

# 14-19 NEWSLETTER



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## Welcome

The pace of change within 14 – 19 continues to accelerate. We hope that this newsletter will help bring you up to date on a number of issues.

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## Implications of 14 – 19 Reforms

**Did you know that from September 2009.....**

–Years 7, 8 and 9 will need to be involved in Functional Skills learning in order to prepare them for their future KS4 qualifications (including the revised GCSEs they will be taking in English and maths)

–Years 10 and 11 will be affected by Functional Skills in Apprenticeships, Diplomas, Further Education and Training Providers courses.

–Years 7, 8, 9, and 10 will be affected by Apprenticeships and Vocational Qualifications being on the QCF.

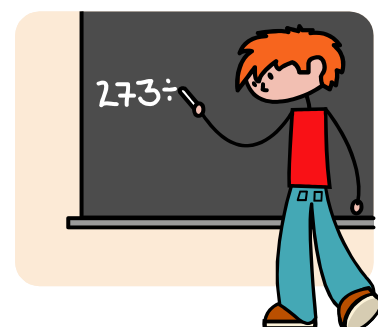
– Years 7 and 8 will be affected by the raising of the participation age (i.e. participation age rising to 17 in 2013 and 18 in 2015). This applies to staying in education, training or employment with training.

## BTEC Successes – report on 2008/09 delivery

At KS4 85 programmes were delivered in 15 different disciplines across all our secondary schools with pass rates over 90% in all areas having a significant impact on overall 5 A\*-C results.

At KS5 28 programmes were delivered in 12 different disciplines across S Glos again with pass rates over 90% in all areas.

At KES, a group who started performing arts as an after school activity, converted this into a BTEC First Certificate with 90% pass rate, one student achieving overall Distinction\* (2 A\* equivalents).



*16 year old Shane Smith, a King Edmund Community School/Yate International Academy student, joined Myrtle Theatre – based at the Tobacco Factory – at the beginning of Year 10, and has appeared in two of their productions. At the same time he embarked upon a BTEC Performing Arts Level 2 (Acting) course, completing it in June of this year, achieving a double Distinction. Shane has recently landed a leading role in the TV series, Skins.*

Current updates are taking place to inform those delivering BTECs of the changes to the programmes from 2010. Dates for these will be circulated to those involved and CPD leads.

For more information go to:

[http://www.edexcel.com/migrationdocuments/Family%20top%20level/The\\_future\\_of\\_BTEC.pdf](http://www.edexcel.com/migrationdocuments/Family%20top%20level/The_future_of_BTEC.pdf)

## BTEC Student Conferences

BTECs rely heavily on developing effective links with employers to provide input and context. Many schools have found this challenging in terms of identifying appropriate links to support the curriculum. We have therefore begun to introduce student conferences to support specific BTEC programmes tailored to particular units. These conferences take the form of a keynote inspirational speaker (specialist in the field), a series of specific workshops tailored to the theme linking to the unit, speed networking with a wide range of employers from the industry. During the afternoon students are set a challenge /assignment mapped into the unit.

The Sport and Media conferences last year were very well received with excellent feedback from students and staff who also gained valuable CPD during the experience.

### **Forthcoming events:**

BTEC 2010 update meetings:

2<sup>nd</sup> Dec 2009 – Bradley Stoke Community School

9<sup>th</sup> Dec 2009 – Kingsfield School



## Get ready for the QCF

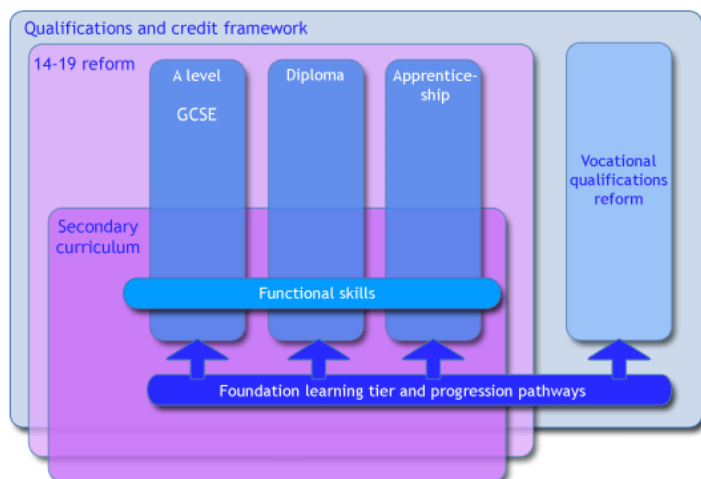
Increasing numbers of learners are now starting to take units and qualifications in the Qualifications and Credit Framework (QCF)

The QCF is the new system for creating and accrediting qualifications in England, Wales and Northern Ireland. It's at the heart of a major reform of the vocational qualifications system which will become simpler to understand and use, more accessible to a wider range of learners and more relevant to learners' and employers' needs.

The QCF recognises smaller steps of learning and enables learners to build up qualifications bit by bit so they can fit their learning in and around their home and work lives. It helps learners to achieve skills and qualifications that employers have said they want and need; and it also means that learners can use their previous learning and achievement towards recognised qualifications and avoid repeating what they've already learnt. The QCF enables learners to get their work-based training recognised and formally accredited as part of a qualification.

The implementation of the QCF has already begun. The process of bringing all vocational qualifications into the new framework is now well under way with growing numbers of learners taking units and qualifications through the system.

The QCF also helps to map 14-19 learning pathways – as shown below:



In particular, it is hoped that the changes associated with Foundation Learning will provide real opportunity for learners to progress with their education and training, or move towards more independent living.

For more information click on the links below:

<http://www.qcda.gov.uk/8150.aspx>

<http://www.14-19support.org/>

## Functional Skills News

### Raising Awareness – Countdown to September 2009

Functional Skills (FS) qualifications will come out of pilot and be rolled out across England in September 2009. The Qualifications and Curriculum Development Agency (QCDA) is holding half-day 'Countdown' events around the country during the autumn. Please see

<http://www.speakevents.co.uk/countdown/index.asp>

for dates and venues and for booking details (free online booking).

QCDA consultation on the draft criteria (formerly Functional Skills standards) for the three subjects is now complete, and the final criteria scheduled to be published in November 2009. The Awarding Bodies are required to base their specifications on these criteria, and we can expect the publication of final specifications to follow in early 2010 for first examination from September 2010. These are likely to differ considerably from the pilot 'specs' and schools will need to study a range of these carefully in order to find a specification that is a good fit with their curriculum.

### Functional Skills – A key plank in both the 11-16 and 14-19 curriculum reforms

Level 1 Functional Skills are embedded in the revised 11 – 16 National Curriculum as part of the Programmes of Study and renewed Frameworks for English, Mathematics and ICT. Please, see the National Strategies web site for further details – <http://nationalstrategies.standards.dcsf.gov.uk/secondary>

Functional Maths, English and ICT qualifications remain key components of diplomas. A pass in each of the three Level 2 Functional Skills qualifications is a requirement for students to achieve a Higher Diploma (Level 2 qualification)



The proposed linkage between the relevant Level 2 Functional Skills qualification and passes at grade 'C' or above in GCSE English, Mathematics and ICT was dropped by the DCSF in Spring 2009. There is a requirement that new GCSEs in these subjects include embedded Functional Skills and that up to 50% of the assessment will be decided by testing pupils' "mastery" of Functional Skills.

DCSF continue to recommend that most pupils are entered for the three full FS qualifications. Each FS qualification will carry a tariff equivalent to 0.5 of a GCSE, and the overall outcomes for Functional English and Mathematics qualifications will be published as one of the measures on the new 'School Report Card'.

### Functional Skills – Key findings and recommendations from OFSTED

The OFSTED report 'Implementation of 14–19 reforms, including the introduction of Diplomas' included commentary on Functional skills development:

**Key Finding** – "At the time of the survey, almost half the consortia visited had not established an effective, coordinated approach to teaching functional skills and, as a result, the quality of teaching and learning varied considerably."

**Recommendation** – "14–19 partnerships and Diploma consortia should coordinate their approaches to functional skills, and link this work more closely to the principal learning in Diploma courses"



### National support for development of the Functional Skills Curriculum

Online support from a number of national web sites:

QCDA offer a range of guidance, including regular newsletters at

<http://www.qcda.gov.uk/6062.aspx>

LSIS provide a good range of support materials, principally for post-16 learners at

<http://www.excellencegateway.org.uk/functionalskills>

The National Strategies provide support for the 11–16 FS curriculum at

<http://nationalstrategies.standards.dcsf.gov.uk/secondary/functionalskills>

The Functional Skills Support Programme web site offers support at <http://www.fssupport.org>

South Gloucestershire L&SES will shortly publish dates for two support events, which will take place in Spring 2010

- A full day event for schools that have not yet engaged with the FS curriculum
- A half-day network meeting for existing pilot schools.

Details to follow nearer the time!

## Work Related Learning projects

Projects are underway in 3 core subjects in a number of schools. The aim of the projects is to involve employers in the core curriculum in order to bring it to life and in the case of English and maths, to aid functionality.

**English WRL** project in Downend, SBL and Mangotsfield – the schools are working with the Magistrates Association at Northavon Magistrates Court and with the local community policeman and have produced a sequence of lessons linked to the GCSE syllabus and assessment criteria.

**Science WRL** project at Mangotsfield and the Grange – this has now developed into 3 discrete projects (new materials, wind turbines and nuclear) and involves employees from Atkins, Hyder and the MoD through the Science & Engineering Ambassador Scheme

**Maths WRL** project at Downend and SBL – working with the logistics company DHL to incorporate real-life examples of mathematics into lessons around functional maths and problem solving.

The work will be trialled in term 1 and will be showcased at the KS4 Raising Achievement Conference in November. UWE will carry out a full evaluation, and will report in January. Materials should be available for roll out in all schools later in the year.

### Engineering Employers Forum

In response to concerns by employees, a group of engineering employers are working together so that diplomas and other qualifications can be supported, whilst not placing a heavy burden on just one employer. Employers are looking for ways to work with schools to make effective and sustainable partnerships that have lesser impact on staffing in these difficult economic times.

The Engineering Employers Forum, which covers the 4 LAs in the West of England, meets on a regular basis and is hosted by Rolls Royce and includes representation from major organisations and SMEs through SEMTA and the Science and Engineering Ambassador scheme. Engineering and manufacturing line leads are meeting with employers at a conference in November to match consortium requests with employer expertise. Other employment sectors are also exploring collaborative ways of supporting consortia at a West of England level.

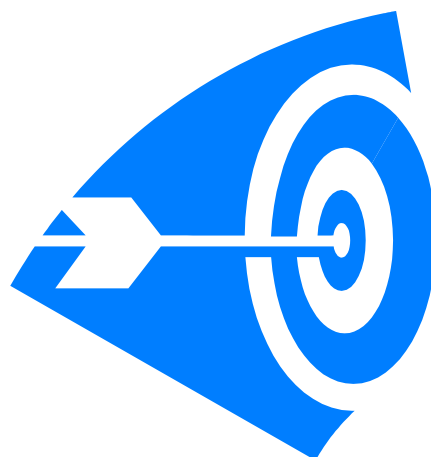
### For links with employers try:

**Education Business Partnership (EBP)**  
[ebp@connexionswest.org.uk](mailto:ebp@connexionswest.org.uk) for help to broker relationships with employers

**Science and Engineering Ambassadors Scheme** – employers supporting STEM subjects in schools – Claire Dimond – STEM Manager 01275474948  
[claire@graphicscience.co.uk](mailto:claire@graphicscience.co.uk)

**Industrial Trust** for visits –  
[www.industrialtrust.org.uk](http://www.industrialtrust.org.uk) &  
[mark.tinsley@industrialtrust.org.uk](mailto:mark.tinsley@industrialtrust.org.uk) (nominal charges but good links to major employers)

**Care Ambassadors** for help from the caring professions – [www.carelearning.org.uk](http://www.carelearning.org.uk) &  
[www.careambassadors-woe.info](http://www.careambassadors-woe.info) and Caroline Tarbuck 0117 9528 259  
[\[caroline@carelearning.org.uk\]](mailto:caroline@carelearning.org.uk)



## IAG

### Summary of key findings of audits against the National IAG Standards in South Glos Schools – June 2009

The National Quality Standards for Information, Advice and Guidance and the Good Practice Guide were published in Oct 2007. There are 12 standards, each with evidence indicators against which performance can be assessed.

The new standards represent the IAG that happens in schools across a wide range of activities, delivered by

- school staff who teach or tutor students
- other school staff e.g. Learning Mentors
- Connexions Personal Advisers
- other professionals working in schools e.g. Youth Workers, School Nurse

In addition to getting an overview across South Glos this quality audit should feed into School Development Plans and SEF processes, Partnership Agreement discussions with Connexions, collaborative arrangements for IAG across Partnerships and 14-19 Progress checks. Full or partial self assessments have been completed in 12 out of 16 mainstream schools this year.

The self assessments have worked well where a range of key people were involved e.g Curriculum Heads, Pastoral Heads, 14-19 Partnership Coordinators, Partnership IAG Managers/Coordinators, Careers Coordinators/Work Related Learning Managers, PSHE Leads, KS3 and KS4 Managers and Connexions staff.

A summary of key strengths and areas for development has been produced for each school.



#### Key Strengths across South Glos

- Good organisation/structure of the system of referral, guidance and support
- Strong commitment to accessing specialist services for students who need them
- Good support for students with specific needs/barriers to learning
- Access to impartial IAG from professionally trained and qualified Connexions PAs
- The range of information available from Connexions is good and regularly updated
- IAG focused parents events
- Creative involvement of students in the development of YPIPs (Young Person's Information Points)
- The quality of the guidance, its availability, timing and impartiality is good

#### Key Areas for Development across South Glos

- Improve skills and knowledge of the wider IAG workforce including referral processes
- Improve links with external agencies – including local FE College access to provide impartiality, Learning/apprenticeship providers, employers, HE & Aim Higher
- Develop IAG activities in Years 7/8
- Contribute to the development of common approaches to IAG activities in Partnership Schools
- Use Learner Entitlement and other Student Voice activities to evaluate and improve IAG for all students
- Review all IAG communications with parents and carers to confirm that services are ensuring access to all and reflecting the diversity of the wider community
- Online Area Prospectus is a weakness.
- Review IAG provision for 16-19 students

Recommendations have been presented to the 14–19 Education and Training Strategic Partnership for consideration.

For further information contact Dawn Stevens

[dstevens@connexionswest.org.uk](mailto:dstevens@connexionswest.org.uk)

or go to

[http://www.cegnet.co.uk/files/CEGNET0001/ene\\_wslettersep09/files/CEIAG\\_Briefings\\_September2009.pdf](http://www.cegnet.co.uk/files/CEGNET0001/ene_wslettersep09/files/CEIAG_Briefings_September2009.pdf)

## Learner Entitlement Workshop



Students from eight South Gloucestershire schools attended this year's Learner Entitlement workshop, held again at the University of the West of England on June 25<sup>th</sup> 2009. The workshop began with an opportunity for the students to give presentations about activities which have demonstrated the Learner Entitlement in action in their schools. These included setting up a buddying system to counter bullying in school, introducing changes to school routines through school councils, linking with Unite to look at good working practices at the local company GKN as part of a Diploma programme and helping to design the format of Young People's Information Points being set up by Connexions. Together the different case studies covered all three of the strands in the Learner Entitlement :

- A Quality Learning Experience
- Quality Information, Advice, Guidance and Support
- A Quality Learning Environment



In the second half of the workshop, the students divided into groups to work on ideas to increase awareness of the Entitlement. One group worked with a graphic designer to design a poster campaign to publicise the Entitlement. The second group worked with an IT expert to design a web-based version of the Entitlement which will be launched in the Autumn. This work is nearing completion and is being given a final stage of consultation with learners and teachers. The resource will include links to associated 14–19 websites as well as ideas, case studies and guidance on how learners can get involved in their education provision.

## Machinery of Government

### 16–19 Machinery of Government (MoG) changes

Transfer of responsibilities from the LSC to LAs with regards to post-16 commissioning under the MoG agenda continues to move forwards. For South Gloucestershire this will be undertaken in conjunction with the other West of England LAs (Bath and North East Somerset, Bristol, and North Somerset) and a shared service will be created. It is planned that a local authority-run limited company will be established by the West of England LAs to undertake the 16–19 commissioning role. Each LA will receive funding/staff to cover a number of posts from senior officer to administrative level – discussions are underway as to where these positions will be located (ie which will sit within the shared service or individual LAs). Funding for this will be ring-fenced for post-16 developments for three years. These staff will be working with LA colleagues from term 2 in a shadowing capacity in order that the transfer of responsibilities go as smoothly as possible from April 1<sup>st</sup> 2010.

### The role of the Young People's Learning Agency (YPLA)

The YPLA will principally be a supporting and enabling body, designed to assist local authorities in fulfilling their new duties. In particular, the YPLA staff based in each region will provide planning and commissioning support, standardised data sets and information, analysis and specialist expertise on funding and on provision to support vulnerable learners (LLDD, Young Offenders, and others at risk of exclusion from learning). The YPLA will be established with a Board, which will be representative of the sectors it serves.

The YPLA's responsibilities in respect of 16 – 19 provision will include:

- Provide a national commissioning framework to help local authorities to commission provision.
- Promote consistency, simplicity, and transparency in planning by providing a national statement of priorities as well as developing and operating the national funding system.
- Provide strategic analysis services to support the planning and commissioning process.
- Provide data on participation, attainment and economic development in local, sub-regional and regional levels.
- Work with the Regional Planning Groups (RPGs), Regional Development Agencies (RDAs) and other regional partners, to provide information on future skills needs both for young people and for adults, as well as any other economic and labour market intelligence.
- Work with local authorities to support and facilitate the production of commissioning plans at local, sub-regional and regional levels, ensuring their coherence and fit within the national budget.
- Manage the programme of capital investment in 16 – 19 learning.

The YPLA will also fund, challenge and support open Academies on behalf of the Secretary of State.

The LSC is also currently reviewing 2009/10 funding allocations for school sixth forms in light of the high levels of uptake this year. The LSC will be contacting schools directly regarding this matter.

