injury whilst on College premises
- Make arrangements for external accreditation where appropriate
- Take a register of each session attended by students and make copies available to schools on request
- Invoice the school for agreed payments on a termly basis
- Arrange progress meetings for the purpose of reviewing the programme. These meetings to be chaired by the Schools link manager and attended by tutors, school staff and College co-ordinators.

4. Responsibilities of the school

The school will:

- Select students according to ability and interest in particular subject areas
- Provide to the College for each student a completed profile in the form specified by the college, giving emergency contact number an outline of any additional needs or medical problems, disciplinary record and behaviour management strategies
- Inform the college of any relevant information arising during the programme
- Secure consent where needed from the parent/carer of each student to attend a college programme
- Secure when needed permission from parents/carers to forward confidential or sensitive information to the college
- For pupils attending a half or full day programme, secure written consent from parent/carer that students may be unsupervised during break times
- Ensure that there is a member of school staff available in college when students are in classes
- Take responsibility for student's transport to and from college
- Check attendance records and follow up absentees, keep college informed of action
- Follow up notifications by the college of unacceptable behaviour and apply disciplinary procedures appropriately, withdrawing student from programme if college so requests
- Complete monitoring and evaluation documents in respect of the programme
- Attend progress meetings as arranged by the college
- Inform the college of the schools inspection provision
- Sign the letter of confirmation for courses agreed
- Settle invoices within one month of receipt
- Notify the college of any withdrawals
- Should the need arise to replace any student this not to be done without prior agreement from the college and profile forwarded to the college for the replacement student
- Ensure pupils are issued with and wear appropriate protective clothing and equipment
- The school may be required to reimburse the college for any malicious damage to tools equipment or premises by their pupils.

5. Responsibilities of the students

The students will:

- Attend each session unless there is good reason
- Notify the school in case of unavoidable absence
- Wear at all times, as required, protective clothing as appropriate to the course of study
- Behave in a safe and sensible manner at all times when on college premises
- Comply with requirements of college health and safety policy
- Complete all work set to the best of their ability, including any homework or self study
- Treat other students and their belongings with respect
- Take care of college tools and equipment.

Note: These responsibilities will be brought to the students attention during induction. Students to sign their agreement to these responsibilities.

Appendix G

Learning from existing provision: European neighbours

Section 1: The Near Abroad: Scotland, Wales and the Republic of Ireland

Scotland

Signpost to overall improvement

- Increase levels of visibility of senior staff around the establishment.
- Revise remits for senior staff allowing them to focus more on learning and teaching.
- Access and apply relevant good practice from other sources.
- Focus on improvements to learning and teaching.
- Improve whole-establishment systems for communication.
- Particularly in the schools sectors, ensure consistent responses to behaviour issues, adopt positive behaviour strategies and recognise the links with the curriculum, learning contexts and learning activities.
- Devolve more decision making to drive forward improvement initiatives.
- Strengthen self-evaluation systems, processes and outcomes.
- Engage learners in the improvement process.
- Focus on improvement activities which are outcome-directed, manageable and achievable.

Improving Scottish Education, 2005 –

A report by HMIE on Inspection and Review 2002-2005

Scotland is the most clearly distinct in provision and can trace a line of development from the Action Plan of 1983 which was not interrupted by the irruption of the 1988 Education Reform Act in England and Wales. In the early 1990s Scotland had a linked system in which vocational and general forms of education were clearly discernable but were more linked than their English and Welsh counterparts. The Scottish Higher Grade, taken at 17 after one year's study was the main academic qualification for entry to higher education but also had wide currency in the white-collar labour market. It was quite possible for students aiming at university entry and thus taking five or six Highers to be sitting alongside students who were combining a lesser number of Highers with modules from the Scottish Vocational education Council (SCOTVEC). This also corresponded with a tradition in which vocational and technical education was in large part comprehended within general education; it is noteworthy that initiatives such as the Technical and Vocational initiative (TVEI) in the 1980s were absorbed into mainstream Scottish schooling without being seen as a challenge to its essence.

From this basis Scotland is moving towards a unified system of post-16 qualifications. Another important distinction is that the focus in Scotland has started at school leaving age, not in the last two years of compulsory schooling which in England and Wales comprise Key Stage 4 of the National Curriculum. Scottish schools do not have a statutory curriculum to follow; instead there are curriculum guidance schemes for 5-14. 14-16 curriculum provision was revised in the 1980s along the lines of the Munn and Dunning Reports with the introduction of Standard Grade; this is now being displaced by the new National Qualifications (Raffe, 2005).

Scottish provision can claim to be successful in increasing participation in terms of higher education, where the participation rate is nearly at the 50% target set for 2010 in England. Graduates as a proportion of the total workforce rose from 15% in 1997 to 22% in 2004 – an increase of 138,000. (Scottish Executive, 2005, p.14). It has to be noted however that given the different origins and basis of this provision, 'cherry-picking' one aspect or another would be inadvisable.

An example where the system operates differently is in the role played by Scottish further education colleges, which are seen as having a clear and distinct role from schools (Raffe, 2005). While the full-time college student population in England can be described as mostly middle attainers from the middle classes, and those in Wales as mostly low

attainers from the middle classes, their full-time counterparts in Scotland tend to be working class low attainers (Lasonsens and Munning, 2001) – which suggest that the most unified system ironically features the most sharply differentiated use of provision. It should also be noted here that far and away most FE students in Scotland – over 500,000 – are part-time, while there are fewer than 30,000 fulltime ones (Scottish Executive, 2005). This situation may reflect greater success by schools in retaining middle attainers from working class backgrounds.

Northern Ireland

Northern Ireland has a different form of distinctiveness, in that it has retained intact a selective pattern of schooling centred around high-performing grammar schools (both Catholic and Protestant) with a strong academic ethos. This has meant that the linkage between vocational and general streams in post-compulsory education is weak. It therefore is on the further end of a spectrum, with unified systems at one end and separate and distinct tracks at the other. Nonetheless it has comparable levels of participation in post-compulsory education and training to Scotland, perhaps reflecting a reaction to the province's economic problems and its recent decades of political crisis.

Another dimension to Northern Ireland education policy is of course the current settlement in the political processes initiated by the 'Good Friday Agreement' of 1998. The assembly is charged with developing education policy but has been suspended pending a political settlement. In the interim the Northern Ireland Office acts as an instrument of direct rule, but one that sees itself holding the line rather than laying down foundations for continued direct rule. In the circumstances it is understandable that policy statements for the NIO tend to follow the format of the DfEs in London. It may be that a political settlement will result in a distinctive Northern Ireland version of post-compulsory provision but that remains speculative.

Wales

Of all the smaller UK countries, Wales provides the most interesting point of comparison for those working in the English system. Wales was for decades simply part of an English-dominated set of structures. It was not until the 1960s that a Welsh Office was established, compared with the Scottish Office of the 1880s. There was no separate education system as in Scotland.

There were however discernable cultural differences. Like Northern Ireland, Wales in the mid-century sought to extend the parameters of selective education by exceeding the 20% norm operating in England; it also embraced comprehensive education with far fewer reservations than operated in England (all Welsh Local education Authorities operate comprehensive systems) and the private sector accounted for a lower percentage of Welsh pupils.

Critics in the 1970s argued that the emphasis on grammars had undermined Welsh comprehensive education and resulted in higher numbers of school-leavers with few or no qualifications. It has been argued that the 1988 Education Reform Act, which did apply to Wales, was in that country an interruption the debates which such challenges had engendered, and the recent initiatives of the Welsh Assembly Government (WAG) represent a recapture of that line of argument. (Egan, 2004)

The proposed 14-19 developments in Wales operate along the same broad lines as in England, but a significant area of difference is the decision to use a set of modular units from the programme to create a Welsh Baccalaureate with both general and vocational content. (By comparison the English version envisages a common core based on the key skills named in the Dearing report of 1996). In that sense the Welsh proposals are still categorisable as a system of linkages between general and vocational schemes rather than the unified model envisaged by Scottish planners but with more links and a clear attempt to bring together general and vocational elements. It is not difficult to see this provision evolving into a unified system.

The Welsh Baccalaureate is clearly the most distinctive feature of the Welsh model and its pilot received a generally favourable review by a team from Nottingham University commissioned by the WAG. Their main conclusion was that the qualification stood to be a successful innovation provided a national roll-out was 'robustly' financed by the assembly, that the WAG accepted the responsibility for ensuring that the Welsh public were aware of it, and that teachers who might be resistant or reluctant were supported in the task of adaptation. (Greatbatch *et al*, 2006)

Appendix G *continued*

Issues from the Comparisons

A key question facing those working in linked stems is how to deal with 'academic drift'; the tendency, noted across OECD countries, for young people who have some degree of choice to opt for general education rather than vocational. This tendency tends to both reflect and confirm a view of vocational education as inferior in quality and status. None of the UK countries has taken the German position of a clear separation with both systems representing a respected but clearly different set of pedagogies and ideologies. The justification for such a clear divide can be traced back to Charles Prosser in the 1920s arguing that academic 'schoolmen' would never give vocational education 'a good show'. Even in Germany however, recent years have seen the developments of vocational tracks into higher education and the development of dual qualifications which combine distinct general and vocational elements.

If vocational education in the UK systems does not already enjoy high status and respect, it seems unlikely it can develop that in an era of 'post-Fordist' de-industrialisation, 'portfolio employment' and 'transferable skills'. Instead the linking argument has been to identify such transferable skills and base learning programmes upon them in order to provide generally skilled administrative and service staff for a post-industrial economy. These general vocational qualifications have however tended to fail to gain parity of respect with established academic ones. Those developing the new programmes of study must therefore address this question.

The nature and development of the educational workforce (a term which seems to be replacing 'profession' in policy discourse) is clearly central to this. If general and vocational education have different pedagogies and aims, it seems sensible that their teachers be trained in distinct programmes of initial formation. If on the other hand, the aim is to demonstrate the generic common ground held by both forms, then that should be reflected in the skill base developed in initial and continuing professional development. Whether the continuation of discrete training courses for secondary and further education teaches can be justified is thus debateable. An alternative might be to consider restricting secondary training to preparation to teach pupils aged 14 and under, but that would raise issues for existing school provision.

The values that pupils and their parents hold are likely to be a contributing factor to the ways in which such provision shapes out with the 'choice agenda' allowing middle-class educated parents to locate their children in high-prestige established academic courses based on GCSEs and A-levels, and for the new vocationally relevant Diplomas to be seen as an inferior vocational alternative. This is likely to reflect very limited knowledge by pupils and parents of the content of the Diplomas, not least their proposed advanced stage. It may also reflect genuine vagueness among the school teaching force, who will be charged with advising young people on their options. The low status the Diplomas may have in these discourses may become a self-fulfilling prophecy. In order to prevent such a development, there is a clear need for an independent advice and counselling service along the lines of the Connexions service which is being reshaped along as yet unclear lines following the Youth Matters White Paper.

Section 2: Continental Parallels: France and Germany

France

French secondary education is uniformly comprehensive, and is structured in two 'cycles' – 11-15 and 15-18. The transition to comprehensive schooling began at the same time as England, Scotland and Wales, in the 1960s but the centralised nature of the system meant that the process of transformation took place in a much shorter period of time. Like the UK countries the '*college unique*' was seen as providing '*egalite des chances*' and this has resulted in a momentum to retain academic general education and initial vocation education within the same framework of credentials.

There is a wider system of vocational education and qualifications in France which was subject to a rationalisation process by the Law of 17th January 2002 which established a framework to comprehend the 15,000 separate vocational awards being offered by several ministries (such as Health, Sport and Leisure, Defence, and Agriculture) as well as by professional bodies, often on a regional basis.

Pupils in French secondary schools follow a common curriculum to age 15 in the *colleges unique*. It is possible to teach in such schools with a three-year Ordinary degree plus a *Brevet* – an ITT qualification taken in one year by university graduates.

Their education continues into its second cycle in a *lycee* whose staff must possess an Honours degree, taken in four years, plus a *Brevet*. There the curriculum is predominantly a preparation for the *Baccalaureate*. This exam, taken at 18, dates back to 1808 but has undergone many revisions from its original purpose to create a technocratic/administrative elite to administer the Napoleonic empire. Its highly academic basis became the object of considerable criticism as participation in secondary school expanded after comprehensivisation; it was seen as alienating to the cohorts of new learners in the system.

In 1985 a decision was taken to establish a vocational (*professionnel*) version of the *bac* and the first courses began in 1987. By 1993 the *'bac pro'* comprised 35 specialised courses of study; by 2003, over 60. Most of these actual specialisms derive from different sectors of industry, but the majority of students take courses targeted on service sector employments and based on 'transferable skills' In 2000, over 200,000 students took this version of the *bac*.

It is interesting to consider the appeal of this version of the *bac* relative to the other two streams – the general or 'academic' one, and the technological one dating back to the 1960s. In 2002, the distribution of students aged 11-15 studying for these awards was:

Type of course	Number of Entrants	Percentage of Cohort
General	1,049,000	46.3
Technological	466,100	20.5
Professional	751,400	33.2
ALL COURSES	2,266,800	100

If one assumes that the technological *'bac'* is vocationally orientated, in that it often leads its possessors into an *Institut Universitaire de Technologie* (IUT) and the two-year diploma in technology (DUT) which was originally seen as an exit qualification into technological employment, then it can be said that the most students on the *'bac'* are studying vocationally orientated courses rather than academic ones. It has to be noted however, that most such students then use their DUT as an entry qualification to the second stage of science and technology degree courses at mainstream universities (Wolf, 2002) which suggests that its theoretical content means that it is more comparable to the general stream. Nonetheless, the *'bac'* system seems to be providing for that third of its entrants for whom it will function as an entry qualification to the labour market. The *'bac pro'* can function as an entry to higher education, but so far few of its holders have taken that option.

The *'bac pro'* is seen as giving labour market advantage to its holders over lower level qualifications such as the CAP and BEP, but without the problems faced by superior specialised technical cadres at a time of labour force restructuring. There is also some take-up from adults who see it as a Level 4 qualification⁹. In this sense it is preferred to the *Brevet Professionnel* (BP) for those seeking commercial or administrative employment. (Other vocational sectors such as hairdressing or construction use specially designed BPs.)

The distinctive feature of the *'bac pro'* is its cross-fertilisation of classroom-based and work-based learning. Pedagogic research has focussed on the language levels and forms in upper secondary schools to identify the cognitive processes required for a vocational level of understanding. This is seen as ensuring a robust character to such professional formation and thus enhancing its status. (Lasonen & Manning)

⁹ As with school years, levels in French education operate from the oldest/highest prestige 'backwards' through the system. Thus students in the final year of the *'bac'* are 'premiere', those in penultimate year 'seconde' etc; likewise a Level 4 qualification is superior to Level 5 but inferior to Levels 1,2, and 3

Appendix G *continued*

Germany

Unlike England and France, most of Germany has opted to stay with a form of selective education. A few *Länder* have developed comprehensive schools (*Gesamtschulen*). The organisational context is therefore different from England, but the resulting clear distinction between general and vocational educational curricula at secondary level does raise some interesting issues.

Selection takes place at the age of 9, when parental wish tends to be more influential than teacher advice in deciding among the options – the academic *Gymnasium*, the vocational *Realschule* and the general *Hochschule*. After a two-year ‘orientation’ phase, some reallocation of pupils takes place among schools, this time with teachers’ judgement being more influential.

Pupils at the *Gymnasium* follow a general or academic curriculum to age 16 and then spend 2-3 years studying for the *Abitur*. This like the French baccalaureate is a unitary qualification which takes various forms such as science, humanities, social science, etc. It is seen mainly as a higher education entrance qualification, and has little purchase in the labour market (Reuling & Hanf, 2003.). Entrance to this track therefore commits the learner to further study. Given the length of traditional German degrees (5-7 years) this deferment of income is a serious obstacle to participation by lower-income groups. In the 1990s, a time of economic problems following reunification, the percentage of those young people eligible to continue into higher education who actually choose to do so fell from 76% in 1990 to 65% in 1999. So in that final year, while 37.3% of the age the whole cohort could have continued on into higher education, only 24.3% actually did so. Most of the non-continuers opted for various forms of advanced vocational education. It is not clear whether the reforms of German higher education in 1998, which introduced Bachelors and Masters degrees with shorter lengths of study, will mitigate the deterrent effect of the old system.

Pupils at the *Realschulen* and to some extent at the *Hochschulen* are inducted into a national system of vocational education from age 16 to 19/20 known as the ‘Dual System’ because it combines on-the-job training with relevant learning in school. Its origins lie in the 1964 report of the Commission for Education and the 1969 Vocational Training Act, which merged industry-based apprentice schemes with vocational training schools. (Ertl & Sloane, p 31).

The Dual System has attracted considerable interest from foreign observers and has been credited with ensuring that the post-war West German economic recovery (*the wirtschaftswunder*) was consolidated into the late twentieth century, stabilising German society. Its strength was its ability to ease the passage of young people into initial employment. Even in the 1990s recession, it kept the youth (under-25) unemployment rates in Germany well below the European Union average (Ertl, p. 125). It has however proven difficult to implant in the *neue Länder* of the former DDR (Ertl, p.126-7).

The system is a creation of the ‘social partners’ in Germany – employers, trade unions and the state, at central (federal) and regional (*land*) level. It aims to create a ‘high-skill equilibrium’ (Finegold & Soskice, 1988) based on rigorous adherence to high standards and expectations of learners. The final assessment is largely based on an examination with written and oral elements, which test trainees’ level of skill development for the profession in question, and also their levels of relevant practical and theoretical knowledge. This examination has to be passed in one session; failure in one part means that the whole exam must be re-taken, therefore the rigour of the system means that it has a significant non-completion rate.

The Dual System is attractive for these reasons to older entrants; of the 13% of young Germans opting not to go on to higher education after passing the *Abitur* in 1999, over half (7.7% of the age cohort) opted to enter the Dual System for a shortened period of education and training (usually 2 years for such entrants). There are provisions for exceptional entry into the system based on accreditation of appropriate work experience up to the age of 30. (Reuling & Hanf, p.) Other post-*Abitur* non-higher education options are advanced schools and colleges of advanced vocational training (*Berufsakademien*) and training for intermediary roles in the civil service (*ibid*).

A distinctive feature of the system is the variety of continuation routes on from the initial profession formation process of the Dual System. Reuling and Hanf state that the purpose of vocational training in Germany ‘is to create a broad basis on which formal, non-formal and informal learning becomes possible’ (p.7).

A vocational alternative to the Dual System is full-time vocational education at upper secondary level. The most common institution here is the *Beruffachschulen* which offer courses lasting 1-3 years which can either lead into work or into the Dual System, but there are also specialist secondary schools at this level – *Fachoberschulen* and *Berufsoberschulen* – which offer the possibility of continuing on into vocational higher education. A *Fachhochschulreife* enables entry to a technical university (*fachhochschule*) – which offers vocationally-orientated courses; a *fachgebundene Hochschulreife* allows limited subject-specific entry to a university. These qualifications are gained through general education courses whose content is vocationally relevant; some combined vocational/academic courses and awards are now being offered at merged vocational upper secondaries called *Berufskolegen* or *Berufsschulzentren*. (Rueling & Hanf, p.4)

From the above, some observations can be made about the vocational education system in Germany.

- It is firmly established, with recognition from the social partners who are the pillars of Germany’s post-war economic success;
- It has fully developed progression routes on from vocational schooling into higher status qualifications gained at designated higher and further education institutions. This clearly gives it status in the eyes of young Germans choosing educational options;
- While the traditional academic route into higher education has proven of limited value in boosting participation in post-compulsory education, the vocational education sector has played the main part in such educational expansion in Germany. As such it plays a key role in promoting lifelong learning.

There are however, some problematic aspects of the system.

- A key aspect of the Dual System is the willingness of employers to provide training places and pay a training allowance; this aspect is vulnerable in times of economic downturn, which may explain why the system has failed to embed itself in the eastern lander;
- There are criticisms that the training experiences in the workplace do not interface well with the classroom based learning in the system. The school-based coursework element in assessment is of limited value and the final examination, determined by the Chambers, is paramount in determining success and failure;
- It has a tendency to overproduce qualified workers relative to the needs of the labour market. (Wolf, 2002) This is justified in terms of the general employability of fully-trained workers but may be seen as an economic inefficiency in a world of globalisation and a drive to competitiveness.

Reflections on the French and German Experiences of Upper Secondary/Vocational Education with that of the UK systems.

Although France and Germany have systems organised on different principles, one being selective, the other comprehensive, they have been more effective in retaining young people in education and training than the UK systems. As can be seen below, older Germans are more likely to have completed secondary level education than older French or British. It could be inferred that the distinctly higher take up in the 45-54 age group could have been affected by the development of the Dual System in the 1960s. What is very interesting is that this same age group in France, many of whom would have experienced the transition to comprehensive education, saw a narrowing of the gap between their participation in per secondary education and that of their British counterparts, and younger French age groups overtook their British peers.

Proportions of population completing at least upper secondary education, 2002 (% per age group)

	25-34	35-44	45-54	55-64	25-64
France	79	68	60	48	65
Germany	85	86	84	77	83
U.K.	70	65	62	56	64

Source: OECD (2004) Education at a Glance

Appendix G *continued*

Enrolment Rates 2002 (% of age cohort)

	School Leaving Age	4 and under	5-14	15-19	20-29
France	16	119.7	101.1	86.7	19.6
Germany	18	80.3	97.5	89.2	25.5
U.K.	16	81.2	98.9	76.8	26.8

Source: OECD (2004) Education at a Glance

The table above demonstrates that both systems have been more successful in retaining young people in education/training than the UK systems, even after the recent surge in post-compulsory continuation in the UK countries. This is perhaps most noted in the case of France, as the structure of German schooling arguably makes completion of upper secondary education almost compulsory (but with a significant non-participation rate given that). It is not clear whether the higher participation rate among British 20-29s is an indicator of 'second chance' education less needed in France given higher retention rates in upper secondary.

A common feature of both countries is the effort to establish the vocational pathway as a respected robust alternative to the general academic one. In the German case this rests upon its ownership by the social partners of education, employers and trade unions. In France such recognition rests upon a similar partnership and also an attempt to develop a vocational pedagogy comparable to the academic one within one overall qualification system. As the envisaged structure of English secondary schooling is that of a traditional GCSE/A-level route alongside a Diploma/GCSE route with linkages, offered in the same schools and colleges, and taught by the same teachers, the French experience would seem more relevant as a comparison than the German one.

Comparative References

Egan, D (2004) 14-19 Development in Wales; Learning Pathways, Nuffield Review Working Paper 19.

Ertl, H (2000) 'Vocational Education and Training in Eastern Germany' in D. Phillips (ed.) Education in Germany Since Unification, Didcot, Symposium Books.

Ertl, H and Sloane P.F.E, (2003) 'A Comparison of VET Structures in England and Germany' in Mulder, R. H and Sloane, P.F.E (eds.), New Approaches to Vocational Education in Europe; the construction of complex learning-teaching arrangements, Didcot, Symposium Books.

Finegold, G and Soskice D, (1988) 'The Failure of Training in Britain: analysis and prescription' in Oxford Review of Economic Policy Vol. 4 No.2, pp 21-53.

Greatbatch, D, Wilmut, J, Bellin, W (2006) External Evaluation of the Welsh Baccalaureate Pilot, University of Nottingham.

Improving Scottish education (2005) – A report by HMIE 2002-2005.

Lasonen, J, Manning, S, 'How to Improve the Standing of Vocational Compared to General Education' in Descy, P and Tessarly, M (eds.) (2001) Training in Europe, second report on vocational training research in Europe; background report, CEDEFOP (European Centre for the Development of Vocational Training).

OECD (2004) Education at a Glance, Paris: OECD.

Raffe, D (2004) The Aims of 14-19 Education; learning from the Scottish experience Nuffield Review Working paper 5.

Reuling, J and Hanf, G (2003) The Role of National Qualifications Systems in Promoting Lifelong Learning: Background Report for Germany, Paris OECD.

Le role des systemes nationaux de certification pour promouvoir l'apprentissage tout au long de la vie: Rapport de base de la France, Paris:OECD 2003.

Scottish Executive, Lifelong Learning Statistics 2005.

Wolf, A (2002) Does Education Matter? London, Penguin.

Index

Notes: In this Index:

1. Page numbers in **Bold** refer to major entries.
2. The following abbreviations are used:

AoC	Association of Colleges	LLUK	Lifelong Learning UK
CEL	Centre for Excellence in Leadership	LSC	Learning and Skills Council
COVE	Centres of Vocational Excellence	LSN	Learning and Skills Network
CPD	Continuing Professional Development	NAB	National Awarding Bodies
DfES	Department for Education and Skills	NCSL	National College for Schools Leadership
EBP	Education Business Partnership	NGOs	Non Governmental Organisations
ECM	Every Child Matters agenda	OECD	Organisation for Economic Co-operation and Development
EMA	Education Maintenance Allowance	PSHE	Personal, Social and Health Education
ESF	European Social Fund	QCA	Qualifications and Curriculum Authority
FE	Further Education	QCF	National Qualifications Framework
HE	Higher Education	QIA	Quality Improvement Agency
IAG	Information, Advice and Guidance	SLC	Subject Learning Coaches
ICT	Information and Communications Technology	SSAT	Specialist Schools and Academies Trust
IfL	Institute for Learning	TDA	Training and Development Agency for Schools
IFP	Increased Flexibility Programmes	VLSP	Vocational Learning Support Programme
ILP	Individual Learning Plan	YEHE	Youth Entry to Higher Education
LfTM	Leading from the Middle Programmes		

Academies 5, 59, 61, 77

See also SSAT

Adnett, N. and Davies, P. 17

Aimhigher initiative 23, 79, 80

Aiston, S., Rudd, P. and O'Donnell, I. 17

A levels 8, 22, 23, 63

and Diplomas 5, 79, 86

AoC 17, 25, 52, 76

Applied learning 2-3, 4, **33-6**, **62-5**, 79

assessment **43-4**, **60**, **70**

challenges to **2**

definition of 9

Diplomas 5, 58, **79-81**

expense of 9

facilities for 70

and weaker students 2, 20-1

See also Diplomas; vocational courses

Apprenticeships 5, 22

Assessment 6, 31, **60**, **66**

of curriculum 2

of functional skills 41

See also tracking

Assessment Reform Group 44, 75

Audit Commission 17

Autonomy of institutions 2

Attrition rates in 14-19's 8, 34

Barber, M. 33

Behavioural issues 20, 45, 63, 65

Bentine, Michael 19

Beresford, J. 15

Besley, S. 5

Boston College 49, 52, 65

Brighthouse School 19

Brockington, D. 41

Brown E. 6, 15, 19, 23, 32

Bruner, J. 34

Bury College 28

staff development analysis by 78

Business, Administration and Finance Diplomas 5

Canterbury Christ Church 45

Capacity

increase in 14, 58

issues 18, **59**, 70

Carter, Prof. Ronald 41

Casey, H. 43

CEL 10, 25, 29, 62, 75

Certificates *see* Diplomas

Choice and decision making 14, **21-2**, 54, 86

City College, Norwich 30

City of Bristol College 82-3

Index *continued*

- Classrooms of future 3, 65
- Coaching and mentoring 3, **29-30**, 51-2, 53, 65
 - See also staff development; training
- Coherence and cohesion 2, 19, 43, **57-9**, 62, 70
- Colleges 5, 6, 8, 58, 61, 64
 - Boston 49, 52, 65
 - Bury 28, 78
 - Canterbury Christ Church 45
 - City, Norwich 30
 - City of Bristol 82-3
 - Funding 41
 - Hartsdown Technology 40
 - Hull 45
 - IFP 8
 - ILP 64, 76
 - Lewisham 23, 24, 32
 - and subsidies 2, 9, 11
 - See also schools; staff development; teachers
- Collins, J. 34
- Competition between providers 23, 25, 26, 38, 66
- Confucius 30
- Connexions 16, 49, 55, 57, 86
- Construction and the Built Environment Diplomas 5, 8
- Consultations with learners **39-40**
- COVE 61, 75, 77
- CPD 25, 43, 49, 53, 75
- Creative and Media Diplomas 5
- Credit based qualifications systems 6
- Curriculum for the 21st Century* (Nuffield Review of 14-19 Education) 2, 8, 9
- Curriculums 2, 5, 8, 32, 66
 - choices in 14, 54
 - co-ordination of 63
 - 14-19's 6-7, 8, 58, **63**
 - functional skills 65
 - joined up **18**
 - modelling of **26-7**
 - national 5, 54
 - for pupil referral units 7
 - reform of 7
 - 2000 7
- Data Protection Act (1998) 17
- Davies, P. and Adnett, N. 17
- Decision-making and choice 14, **21-2**, 54, 86
- Devitt, K. and Roker, D. 11
- DfES 46, 57, 61, 62, 65
 - coaching and mentoring 29
 - curriculum reform 6
 - defining functional skills 41
 - gateway, learning 10, 12, 41, 45, 74
 - personalised learning 37, 38, **71-3**
 - White Papers 6, 8, 9
- Diplomas 2-3, **62**, 63
 - assessment systems for 6, 60
 - certificates and levels 5, 63
 - equal opportunities **27**
 - functional skills as part of 2, **41-3**, 63
 - management of **14-28**, **28-32**, **62-3**
 - more able learners 79
 - new 6-7, 9, 12, 25, 26-7
 - employers 31, 60
 - pilots 9, 41
 - personalised learning **37-40**
 - principal learning in 5, 54, 66
 - teaching and learning on **33-48**, 61
 - specialist 5-6, 10, 54, 55, 58, **79-81**
 - provision for 48, 51, 61
 - See also applied learning; personalised learning; staff development
- Diploma Development Partnerships 51, 61, 75
- Disaffection 7, 21, 22
- Ecclestone, K. 44
- ECM 27, 38, 52, 57, 60, 67, 70
- EdExcel 43, 45
- EBP 53
- Education 2, 5, 63
 - reform 5, 7
 - secondary 5, 6, 33
 - transition through levels 58
 - for younger learners 8
- See also coherence; personalised learning; Key Stages
- Education and Inspections Bill 5
- Education and Training for the 21st Century* (1991) 8
- e-learning 2, 38, 49, 58, 60, **64**, 70
 - capacity 14, 15
 - safeguarding 27, 63
 - tracking 31-2, 56, 57
- EMA 22
- Embedding 2, **42**, 65
- Employers 2, **31**, 50, 53, 63
 - placements 14, 59, **66**
 - links with providers 14, 60
 - LSC 20
- Engineering Diplomas 5, 8
- Entitlement to courses 5, 8, 9, 11, 54, 60
 - See also learners
- Equal opportunities 27
- ESF 11, 59
- Europe
 - comparative issues 86, 89-90
 - funding 11, 59
 - learning provision in 10, **84-90**
 - teaching in 34
- Extended Project Study 65

- Faith schools 27, 63
- Fawcett, B. and Munday, F. 17
- FE 11, 43, 70, 77
 - colleges 8, 16, 26, 48-9
 - staff 25, 53, 65
- Fielding, Michael 13, 41
- Fletcher, M
 - Owen, G. 9
 - Styles, B. 9, 24
- Foskett, N. and Helmsley Brown, 22
 - 14-19's
 - academies 77
 - functional skills **41-3**, 63
 - curriculum 6-7, 8, 58, **63**
 - education
 - challenges to 9, 17-18
 - Nuffield Review of 2, 8, 9
 - training delivered for 17
 - policy for 4-5, 8-9
 - Education and Skills* (2005) 5, 6
 - Extending opportunities, Raising Standards* (2002) 8 and IAG **54-6**
 - Implementation plan 6, 11, 12, **61**
 - and LSC 5
 - Opportunity and Excellence* (2003) 8, 12
 - participation levels 8, 34
 - pathfinders initiative 12, 14, 48
 - programmes **48-51**, 55, 79
 - Surrey strategy 16
 - teachers **61-5**
 - vocational skills 8
 - workforce development partnership 2, 5
 - See also Diplomas; e-learning; partnership working
- France **86-7**
- Functional knowledge and skills 6, **41**, 47, **65**
 - and Diplomas 2, **41-3**, 63
 - See also embedding
- Funding 2, 50, 53, 59, 62
 - subsidy 11, **27**, 60
 - transport costs 20
- Gateway Development process 54
 - See also visits *under* learning
- GCSE's 8, 19, 22, 23, 76, 86
 - applied 27, 33, 42, 49, 52
 - key skills 42
 - training for 46, 76
 - diplomas 5, 6, 54, 79
- Germany **88-9**
- Gloucestershire, South, Personal Challenge Programme 19
- GNVQ's 7, 19, 22, 60
- Golden, S. 17
- Good practice, transfer of **13**
- Governments 7, 8, 30, 38, 62
- Grammar schools 9, 62
- Greenhalgh, P. 34
- Group work 36
- Hair and Beauty Diplomas 5, 8
- Hardman Mr. 11
- Harkin, J. 45, 65
 - on IFP 11, 21-2, 34-5, 41, 76
 - on safeguarding 24
 - on staff development 45
 - and Turner, G. 39, 65
- Harris, S. 8
 - and Smith, P. and Kerr, K. 17
- Hartsdown Technology College 40
- Harvey, P. 30
- HE 2, 15, 23, 58, 62
- Helmsley-Brown and Foskett, N. 22
- Higham, J and Yeoman, D. 14, 17, 42, 46, 47
- Hodgson A. 8, 9
 - and Spours, K. and Wright, S. 17
- Horizontal coherence and cohesion 2, 19, 43, **58-9**, **63**, 70
- Hybrid learning 19
- Hospitality and Catering Diplomas 5
- Hotel and Catering Studies 8
- Hull College 45
- IAG 29, **54-6**, 57, 58, 60, 64, 70
- ICT 5, 6, 19, 51, 63, 65
- ifL 25
- IFP 2, 3, 8, 9, 11, 48, 49, 57
 - applied learning 62, 63
 - functional skills 41
 - 14-19 Implementation plan 11
 - learners 20-1, 22, 60, **63-4**
 - lower achievers 33
 - partnerships 11-12, 18, 25, 45
 - support programme 28, 65
 - transport 20
- ILP 2, 19, 32, **42-3**, 55, 57, 70
 - colleges 64, 76
- Implementation plan for 14-19's 6, 11, 12, 61
- Independent schools 79
- Information sharing 18
- In loco parentis* arrangements 24
- International Baccalaureate 79
- Interviews
 - with key informants 2, 11, 25-8
 - with 14-19 Local Authority staff **48-54**, 70
- IT Diplomas 5

Index *continued*

- Keele University 33
- Kerr, K., Smith, P. and Harris, S 17
- Key Stages 15, 36, 50, 58, 76, 79
 - colleges 21, 59
 - diplomas 5, 6, 27, 54
 - key skills 43
 - vocational options 11, 76, 79
- Land Based and Environment Diplomas 5
- Law Society 23
- League tables 17, 20, 22, 23
- Learners 51, 62, **64-5**
 - active **35-6**
 - more able **79-81**
 - safeguarding 24, **60, 63, 66, 70**
 - selection of **20-1, 63-4**
 - support of 2, 3, **33-5**
 - tracking 2, **31-2, 42, 51**
 - voicing views 33-4, **39-40**
 - younger 8, 56
 - See also* entitlement; 14-19's;
- Learning 2, 5-6, 8, 65
 - applied *see* applied learning
 - disaffected 7, 21, 22
 - existing provision, from **11-12, 48-61, 84-90**
 - goals 2, 3, 64, 65
 - personalised 6, **37-40, 65, 71-3**
 - principal 5, 54, 66
 - sites 2, **63**
 - visits, Gateway 10, 48, 62, 74
 - work-based 6, **28, 38, 66**
 - See also* e learning; 14-19's; learners
- Leisure and Tourism Studies 8
- Lewisham College 23, 24, 32
- LFTM 29
- Literacy 6, 11, 41, 42
- Literature review 2, 11
- LLUK 2, 4, 10, 25, 46
- Local Authorities 5, 9, 15, 38, 54
 - interviews with **48-54, 70**
- Location issues 18, 20
- Legard, Woodfield and White 22
- Lower achievers 2, 6, 11, 20-1, 33, 44, 62, 63
- LSC 5, 16, 29, 55, 75
 - employers 20
 - as strategic managers 9, 25, 38, 58, 62
- LSN 11, 75
- Maintained schools 5
- Manufacturing Diplomas 5
- Mapping, importance of 57
- Martinez, P. 34
- McIntyre, D., Pedder, D. and Ruddock, J. 39, 65
- Mentoring and coaching 3, **29, 52, 53, 65**
- Methodology **10, 11**
- Milligan, Spike 9
- Modern apprenticeships 5, 22
- More able learners **79-81**
- Munday, F.
 - Fawcett, B. 17
 - Martinez, P. 39
- Munday, F. 39
- Myers, A. 76
- NAB 43
- National curriculum 5, 54
 - policy 2, 5-7
 - website for prospectuses 5
- NCSL 62, 75
- Nelson, J. 17
- Network management of Diplomas **28-32, 63**
- Network(ing) professionals 2, 9, 61, 63
- Northern Ireland **85**
- NRDC 47
- Nuffield Review of 14-19 Education and Training 2, 8, 9
- Numeracy 6, 11, 41, 42
- Nunes, T 41, 42, 47
- NVQ's 25, 58
- O'Donnell, L. 17-18, 28, 31, 35, 42
 - Aiston, S. and Rudd, P. 17
 - competition 23
 - IFP 11-12, 20
 - staff development 43, 45
 - timetabling 30
- OECD 2, 8, 86
- Ofsted 17, 19, 32
- Operational managers 9, 61
 - See also* network(ing) professionals; strategic managers
- Owen, G. and Fletcher, M. 9
- Oxford Brookes University 46, 80
- Parents 5, 60, 62, 63, 64
 - college choice 21, 57
 - personalised learning 71
 - vocational qualifications 26, 51, 86
- Partnership working 2, 8, 9, 11-12, **48-52, 62**
 - See also* 14-19's
- Pathfinder programmes 2, 8, 9, 48, 62, 63, 79
 - partnerships 25, 45, 59
 - selection for **20-1, 63-4**
- Payne Mr. 22
- Pedder, D., McIntyre, D. and Ruddock, J. 39, 65
- People 1st Skills Passport 42
- Personalised learning 6, 19, **37-40, 65, 71-3**
- Plato, P. 16

- Pollard, A 36-40, 65
 Principal Learning 5, 54, 66
 Prospectuses 2, 5, 12, 64, 77
 Providers 5, 6, 16, 55
 learning from existing provision by, **11-12, 48-61, 84-90**
 requirements of, for diplomas **14**
 selection of students **20-1**
 subsidised programmes 2, 9, 11, 62
 See also Europe
 PSHE 27, 57
 Public Services Diplomas 6
 Pupil referral units 7
 Pupils see learners
- QCA 6, 24, 41
 QCF 6
 QIA 10, 29, 46, 65, 75
 Qualifications **5-7, 8, 41, 54, 63**
 Quality assurance 27, 59, 60
- Reddy, M. 34
 Retail Diplomas 6
 Rodger, Cowen and Brass 17
 Rogers, C. and Solomon, Y 7
 Roker, D. and Devitt, K. 11
 Royal Ballet 23
 Rudd, P., Aiston, S. and O'Donnell, I. 17
 Ruddock, J., McIntyre, D. and Pedder, D. 39, 65
 Rural areas 20, 26, 27, 31, 54, **63**
- Safeguarding learners 24, **60, 63, 66, 70**
 Schools 2, 5, 6, 8, 13, 15-16, 41, 61
 active learning 35-6
 Brighthouse 19
 culture **28**
 disaffection with 7, 1, 22
 Diploma Management Networks 14
 ILP 64
 independent 79
 maintained 5
 personalised learning 6, **37-40, 65, 71-3**
 secondary 6, 59
 modern 9, 62
 selection of students **20-1, 63-4**
 subsidies 9
 trust 5
 See also colleges; staff development; teachers
 Scotland **84-5**
 Selection of students **20-1, 63-4**
 Self efficacy 7
 SEN 27
 Shaw, J. 19, 33, 36, 38
- Skills Academies 61, 79
 SLC's 29
 Smith, P., Kerr, K. and Harris, S. 17
 Society Health and Development 2, 5, 8
 Soloman, Y. and Rogers, C. 7
 Sport and Leisure Diplomas 6
 Spours, K., Hodgson, A. and Wright, S. 17
 SSAT 46, 47, 75, 76, 77, 79,
 Staff development 29, 43, **45-8, 53-4, 64-5**
 analysis tools, use of 28, **66, 70, 78**
 of strategic managers 25, **27-8, 61, 80**
 See also colleges; schools; teachers; training
 Stanton, G 7, 33
 Stenhouse, L. 34
 Strategic management of Diplomas **14-28, 62-3**
 Strategic managers 2, 9, 62
 training and development 25, 27-8, 61, 80
 Stubbs, Mr. 34
 Students see learners; lower achievers
 Styles, B. and Fletcher, M. 9, 24
 Subsidised programmes 2, 9, 11, 62
 Surrey 14-19's Strategy 16
 Sussex University and Demos 13
 Sustainability 14
- TDA 10, 25
 Teachers, trainers and tutors 2, 5, 9, 29-30, 43, 62, **64-5, 81**
 assessment by **43-4**
 consultation with pupils 33-4, **39-40**
 functional skills 43
 IFP 11
 ILP **42-3**
 in loco parentis 24
 pupil referral units 7
 See also staff development; training
 Teaching 2, 3, 5, **7, 36-7**
 effectiveness of **33-5**
 Timetabling 2, 18, 30, 38, 59, 63
 Tirrell, J. 47, 48
 Tomlinson Report (2004) 6
 Torrance, H. 44
 Tracking **31-2, 42-3, 51, 64, 66**
 See also assessment
 Training 5, 7, 29, 61
 analysis and needs **51-4, 56-7, 64-5, 66, 80**
 analysis tools, use of 28, **66, 70, 78**
 See also colleges; schools; staff development
 Transport 2, 5, 9, 17, 38, 66
 rural issues 20, 27, 31, **63**
 Travel and Tourism Diplomas 6
 Trust schools 5
 Turner, G. and Harkin, J. 39, 65
21st Century Skills: Realising our Potential (2003) 8

Index *continued*

- University of
Keele 33
Oxford Brookes 46, 80
Sussex and Demos 13
Warwick 53
- Vertical coherence and cohesion 2, 43, **57-8**, 63, 70
- Vocational courses 2, 8-9, 11, 12, 20, 21, 33
assessment of **43-4**
transport difficulties with 27
- Vocational specialist schools 61, 77
- VLSP 61, 75, 76
- Vygotsky, L.S. 34
- Wales **85**
- Warwick University 53
- West, A. 23, 24
- White, Legard and Woodfield 22
- White Papers
Education and Training for the 21st Century (1991) 8
14-19 Education and Skills (2005) 5, 6
14-19 Extending Opportunities, Raising Standards
(2002) 8
14-19 Opportunity and Excellence (2003) 8, 12
21st Century Skills: Realising our Potential (2003) 8
- Wolverhampton experience 15, 23, 31
See also 14-19's
- Woodfield, Legard and White 22
- Work-based learning 5-6, **28**, 38, **66**
- Workforce development and
assistance 51-2, **61**, **74-8**, 81
- Wright, S. 22
with Hodgson, A. and Spours, K. 17
- YEHE 23
- Yeomans, D. and Higham, J. 14, 17, 42, 46, 47



The Skills for Business network of 25 employer-led Sector Skills Councils increases productivity by influencing UK education and training provision.