



Qualifications and
Curriculum Authority

11-19 Developments

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Conference purposes

- To update delegates on the current developments in the 11-19 curriculum
- To consider the extent to which schools are being encouraged to build a coherent 11-19 curriculum. With particular reference to:
 - transition from Key Stage 3 to the 14-19 phase of learning
 - issues relating to students starting qualifications early
 - ensuring that Functional Skills and PLTS are incorporated across the whole curriculum
- To discuss the impact of DCSF's final report and implementation plan of the review of 14-19 Work-Related Learning



Conference purposes

- To give delegates an opportunity to feedback on plans for Diploma implementation, including:
 - the usefulness of the *Insights from Diploma Pathfinders* publication
 - perceptions of the potential of the new phase 4 Diplomas in Science, Languages and Humanities
 - the place of applied A Levels in the Diploma landscape
- To examine QCA's plans for the implementation of the Foundation Learning Tier pre-16 and the role of the new entry level qualifications for 14-16 year olds
- To discuss the potential of the Qualifications and Credit Framework and the implications for 14-19 learners



Strands of reform

- **New secondary curriculum**
- **Diplomas**
- **Key stage 4 engagement**
- **Work-related learning**
- **Functional Skills**
- **GCSEs and A-levels**
- **Project/Extended Project**
- **Qualifications and credit framework**
- **Foundation learning tier**



The New Secondary Curriculum

The timeline

- 2007-8 preparation and support
 - QCA website and materials available Sept 2007
 - DCSF Conferences - Sept-Oct 2007
 - Support for school leaders – NCSL from November 2007
 - Support for whole curriculum design – SSAT from Nov 2007
 - Support for subjects – SNS/CfBT from Jan 2008

- Phased implementation from 2008
- First key stage 3 assessment 2011
- First 5 lines of Diploma from 2008



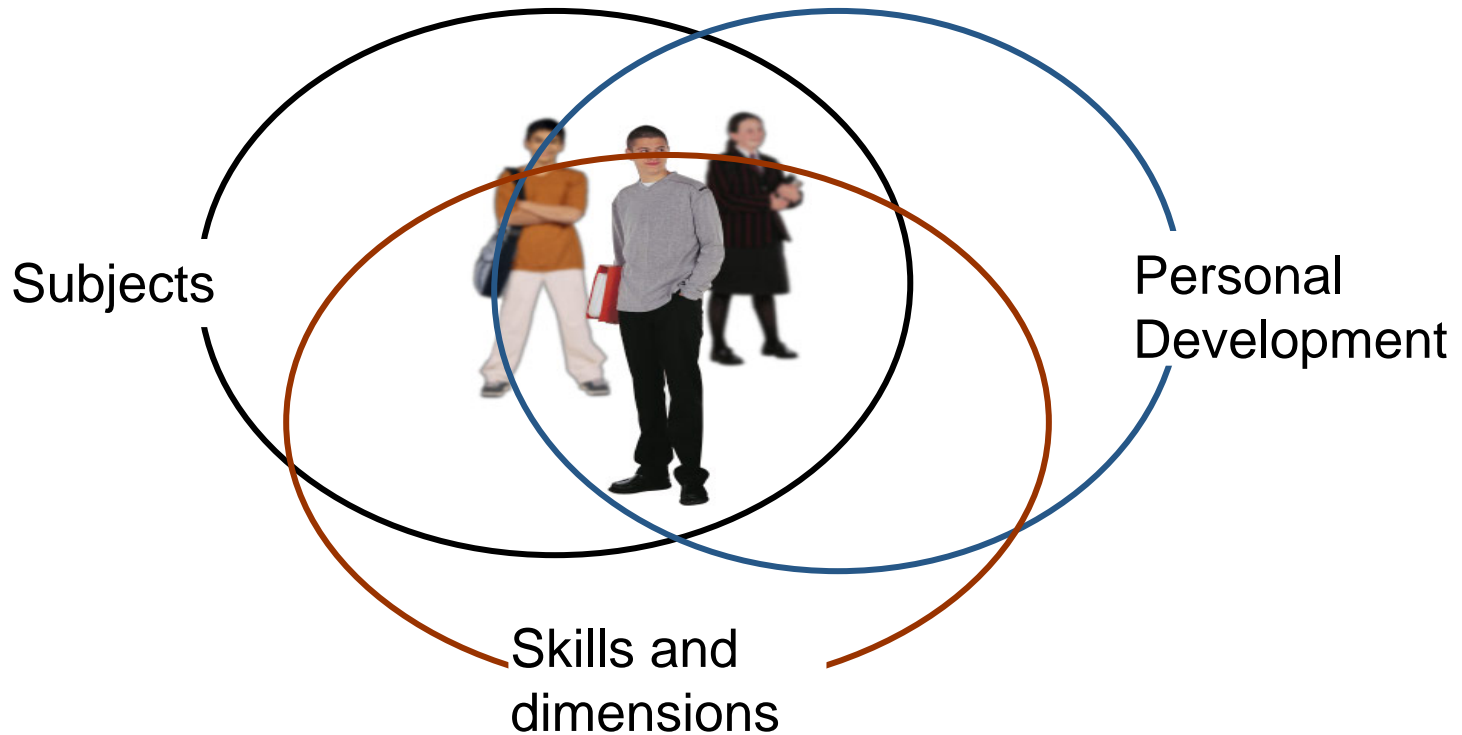
The New Secondary Curriculum

Three questions driving curriculum design, development and implementation

- WHAT are we trying to achieve?**
- HOW do we organise learning?**
- HOW well are we achieving our aims?**

The New Secondary Curriculum

Coherence... for the learner



So what's changed?

- An increased focus on **whole curriculum design** underpinned by **aims**
- Increased **flexibility** – less prescription but focus on key concepts and processes in subjects.
- More room for **personalisation** and **locally determined** curriculum
- More emphasis on **skills** –functional and wider skills for learning and life
- More emphasis on **personal development** and **ECM**
- More opportunities for **coherence** and relevance - linking learning to life outside school, making connections between subjects, cross-curricular themes and dimensions
- A **real opportunity** for renewal and re-invigoration (BSF, Diplomas)



The New Secondary Curriculum

Cross-curriculum dimensions

The non-statutory cross curricular dimensions reflect the major ideas and challenges that face society and have significance for individuals. They can provide powerful unifying themes that give learning relevance and help young people make sense of the world.

Identity and cultural diversity

Healthy lifestyles

Community participation

Enterprise

Sustainable futures and the global dimension

Technology and the media

Creativity and critical thinking

Bringing it all together in a well designed curriculum

1. What are we trying to achieve?



2. How do we organise learning?



3. How well are we achieving our aims?

The curriculum, which is the entire planned learning experience...

...has clear aims and purposes

- reflecting learners needs
- local priorities
- national priorities

...is organised in a way that is likely to achieve the aims

- Orchestrates time, staffing, space, approaches to teaching, learning and assessment to best effect
- Makes links across subjects, skills and cross-curricular dimensions

...is evaluated and developed in response to changing needs

- is self-evolving and improving



Diploma - key milestones achieved

- Defined the Diploma grading and assessment systems
- Defined and agreed the Awarding Body delivery model (Diploma Awarding Bodies and Component Awarding Bodies).
- Developed business requirements for the new data sharing platform.
- Piloted a qualification for apprenticeships.
- Agreed titles- foundation, higher, advanced
- Equivalencies announced
- Guidance developed



DCSF announces new Diploma lines.....

Science

Languages

Humanities

- “Diplomas will open up real opportunities for combining academic and practical options to allow every young person to make the most of their talents, whether they are progressing to further study, work or an apprenticeship..... We need the business and academic worlds to continue to back these qualifications and help make them a success..... I believe that Diplomas could emerge as the jewel of our education system.”
- *Ed Balls – October 2007*



The Diploma: “a dream product”

Young people	<i>like the sound of something more fun, stimulating, outside the classroom as well as in it</i>
Parents	<i>‘dare to hope’ for a course which is relevant, stimulating, modern and prepares their children for a career</i>
HE admissions tutors	<i>want more information about content but open to the concept of the Diploma</i>
Employers	<i>want a better bridge between school and work</i>
Teachers	<i>enthusiastic (though some see the Diploma as another solution for ‘less academic’ children)</i>



What does a Diploma look like?

Name	Level	Equivalency
Foundation Diploma	1	• 5 GCSEs
Higher Diploma	2	• 7 GCSEs • Apprenticeship
Advanced Diploma	3	• 3.5 A-levels • Advanced Apprenticeship
Progression Diploma	3	• 2 A-levels



Diploma grading scale

Foundation (level 1)















A*
A
B
U

Higher (level 2)

A*
A
B
C
U

Advanced (level 3)

A*
A
B
C
D
E
U

principal learning	generic learning	additional and/or specialist learning
unit 1  unit 2  unit 3  unit 4  unit 5  unit 6 	function  Is: mā  function  English functional ski  personal, learning and thinking skills  work experience  project 	qualification 

 = contributes to overall Diploma grade



Diploma implementation: Insights from Diploma Pathfinders

- **Collaborative learning**
- **Management structures and processes**
- **Collaborative leadership**
- **The challenge of rural delivery**
- **Communicating the Diploma**
- **Multi-institutional learning and curriculum development**
- **Building applied learning capacity**
- **Applied learning and employer engagement**
- **Quality frameworks**
- **Funding arrangements**

Curriculum design examples

- the Diploma within the KS4 curriculum
- progression through the Diploma
- whole school approach



Day	Statutory curriculum							Events	Optional curriculum				Lessons
	Cit and PSHE	PE	RE	Science	Maths	English	ICT		Option A	Option B	Option C	Option D	
1				Science 2	Maths 1	English 2			Option A 1 or ASL 1				6
2		PE 1	RE 1	Science 2	Maths 1	English 1							6
3									Option A 1 or ASL 1	Option B 2 or Diploma	Option C 1 or Diploma	Option D 2 or Diploma	6
4	PHSE CIT 1								Option A 1 or ASL 1	Option B 1 or Diploma	Option C 2 or Diploma	Option D 1 or Diploma	6
5		PE 2		Science 1	Maths 1	English 1	ICT 1						6
Personal learning & thinking skills													



Qualification model: components

principal learning	generic learning	additional and/or specialist learning
<p>sector-related</p> <p>mandatory</p> <p>50% applied</p> <p>newly-developed, unitised qualification</p>	<p>functional skills: English, maths, ICT</p> <p>personal, learning and thinking skills</p> <p>work experience (min. 10 days)</p> <p>project</p>	<p>complementary learning, adding breadth or depth</p> <p>progression pathways</p> <p>choice</p>



Qualification model: components

Foundation Diploma in construction and the built environment

- **600 guided learning hours (GLH)**

principal learning 240 GLH	generic learning 240 GLH	additional and/or specialist learning 120 GLH
<p>7 mandatory units</p> <ul style="list-style-type: none">• design influences• applying design principles• using tools• methods and materials• value and use of the built environment• maintenance of the built environment• modern methods of construction	<p>3 x functional skills qualifications at level 1 (120 GLH)</p> <p>level 1 project qualification (60 GLH)</p> <p>10 days work experience</p> <p>personal, learning and thinking skills (60 GLH)</p>	<p>Level 2 Certificate in Occupational Health and Safety</p> <ul style="list-style-type: none">• Health and Safety Act• hazards and risk• protective equipment <p>(example)</p>



Qualification model: components

Higher Diploma in society, health and development

- **800 guided learning hours (GLH)**

principal learning
420 GLH

9 mandatory units

- principles, values and personal development
- working together and communicating
- safeguarding and protecting individuals
- growth, development and healthy living
- needs and preferences
- antisocial and offending behaviour
- supporting children and young people
- patient centred health
- the social model of disability

generic learning
200 GLH

3 x functional skills
qualifications at level 2
(80 GLH)

level 2 project
qualification (60 GLH)

10 days work experience

personal, learning
and thinking skills (60
GLH)

**additional and/or
specialist learning**
180 GLH

**BTEC First in
Public Services**

- public service skills
- citizenship, the individual and society
- community and cultural awareness

(example)



Qualification model: components

Advanced Diploma in creative and media

• **1080 guided learning hours (GLH)**

**principal learning
540 GLH**

6 mandatory units

- using creative and media skills in the context of a global community
- digital technology in the commercial world
- analysing the influence of genre
- issues – a personal response
- self-promotion – selling your ideas
- creativity in business enterprise

**generic learning
180 GLH**

functional skills at level 2
x 3 (prerequisite)

extended project
qualification (120 GLH)

10 days work experience

personal, learning
and thinking skills (60
GLH)

**additional and/or
specialist learning
360 GLH**

GCE A-level in
Applied Art and
Design (additional)
or

Level 3 qualification
in Media Techniques
(specialist)

(examples)



Ian – Information technology – L2

Ian is a very able student, and has an interest in technology, intelligence activities and strategic computer games. He would like to get a solid grounding in ICT skills, so that he can later pursue his interest in military intelligence, or computer game design. He attends a Catholic technology college in Darlington.

Learning at KS4 - Level 2 IT Diploma, (including 1.5 GCSEs as ASL) and 3 other GCSEs

Work experience – placement at Darlington College at Catterick garrison, learning about the Torch Hub and IT training for military personnel

Project – designing teaching aid animated presentations in Macromedia Flash to be used for KS3 science lessons, which were put up on the school website.

Post 16 learning:

Ian will be progressing to the level 3 Diploma in IT, with GCE AS mathematics and GCE AS Spanish as ASL. He thinks he will probably carry on with mathematics to A2, and would like to study some aspect of IT or computer science at university, but has not decided how he would like to specialise.



Chyou – Engineering – L3

Chyou is a very able student. She attends a girls' grammar school. She wants to become an archaeologist, but her parents want her to specialise in something more scientific (researcher, engineer), and have urged her to take courses that keep her options open.

Diploma Choices:

- Additional/Specialist Learning : GCE A level in Physics and GCE AS level in Ancient History
- Work Experience: A placement with a public body that protects historic sites, shadowing a Regional Science Advisor, and assisting her colleagues in the engineering sector with their consulting work for this organisation.
- Extended Project : An investigation with the title “Reconstructing History – The Lighthouse at Alexandria”, detailing the history and archaeology of the structure, and including plans for how it might be rebuilt using current engineering techniques and appropriate materials.

Progression Route

Chyou does not want to choose between engineering and archaeology but cannot find a higher education course that allows her to combine the disciplines to her satisfaction as an undergraduate. She is thinking instead of pursuing a Joint Honours Degree in Physics and Archaeology. She hopes to be able to request to study modules from the Engineering course during her first year.



Key stage 4 engagement programme

Implementation

- 21 partnerships across the country piloted the programme in 2006-7
- In September 2007 the programme was rolled out nationally
- 70 programmes/ up to 15,000 students have access to the programme
- Ministers have now agreed a funding mechanism



Key stage 4 engagement programme

Evaluation of the Programme

Design and delivery of the programme, features may include:

- balance of in school versus out-of-school provision
- fixed length programmes or roll-on roll-off
- fixed timetable versus a changeable timetable
- type and nature of the provision
- nature and location of work placements
- type and nature of support and IAG
- relationship with FLT



Key stage 4 engagement programme

Evaluation of the Programme

- Despite schools having an element of personalisation, challenges include timetabling, transport and capacity of partnership/school/provider
- Work focused learning tends to be more predominant than work placements
- Key workers, learning support assistants, Connexions PAs provide support, advice and guidance
- It has been challenging for partnerships to give young people valuable experience and the opportunity to work towards qualifications
- Some central monitoring systems are in place to collate information about pupils and their progress
- The programme improved the behaviour, attitudes, confidence and self-esteem for a significant minority of pupils



PLTS - background

- PLTS are essential to achieving the aims of the Diploma and the wider curriculum
- Diplomas must provide opportunities within Principal learning for Learners to develop and apply all six PLTS.
- Recording can help learners identify strengths and weaknesses and develop skills further in preparation for formal assessment.
- Recording important to the formative planning and review process that runs through the Diploma.
- Will help build a coherent framework of skills and learning across all the components of the Diploma.

- QCA has produced guidelines on recording PLTS in the Diploma
- Guidelines cover the following areas:
 - Importance of recording PLTS
 - Management and quality assurance
 - Supporting the recording and communication of PLTS
 - Links with other developments



14-19 Work-Related Learning

Building on the Best

- New vision
- Local funding and delivery
- Building local capacity and capability
- Quality standards and CPD
- Assessing impact



Functional Skills- The pilots

- The pilot began on 3rd September
- There are 12 awarding bodies engaged in piloting activity across all types of centre including schools, general FE colleges, training provision, in the workplace and in the offender institutions
- Piloting began in c.1200 centres, including Diploma Gateway Consortia plus centres outside the Gateway
- Key skills and basic skills qualifications available at least until the functional skills qualifications are fully available
- Continued support for the wider key skills



The Review of GCSE

- Revised GCSE criteria have been drafted, including subjects that formerly did not have criteria such as drama
- Regulators, awarding bodies, teachers and HE representatives have been involved
- New specifications will incorporate ideas from the work of the GCSE assessment project, including controlled assessment and improved written examinations
- Awarding bodies will provide support to centres and QCA intends to produce case study guidance on controlled assessment by November 2008.



Timeline for GCSE Development

- Consultation on the criteria was 13 June 2007 – 14 September 2007
- Awarding bodies began development of GCSE specifications in the autumn of 2007
- Qualifications will be accredited in the summer of 2008
- Specifications in schools in September 2008
- First teaching 2009, except English, English literature, ICT and mathematics
- Science remains unchanged



Timeframe for GCE A Level Development

- Awarding bodies submitted over 180 specifications for accreditation using the new web-based accreditation system
- Each submission was scrutinised by a panel of subject and assessment experts
- The specifications were accredited by 31 July 2007
- September 07: specifications into centres
- September 08: first teaching



GCE A Level development

Support to centres

- Revised A levels – awarding bodies will provide training to centres
- Extended project – QCA has commissioned the development of training materials for centres to be made available for DCSF training events in spring/summer 2008



Applied A Levels

- In 2000 GNVQS replaced by VCEs
Purpose – to incorporate vocational learning into A Level programmes
- In 2005 VCEs were revised and given an AS/A2 structure and so became AS/A Levels
- An initial small-scale review of the applied A Levels against relevant diplomas showed there are varying degrees of commonality between the content of the qualifications
- There is a clear role for applied A Levels until the diplomas are fully available in 2013
- Guidance will be produced for centres by September 2010 – will indicate areas of overlap with principal learning and their potential use as additional/specialist learning



Applied A Level Redevelopment process

Initial draft criteria drawn up based on agreed unit structure	April 2008
Meetings with awarding bodies and subject experts to work on the initial draft criteria to prepare them for consultation	April 2008
Consultation on draft criteria	May to July 2008
Criteria finished and handed over to awarding bodies	Sept 2008
Specifications submitted for accreditation	March 2009
Specifications accredited	July 2009
Specifications available to centres	Sept 2009
First teaching	Sept 2010

By 2015 every young person will be in some form of education or training until the age of 18. But let's be absolutely clear, this is not about forcing young people who want to work while they train to stay at school. The Education and Skills Bill will galvanise the entire system, changing expectations so that young people stay on in learning beyond 16, not just because it is compulsory but because they can see the benefits.

Ed Balls, Secretary of State for Children, Schools and Families
29 November 2007

www.qca.org.uk/diploma

www.qca.org.uk/curriculum

www.qca.org.uk/14-19