

Draft



HILLINGDON

LONDON

EDUCATION AND CHILDREN'S SERVICES POLICY OVERVIEW COMMITTEE

2010/11

DRAFT REVIEW SCOPING REPORT 14-19 Education and Training

14-19 Diplomas/Success/Lessons that have been learnt/ Options for young people that sit alongside diplomas

Aim of Review

To review the take up of Diplomas and their progress and what lessons had been learnt.

To provide information to the Committee on other education and training choices that young people are making between the ages of 14 and 19 to include: Foundation Learning, Apprenticeships and GCSEs/A Levels.

Terms of Reference/Key Tasks

1. To review aspects of the 14-19 curriculum, in particular Diplomas, in terms of progress and lessons learnt.
2. To consider how far Hillingdon has implemented these changes and consider current plans.
3. To look at other routes into learning and training that young people are making.
4. To present to Cabinet the Committee's findings and any recommendations in relation to the Council's role in attainment.

Methodology

The Policy and Overview Committee is to receive reports, presentations and hear from witnesses, possibly including a site visit.

Documentation

- Information on the strategy for delivery of diplomas and other 14-19 education and training pathways.
- Evidence of national and local policy and practice.

Proposed Timeframe and Milestone (to be finalised once witnesses agree and dates set)

Meeting Date	Action
7 th July 1010	Approve scoping report for the review
TBC	A detailed presentation from 14-19 Manager and Deputy Director. Description of the issues, and practice from a local and national perspective. Witnesses Session 1:
	Witness Session 2:

Background Information

- The overarching aim of the changes to 14-19 education was to address criticism of existing qualifications around the lack of rigour felt to be inherent in GCSEs and A Levels, and the need for skills and training. The latter was in response to the Leitch Report that stressed the need for skills and training in an increasingly competitive global environment. Therefore there have been not only changes in A Levels and GCSEs, but the introduction of new qualifications, the Diploma and Functional Skills.
- The diploma has been designed with a large input from employers. It is sector specific and contains a considerable amount of theoretic as well as vocational learning. It is hoped that it will bridge the divide between

vocation and academic education. It was proposed that there should be 14 Diplomas to be taught at levels 1, 2 and 3 relating to the following sectors: Engineering; Travel and Tourism; Public Services; Hospitality; Construction and the Built Environment; IT; Creative and Media; Retail; Sport and Active Leisure; Hair and Beauty; Business; Manufacturing; Society Health and Development; Environment and Land Based. There were also 3 'academic diplomas' in Humanities; Science; and Languages to be taught at level 3. Development of these last Diplomas due to be available from September 2011 have now been stopped by the Coalition Government.

- In order to up-skill the population to deal with the job market of the future, new legislation was introduced in 2009, Raising Expectations. This raised the age of compulsory participation in education and training to 17 by 2010, and to 18 by 2015. Therefore there needs to be pathways to maximise progression for 14-19 year olds, and encourage their attainment and participation at all levels.
- This will broadly be done by making sure that all young people have access to learning programmes that are appropriate and personalised for them, whether this is via an academic or vocational pathway.
- This objective underpins the 14-19 Strategic Plan which also plans to bring in these curriculum changes and provide employer engagement for vocational pathways. The 14-19 SG works closely with the Integrated Youth Service and Connexions to ensure that information, advice and guidance is informed and embedded in learning programmes to achieve greater participation amongst young people. The 14-19 SG has selected the following five priorities to enable this: participation and engagement, collaboration and partnership, attainment, quality and progression.
- It should be noted that many qualifications discussed below can be taken together by young people. They are designed to fit into a young person's timetable, meaning that learning is personalised. For example a diploma student can take additional GCSEs (at level 2) or A Level (level 3) as part of their studies.
- This report has looked at education and training opportunities for young people in Hillingdon. It has included some background to information on workbased training, the subject of these, and the time allocated to the training.¹ However, to get a deeper understanding, a full report which encompasses the offer of all providers might be considered.

¹ As referenced in the ECS Policy Overview Committee Minutes of 9/6/10 (item 9)

PROGRESS AND EVALUATION OF PROGRAMMES

Diplomas

- 9 of the available 14 diplomas have received Gateway approval. These are as follows: Engineering; Society, Health and Development; Retail and Business; Creative and Media; Hospitality; Hair and Beauty; Business Administration and Finance; IT; and Sport and Active Leisure. There were two cross-borough bids that were made in conjunction with the London Borough of Hounslow: Hair and Beauty gained Gateway approval, but Construction and the Built Environment did not. Another Diploma is being led by Ealing for a number of Boroughs to include Environment and Land Based Studies.
- There are currently 95 students on Diploma programmes from a range of contributing schools. Examples of this activity would be Barnhill students travelling to do their principal learning in Engineering in Rosedale.
- Diplomas are planned and implemented by the Diploma Steering Group (DSG) in a clear and structured plan of phased introduction to meet the national requirements in 2013. The plan approved by the Government Office for London for Diploma development.
- The DSG consists of each of the lines of learning, represented by a curriculum deputy representing the partaking institutions. The Lead Institutions are follows: Uxbridge College, Schools, and Hillingdon Training. The lines of learning represented are IT; Society, Health & Development; Hospitality & Catering; Business, Administration & Finance; Engineering; Retail; and Creative and Media.

Evaluation

- Hillingdon had early success in the Gateway process. At that point, the LA stepped in and formed a Diploma Steering Group (DSG) and drew all the approved and potential lines of learning together. This was very successful and that group has now been operating successfully for two years. The DSG has been responsible for preparing the ground work for good collaborative learning throughout the borough in terms of protocol development to include applications, behaviour and funding. From a cohort of 15 in year one of the Diplomas being accepted in Hillingdon, the number grew to 120 in year two, delivering diplomas in Society Health and Development; Engineering; and Hospitality.
- Initial progress on Diplomas in 2008 was slow. The concept of collaborative teaching was new and no infrastructure existed for shared delivery of training.

- Two Diplomas, IT and Engineering, received approval in Gateway 2. They developed two separate groups to run collaboratives of schools that wanted to teach either or both diplomas. This was problematic for some providers such as Rosedale College and Uxbridge College which, being involved in all Diploma initiatives, had to attend a considerable number of meetings. It also meant that it was difficult to synchronise decisions across the groups, as there were also issues around duplication and consistency.
- By the close of 2008, Hillingdon had established a model for diploma development managed by the 'Diploma Steering Group'.
- The Diploma Steering Group formed a high level operational function. Its primary function being to coordinate Diploma development. Its responsibilities include :
 - Reporting to 14-19 Strategic Group on Diploma development
 - Development and implementation of Diplomas in accordance with Hillingdon's '14-19 Strategic Plan'
 - To provide a forum for Line Leads to meet and ensure consistency of borough Diploma development
 - Monitoring compliance with timescales and milestones agreed in 'Diploma Line Development Plans'
 - Working with Line Leads to manage any slippage of the plan
 - Monitoring Line Leads' Diploma development budget
 - Agreeing and monitoring Diploma development budgets for each Diploma Line
 - Developing a common borough wide timetable for Diploma training and development
 - To receive regular formal Diploma Line updates from Line Leads
 - To manage the development of generic areas of Diploma development
- The DSG took responsibility for the development of the generic areas of Diploma implementation on behalf of the line leads thereby enabling a more focused and effective advancement of the Diploma lines programmes, resources, staff training and collaborative delivery solutions.
- The DSG also developed and implemented protocols for collaborative provision and managed the application and offer process.
- The success of individual Diploma Lines in Hillingdon has been varied. Where senior management has been committed to the concept of Diplomas and allocated sufficient staff and practical resources, they have been successful. Where there has been a reluctance to commit, progress has been slow.

- From a cohort of 15 Engineering students in September 2008, Hillingdon's Diploma numbers grew to 120 in September 2009 with delivery taking place in Society Health and Development; Engineering; and Hospitality.
- Hillingdon's Diploma offer from Sep 2010 has increased to eight lines. Anticipating take-up was approximately 250. However during the last few months, political uncertainty meant that providers began to lose faith in how the Diploma would be funded. This has led to lower numbers this year (91 so far). However, providers in general are not displeased with the qualification and are waiting to see what the market will bear.

Functional Skills

- Functional Skills at the outset were stand-alone qualifications in English, Maths and IT. The original intention was for this qualification to be compulsory for all students at KS4 to address concerns from employers that young people were not numerate, literate or proficient in IT, in spite of achieving GCSEs in English, Maths and IT. This requirement was subsequently reversed leaving the Diploma as the only qualification which required the extra hurdle of all three FS qualifications to be passed in order to achieve the Diploma qualification. This has been of great concern to all providers that have considered and are considering delivering Diplomas.
- Functional Skills are to become embedded in English, Maths and IT from September 2010. The borough Advisers in English, Maths and IT have been working with schools. The borough Maths Adviser has been working with maths departments in schools so that they are clear about the implication for teaching from Sept 2010. Since the removal of the link to GCSEs, stand alone FS has lost some of its momentum but some departments are still entering students from a range of years, year 9, year 10 and year 11. Schools are aware that they need to address FS within the delivery of the GCSE and are starting to make changes starting with year 9. For example Haydon has embedded changes in KS3 so that KS4 are stronger. Queensmead, Abbotsfield and Ruislip High are also well prepared for these changes.

Evaluation

- Functional Skills are in the process of being properly developed and this has an implication on the fact that there is now a movement to encourage students to travel to learn. For example, Diploma students may not get the support they need within their home school. (This was the case last year for Engineering diploma students travelling to learn in Rosedale) and additional support had to be laid on for them. Better

communication is developing between schools due to the protocol agreements around where there is movement of students. The protocols drawn up by the DSG have enabled this by making sure that students have a plan that makes it clear who is responsible for what FS.

- Functional Skills have had an impact on preparations for the delivery of GCSE English, Maths and IT. Of the ICT courses offered in schools at KS4 and KS5, no school is offering GCSE, but all are opting for the vocational option, which assumes that FS is embedded within the qualification.
- Delivery is still on an ad hoc basis, eg an example of this was when intense support was given to the pupils at Rosedale. There have been little discrete timetabling of lessons being offered to pupils doing Functional Skills in ICT. However, in some schools Functional Skills in this subject is being taught via project work starting in Y9, for example in Bishop Ramsey.
- At subject leader meetings in ICT, FS is a standing agenda item, considering past papers, exam boards and mapping of level 1 FS across KS4.
- Within Uxbridge College, Engineering Diploma students have been given additional support with their key skills.
- Some Foundation Learning programmes are incorporating Functional Skills at Entry or Level 1. For example, current Entry to Employment (E2E) learners must study Functional Skills as part of new Foundation Learning programmes. Other learners, e.g. Key Stage 4 Engagement may take Functional Skills as part of their programme or through school-based delivery. The Foundation Learning Implementation Group is reviewing the provision of Functional Skills delivery across the borough.

Changes to GCSEs

- Besides the embedding of English, Maths and IT in the GCSEs, from 2011 there will be significant changes to assessment in GCSEs with the introduction of controlled assignments.
- Other changes include the fact that some schools are using the opportunities presented by the change to the secondary curriculum to begin teaching GCSE courses in Y9. Several schools are currently using early entry in English and Maths which is improving their results but which will have to change as the new GCSEs begin.

Evaluation

- Change is to start from September 2011.

Changes to A Levels

- In 2009, the majority of A Levels changed from 6 to 4 modules. Like GCSEs, most A Levels lost the assignment element of the A Level. When A Level results come through this August, we will be able to see the local and national impact of these changes for the first time.

Evaluation

- With tighter funding and greater competition from neighbouring boroughs for post 16 learners, the importance of quality of post 16 provision at all levels cannot be underestimated. The new Young People's Learning Agency, the London Regional Planning Group and the Regional Planning Group consider the number of students per borough. These agreements affect all our sixth form providers; schools, Uxbridge College and work based learning providers.

Extended Project Qualification (EPQ)

- This qualification can be taken at level 1, 2 or 3. At levels 1 and 2 it is most frequently taken within the diploma. It is a compulsory component of all diploma programmes. It is designed to help transition to Higher Education by equipping students with the research, reflection and independent study skills needed.
- At level 3, the EPQ has proved to be well regarded by a number of universities and is being taught as part of both the A Level and the Diploma programme in Uxbridge College, Bishop Ramsey, Haydon and Vyners. The 14-19 Partnership has run a post 16 network to share best practice. Brunel University, part of this network is offering sessions in its learning resource centre to provide opportunities for students to learn to research.

Foundation Learning

- Foundation Learning, which can be taught at both KS4 and KS5, provides a mix of qualifications to create a 'platform' for students at Entry Level to help them progress towards Level 1 and subsequently Level 2.
- The Foundation Learning Implementation Group includes a range of providers: Schools, Uxbridge College, Hillingdon Training, Adult and Community Learning, and Skillnet. Connexions is also part of this group so

that PAs are kept abreast of developments. This group has developed a detailed plan for implementation across the borough.

Evaluation of Changes

- Foundation Learning programmes are now being delivered as pilots by Adult and Community Learning, Hillingdon Training, Skillnet and Uxbridge College.
- From September 2010, work-based learning providers and FE Colleges must deliver Foundation Learning programmes in place of existing Level 1 provision.
- A number of schools are delivering Foundation Learning programmes in partnership with Hillingdon Training and Uxbridge College through the Key Stage 4 Engagement Programme.
- By 2012/2013 schools will need to introduce Foundation Learning programmes, as all qualifications will be under the Foundation Learning umbrella. Most secondary schools intend to offer some Foundation Learning programmes in 2010/2011.

Evaluation

- This change is to start from September 2010

Other programmes

- The KS4 Engagement Programme is run by Hillingdon Training and is a short course designed to provide a programme of education for young people who are identified as being on risk of dropping out of education. This programme includes a vocational element, basic skills, personal social and development units, and enhancement activities. Currently there are 80 learners on programme from a range of Hillingdon schools, which includes Barnhill Community, Chantry, Harefield Academy, Harlington Community, Mellow Lane, Northwood, the PRU, Stockley Academy and Uxbridge High. Many of these young people leave with vocational and other qualifications including First Aid, Health and Safety, and Manual Handling. Over 120 learners are now registered for next year's programme.
- The Young Apprenticeship programme is also run by Hillingdon Training. Currently there are 260 on programme. Approximately 125 will be leaving in July, most with full Level 2 qualifications equivalent to at least four GCSEs at Grade A*-C. A Hillingdon recruit on this programme has recently won the London YA of the Year Award and is progressing to the national finals. A Hillingdon YA has been short-listed for this award in three of the last four years. Hillingdon Training is now recruiting for

September 2010 starts and its target of 145 places has now almost been met.

- Uxbridge College runs two programmes for 14-16 year olds as well as a range of vocational, work based and academic learning. The two programmes for younger learners, The Princes Trust xl+ and the Vocational Introductory Programmes (VIP) are mentioned below, and have on approximately 120 learners between them:
 - The Princes Trust xl+ programme is designed for those year 10 and 11 students who have been withdrawn from one or more of their GCSE subjects due to difficulties accessing the full curriculum, attendance, inappropriate behaviour or personal circumstances. It could also be suitable for some students who may have been permanently excluded from school. It includes a personal development programme, with units which open up vocational taster progression routes, meeting the needs of the learner and the world of work.
 - The VIP programme, is for mainstream students, and provides a range of vocational programmes to include: Hair and Beauty; Child Care; Motor Vehicle; Sport and Leisure; and Public Services. Hillingdon schools and non borough schools, eg Featherstone in Ealing, take part in this programme.

Evaluation

- Hillingdon Key Stage 4 Engagement Programme is growing. Next year, schools will be contributing to the cost for the first time. The range of vocational options includes: Care; Construction; Hair; Motor Vehicle; and Sport. Uxbridge College contributes to the delivery of personal, social and development units. Enhancements, such as First Aid, are popular.
- Hillingdon Training's Young Apprenticeship programme is the biggest programme in London. Many partners contribute to the delivery, including Skillnet, Uxbridge College, Thames Valley University and a number of secondary schools. Over 200 employers contribute to the work experience element of the YA programme. Achievement and retention rates are very good. Some learners progress to full apprenticeships. Several learners have earned prestigious London-wide awards in the past few years.

Apprenticeships/ Work Based Training

- Apprenticeships are work-based qualifications. There are two levels of full Apprenticeships offered. Apprenticeships are a Level 2 qualification,

comprising National Vocational Qualification (NVQ), technical certificate and key skills. Advanced Apprenticeships are Level 3 qualifications with a similar structure to the Level 2 qualifications. There is currently a major Government drive to promote an expansion of the Apprenticeship route. In particular, employers are being encouraged to seek funding from the Government to run their own programmes.

- The Government has promoted a Young Apprenticeship Programme for 14-16 year olds. Cohort 6 started in September 2009. YAs follow a model based on the full Apprenticeship model, spending up to two days a week completing a Level 2 vocational qualification, and a minimum of 50 days over two years on related high quality work experience.

Evaluation of changes

- Apprenticeships are now funded through the Skills Funding Agency (SFA).
- Young Apprenticeships are now funded through the Young People's Learning Agency (YPLA).
- The approach is now more hands-off for successful providers.
- The local authority is more involved in the commissioning process.
- There is increased emphasis on apprenticeships, at the expense of Train to Gain Post-19 training.

SUMMARY

- The new programmes of learning have had variable success rates. However, it should be remembered that all programmes differ considerably in complexity and therefore the strategies for delivery have had to be different. Both Foundation Learning and the Diplomas have been run through a central network which has included the LA, local providers, the Education Business Partnership, and Connexions.
- Clear plans and protocols have been drawn up for both these programmes of collaborative learning. The effect of this is that learning for these programmes can be varied and personalised to the requirements and interest of the learner. For this reason, IAG and learner plans are an integral part of planning this strategy.
- Effective collaborative and proactive partnerships are required for these programmes to be successful. Partnerships may be borough-wide e.g. Foundation Learning or localised e.g. some Diploma and YA delivery. Partners are likely to be drawn from the higher education, work-based learning, business and voluntary sectors, as well as from the school and FE sectors.

Diplomas

- Hillingdon had early success in the Gateway process. Two Diplomas: IT and Engineering, received approval in Gateway 2. At that point, two separate groups formed to run collaboratives of schools that wished to teach either or both diplomas. This was problematic for some providers such as Rosedale and Uxbridge College, which being involved in almost all Diploma initiatives, had to attend a considerable number of meetings. It also meant that it was difficult to synchronise decisions across groups. At that point, the LA stepped in and formed a Diploma Steering Group (DSG) drawing all approved and potential lines of learning together. This group has now been operating successfully for two years. The DSG has been responsible for preparing the groundwork for good collaborative practice throughout the borough in terms of protocol development, including agreements on applications, behaviour and funding. From a cohort of 15 in year one of the Diplomas being accepted in Hillingdon, the number grew to 120 in year two, delivering diplomas in Society Health and Development; Engineering; and Hospitality.
- During the last few months, political uncertainty has meant that providers began to lose faith in how the Diploma would be funded. This has led to lower numbers this year. (100) However, providers in general are not displeased with the qualification and are waiting to see what the market will bear.

Methodology

The documentation below will be forwarded to Members to aid them in their consideration of the issues of this report

Documents:

- 14-19 Qualifications Strategy
- Leitch Report
- The Children's Plan
- White Paper: Raising Expectations
- Foundation Learning Plan
- The 14-19 Strategic Plan and Action Plan
- The Commissioning Priorities for 2010/11

Witnesses:

Sean McMahan	Education Consultant
Ellen Quaye	YPLA
Jo Harper	Headteacher of Rosedale, lead school for the Hospitality and Engineering Diplomas

Laraine Smith Principal of Uxbridge College
Peter Sale Hillingdon Training Ltd
Trevor Sandford Regional Advisor for 14-19 Education

Reasons for the Review

- The Council wishes to review the provision in Hillingdon in secondary schools, Uxbridge College and work based learning providers to ensure there are learning possibilities for young people that meet not only local needs and the requirements of young people, but for those young people from other boroughs that choose to travel to learn in Hillingdon. It should be noted that **Hillingdon is a net importer of students**, and as funding follows the learner this is beneficial for both our learning providers and our young people learning in Hillingdon.
- In addition, the right mix of provision in the borough means that young people are more likely to remain participating in education or training and therefore less likely to become NEET. Lastly, we will be able to up-skill our own residents to provide the level 3 skills and knowledge that is required by local employers.
- The Council have also asked specifically for information around the take up of diplomas, their progress and what lessons had been learnt.

Key issues:

1. What is the effect on schools, the College, work based learning providers of the changes in 14-19 education?
2. How can we make sure our students benefit from increased choice of provision including Diplomas?
3. How do we ensure that there is good quality information advice and guidance about what paths they could take in education or training?
4. How do we ensure that recent work to include alternative provision and vocational learning is reflected in what providers offer?
5. How do we make sure that the new curriculum diplomas, FL, Apprenticeships, Young Apprenticeships is not lost in a time of tighter funding?
6. How do we ensure that collaborative learning, such as the Diploma, is able to continue if there is a large take up of Academies and Free Schools?

Stakeholders and Consultation Plan

- The wishes and needs of the learners in commissioning future provision

including Diplomas should be the over-riding criteria for provision.

- Quality of the education that is provided is to be a key driver in commissioning for all programmes of learning including diplomas and A Levels.
- The consortia are tasked with ensuring that providers come to an agreement about their offer and so manage a complexity of programmes of learning and training that will fulfil the requirements of every young person in the borough.
- The LA officers are tasked with the responsibility to work with consortia and with practitioners to facilitate delivery of the curriculum pathways mentioned in this report.
- The parents and guardians of the young people need to be able to compare information about different educational provision in order to help their young people with IAG.
- Educators providing IAG to youngsters in the borough need to understand the enlarged entitlement to learning available for Hillingdon youngsters.
- Young people from other boroughs who may want to benefit from Hillingdon's learning programmes.
- The needs of employers should be carefully considered. Employers have a key role in determining the types of work-based provision that should be offered and in supporting delivery of the work-based and work-related curriculum, e.g. Diplomas.

Connected Work

- 'Review of Practical Skills in Hillingdon' by David Smith (2008), provided the initial audit of vocational provision across the borough of schools, Uxbridge College and Training Providers, and also provided an audit of all KS4 vocational programmes of study. It also mapped this provision to local economic need. It provided the initial vision of a borough with 3 consortia that could provide for collaborative learning programmes such as the Diploma. This configuration meant that young people have planned access to education and training and learning institutions have an efficient way of providing it.
- The 14-19 Strategic Group has created documentation to lead on the changes for 14-19 education. These include a Vision Statement, Learner Entitlement, Action Plan and Protocols for Collaborative Learning. The 14-19 Strategic Plan and Action Plan have been refreshed. The borough statement of priorities has been submitted to the Young People's Learning

Agency.

- There is a group called the Diploma Steering Group which co-ordinates all the 8 Diplomas that have been approved in Hillingdon. Teachers and employers are collaborating in each of the 8 lines of learning to develop, deliver and assess the diplomas.

Risk Assessment

- Schools and parents may be reluctant to embrace new programmes of study in a situation where there has just been political uncertainty.
- All providers offering provision in the borough need to draw down funding through the achievement, success and retention rates.
- Neighbouring boroughs, which have a trend of seeing students travel to learn in Hillingdon, are building sixth form and there may be pressure on students to remain in their own borough.
- In a time of tighter funding the amount per student is likely to decrease, as is transitional funding. Some work based learning providers and small sixth forms may not be viable.
- Foundation Learning needs to be carefully co-ordinated and commissioned through the 14-19 Strategic Group to provide progression and to prevent situations where learning organisations will not/cannot accept learners because they cannot be funded.
- The addition of Academies and Free Schools means that the ability of providers to develop programmes of learning which are varied enough to provide for the interest of all young people are limited. This is likely to have a negative effect on the NEET figure. .

Alison Moore

Draft

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