
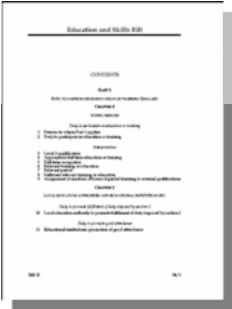
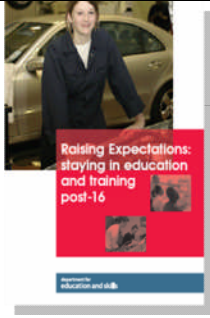


SUMMARY GUIDE TO STATUTES AND KEY POLICIES

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| <p>Promoting achievement, valuing success: a strategy for 14–19 qualifications (March 2008 Green Paper)</p>  <p>http://www.dcsf.gov.uk/publications/14-19qualifications/pdfs/14-19Qualifications.pdf</p> | <p>Summary document: http://www.dfes.gov.uk/consultations/downloadableDocs/Summary%20doc%20Promoting%20Achievement%20valuing%20success%20-%20a%20strategy%20for%2014-19%20qualifications.pdf</p> <p>Consultation ends 23 June 2008.</p> | <p>Confirms 4 key pathways: Diplomas GCSEs and A levels Apprenticeships Foundation Learning Tier</p> <p>New process for deciding which qualifications can be publicly funded in England, including new criteria and a new external body – the Joint Advisory Committee for Qualifications Approval to advise the Secretary of State. Continued development and refinement of the four key pathways to bring into these frameworks the best of what exists outside, e.g. some BTECs. Phased removal of low uptake qualifications. Key role for the new independent regulator - the Office of the Qualifications and Examinations Regulator (to be known as Ofqual) Move to 14-19 qualifications onto a credit-based framework by 2013. Withdraws promise to ensure International Baccalaureate is available in every local authority.</p> |
| <p>Raising Expectations: enabling the system to deliver (A White Paper for Consultation March 2008)</p> | <p>Summary document: http://www.dfes.gov.uk/consultations/downloadableDocs/Rasing%20Expectations%20Summary%20doc.pdf</p> <p>Consultation web page: http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1520</p> | <p>The policy aim is to give local authorities a clear focus for delivering education and training for all children and young people up to the age of 20 (and up to the age of 25 for disabled young people).</p> <p>Local authorities will cluster together in sub-regional groupings to commission provision.</p> <p>At the sub-regional and regional level, local authorities will work in partnership with the new Young People's Learning Agency and Skills Funding Agency and the Regional Development Agency will also have a key role to play.</p> |

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| <p>http://www.dfes.gov.uk/consultations/downloadable/Docs/Raising%20Expectations%20pdf.pdf</p> | <p>Consultation ends 9 June 2008.</p> | <p>The Young People's Learning Agency will be a 'slim national agency' which would have responsibilities for 'securing budgetary control and for securing coherence in the event that there could not be local agreement'</p> <p>Transfers LSC's remit for adults to a new Skills Funding Agency.</p> <p>Abolishes the Learning and Skills Council (LSC)</p> <p>Sixth Form Colleges back under local authority control</p> |
| <p>The Children's Plan (December 2007)</p> <p>http://www.dfes.gov.uk/publications/childrensplan/downloads/The_Childrens_Plan.pdf</p> | <p>Summary of the Children's Plan: http://www.dfes.gov.uk/publications/childrensplan/downloads/Childrens_Plan_Executive_Summary.pdf</p> | <p>This is a very wide-ranging report. Regarding 14-19 it summarises some key recent commitments:</p> <p>legislate in this Parliamentary session to raise the participation age to 17 from 2013 and 18 from 2015; develop 3 new Diplomas in science, humanities and languages to increase the options for young people; create a new independent regulator of qualifications, with the consultation launched before the end of 2007; transfer funding for 16–19 learning from the Learning and Skills Council to local authorities, with a consultation on how best to achieve this in early 2008; and allocate £31.5 million over the next three years on a new programme to re-engage 16-year-olds who are not currently engaged in learning, building on the extra measures we have announced on NEETs, including better tracking and financial incentives to remain in learning.</p> <p>'Our ambition is for, by 2020, every young person to have the skills for adult life and further study, with at least 90 per cent</p> |

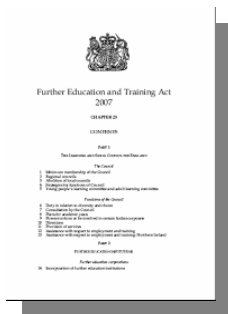
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| | | achieving the equivalent of five higher level GCSEs by age 19, and 70 per cent achieving the equivalent of 2 A levels by age 19.' |
| <p style="text-align: center;">Education and Skills Bill 2007-08</p> <div style="text-align: center;">  </div> <p>http://www.publications.parliament.uk/pa/cm200708/cmbills/012/2008012.pdf</p> | <p>Explanatory Notes on the Bill: http://www.publications.parliament.uk/pa/cm200708/cmbills/012/en/2008012en.pdf</p> <p>To see how far the Bill has reached in Parliament, see the following web page: http://services.parliament.uk/bills/2007-08/educationandskills.html</p> <p>Explanation of the stages the Bill has to pass through: http://www.parliament.uk/about/how/laws/stages.cfm</p> | <p>Raises the age young people stay in education or training – by 2013, all 17 year olds, and by 2015, all 18 year olds will be participating in some form of education or training</p> <p>Sets out duties on employers to release young people for the equivalent of one day a week to undertake training elsewhere (where the employer does not provide their own training)</p> <p>Introduces a duty on local authorities to ensure that young people participate and to provide the support service currently known as Connexions</p> <p>Requires local authorities to assess the education and training needs of young people aged 16-19 with special educational needs</p> <p>Requires the Learning and Skills Council to secure the proper provision of courses for learners over the age of 19.</p> |
| <p>Raising Expectations: staying in education and training post-16 (Green Paper: March 2007)</p> | <p>For the Report on the Consultation (July 2007) see: http://www.dfes.gov.uk/consultations/downloadableDocs/Raising%20Expectations%20Consultation%20Report.pdf</p> | <p>The central proposals for consultation were that:</p> <p>all young people should participate in education or training until their 18th birthday;</p> <p>participation could be at school, in a college, in work-based learning, or in accredited training provided by an employer;</p> |



<http://www.dfes.gov.uk/consultations/downloadable/Docs/6965-DfES-Raising%20Expectations%20Green%20Paper.pdf>

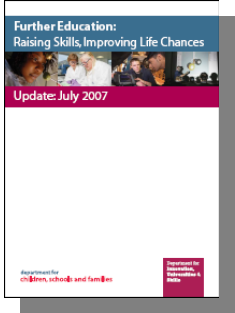
in order to count as participating, young people would be required to work towards accredited qualifications; and participation should be full time for young people not in employment for a significant part of the week, and part time for those working more than 20 hours a week.

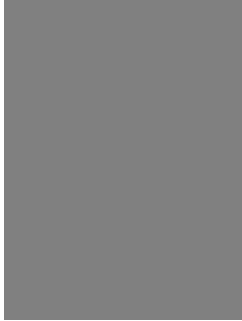
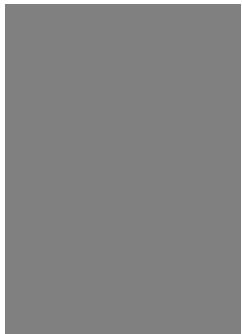
Further Education and Training Act 2007



Explanatory Notes:
http://www.opsi.gov.uk/acts/acts2007/en/ukpgaen_20070025_en.pdf

FE institutions in England have the power to award foundation degrees
 Restructure the Learning and Skills Council by removing Local LSCs and creating 9 Regional Councils
 Transfer the Secretary of State's powers of intervention to the LSC, including the new duty to direct removal of principals or senior post holders when provision is considered unsatisfactory and fails to improve as fast as expected
 Enables the Secretary of State to require all principals to achieve a leadership qualification;
 Enables the Secretary of State to specify bodies to act as strategy-making bodies in relation to the exercise of the LSC's functions in a particular area (e.g. the statutory basis for the London Skills and Employment Board and potentially other city regions
 Ensure learner and employer consultation by requiring the

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| <p>http://www.opsi.gov.uk/acts/acts2007/pdf/ukpga_20070025_en.pdf</p> | | <p>LSC and colleges take explicit account of the views and expressed needs of employers and learners Measures which will facilitate the use of new and innovative delivery models, such as trusts and mergers;</p> |
| <p>Further Education: Raising Skills, Improving Life Chances. Update: July 2007</p>  <p>http://www.dfes.gov.uk/furthereducation/uploads/documents/FEWP_OneYearOn_web2.pdf</p> | | <p>By 2008:</p> <p>Young people will be benefiting from five new specialised Diplomas; All FE colleges will have a clear economic mission, specialising in areas of distinctive excellence. Standards will be improved by strong specialist networks across colleges and training providers. New high quality providers will be encouraged to enter the FE system. The LSC will have stopped funding any inadequate provision, raising standards through merger or federation with another stronger college, or a change in leadership. Closer collaboration between schools and colleges, with 14-19 pupils able to study courses in the institution best placed to meet their needs and interests. Closer relationship between colleges and universities, with easy progression from Level 3 onto Foundation Degrees, and from there onto honours degree courses.</p> |
| <p>Further Education: Raising Skills, Improving Life Chances (White Paper, March 2006)</p> | <p>Often described as the 'FE Reform White Paper', it builds on the existing 14-19 Education and Skills White Paper and Skills Strategy. It sets out reform in six areas which will raise skills and qualification levels for young people and adults to world standards.</p> | <p>A clear mission for the FE System focused on helping people gain the skills and qualifications for employability. All colleges and providers should have at least one specialism and be part of new national sector-based networks led by Skills Academies. A National Learner Panel and strengthened learner feedback mechanisms a qualification system which better serves learners and employers, including a new Apprenticeship qualification, the Foundation Learning Tier for qualifications below Level 2 Those teaching in the FE System will have or be working</p> |

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|  <p>http://www.dfes.gov.uk/publications/furthereducation/docs/6514-FE%20White%20Paper.pdf</p> | | <p>towards up-to-the-minute qualifications and will be regularly updating their knowledge and skills. Only high quality provision will be funded and all providers will take responsibility for standards and continuous improvement. A new 14-19 funding approach to support the new 14-19 entitlement High performing providers will be freed from over-regulation.</p> |
| <p>Education and Inspections Act 2006</p>  | <p>Full document: http://www.opsi.gov.uk/acts/acts2006/pdf/ukpga_20060040_en.pdf Explanatory Notes: http://www.opsi.gov.uk/acts/acts2006/en/ukpgaen_20060040_en.pdf</p> | <p>All schools will be able to become Trust Schools Creates an enlarged Office for Standards in Education, Children's Services and Skills (still called 'Ofsted') extended to all services for children and young people Parenting contracts introduced Provisions for schools causing concern, e.g. local authorities to appoint School Improvement Partners Introduces 14 new Specialised Diplomas available to all young people Work-related learning introduced into Key Stage 4</p> |
| <p>14-19 Education and Skills Implementation Plan 2006</p> | <p>The Plan: http://www.dfes.gov.uk/publications/14-19implementationplan/docs/14-19implementationplan/docs/14-19implementationplan.pdf</p> | <p>Three priorities: developing the qualifications and curriculum; supporting every area to deliver; and improving the system for today's young people.</p> |



[19%20Implementation.pdf](#)

Sets out Key Milestones for implementation through to 2013.

Routes to success by:

Providing more choice:

new specialised diplomas designed in partnership with employers that combine skills development and general education;
 the first five specialised Diplomas will be available in 2008, five more in 2009 and all 14 by 2010;
 a national entitlement which will mean that every young person will be guaranteed a choice of all 14 specialised Diplomas - alongside the existing curriculum - no matter where they are in the country.

Improving the basics:

£315m recently announced for the next two years to personalise learning for pupils at Key Stage 3;
 changes to the schools' performance tables to include maths and English alongside GCSE results (trials start in 2006);
 from 2006, trialling "functional skills" at the core of English and maths, defined in partnership with employers, higher education institutions. In future no young person will be able to get a GCSE grade C or above in English and maths or a General or specialised Diploma without having mastered them.

Stretching the brightest:

trials of extended projects and revised A levels with additional stretch from 2006, prior to full introduction in 2008.




Youth Matters: Next Steps
(March 2006)

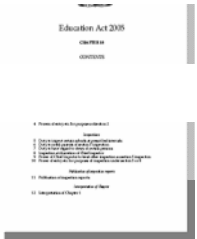
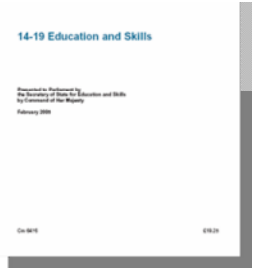
<http://www.everychildmatters.gov.uk/files/3804D7C4B4D206C8325EA1371B3C5F81.pdf>

Sets out the vision for empowering young people, giving them

somewhere to go
 something to do
 someone to talk to

Includes:

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|   | <p>Implements the vision set out in the green paper Youth Matters (18 July 2005):</p> <p>http://www.everychildmatters.gov.uk/files/Youth%20Matters.pdf</p> | <p>Integrated and Targeted youth support</p> <p>IAG – more flexible and easier to access</p> <p>Youth Opportunity and Youth Capital Fund</p> <p>Promotes volunteering and peer mentoring</p> |
| <p>DfES The Five Year Strategy for Children and Learners 2006: <i>Maintaining the Excellent Progress</i></p>  | <p>Web reference:</p> <p>http://www.dfes.gov.uk/publications/5yearstrategyprogress/docs/5yearstrategy-maintexcell.pdf</p> | <p>The 2006 update contains 5 'clear priorities':</p> <p>Closing the gap in educational attainment between those from low income and disadvantaged backgrounds and their peers;</p> <p>While at the same time continuing to raise standards for all across the education system;</p> <p>Increasing the proportion of young people staying on in education or training beyond the age of 16;</p> <p>Reducing the number of young people on a path to failure in adult life; and</p> <p>Closing the skills gap at all levels – from basic literacy and numeracy to postgraduate research – to keep pace with the challenge of globalisation.</p> |
| <p>Education Act 2005</p> | <p>http://www.opsi.gov.uk/acts/acts2005/pdf/ukpga_20050018_en.pdf</p> | <p>Changes to arrangements for</p> <p>Schools inspections</p> <p>Schools causing concern</p> |

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|  | | <p>School organisation Training the school workforce School funding, e.g. enabling schools to receive three-year budgets based around the academic year The specification of school profiles HE provision enabled in maintained schools</p> |
| <p>White Paper: 14-19 Education and Skills (February 2005)</p>  | <p>Web reference: http://www.dfes.gov.uk/publications/14-19educationandskills/pdfs/14-19WhitePaper.pdf</p> | <p>Government's response to the Tomlinson Report 2004.</p> <p>"Specialised" Diplomas will be a vocational alternative to the straight GCSEs and A levels route. To include a mixture of vocational qualifications, work experience and GCSEs/A levels, covering each occupational sector of the economy, from levels 1 to 3.</p> <p>Major review of the key stage 3 curriculum, strengthening the emphasis on English and maths.</p> <p>Core or "functional" elements of literacy and numeracy needed to get a C or better at GCSE English and maths.</p> <p>Diplomas to become the main measure by which schools are judged in league tables by 2008.</p> <p>Employers to take the lead in designing Diplomas.</p> <p>Students may progress to advanced studies earlier. 16 to be abolished as a fixed point in the system. Option to take HE modules in sixth form.</p> <p>A levels and higher levels of the Diploma to include an "extended project".</p> <p>New Skills Academies to be developed as national centres of excellence in skills, and role of Centres of Vocational Excellence (CoVEs) to be strengthened.</p> |
| <p>DfES Five Year Strategy for Children and Learners 2004: <i>Putting people at the heart of public services</i></p> | <p>http://www.dfes.gov.uk/publications/5yearstrategy/docs/DfES5Yearstrategy.pdf</p> | <p>The 14-19 highlights include:</p> <p>A much wider choice of what and where to study, with high standards in every subject and new sixth forms and sixth-form colleges where they are needed.</p> |



Demanding courses for the most able pupils, whether they take academic or vocational options, and Young Apprenticeships that start at 14.

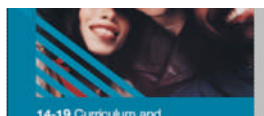
Closer links between schools and employers, so vocational learning means something in the world of work.

Extra support for young people leaving care.

High-quality advice and guidance to help young people make good decisions, and a wide range of things to do and places to go for young people outside school or college.

Tomlinson's report on 14-19 (October 2004)

<http://www.dfes.gov.uk/14-19/documents/Final%20Report.pdf>



The working group recommended:

A unified framework for diplomas catering for individual student needs and activities which will be simplified and recognisable to employers which will match skills, knowledge and training both in:

- (a) basic skills (a compulsory core)
- (b) high status vocational programmes

all formal learning (including modern apprenticeships) will be integrated into this single scheme.

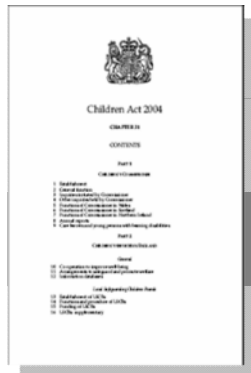
The core (which will form the smaller part) will comprise - maths, communication (inc. literacy), ICT, an extended project, personal planning, and skills development, wider activities including employment and community experience.

Experience gained outside formal learning will also be taken into account (such as Duke of Edinburgh Awards).

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| | | <p>The "main" learning (the bulk of a diploma) will be specific subject-based, enable progression to specific occupations, HE and further learning, permit choice "to enable young people to select programmes to pursue their own interest with any specialist areas of study"</p> <p>Pre-16 learners will continue to follow the National Curriculum and in doing so, may well be able to gain recognition towards a diploma, but this will not relate to a specific occupational area.</p> <p>Post-16 learners will be able to opt for: (a) a specialised diploma route (academic or vocational), or (b) an open diploma route (mixed subjects)</p> <p>Many components for new diplomas will grow out of GCSEs and AS/A levels, BTECs, etc. It will replace these in name, but much of the content will remain the same.</p> <p>Four levels of diploma are recommended:</p> <p>Entry level - will probably target pupils with special needs Foundation - approximately equivalent to GCSEs (lower grades) Intermediate - in part equivalent to GCSEs and AS Advanced - approximately equivalent to A levels</p> |
| <p>Every Child Matters: Change for Children 2004</p> | <p>http://www.everychildmatters.gov.uk/files/F9E3F941DC8D4580539EE4C743E9371D.pdf</p> | <p>The national framework for change, building on the legal powers in the Children Act 2004, e.g..</p> <ul style="list-style-type: none"> Integrated front line delivery Skilled and effective workforce Common assessment framework Integrated strategy led by local authorities Joint commissioning and pooled budgets Interagency governance |



Children Act 2004
(15 November 2004)



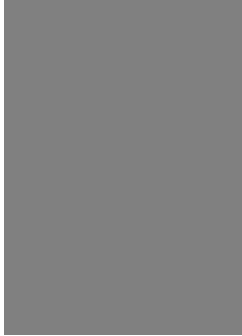
http://www.opsi.gov.uk/acts/acts2004/pdf/ukpga_20040031_en.pdf

The Children Act 2004 places a duty on services to ensure that every child, whatever their background or circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve through learning
- make a positive contribution to society
- achieve economic well-being.

Implications for Children and Families:

- Easier access to information and advice at a local level
- Earlier support for parents experiencing difficulties
- Practitioners from Social Services and Education working together in teams
- One point of contact for information and assessment
- The statutory requirement for a Children & Young People's Plan will identify priorities across all organisations with a responsibility for children and young people
- Ensure the welfare and safety for children and young people who may be at risk

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| <p>14-19: Extending Opportunities, Raising Standards (Green Paper) 2002</p>  <p>http://www.dfes.gov.uk/14-19/documents/14-19greenpaper.pdf</p> | <p>Analysis of the consultation: http://www.dfes.gov.uk/consultations/downloadableDocs/SOR_208_1.pdf</p> <p>The resulting policy paper from 2003 : 14-19: Opportunity and Excellence. Summary document: http://publications.teachernet.gov.uk/OrderingDownload/DfES-0744-2002.pdf</p> | <p>Proposals following one of the most extensive consultations ever carried out by DfES:</p> <ul style="list-style-type: none"> A new coherent 14-19 phase of education and training. Flexibility in the 14-16 curriculum High quality vocational options A new overarching award to be called the Matriculation Diploma Accelerated or slower progression through learning Increased collaboration between education providers, e.g. between learning institutions and employers; pathfinders to develop best practice that will inform the full national development of the 14-19 phase |
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