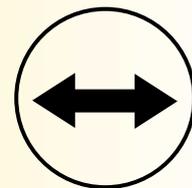


Learning Country: Learning Pathways 14-19

Consultation
Document

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www.learning.wales.gov.uk

Adran Hyfforddiant ac Addysg
Department for Training and Education



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Learning Country: Learning Pathways 14-19

The aim of this document is to consult on the Welsh Assembly Government's proposals for the future shape of the 14-19 phase of learning in Wales

For further information:

telephone: 029 2080 1125
email: 14-19@wales.gsi.gov.uk
or visit <http://www.learning.wales.gov.uk>

Related documents: see Annex B

The front cover shows concept artwork by Adam Griffiths. Adam, formerly a pupil of Pen y Dre High School, scored the highest marks in the WJEC Advanced level examination in Art in 2001.

Learning Country: Learning Pathways 14-19

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Foreword

This document takes a further significant step in the far reaching programme of support, development and change for training and education in Wales set out in *The Learning Country* in September 2001. Our programme is highly distinctive in range and scope. These proposals for 14-19 year olds build on the best of innovative and excellent practice in Wales whilst keeping our eyes firmly fixed on the future needs of Wales and its young people.

We set out to place young people at the centre of learning and to give them a greater say in what should be provided. We aim to secure greater quality and variety of experience to enable all young people to live fulfilling and satisfying lives. That will ensure they can make significant contributions to their family and communities and to the cultural and economic life of Wales.

The development of these proposals has been an exercise in special partnership for policy development in Wales. A consultative project team, led by John Williams, Headteacher at Pen y dre High School in Merthyr, and including nominated representatives from all major providers of education, training and other opportunities for young people in Wales, has worked with the Welsh Assembly Government to prepare them. We believe they will work for young people, and help deliver some of the key ambitions set out in *The Learning Country*.

The project team has involved young people throughout – together with learning practitioners and organisations, voluntary and private providers, and business and industry representatives. The initial proposals were widely circulated for comment. They have been tested by an External Reference Group. They have been discussed in the Assembly's Education and Lifelong Learning Committee (where young people played a prominent part in the debate) and have been openly available on the Assembly's website since the end of July. The response has been thought-provoking and considered, as well as enthusiastic and committed.

The proposals break new ground. They aspire to widen choice and opportunity through local networks. They identify four distinctive routes providing access for all young people to appropriate learning past the age of 16. They incorporate the Welsh Baccalaureate as an overarching award. They establish the concept of a continuum of learning for all young people from 14-19. They create a framework for individual Learning Pathways which will ensure exciting and extended experiences and opportunities for all young people whilst allowing a tailored, flexible curriculum for each of them.

Most importantly, the proposals focus on the wider needs of all young people. Without a wide range of skills essential to modern life, young people cannot make best use of their knowledge, aptitudes or talents. Nor can they develop the degree of self-motivation essential for employability and personal success. These skills are best developed through experience and practical application in community groups, voluntary activities, sports or cultural activity or in the workplace, as well as in day-to-day learning environments.

Our proposals for the design of Learning Pathways seek to chart this for all our young people. They are presented as a direct complement to necessary knowledge bases in relevant subjects. Our vision for youth support services in Wales set out in *Extending Entitlement* is intrinsic to this approach and local Young People's Partnerships will make an important contribution to its success. At one level this very success is described by clear national targets. However, their achievement depends on an even wider range of policies than those recommended here. Development of the Foundation Stage for 3-7 year olds; our initiative for Key Stage 3; our work on *Narrowing the Gap* in the performance between schools; and our measures to combat disadvantage and disaffection for all ages, are all part of a holistic package which will support progress for all across the 14-19 range.

I believe this pioneering approach will genuinely make a difference for all young people in Wales.

Many of you have been involved in the development of these recommendations and have had chance to comment at the pre-consultation stage. I hope that now you see them as a whole you will take the opportunity to respond to this consultation and to continue your involvement in the business of securing excellent provision for all young people in our Learning Country.

A handwritten signature in black ink that reads "Jane Davidson". The signature is written in a cursive style with a large, looping initial 'J'.

Jane Davidson AM
Minister for Education and Lifelong Learning

Chapter 1

What we want to achieve

Why we need to transform 14-19 provision

*The Learning Country*¹ sets out the Welsh Assembly Government's goal that Wales should have one of the best education and lifelong learning systems in the world. It recognises that to achieve this, provision for 14-19 year olds needs to be transformed in order to break down barriers between organisations, different types of learning and the wide variety of experiences through which learning takes place to meet the demands of the new century. There is a great deal of good practice across Wales and in all sectors, but we need to do better in applying it.

Indeed, we need to transform provision for all young people to help them make a success of their lives and to help us all meet our wider objectives for Wales – to sustain the country with a strong and vibrant economy, and a lively cultural and sporting life. Much has been achieved to raise standards across the board, but a significant proportion of our young people remain seriously disadvantaged. Through these proposals we intend to:

- increase the participation rates for 16-18 year olds in education, training or employment from the present 88 per cent to at least 95 per cent
- ensure that every student leaves school with qualifications
- increase the percentage of 16 year olds who achieve 5 A* - Cs (or other Level 2 qualifications) and in the core subjects
- ensure that very many more learners see their schools as beneficial, and that absenteeism is progressively reduced to the very minimum
- ensure that all school leavers have all the skills necessary for employment

We believe that the transformation we need must be based on securing a better balance between:

- knowledge - subject knowledge, technical and occupational knowledge (hard skills)
- opportunities to apply this capacity in real life contexts to deepen knowledge and understanding and to develop as a learner
- opportunities to develop wider personal and interpersonal skills (soft skills) through practical experience

What we seek will require flexible pathways which ensure all young people have opportunities for a balanced experience. The structures proposed here are designed to secure equal opportunities for all young people and to offer the learning and experience which will enable them to achieve their potential. They are underpinned by the guiding principles of *The Learning Country and the Plan*

1. *The Learning Country*, September 2001, ISBN 0 7504 2735 3, <http://www.wales.gov.uk/subieducationtraining/content/learningcountry/tlc-contents-e.htm>

for Wales², not least to promote inclusion and secure equality for all young people. The Assembly's broader policy statements for education, training, health, social care and the economy in Wales all have a significant impact on the implementation of these proposals and on the circumstances in which young people live. We want high standards; our young people will need to compete in a global marketplace, amongst the best in the world.

What we need to achieve

This document sets out proposals which recognise that people learn in different ways, achieve in different ways and make different contributions to society. We value this diversity and believe it enriches our society and our communities. We seek to raise the aspirations and expectations of young people, their parents, their communities and their learning settings to the point, that by 2015:

"95 per cent of young people are ready for high skill employment or qualified for higher education"

This means for most young people either:

- an **intermediate (Level 2) qualification** – the National Traineeship which includes a substantial work focused and accredited element plus the essential and key skills for employment, in addition to level 2 qualifications, equivalent to 5 GCSEs at A*-C, following the model for the Intermediate Welsh Baccalaureate award; or
- an **advanced (Level 3) qualification** – the General, Combined or Modern Apprenticeship, following the model of the Advanced Welsh Baccalaureate and allowing access to employment or higher education.

We use the terms "apprenticeship" or "traineeship" in connection with each of the four post 16 learning routes because we want to emphasise the notion of parity between the routes and the fact that each route is a preparation for lifelong learning. There may be better ways to name the learning routes to reflect this and your suggestions would be welcome.

The target refers to young people up to the age of 25, rather than 19 year olds, as some advanced learning, for example Modern Apprenticeships, cannot be completed by the age of 19, and some young people will take longer than others to achieve the minimum qualification.

We expect that at least 80 per cent of young people should achieve this target by the age of 19 by 2015. We do not want the age of 25 to be a barrier - the door of learning should be open for everyone throughout their lives.

Our approach to achieving all this is underpinned by the complementary targets in *The Learning Country*.

2. *Plan for Wales*, October 2001, <http://www.planforwales.wales.gov.uk/>

The equivalence of the range of qualifications available to the National Qualifications Framework is shown in the table below.

Level of qualification	General qualifications	Vocational qualifications	Occupational qualifications
5 4	Higher level of qualifications		Level 5 NVQ
			Level 4 NVQ
3 Advanced Level	GCE A/AS level	GCE AVCE/ASVCE level	Level 3 NVQ
	Welsh Baccalaureate		Level 2 NVQ
GCSE Grades A*-C Intermediate			Intermediate GNVQ
2 Intermediate Level	proposed extension		Level 1 NVQ
			GCSE Grades D-G
1 Foundation level			
Entry Level	Entry Level Certificates		

Raising aspirations, confidence and achievement for Higher Education

*Reaching Higher*³ places emphasis on widening access to and increasing participation in Higher Education (HE). The Assembly is making targeted funds available through the Higher Education Funding Council for Wales (HEFCW) to HE institutions to enable them to develop access collaboratively. The object is to improve educational opportunity for the least advantaged socio-economic groups in Wales. For 14-19 year olds, programmes might include a wide range of schemes and activities to help young people to consider HE as a real option, including stepping stones from Further Education (FE) to HE and Children's Universities.

More broadly, providing HE at FE institutions helps many students to access HE. Institutions in both the FE and HE sectors will need to tailor their provision to deliver learning through flexible programmes incorporating part time study,

3. *Reaching Higher*, March 2002, ISBN 0 7504 2856 2, http://www.learning.wales.gov.uk/scripts/fe/news_details.asp?NewsID=423

locally delivered modules, distance learning and use of information and communication technology (ICT). The development of the University for Industry⁴ (Ufi) and the Digital College⁵ support these options. HE institutions will also need to be flexible in the pattern of qualifications they demand from aspiring students.

What we need to do to achieve our overarching target

The key to our approach is "choice". We want to move away from a one-size-fits-all approach, where achieving anything other than good academic qualifications is often seen as less useful or prestigious. We want our young people to be able to choose Learning Pathways that best suit them – mixing and matching vocational, academic and occupational qualifications and experience. Achieving the overarching target will follow.

In Wales and elsewhere there are examples of exciting, stimulating and successful provision for 14-19 year olds of all abilities. We want to maintain and build on the best practice within schools and in colleges and private and voluntary providers, but at the same time provide greater flexibility and choice for young people from 14 onwards. We want to extend their learning beyond the school or college gates to include other opportunities and experiences which enable them to develop and apply a wide range of essential skills. We want to shift traditional assumptions about what particular types of qualification ought to be taken when, and about what counts as a suitable qualification or subject mix. We want to stretch expectations for every learner.

*Future Skills Wales*⁶ recognises the value employers place on "soft" skills such as understanding customer needs, willingness to learn, communication, organising your own learning and development, initiative, team working and problem solving - and "hard" skills like information technology, as well as the basic skills of literacy and numeracy. Opportunities to practice these skills in real environments, inside and outside the learning setting are essential. All young people need a balance of "hard" and "soft" skills to enable them to take advantage of learning and opportunities. Those with disabilities may need extra support. But for all young people the development of a wide range of essential skills is crucial to achievement. We set out a definition of skills in Annex C.

We need to make use of the increasing understanding about how young people learn, how learning skills can be developed, and how different intelligences, including emotional intelligence, can be nurtured to demonstrate our commitment to valuing diverse contributions and achievements.

We propose

- **the adoption of an overarching national target of 95 per cent of young people, by age 25, are ready for high skill employment or higher education by 2015 - always putting learners first**

4. University for Industry, <http://www.ufilttd.co.uk/regions/wales/default.asp>

5. Digital College, <http://www.colegdigidol.co.uk/>

6. Future Skills Wales, march 1999,

<http://www.wales.gov.uk/subieducationtraining/content/life/futureskills-e.htm>

- **that provision for young people's learning must secure a balance between knowledge and understanding, practical application, wider essential skills and personal development**
- **that the identification and dissemination of good practice in Wales and elsewhere should be propelled more strongly**
- **that there should be better use of knowledge about learning and styles and different intelligences**
- **that access to HE should be widened and made available where and when needed**

Consultation questions

1. *What do we need to do to achieve our targets and are the goals appropriate?*
2. *How can we make sure that all learners have a balance between hard and soft skills, developed through real life experience?*
3. *How can we support the idea of providing opportunities for young people to develop essential skills through real life experience?*
4. *How can we build on good practice in Wales and elsewhere?*
5. *Is the terminology "apprenticeship" or "traineeship" used in connection with the four post 16 learning routes appropriate? What alternative terminology might there be?*
6. *How can we make best use of developments in learning theory and practice?*

Chapter 2

The Map: learning pathways and learning routes

The Map

The target that 95 per cent of young people, by age 25, should be ready for high skill employment or higher education is an inclusive one. What follows sets out proposals for a structured approach to learning from 14-19 and beyond. We embrace lifelong learning and the presumption of an entitlement to a wide range of motivating experiences and opportunities which go beyond the current statutory requirements. It is a flexible approach designed to enable learners to take longer to complete a course of study, or accumulate a portfolio of experiences, or else to make faster progress in aspects of their learning wherever they can. This should ensure all young people have the chance to develop essential skills through real life experience as well as to acquire knowledge. It should also allow learners with exceptional talent in a particular subject to make best use of the qualifications system by ability and development rather than simply by age.

The **Springboard** is represented by either foundation (level 1 - equivalent to GCSE D-G) or intermediate (level 2 - equivalent to GCSE A*-C) qualifications by the time learners are 16 (though some will achieve these qualifications earlier).

We regard the age of 16 as a progress check rather than an exit point because we want to encourage the vast majority of young people to remain in learning. Those who achieve foundation level qualifications by the time they are 16 should move on to a national traineeship so that they gain an intermediate qualification. That intermediate qualification will contain a strong work-based element at NVQ level 2, and so prepare them for high skill employment.

Those who achieve intermediate qualifications by the time they are 16 should move on to one of the three advanced learning routes. They will need to do this because the intermediate qualification gained by the age of 16 will be highly unlikely to contain a strong work-based element at NVQ level 2 and so will not be an adequate preparation for high skill employment. Neither will the intermediate qualification gained by age of 16 qualify them for higher education.

The three advanced learning routes are:

- **Combined Apprenticeship** - a new route providing the opportunity for study at level 3 in a school or a college with accredited extended work-placement
- **Modern Apprenticeship** leading to work-based level 3 qualification
- **General Apprenticeship** leading to school or college based level 3 qualification

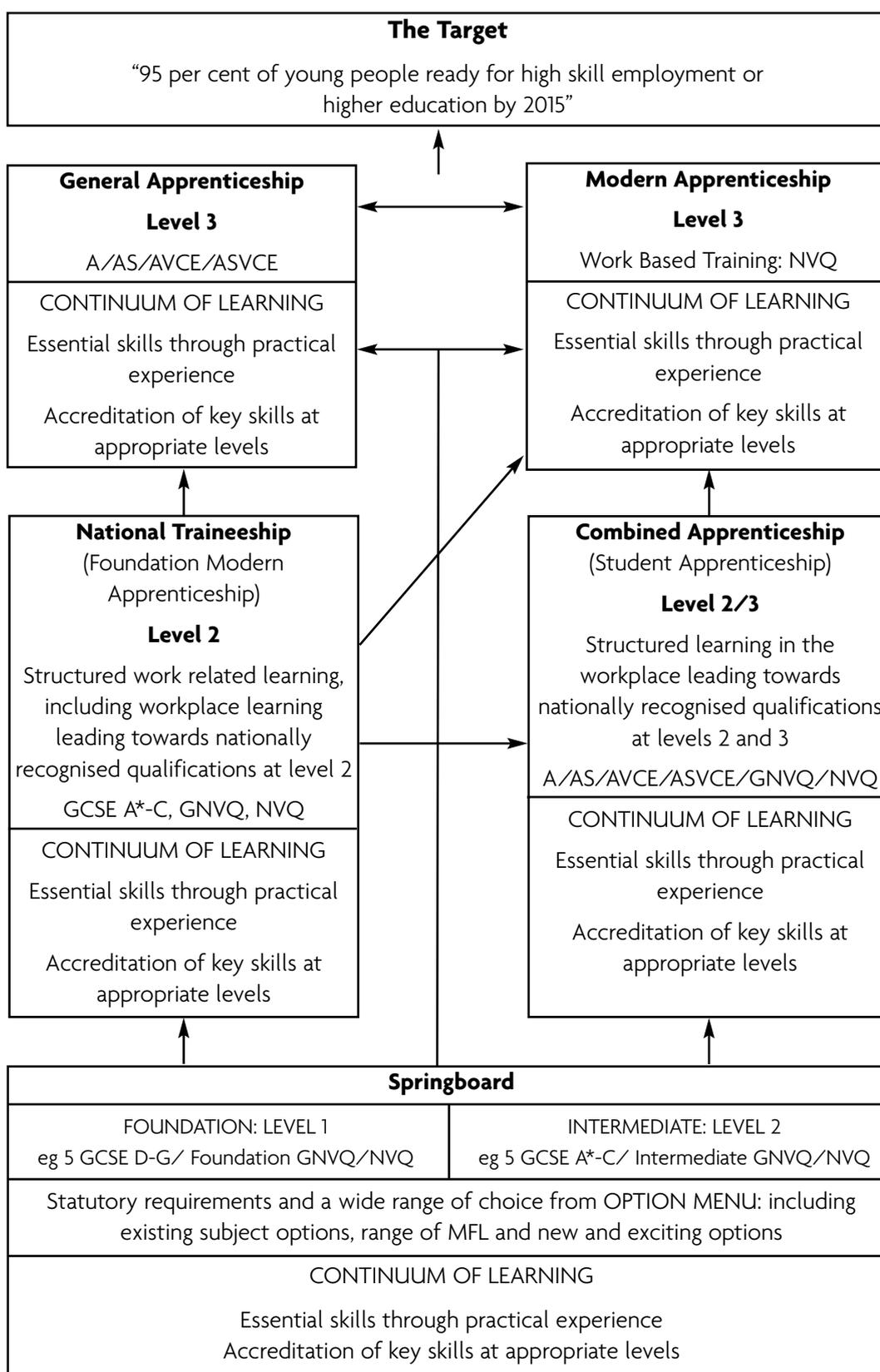
We welcome ideas for better titles.

Subject to the outcome of the pilots, the Welsh Bacculaureate⁷ would be an appropriate overarching award to recognise these routes. We envisage that young people should be able to move from one route to another as appropriate.

7. *Welsh Bacculaureate*, <http://www.wbq.org.uk/>

We propose asking ACCAC, the Qualifications and Curriculum Authority for Wales, to advise, in the context of its pending review of the national curriculum, whether the statutory requirements at Key Stage 4 remain appropriate. The current statutory requirements for 14-16 are English, Welsh, maths, science, physical education, religious education, careers education, sex and relationship education, personal and social education (from 2003) and work related education (from 2004). The current statutory requirements for 16-19 in schools are religious education, careers education and work related education (from 2004).

The following diagram illustrates how learning pathways might look in future.



Learning Pathways

We propose that individual **learning pathways** for learners from the age of 14 onwards should lead them through these traineeship and apprenticeship routes. They should incorporate a programme of study to develop all aspects of a young person's learning, including hard and soft skills. In order to achieve this, the learning pathway would need to include elements and opportunities other than those provided by the young person's school or college.

We suggest the balanced criteria for an approved learning pathway should include:

- individually tailored learner long and short term goals, including aspirations and career choices
- the statutory requirements for 14-16 year olds, subject to ACCAC review
- at least one choice from a range of vocational options
- selections from the Option Menu
- the continuum of learning which enables young people to practice and develop their key personal and interpersonal skills (including those concerned with employability) in a range of contexts; one of those contexts should be the curriculum component Wales, Europe and the World

We propose to set up a working group to develop examples of acceptable learning pathways.

The Option Menu

As well as those currently provided by schools and colleges within the mainstream curriculum, we want to encourage the provision of a range of new options to engage learners, and excite all our young people about learning. Young people should have the opportunity of working on, and gaining qualifications through, community and voluntary programmes, and work-based learning routes, alongside challenging study already happening.

As far as possible, the Option Menu should be developed by 14-19 networks (discussed in chapter 7) within a locality, working in conjunction with the appropriate Community Consortia for Education and Training (CCET)⁸ and using all the expertise and resources available, to meet the learning needs and accommodate the preferred learning styles of learners in that locality. The Option Menu should be delivered by local providers and, where practicable, through distance learning involving the new technologies. We recommend that young people themselves should be involved in the development of the Option Menus. As many options in the Option Menu as possible should be available through the medium of Welsh.

The Continuum of Learning

The proposed continuum of learning would include the six Key Skills, plus Wales, Europe and the World, work focused experience and community and voluntary

8. Community Consortia for Education and Training,
http://www.learning.wales.gov.uk/scripts/fe/news_details.asp?NewsID=451

opportunities through which the wide range of essential skills young people need to fully realise their potential can be acquired. Young people need to develop their personal and interpersonal skills within the framework of learning constituting an acceptable learning pathway, notwithstanding the fact that the pre 16 curriculum is statutory and the post 16 curriculum is not.

The hard key skills are:

- application of number
- communication
- information and communication technology

The soft key skills are:

- working with others
- problem solving
- improving one's own learning

Together with the wider skills identified in *Future Skills Wales*, these constitute the range of essential skills young people need for employability and personal success.

The content of the proposed continuum of learning is closely related to the requirements of the Welsh Baccalaureate being piloted in 19 schools and colleges in Wales from September 2003 with a view to rolling it out for all young people from 2007. We propose to establish the concept of a continuum of learning to 19 as part of the requirements for achievement of an overarching qualification. In due course we should be prepared to consider legislation to secure this entitlement for all.

Delivering the Continuum of Learning

The soft key skills, together with those wider skills identified in *Future Skills Wales*, need to be experienced, practised and developed within and outside schools and colleges. They must embrace:

- work-related experiences, including work placements
- leisure, sporting, social and recreational clubs
- community and voluntary activity

Careers Wales⁹ and Education Business Partnerships¹⁰ already provide a range of work-related activities to schools and colleges, including work placements. These provide valuable opportunities for young people to practise and develop their essential skills. Yet there is scope to develop this infrastructure of provision both quantitatively and qualitatively for the future.

A comprehensive range of leisure, recreational and social activities offered by a range of providers such as sports clubs, arts groups, music centres, youth clubs, internet and ICT centres, outdoor pursuit centres and community and voluntary groups should also be available to young people in a locality so that they can

9. Careers Wales, <http://www.careerswales.com>

10. <http://www.nationalebp.org/>

practice and develop their key skills. We suggest that the local Young People's Partnership has the responsibility for developing such a range of activities, and for publicising it in a **Prospectus of Out Of Hours Activities**. This prospectus should be part of the Option Menu to help young people take a holistic approach to their learning and achieve a credible balance between hard and soft skills, application and experience and support.

We further suggest that a matrix for skill development within the context described above should be drawn up. A template for such a matrix is given in Annex D.

Essential skill development in real environments should be defined in terms of observable and measurable outcomes where possible and appropriate and, as such, accredited within the overarching framework of the Welsh Baccalaureate.

Wales, Europe and the World

In line with the current proposals in the Welsh Baccalaureate, we do not necessarily envisage this curriculum component as something that will be taught in formal lessons. Rather, we wish to see this component delivered through experiential investigation and project work - one of the contexts for practising and developing the essential skills.

Transition at 16

For many young people there will still be a major change in setting or direction at age 16. In line with the policy set out in *The Learning Country* we recommend that there should be **arrangements for transition from one setting to another** which recognise the significance of transition for young people, to provide appropriate advice and guidance and secure continuity.

Estyn area inspections

In the light of the development of provision for 14-19 year olds we shall ask Estyn to use the powers in the Education Act 2002 to undertake area inspections of the standards and quality of provision for learners from 14 years of age onwards. Inspection reports will inform the development of high quality provision and facilitate the sharing of good practice across Wales.

Special Educational Needs

The framework of an acceptable Learning Pathway should be adaptable to meet the needs of all young people, including those with **special educational needs**. Additional support may be necessary to enable them to access the wider opportunities and experiences in a Learning Pathway, but all young people should have the opportunity to develop the range of essential skills necessary for learning, life and work, and help in managing the transition to employment.

Equal opportunities

The wide range of options envisaged, and the wider opportunities and experiences should be tailored to allow for consideration of **cultural and other aspects of diversity**, providing access for all.

In particular, gender segregation in subject choice and gender stereotyping in all aspects of learning, information, advice and guidance have a serious impact on future career and economic opportunities for young people.

We propose

- **that learning routes should be identified to enable all young people to become ready for high skill employment or higher education**
- **to establish a new route – *the Combined Apprenticeship* – to widen opportunity**
- **to establish the concept of the continuum of learning from 14-19 delivered through a range of providers for development and practice of essential skills**
- **to consider legislation to secure an entitlement to the continuum of learning for young people up to the age of 19**
- **to develop supportive arrangements for young people moving from one setting to another**
- **that all young people should have the opportunity to include at least one vocational option in their Learning Pathways**
- **that Estyn should be asked to conduct area inspections of provision for 14-19 year olds**
- **that a working group should refine the model Learning Pathway framework for a variety of different and flexible learning pathways**
- **that a local Option Menu should be the focus for the development of choice, and creative and innovative provision, including distance learning**
- **to develop an Out of Hours Prospectus in collaboration with the Young People's Partnerships**
- **that successful innovation should be shared across Wales**
- **an inclusive approach to widen opportunities and options for all**
- **inclusion of and additional help for young people with special educational needs**
- **to accommodate diversity throughout**

Consultation questions

1. *How do you think the routes outlined, including the new Combined Apprenticeship will eventually lead young people to achieve the overarching target?*
2. *Can you suggest a better term for "Combined Apprenticeship" and "General Apprenticeship"?*
3. *How could we embed the concept of a continuum of learning from 14-19, and are its suggested contents appropriate?*
4. *What local arrangements would help establish good practice for transition from one setting to another?*

5. *Will individual learning pathways motivate young people to achieve higher standards and remain in learning?*
6. *How could the Working Group to develop model learning pathways best support these developments?*
7. *How could an Option Menu help widen young people's choices and allow for local creativity and innovation?*
8. *How could this model be made sufficiently inclusive to accommodate most young people's needs?*
9. *Should all young people have the opportunity to include at least one vocational option in their learning pathways?*
10. *Do you think the overarching award, such as the Welsh Baccalaureate, would be sufficient incentive to encourage all young people to follow the continuum of learning past 16, or do you think legislation might be needed?*

Chapter 3

Learning for life and work

Work-related education

Effective use has been made by many schools of ACCAC's *A Framework for Work-Related Education for 14 to 19-Year-Olds in Wales*¹¹. The framework, and accompanying guidance¹², play an important role in helping young people understand the world of work and how to develop the skills needed to make a full and effective contribution to adult and working life. In particular, it recommends that all 14-19 year olds have the opportunity to undertake three weeks of good quality work experience. In addition, they should engage in at least two activities from a menu that includes initiatives to promote enterprise and business awareness, vocational courses, direct employer inputs to the delivery of the curriculum and coursework and mentoring support from employers.

The ACCAC framework is currently offered on a non-statutory basis to schools and colleges as guidance. We believe that work-related education plays a central role in developing employability and helping young people to make sense of and apply the range of skills and competences acquired in their learning pathway. We propose, therefore, that **Work-Related Education - as defined in the ACCAC guidance - be added to the basic curriculum to be provided for all 14-16 year olds from September 2004**. In effect this will establish a minimum entitlement of one week of work experience and access to one additional activity for all 14-16 year olds. This recognises that for many 16-19 year olds work-related education is already incorporated within their learning pathway. In addition, many have experience of employment through part time work. Nevertheless we will ask ACCAC to keep under review the extent to which there is need to define a mandatory entitlement for 16-19 year olds.

Work experience

We see this as providing an important entitlement for all 14-16 year olds. The challenge is to move to a position where work-related training and education is an integral element in the learning pathways defined by all young people.

We propose, therefore, to work with employers' organisations and local Education Business Partnerships to improve opportunities for **quality work experience** – particularly in rural areas and including Welsh medium experience. The National Council-ELWa (ELWa-NC)¹³ and Careers Wales, as key agents in promoting education business links, will have a central role in this work. We will also ask Careers Wales to extend and develop the current Quality Award for careers education and guidance to include work-related education and provide a focus for schools and colleges to improve standards.

11. *A Framework for Work-Related Education for 14 to 19-Year-Olds in Wales*, 2000, ISBN 1 86112 223 3, http://www.accac.org.uk/download_pdf/wre/WRE_framework_e.pdf

12. http://www.accac.org.uk/download_pdf/wre/WRE_Sup_e.pdf

13. <http://www.elwa.ac.uk/>

Part time employment provides income which enables many young people to develop independence and take responsibility. It also provides valuable learning and development opportunities and gives young people the chance to apply their knowledge. This learning is rarely acknowledged or exploited in relation to work focused learning or in any wider recognition of the skills and competencies gained. Relevant part time employment should be acknowledged in a young person's learning pathway.

Enterprise

In recent years there has been a steady increase in the numbers of young people participating in activities to promote **enterprise and business awareness**. National schemes such as *Young Enterprise and Achievers International*¹⁴ and local initiatives such as the "World of Work" have made significant contributions in introducing young people to entrepreneurship. The recently launched *Enterprise Insight Cymru*¹⁵, a key implementation project within the *Entrepreneurship Action Plan*¹⁶, also has much promise. It involves successful business people in sharing their experience with young people and coaching them to become future entrepreneurial champions. Such activities, together with soft skills development, play a key role in introducing young people to entrepreneurship and the opportunities for business start-up.

Breaking down the divide between academic and vocational routes

We propose to work with the relevant bodies to ensure that courses in all subjects and vocational areas have a better balance between knowledge, understanding and the teaching and application of skills in relevant contexts. There have already been encouraging developments which could form the basis of this work, including the development of 'hybrid' GCSEs in geography. In addition the pilot by QCA in collaboration with York University of a 'core' short course science option to which various vocational and academic options could be added will be a useful model. We propose to ask ACCAC and others to encourage the development of courses in all subjects and vocational areas to include a practical and applied element.

Work based learning

Increasingly, there should be opportunities for young people to incorporate within their learning pathway **courses that include a practical and applied element related to a specific career path or area of work**. In many instances one or more elements of such courses will be best delivered through **work based provision** – learning that takes place within the workplace. To achieve this there will be a need to look carefully at the knowledge and skills to be acquired and the most appropriate setting to develop such skills - using opportunities presented through links with local employers and community and voluntary settings.

We accept that the opportunities in some areas and for particular age groups - in particular 14 and 15 year olds - can be limited. To improve the availability of quality placements to meet current demands we recommend the extension of

14. Young Enterprise and Achievers International, <http://www.ye-wales.org.uk/>

15. <http://www.enterpriseinsight.co.uk>

16. http://www.wda.co.uk/business/index_i.htm

the practice of providing **specific training in centres that offer work based learning in a simulated work setting**. Such provision will also assist in accommodating the specific health and safety requirements which relate to young people below the age of 16.

We recommend that standards for work based learning should be developed so that skills and competence gained can be accredited as part of the young person's learning portfolio and accepted for entry to higher education. The development of the Experience and Practice Matrix (see Annex D) could be used as a platform to develop national standards for such placements.

As a result work focused learning will be an integral part of the learning pathway followed by many young people. The support and involvement of employers at the local level will be vital. There will need to be **strong** Education Business Partnerships in all parts of Wales working with local 14-19 Networks to provide opportunities for both young people and practitioners in schools and colleges to undertake a range of work focused learning. We propose to ask employers and voluntary organisations what incentives would help them to make a greater contribution to this area, including whether an award recognising investment in young people's development might be appropriate.

All work focused learning should have strategies built in to challenge gender and racial stereotypes and provide additional help and support for those with disabilities.

We propose

- **to improve opportunities for work experience**
- **to recognise the contribution to young people's development of part time employment**
- **to develop more hybrid courses to include knowledge-based plus applied and practical elements**
- **to work with national and local employers, ELWa-NC and other organisations to improve the quality and availability of work based learning and work focused provision**
- **to consider extending the provision of specific training centres providing work focused training and experience**
- **to introduce the Experience and Practice Matrix to help plan for the development of essential skills in real environments outside schools and colleges**
- **to encourage the development of enterprise activities for all young people**
- **to ask employers and voluntary organisations what incentives would help them make a greater contribution in this area, including an award for investment in young people's development**

Consultation questions

1. *How important is it for all courses to include a balance of knowledge and practical application?*
2. *How do you think we might improve the quality and availability of work based learning and work experience?*
3. *How can we give young people credit and recognition for the considerable experience many of them have of the world of work outside the learning setting?*
4. *Do you agree that specific training centres might be the answer to meeting the needs of young people for practical experiences? How else might we achieve this?*
5. *How could the Experience and Practice Matrix form a basis for a more structured approach to skill development in the workplace and through community and voluntary opportunities?*
6. *How can we best support enterprise activities?*
7. *What incentives would help employers to make a greater contribution to work focused learning?*
8. *Would an award recognising the contribution made to investing in young people's development be welcomed?*

Chapter 4

Giving something back and personal and social development

Personal and social education

Personal and Social Education (PSE) must be an essential element in the design of a learning pathway. Extensive use is already made in schools of ACCAC's *Personal and Social Education Framework, Key Stages 1 to 4 in Wales*¹⁷, and the accompanying guidance¹⁸, currently covering 5-16 year olds. The extended activities essential to the design of a learning pathway will provide enhanced opportunities for young people from 14-16 to develop in all the strands identified in the Framework. The continuum of learning from 14-19 also provides opportunities for the development of personal and social skills in a practical, applied fashion.

We propose that PSE - as defined in the ACCAC guidance - be added to the basic curriculum for 5-16 year olds from September 2003. For 14-16 year olds and for 14-19 year olds in the continuum of learning, the emphasis for delivery should be through a range of activities and opportunities that will form part of a young person's learning pathway.

We propose to ask ACCAC to review the *Supplementary Guidance for Key Stage 4* and extend it up to 19 to help learning providers and young people map their learning to ensure full entitlement for young people within the context of their individual learning plan and chosen learning pathway, and to provide examples of how the strands can be delivered through a range of real experiences.

Involvement in voluntary and community activities

We would like to encourage all young people to take up the opportunity to **participate in voluntary and community activities** to develop their essential skills, and reinforce the concept of rights and responsibilities. This might include volunteering to work with other young people in a buddy system, or as a coach, or volunteering to work with older people, or with people with learning difficulties. It might also include tidying up a community area. It might also include opportunities for voluntary work in the wider world. The Experience and Practice Matrix described in Annex D would help ensure the development and recognition of essential skills.

We propose that **volunteering and community opportunities** be developed in collaboration with local Young People's Partnerships to give as many young people as possible the chance to experience the satisfaction and fulfillment gained from giving something back to society. Full attention would also need to be given to opportunities through the medium of Welsh.

We propose to encourage **greater use of existing accreditation schemes** for all young people, recognising their achievement in all aspects of their learning including work experience and community and voluntary activity. This should

17. Personal and social Education Framework, Key Stages 1 to 4, ISBN 86112 222 5, http://www.accac.org.uk/download_pdf/pse.pdf

18. http://www.accac.org.uk/download_pdf/e_pse_supplementary_guidance.pdf

contribute to their learning pathways and draw on credits under the Credit and Qualifications Framework (see page 27).

Participation locally and nationally

*Article 12 of the UN Convention on the Rights of the Child*¹⁹ states that children and young people have the right to have a say when decisions are taken that affect them and to have their opinions taken into account. Participation also provides valuable learning opportunities. The Welsh Assembly Government's commitment to Article 12 is being put into practice in a number of ways:

- the seven core aims underpinning all its work with children and young people²⁰
- at national level, through the development of *Funky Dragon - The Children and Young People's Assembly for Wales*²¹ as a representative body for the whole of Wales
- locally, through children and young people's forums in all 22 local authorities
- in schools, through school councils which the Welsh Assembly Government intends should exist in every primary and secondary school in Wales by the middle of the decade
- in colleges through student councils and the National Union of Students
- with young people who are not part of these processes

We propose

- **to ask ACCAC to review the guidance for KS4 to support learning pathways**
- **that community and voluntary activity should be part of learning pathways, and recognised in Progress File**
- **to make greater use of accreditation opportunities to recognise young people's achievement and experience**
- **to secure the genuine involvement of young people through school and student councils, local forums and *Funky Dragon - the Children and Young People's Assembly for Wales***

Consultation questions

1. *Do you agree that young people should be encouraged to take up community and voluntary opportunities? How could we develop these opportunities?*
2. *How can we secure the genuine participation of as many young people as possible?*
3. *What do we need to do to develop a comprehensive prospectus of out of school activities?*
4. *How could we develop the accreditation opportunities which would recognise young people's experience and achievement?*

19. Article 12 of the UN Convention on the Rights of the Child, <http://www.unicef.org/crc/crc.htm> or <http://www.cewc-cymru.org.uk/>

20. Welsh Assembly Government, Core Aims for Children and Young People, October 2002, <http://www.wales.gov.uk/subchildren/index.htm>

21. Funky Dragon, <http://www.funkydragon.org>

Chapter 5

Advice, support and guidance

Support for planning individual learning pathways

At the end of Key Stage 3 (year 9) and throughout the 14-19 phase we believe young people need specific, individual, impartial, high quality advice and support to help them form their ideas for their short and longer-term goals. These need to look ahead to their aspirations and goals, including career choices, for when they are 19 and beyond, and these need to be recorded to help them focus on the future.

In contrast to the *Connexions*²² approach being developed in England, we are building on the strengths of Careers Wales and all partners in the Young People's Partnerships which are developing to implement *Extending Entitlement* in Wales. All young people have a statutory entitlement to independent careers advice and support. This will continue to be provided through Careers Wales, and Student Services in FE, working in partnership with the various settings where young people are learning.

Learning Coach

The wide range of options and experiences to be included in an approved learning pathway would mean that all young people would need close professional support and guidance in setting their short and longer-term goals and in agreeing their individual learning pathway. We suggest there should be a named individual - **a learning coach** - with main responsibility for supporting the young person in developing their goals and their individual learning pathway, and in reviewing at appropriate intervals. The learning coach would, in collaboration with others involved in the young person's learning:

- help the learner construct an approved balanced learning pathway (incorporating most of the plans relating to young people)
- support the learner as he/she progresses with
 - information about the full range of options available, taking account of equal opportunities
 - advice about what options would support his or her goals
 - guidance on what might suit the learner best, taking into account their preferred learning styles
- act as signpost to other routes or support as necessary

Involving young people

Young people involved in the formulation of these proposals have strong views about the nature of advice and guidance which they find most constructive and helpful, and we recommend that **young people should be involved in**

22. Connexions, <http://www.connexions.gov.uk>

development and evaluation at local level. They also tell us that the adults providing advice need particular skills if they are to have credibility, and access and location is a concern.

Planning for progress

Progress File provides a model which could readily be adapted to provide a framework for young people to take responsibility for planning and reviewing their learning and experiences. The plans for **Careers Wales Online** include the potential facility for individuals to use the site to develop and store their personal information including their learning pathway as well as Progress File online.

We suggest that the record, electronically or downloaded on paper and owned by the individual learner, **should be the basis for planning, goal setting and evidence collecting for all young people in Wales.** It should be used flexibly to meet individual and local need in conjunction with the learning coach rather than through any single organisation. We expect that all young people should have the ICT skills to facilitate electronic record keeping with access available in libraries, Careers Centres, through community learning networks, information shops or learning settings.

More targeted support for young people as and when they need it

There is a significant number of young people who at some times in their lives in the crucial developmental years between 14 and 19 need **more intensive support.** Their needs affect their personal, social and emotional development and certainly affect their learning. In some cases their physical and mental health is also at risk. Needs might include someone to talk to or specific skills development such as conflict resolution.

The effect on the individual and their life chances is significant enough, but in many cases the impact of these needs causes disruption within the learning setting, making teaching difficult and affecting the learning of others.

Appropriate extra support must be available when and where needed, inside the learning setting, as well as outside it through *Extending Entitlement* youth support services.

It might also be appropriate to consider whether young people could be involved in the provision of this extra support.

Delivering this support in Wales

The vast majority of young people already receive good support and advice about the options currently available to them in preparation for the crucial phase in their learning from 14-19. We propose to undertake **a study to ascertain how far this support for planning and reviewing learning pathways and more targeted support could be delivered within existing pastoral and other guidance systems** inside and outside schools, colleges and training providers, and what shortfalls there are. In all settings, time is already allocated to learning and behaviour support by a range of professionals. We need to ascertain what additional resources in terms of funding, training and appropriate personnel might

be needed to secure such a universal entitlement to assistance from a **learning coach**, and the availability of **more targeted support and guidance** on a much wider scale.

Supporting parents in supporting their children

Involving parents or carers increases their understanding of the issues facing young people and enables them to give better practical help. Family support remains a significant factor in success for many young people throughout this age group. We suggest that whenever appropriate young people should be encouraged to **involve parents and carers in decisions making**.

We propose

- **that advice and support should be made available from a named learning coach for every young person - not least to agree and review individual Learning Pathways**
- **that Progress File (and when developed Careers Wales Online) should be used flexibly in support of young people's development**
- **that young people should be involved in development and evaluation**
- **that greater provision should be made to sustain personal, social and emotional support for young people as individuals and in small groups according to need**
- **there should be a survey of practice in advice and support and personal guidance to establish current capacity and success factors**
- **that young people should be encouraged to involve their parents or carers in decision making where appropriate**

Consultation questions

1. *How important is it that every young person should have a named individual who would coordinate the advice and guidance available and what capacity is there to deliver this?*
2. *How could we ensure every young person has a named learning coach to "sign off" their learning pathway to ensure it meets the criteria?*
3. *Which of the number of professionals working with young people might be well placed to undertake this role and how could we develop capacity?*
4. *What quality assurance might be needed to ensure that advice and guidance on learning pathways is delivered to an appropriate standard?*
5. *How could we make sure those working with young people have the right skills?*
6. *How could we provide more targeted support for more young people to meet personal, social and emotional needs when and where needed?*
7. *How could we provide opportunities for young people to develop their skills to provide aspects of this support, for example, through Modern Apprenticeships?*

8. *How can we build on the good practice in support for young people's development shown in existing programmes such as Youth Gateway, Youth Access, and Youth Work in Schools Partnership?*
9. *Do you agree we should carry out a survey to find out what capacity exists in these areas, and where the shortfalls are?*
10. *Does Progress File provide a suitably flexible basis for recording plans and progress which could be used alongside these proposals?*
11. *How could we involve young people in the development and evaluation of provision?*

Chapter 6

Qualifications and assessment

National Qualifications Framework for Wales, England and Northern Ireland

We propose to ask ACCAC to work closely with our partners in England and Northern Ireland to monitor and review the impact of the 14-19 developments in each country and the ongoing relevance and fitness for purpose of the current examination system, designed for a clear exit point at 16, in a situation where we hope the vast majority of young people will remain in learning past that time. We believe that there is scope for building on existing structures to provide more flexibility as these proposals develop into practice.

Credit and Qualifications Framework for Wales

*The Credit and Qualifications Framework for Wales*²³, launched in 2002, is the process of assigning credit to reward achievement of "bite size" opportunities. Credits can be accumulated towards recognised qualifications or achieved for their own value where appropriate. The Credit and Qualifications Framework allows young people to accumulate credits for formal and non-formal experiences. We would expect young people to be encouraged to start accumulating credits from the age of 14 onwards.

GCSE

Currently for too many young people GCSEs are seen as an exit point from learning. We suggest that they should be promoted as a progress check rather than an exit point, with young people's learning pathways including goals which lead their learning through to at least 19 and beyond.

Despite the intentions of its design and the value placed on the achievement at grades D-G in *The Learning Country*, the perception of too many learners, teachers, parents and employers is that grades A*-C constitute the only worthwhile achievement at GCSE. The vast majority of young people who gain grades D-G (foundation level) do not at present go on to upgrade them to intermediate level (grades A*-C).

We propose to ask ACCAC, working with the other regulatory authorities, to advise on how GCSE could be revised so that those achieving grades D-G are seen to have succeeded at foundation level, rather than having effectively fallen short and to advise on qualifications that provide appropriate progression from GCSE (grades D-G) post 16.

Key Skills

We recognise that the delivery and assessment of existing Key Skills need further work. We want to encourage awarding bodies to continue the work to recognise achievements gained through a range of experiences as well as subject and vocational courses.

23. Credit and Qualifications Framework for Wales, ISBN 1 8595 0272 5, <http://www.cqfw.org.uk/>

Assessment

We would also seek to encourage options that maximise the opportunities for assessment through coursework, modular approaches or other means to ensure young people access a qualification **when ready**, including following courses at different levels. The new vocational GCSEs make use of January assessment as well as June assessment. We would urge an extension by the awarding bodies of this option to include other subjects and a wider choice of assessment points, giving more opportunities for young people to add to their portfolio of qualifications.

There are also examples of effective on-line assessment and testing. We want to work with relevant partners to explore the potential and appropriate elements for extending this option. The use of Information Learning Technology (ILT) and Information and Communication Technology (ICT) in assessment should enhance and facilitate assessment.

Welsh Baccalaureate

The Welsh Baccalaureate at intermediate and advanced levels is being piloted in 19 schools and colleges in Wales from September 2003. The pilot is intended to cover 3 cohorts of students, with the aim of making it available to all schools and colleges from September 2007. The proposals for the Welsh Baccalaureate recognise the importance of a wide range of experience and form a sound basis for incorporating an overarching qualification into the design of the 14-19 phase in Wales.

Depending on the evaluation of the pilot, the principle of an overarching qualification at Foundation, Intermediate and Advanced levels could provide an appropriate framework for any of the learning routes proposed in this paper. The pilot projects will be closely monitored and evaluated and, subject to the outcomes of this consultation and the evaluation of the pilots, the Welsh Baccalaureate may be refined to match the requirements set out in these proposals.

We propose

- **to ask ACCAC to work with the Qualifications and Curriculum Authority (QCA) and the Council for the Curriculum, Examinations and Assessment (CCEA) to ensure the qualifications system meets the needs of 14-19 learners in each country and enables more young people to remain in learning past 16**
- **to use the Credit and Qualifications Framework for young people to accumulate credits from a wide range of learning opportunities**
- **to ask ACCAC to advise on how qualifications arrangements might be adjusted so that more young people can move from foundation to intermediate level post 16**
- **to use more varied assessment opportunities**
- **to monitor the Welsh Baccalaureate pilots to ascertain the relevance of the overarching award to these proposals**

Consultation questions

1. *How can we best ensure that young people use foundation level as the basis for progression to intermediate level?*
2. *How can we make better use of more varied assessment methods and assessment points?*
3. *Do you support the idea of an overarching qualification for the proposed learning routes of National Traineeship, Combined, Modern and General Apprenticeships?*

Chapter 7 Implementation

Local 14-19 Networks

There are already partnerships in each local area which have responsibility for planning aspects of the provision envisaged in these proposals. **Community Consortia for Education and Training (CCET)** include partners in delivering learning post 16 and plan to deliver a wide ranging menu of options which would meet the aspirations in this paper from 16 plus. **Young People's Partnerships** have the responsibility to plan a network of youth support services for all 11-25 year olds to meet the ten entitlements set out in *Extending Entitlement*.

We recommend that 14-19 learning options should be planned on an area basis by specific local **14-19 Networks** operating through liaison between the local authority, the Young People's Partnership and the CCET, and including the relevant partners in the area. These networks would build on existing arrangements in most areas and would be locally determined.

There would be potential implications for curriculum planning and timetabling within all settings. Many schools and colleges have already begun to plan aspects of learning collaboratively to free whole or half days for different opportunities and experiences, and to introduce more flexible working patterns including twilight sessions as an alternative to the traditional day.

Learning practitioners

A wide range of learning practitioners would be involved in creating and delivering these proposals for young people from 14-19. The quality and commitment of their contribution is the key to the achievement of the aims.

We propose to **work with learning practitioners in all sectors, and their professional associations, to ensure that change is managed effectively** and that these proposals represent a different way of working, not an additional burden. We also need to take account of the capacity of providers in all settings to deliver these proposals for all young people.

Community Learning Networks

Many areas in Wales are already committed to developing **Community Learning Networks**, using school and college premises in and out of normal hours and terms, adult education centres, libraries, community houses, etc as part of their commitment to lifelong learning for all members of their communities.

These arrangements would support the wider provision for 14-19 year olds, but importantly also help to embed the idea of lifelong learning after the age of 19.

Funding provision

Funding for all aspects of statutory education up to the age of 16 is channelled through the Local Education Authority (LEA), whilst ELWa-NC has statutory responsibility for funding post 16 learning and training. The LEA and ELWa-NC are both major partners in the organisation and delivery of 14-19 provision, and already have partnership arrangements in place for delivery of post 16 education and training. We recommend that, subject to the outcomes of the review being undertaken by ELWa-NC regarding post 16 funding, **existing funding mechanisms be harnessed and refined to meet the needs of developing wider and more flexible provision for 14-19 year olds**, and that partnership and collaboration rather than further structural change should be the basis for implementation of these proposals.

Where under these proposals learners spend a significant amount of time elsewhere than in their 'home' setting funding would need to cover both settings. Pre 16 funding will continue to be channelled through LEAs and schools and we need to ensure there are mechanisms which will allow schools to 'buy' provision from other providers.

We propose to conduct an assessment of long term funding implications, which will be informed by the review of post 16 funding, in partnership with all those involved, as part of the action plan developed as a result of this consultation. We will also undertake a number of **pilot projects** in relation to specific aspects of these proposals.

Funding learners

The Welsh Assembly Government has delivered on its commitment to support its aspirations for learners through the introduction of the means tested **Assembly Learning Grants**²⁴ (ALGs) from September 2002. These will provide the least well-off students with up to £1,500 per annum to help them with their studies. Subject to income, nature of course and, in the case of part time students, course credits (HE) or contact hours (FE), ALGs are available for Welsh domiciled undergraduates and those 18+ year olds entering further education. The impact of the ALGs is to be assessed following a thorough evaluation after the first year of its operation.

We propose to continue to monitor the impact of pilot programmes in England for other methods of funding which may provide **successful incentives to retain young people in learning post 16**. Together with the outcomes of the assessment of funding implications described above these findings would be taken into consideration in future Assembly budget planning rounds.

Evaluation

We propose to **evaluate pilot projects** undertaken to develop these proposals and to **evaluate the scope for progress through realigning and reorganising existing resources**, so as to remedy gaps in provision and increase capacity. We also need to work with Estyn to **evaluate the innovative practice and quality of**

24. Assembly Learning Grants,
http://www.learning.wales.gov.uk/scripts/fe/news_archive_bysubject.asp?CatID=13

provision throughout Wales which has informed the development of these proposals.

We propose

- **that 14-19 Networks, linked to Young People's Partnerships and CCETs, should be the vehicle for planning and extending the Option Menu in a locality**
- **that existing funding mechanisms to support learning better between 14-19 should be refined in the light of experience**
- **that the impact of arrangements to retain young people in learning after 16 should be monitored**
- **that an assessment of long term funding implications should be undertaken in due course**
- **that pilot projects should be established to assist the process of policy development and evaluation overall**

Consultation questions

1. *Are 14-19 Networks the best way to plan for wide and flexible choice for young people? If not, how else could this be done?*
2. *How could we develop existing pre 16 funding mechanisms to support young people's learning better?*
3. *What strategies would best help young people remain in learning after the age of 16?*

Chapter 8

Conclusion

These recommendations propose a package of entitlements for all young people so that they may gain the knowledge, skills and experience to succeed in life and in employment.

To secure the package for all, we need to ensure there can be flexibility and choice at local level to allow innovation and creativity to flourish and provide exciting options that will motivate young people to remain in learning until at least the age of 19 and beyond. Each young person needs an individually tailored learning pathway to help them achieve their goals, develop their capacity as learners and grow the essential skills they need for life and work.

We set out to encourage young people, and those who influence them, to accept as the norm a continuum of learning which runs through the 14-19 phase and thence through into lifelong learning - with assessment at 16 as a progress check, rather than an exit point.

The implementation of these proposals will inevitably break down the established notions of school day and school year for most young people – part of their learning would be through a range of activities at least some of which would take place outside the usual school/college setting, day and term. To provide the widest range of option choices there would need to be more creative curriculum timetabling on an area basis, for example through twilight sessions or intensive courses and more innovative approaches to overcome problems of access. These developments will help shape the school of the future for learners of all ages.

The resources needed to implement some of these proposals may be greater than those deployed to deliver current provision. The overall package describes a different way of working, rather than "bolt on" solutions. We need better information on how existing resources can support aspects of these developments and on where there are shortfalls in capacity, staff, accommodation and other funding issues.

We have suggested that 95 per cent of young people should be ready for high skill employment or higher education by 2015 - with at least 80 per cent of 19 year olds reaching the target by then. Achieving this target does represent a challenge, but the cost to individuals, to communities and to the economy of settling for anything less for our young people is too great to contemplate. We hope all our partners will join in the concerted effort needed to make the aspirations for young people a reality.

The Assembly's duty under section 121 of the Government of Wales Act to integrate sustainable development²⁵ into everything that it does has led to an assessment of the key proposals based on how well (or otherwise) they contribute to the Welsh Assembly Government's guiding principle commitments

²⁵ <http://www.wales.gov.uk/themessustainabledev/index.htm>

in *Plan for Wales*. The assessment was carried out by representatives of all the major partners in implementing provision for 14-19 year olds, and young people. An initial analysis showed for example that the proposals would contribute positively and underpin action to support the development of a modern economy but would need an effective public transport system if they are to deliver the full range of potential benefits. These issues, and others, will need to be tackled over a period of time alongside the implementation of the action plan resulting from this consultation.

We look forward to your response and emphasise the importance of your involvement in the debate and in the implementation of the action plan resulting from this consultation.

A full version of this document is provided on the CD ROM attached to the inside cover. The CD ROM also includes a consultation questionnaire and a consultation toolkit, which you may wish to use when discussing the proposals with colleagues or young people. Copies are also available on the Assembly's internet site – <http://www.learning.wales.gov.uk>. A summary of this document, designed for use by young people, is available from <http://www.funkydragon.org> and <http://www.canllaw-online.com>.

A series of local discussion events, focusing on the proposals and providing an opportunity for open discussion on the way ahead, is planned for early December. Watch the Assembly's internet site for details.

This consultation paper is available in braille and audio versions.

Written responses should be sent by **7 February 2003** to:

Youth Policy Team
Welsh Assembly Government
Cathays Park
Cardiff
CF10 3NQ

Email responses should be sent by **7 February 2003** to:

14-19@wales.gsi.gov.uk

Please be aware that unless you tell us otherwise your response will be made public early in 2003. An action plan will be produced by April 2003.

Annex A

Acknowledgements

The preparation of this document has been extensively informed by the interest and efforts of a wide range of individuals and organisations. In particular, we would like to thank:

Young people from:

- Atlantic College, St Donats
- Bedwas Comprehensive School, Bedwas
- Cardinal Newman RC School, Rhydyfelin
- Fairwater Comprehensive School, Cwmbran
- Llantwit Major School, Vale of Glamorgan
- Fitzalan High School, Cardiff
- Pen y dre High School, Merthyr
- St Joseph's RC School, Newport
- Stanwell Comprehensive School, Penarth
- The Weston Spirit, Cardiff
- University of Wales Institute Cardiff
- Queen Elizabeth Cambria, Carmarthen
- Ysgol Gyfun Gymraeg Plasmawr, Caerdydd

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The Project Team

Membership of the project team was fluid. People joined and left the team throughout the process.

Allan Carter	Queen Elizabeth Cambria
Nicola Crews	RNIB
Phil Drakeford	Careers Wales West/EBP
Graham Edwards	Carmarthenshire County Council
Alison Godolphin	Cardiff City Council
John Grove	Education Consultant
Eithne Hughes	Ysgol Bryn Elian
Gareth Lewis	Higher Education wales
Heather Lewis	Ysgol Bro Myrddin

Christine Major	ELWa-NC
Jonathan Martin	Merthyr College
Susan Morgan	Welsh Development Agency
Dawn Price	Pen y dre High School
Geraint Rees	Ysgol Gyfun Gymraeg Plasmawr
Lesley Rees	Careers Wales
Vaughan Richards	Association of Teachers and Lecturers
John Rose	Wales Youth Agency
Ted Rowlands	National Training Federation
Bridget Smith	ACCAC (Qualifications and Curriculum Authority for Wales)
Gavin Thomas	Fforwm
Humie Webb	Council for Wales of Voluntary Youth Services (CWVYS)
John Williams	Welsh Assembly Government (seconded from Pen y dre High School-Project Team Leader)

The External Reference Group

Gary Brace	General Teaching Council
Geraint Davies	NASUWT
Tom Davies	The Prince's Trust Cymru
Terry Garner	ADEW
Nick Griffin	PAT
Miriam Griffiths	ELWa-NC
Mike Haines	Estyn
Heledd Hayes	NUT
Chris Howard	NAHT
Jan Jones	Careers Wales Association
Liz Kidd	Estyn
Gethin Lewis	NUT
Chris Llewellyn	WLGA
Gareth Matthewson	NAHT
Margaret Phelan	NATFHE
Rudi Plaut	CBI
Brian Rowlands	SHA
Sandra Skinner	CWVYS
John Valentine Williams	ACCAC
Jaqui Weatherburn	Fforwm
Edwyn Williams	UCAC

Project Support

Elizabeth Williams	Youth Policy Team, Welsh Assembly Government
Russell Dobbins	Youth Policy Team, Welsh Assembly Government
Asmita Raval	Youth Policy Team, Welsh Assembly Government

Annex B

The Policy Context

The broader Welsh context for 14-19 year olds includes:

- **Plan for Wales** (October 2001, ISBN 0 7504 2773 6, <http://www.planforwales.gov.uk/>). The Welsh Assembly Government's strategic plan
- **The Learning Country** (September 2001, ISBN 0 7504 2735 3, <http://www.wales.gov.uk/subieducationtraining/content/learningcountry/tlc-contents-e.htm>). Paving the way for an ambitious vision for lifelong learning up to 2010
- **Bilingual Future** (July 2002, ISBN 0 7504 2971 2, <http://www.wales.gov.uk/subiculture/index.htm>). An initial statement of the Welsh Assembly Government's policy on the Welsh language
- **Future Skills Wales** (March 1999, <http://www.wales.gov.uk/subieducationtraining/content/life/futureskills-e.htm>). An analysis of present and future skills necessary for employment from the perspective of employers in Wales
- **A Winning Wales** (January 2002, ISBN 0 7504 2798 1, <http://www.wales.gov.uk/themesbudgetandstrategic/content/neds/index.html>). The national economic development strategy of the Welsh Assembly Government
- **Skills and Employment Action Plan for Wales** (February 2002, ISBN 0704 2852, <http://www.wales.gov.uk/subieducationtraining/content/life/futureskills-e.htm>) A strategic framework for achieving the recommendations of the Wales Skills Task Force
- **Reaching Higher** (March 2002, ISBN 0 7504 2856 2, <http://www.learning.wales.gov.uk/scripts/fe/newsdetails.asp?NewsID=423>). A strategic framework for the higher education sector in Wales until 2010
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Annex C

Definitions

Terminology for experience of the world of work

Work based provision takes place within the workplace and is likely to be relevant to a particular area of work. **Work experience** would also happen in the workplace, but could be concerned with more general experience of the world of work rather than specific career options. **Work-related education** is concerned with general understanding of the world of work, supported by work experience and other activities, such as enterprise activities, which help develop a range of skills relevant to a wide range of work opportunities.

Vocational courses include a practical and applied element and generally relate to a specific career path or area of work. We propose to encourage the development of courses in all subjects to include a practical and applied element though they would not necessarily relate to a specific area of work. **Work focused learning** is used in this document as a generic term to include all the above.

Essential Skills

In this document we have consistently emphasised the importance of a wide range of essential skills young people need for life and work. We use the term "essential skills" to cover the whole range. These include the following more specific definitions.

Future Skills Wales identified a number of essential skills which can be divided into "hard" skills – knowledge and occupational skills, what you know, and "soft" skills – how you make use of what you know. Key skills can also be identified as hard and soft skills.

Skills identified by employers in Future Skills Wales

Hard skills	Soft skills
Literacy	Communication skills
Numeracy	Ability to learn
Basic and advanced IT skills	Ability to follow instructions
Product knowledge	Understanding customer needs
Job specific skills	Organising own learning
Formal qualifications	Showing initiative
Welsh language skills	Team working skills
Foreign language skills	Problem solving
	Leadership skills
	Management skills

KEY SKILLS

Hard skills (with qualifications)	Soft skills
Application of Number Communication IT	Working with others Improving own Learning Problem solving

Additional soft skills identified in the document include:

- handling uncertainty and risk
- enterprise capability

Annex D

Matrix for Experience and Practice

(although this is a matrix for learning in the workplace there is no reason why it cannot be adapted for all kinds of experiential learning in real environments outside the classroom)

To be productive, workplace learning must offer opportunities for the student/trainee to receive effective preparation for work and learning in an environment which is linked to business development practices and outcomes. Opportunities must be of high quality and cost effective.

They must have a high degree of commitment from employers and learning providers and wherever possible the learning outcomes should be capable of accreditation to national and international standards.

The Matrix

Induction Period

Structured workplace induction which covers:

- the Company, its products, policies and key people
- health and safety
- equal opportunities
- employment responsibilities and rights
- sustainable development
- quality assurance systems

Occupational Skills

Job 'know-how' needs to be defined in relation to the systems and outputs of specific organisations and the operational and customer knowledge that exists within them. A general approach of analysing best practice in industry and learning should be supported by:

- technical skills and knowledge
- NVQ units at level 2
- NVQ units at level 3

Essential Skills

Key Skills

- communication
- application of number
- IT
- problem solving
- teamworking, how people work in teams and organise projects
- ability to learn

handle uncertainty and risk
enterprise capability
leadership skills
ability to follow instructions
showing initiative
literacy
numeracy

(Note: essential skills must be fully integrated into the delivery of occupational skills)

Resources

Employers must have staff who:

- understand the educational curriculum
- can interface with learning providers
- have good coaching skills (standards set by employment NTO)
- can be workplace mentors
- can be workplace assessors

Schools/colleges/learning providers must have staff who:

- understand the workplace
- understand and empathise with the needs of employers
- can provide mentor support to employers
- can undertake assessment and/or support workplace assessors
- can undertake and/or support coaching in the workplace
- can support key and essential skills in the workplace

(The Matrix should not be seen as a device for introducing new elements to the educational curriculum)

Annex E

Ultimate learners 2015

These examples illustrate how these proposals might affect a range of learners in the future.

Shazia

Shazia was a capable student but did not know what she wanted to do. At the age of 13 (end of year 8) Shazia passed her European Computer Driving Licence, an intermediate qualification; she continued with ICT in year 9, studying at Advanced level (Integrated Business Technology 3). She achieved three level 7s at the end of year 9 (aged 14) in English, maths and science. Shazia's Progress File demonstrated high achievements in all subjects. She was excellent at science, enjoyed drama and had taken part in many school productions. Shazia enjoyed a series of industry and enterprise weeks run and organised by the local Education Business Partnership to develop team building, problem solving and communication skills. Shazia took part in school science clubs, played clarinet for school, area and county orchestra and had been in several school productions.



At Shazia's interview with her Learning Coach, which involved her parents, it was decided that Shazia would take science and performing arts subjects and sustain a balanced curriculum which would enable her to enter a wide range of career opportunities, therefore delaying final career choices until Advanced Baccalaureate level.

At the beginning of year 10 (aged 14-15) Shazia began to study English, maths, physics, chemistry, history, music, drama, Welsh, German and accountancy at GCSE level and IBT 3 computing at Advanced level. She was also aware that these skills were insufficient for the working environment and she needed to pick up essential work skills through a range of activities to gain her Intermediate Baccalaureate.

By the end of year 10 (aged 15) Shazia had passed GCSEs in English, maths, physics, chemistry, music and drama. While this would have been sufficient academically to gain her Intermediate Baccalaureate, she had only completed some of the essential skills components. During year 10 Shazia had helped with the charity committee and her evidence portfolio demonstrated her ability to organise, take calculated risks, follow instructions and show initiative. Shazia had also taken part in a drugs awareness course, which demonstrated problem solving, and communication skills. She also completed an extended assignment on '*Welsh people, their influence on politics, culture and the Arts*'. Unfortunately work experience had not been achieved therefore no Baccalaureate could be awarded.

By the beginning of year 11 (aged 15-16) Shazia began an advanced course in maths and music, and continued with history, Welsh, German and accountancy. After

consultation with a local training provider, and working in conjunction with Careers Wales, Shazia's Learning Coach had arranged a placement with a pharmaceutical research company for one day per week where she could study applied science at advanced level. In January of year 11 Shazia gained her Intermediate Baccalaureate.

Shazia was now spending four days in school and one day in industry. She passed grade 8 clarinet. She continued with the drug awareness programme and began to train others adding leadership skills to her essential skills portfolio. Shazia also began to assist with her local junior school orchestra and taught clarinet.

At the end of year 11 (aged 16) Shazia had now passed IBT 3 computing, history, Welsh, German and accountancy at GCSE level and had another interview with her learning coach. She was confident that a science career was for her and as a result spent three days a week with the pharmaceutical company studying applied science alongside work experience and two days in school pursuing the essential skills of the Baccalaureate and completing Advanced maths and music.

By the end of year 13 (aged 18) Shazia had achieved good grades in her Advanced Baccalaureate including As in applied science and music plus a B grade in maths and distinctions in essential skills which included an extended oral presentation on the effect of multicultural relationships. Now was the time when Shazia needed to decide whether to do a part time degree at the local university in biochemistry or a full time degree and lose the chance of full time employment with the pharmaceutical company. Although the part time degree would take longer the opportunity to earn while she learnt and also to continue with the local and county orchestra, her teaching and the help with the junior school orchestra influenced her decision.

Shazia graduated at age 24, was funded for a research degree and continued with lifelong learning.

	English	Maths	ICT	Continuum of Learning	Physics	Chemistry	History	Music	Drama	Welsh	German	Accountancy
Y 1 0	GCSE B	GCSE A*		Charity Committee Role of Welsh people Drugs course	GCSE A*	GCSE B		GCSE A*	GCSE B			
Y 1 1		Begins Advanced course	IBT3	Work Experience with a pharmaceutical research company. Grade Clarinet. Helps with local junior school orchestra. Gains Intermediate Baccalaureate in January.	Takes applied science run by work experience	Takes applied science run by work experience	GCSE B	Begins Advanced		GCSE B	GCSE B	GCSE B
Y 1 2		Continues 2 days in school		Continues with drug awareness course and trains other young people	Continues with pharmaceutical company 3 days per week			Gains Advanced Level Grade A				
Y 1 3		Gains Advanced level Grade B		Continues with all orchestra work and teaches clarinet. Extended study and oral presentation on multicultural relationships. Gains Advanced Baccalaureate.	Continues with pharmaceutical company 3 days per week Passes applied sciences grade A							
Y 1 4				Full time employee with pharmaceutical company	Full time employee with pharmaceutical company	Part time degree						

Michael

Michael was not particularly academic and only worked in subjects he enjoyed. He struggled with English but coped with maths and ICT. He disliked humanities subjects. At the end of year 9 (aged 14) Michael gained level 4s in English, maths and science; he passed the European Computer Driving Licence and gained good grades in PE and technology. His progress file and all previous learner coach interviews had indicated that Michael wanted a practical career path as soon as possible.



After his end of year 9 interview, which his parents attended, Michael knew that he wanted either to work in sports and leisure or enter the construction industry. Either way his learning coach emphasised the importance of gaining an intermediate level qualification in communication skills and numeracy – his learning coach advised him that through the leisure and recreation route he would be able to pick up applied science. Michael's new learning path was established.

In year 10 Michael followed English, maths, rock and pop, PE and technology during his two days in school and picked up business in the twilight shift session from 3pm to 5pm. This also gave him the opportunity of completing an extended assignment on *'the impact of the Welsh Assembly as a political force'*. A local training provider organised the two days Michael spent with the Construction Industry Training Board (CITB) on its induction programme, and the one day he spent at the local leisure centre following the Foundation Leisure course accredited by the National Tourist Board.

To achieve his Intermediate Baccalaureate Michael knew he needed to take part in community and enterprise activities to demonstrate his leadership, community and enterprise skills. Michael played rugby for the school and the town's under 16 team. The rugby coach, recognising his patience with the under 11 team, gave Michael the opportunity to complete a junior coaching qualification and assist with training and match fixtures for the under 11 team. This helped with his essential skills portfolio. Michael also became involved with the Young Enterprise programme in school and headed the manufacturing team making small wooden desk organisers. This gave him organisation, team and risk taking skills.

By the beginning of year 11 Michael decided that he would prefer the construction route. The taster pathway on the introduction to construction programme made Michael realise that he wanted to become a plasterer and bricklayer. He had now gained the Foundation qualifications (level 1) in leisure and recreation, maths, English, Welsh, technology, business and PE. Michael joined the CITB training route on a full time basis, three days on placement, one day in college and one day in school now following numeracy and communication for the workplace. Michael continued playing and coaching rugby. In fact, he also thought that a first aid certificate might help and his learning coach arranged this through Saint John's Ambulance.

By the time Michael was eighteen he passed intermediate communication and numeracy, continued playing and coaching rugby. He gained intermediate level (level 2) in plastering and bricklaying and his Intermediate Bacculaureate.

Michael was now a full time employee with a medium sized construction company and had begun his Advanced Bacculaureate. He realised that gaining the numeracy and communication sections would be a struggle but his Learning Coach would arrange for additional tuition when necessary. Michael really enjoyed looking after the new apprentice. He hoped to offer her the same opportunities and guidance that he was given three years ago.

	English	Maths	Leisure & Recreation	Intro to Construction	Continuum of Learning	Welsh	Technology	PE	Business
Y 10	Continues with Foundation	Passes Foundation	1 day release at leisure centre	2 day CITB workshop	Joins Young Enterprise			Helps to coach under 11 rugby team	Begins Intermediate course
Y 1	Passes Foundation GCSE E	Passes Foundation GCSE D	Passes Foundation level Drops in favour of CITB part time apprenticeship	Part time apprenticeship in plastering and brick laying		GCSE D	GCSE B	GCSE A Completes rugby coaching qualification	Struggles, drops to Foundation, year 10 work can be accredited GCSE E
Y 1 2	Continues with CITB	Continues with CITB		Full time with CITB	Coaches junior rugby under 11s for local team.				
Y 1 3	Passes Intermediate	Passes Intermediate		Full time CITB	Gains Intermediate Baccalaureate				

Iwan

Iwan was an above average student but had no idea what he wanted to do. At the end of year 9 (aged 14) he passed The European Computer Driving Licence, gained level 7s in maths and science and level 6 in English and achieved good grades in most subjects. He did not like foreign languages, art and technology, but listed humanities and science as his favourite subjects. He also transferred from Scouts to Venture Scouts. Like many 14 year olds he had no idea what he wanted to do for a career. At Iwan's end of year 9 interviews his learning coach advised taking a balanced curriculum based on subjects he enjoyed and leaving a wide range of career paths open. At the beginning of year 10 (aged 14) Iwan took English, maths, Integrated Business Technology (IBT) level 3 in computing, biology, geography, Welsh, leisure & tourism, PE and sociology.



During the autumn term Iwan took part in a half day a week industrial awareness programme run by a national supermarket chain who regularly recruited and supported young entrepreneurs who demonstrated initiative. He also assisted with the local cub group who were short of a junior leader. These two activities provided him with some of the essential skills elements for his Baccalaureate including leadership, organisational and team building skills.

At the end of year 10 (aged 15) Iwan became bored with his geography course and transferred some of his work to the combined vocational leisure & tourism course accumulating in another unit, which could be credited. At his interview with his learning coach it was recognised that with his scouting background he would be an ideal candidate for the community summer school programme run by the local police force. Iwan recognised that because he would show leadership and organisation skills, solve problems, communicate, and work in a team - a large section of his intermediate essential skills portfolio would be completed. He completed the three-week course and really enjoyed working with the two police liaison officers who were responsible for the scheme. In fact when Iwan returned to school he decided to make an extra appointment with his learning coach, as he believed he would like to join the police force post graduation.

At the beginning of year 11 (aged 15-16) Iwan was pleased that his curriculum was appropriate for joining the police force and after consulting Careers Wales his learning coach arranged for him to spend two weeks work experience at the local police station. Iwan continued with his GCSE courses and the drug awareness programme. He completed an assignment based on '*social responses to Welsh culture*'. At the age of 16 he could also train for the junior leader qualification with Scouts Cymru. The police visited the school and offered a short course as a twilight shift on self-defence, which Iwan also took. By January the essential skills component of his Intermediate Baccalaureate was completed, and he needed to pass his GCSEs.

In August Iwan received good results passing 7 GCSEs with B and C grades but unfortunately just failed maths. He knew he would need to re-sit in November

delaying his Intermediate Bacculaureate achievement until January. Iwan continued with the drug awareness programme and as a junior scout leader. The Police were running a crime prevention course for young people and naturally Iwan took part in that too. His essential skills portfolio for Advanced Bacculaureate was looking good. At the end of year 12 (aged 17) Iwan completed a rock-climbing certificate. He took part in another police summer school project, this time helping to run some activities for junior school children. He continued as a junior cub leader and passed his IBT 3 in computing and AS levels in psychology, sociology and biology. During year 13 Iwan completed an extended project on '*the effect of pressure groups at a Welsh, European and world wide level*'. He continued with biology and sociology but then decided to drop sociology in favour of AS law. He also took part in another work experience programme with the Police, this time at the regional training centre where he worked with the dog handling team. At the end of year 13 (aged 18) Iwan passed his A levels and AS levels gaining B grades in sociology, psychology and biology and a C grade in law plus a distinction in Advanced Bacculaureate. He entered university to study criminology knowing that he would continue with his ambition to join the Police and become a fully qualified scout leader.

	English	Maths	Continuum of Learning	Biology	Geography	Welsh	Leisure & Tourism	PE	Sociology
Y 1 0	Begins GCSE	Begins GCSE	Takes part in a half day a week industrial awareness course. Assists with local cub scout group. Takes part in a police community project. Helps out with a Summer school run by the police.	GCSE	Gains some accreditation at Intermediate level then drops. Some work can be transferred to leisure & tourism course	GCSE	Begins Intermediate level	GCSE	GCSE
Y 1 1	Grade C	Fails one unit will resit in January	Work experience police force. Drug awareness course. Self-defence course. Responses to Welsh culture and language.	Grade B		Grade B	Pass gained	Grade C	Grade C
Y 1 2		Pass achieved	Intermediate Baccalaureate gained. Rock climbing certificate gained through Venture Scouts and becomes a junior cub leader. IBT level 3 gained.		AS Psychology				Begins AS
Y 1 3	Level 3 communication gained		Work experience at Police Regional Training Centre. Role of pressure groups. Advanced Baccalaureate gained.	A level grade B	A Level grade B		AS law grade C		AS grade B
Y 1 4			Starts criminology & psychology degree.						

Kelly

Kelly was an average ability student. With assistance and individual monitoring she gained level 5s in English, maths and science at the end of year 9 (aged 14). Her progress file and school reports demonstrated that she was good at PE, French, German and history and had passed the European Computer Driving licence. At the moment Kelly enjoyed PE and languages. She was not sure about her career path, but after a few European holidays thought a tour rep might be an appealing career. After her end of year 9 interviews with her learning coach, which her parents also attended, Kelly decided to combine lessons at her home school with German and Spanish courses at her local college.



At the beginning of year 10 (aged 14-15) Kelly began to study GCSEs in English, maths, history, Welsh, PE, French, German and Spanish and Intermediate Leisure & Tourism. As part of her Baccalaureate essential skills portfolio Kelly helped out in the school crèche, took a first aid course, took part in an industry week and planned a fictional foreign holiday and researched '*Wales as an international tourism and cultural centre*', which was also part of her leisure and tourism course. Her end of year 10 review with her learning coach showed that Kelly had made excellent progress with good interim grades in all subjects.

During November of year 11 (aged 15-16) Kelly found out about a work experience opportunity with a well-known holiday leisure company. After a consultation with her learning coach, who also helped her to complete the application forms, Kelly spent her summer holidays on a six week planned work experience programme in Minehead. Kelly sat her examinations in January and June to spread the workload in an effort to gain good grades. She still helped with the school crèche. Her flair for Spanish meant that she was able to help her Spanish teacher who was providing 10 week intensive courses in Spanish at the local youth club. Kelly also played netball for the college team.

When Kelly returned to get her GCSE results, she found that they were better than she had anticipated. This caused her to re-think her plans.

Kelly made an appointment to see her learning coach and after a lengthy discussion she decided that although she did not want to be holiday rep, she still wanted to work within the travel and tourism industry. Kelly was particularly taken with the Air Cabin Crew course run by the local college; her learning coach quickly arranged an interview and Kelly was accepted. It was a three-year course combining work experience and other essential skills which met the requirements of the Advanced Baccalaureate.

Over the next three years Kelly completed an intensive study programme including customer care, advanced first aid, self-defence, and courses in foreign languages, consumer law and physical fitness. She did very well. She also led a student team in developing a new evaluation strategy for end of course reviews.

Kelly kept in contact with her Spanish teacher and continued to help with the intensive Spanish lessons. Her work experience at the local airport was very varied and involved working with Customs and Excise. She enjoyed this work very much and by the end of the three year course (aged 19) Kelly had decided to become a Customs and Excise Officer. She carried out an extended research project on *'inequality in employment in Wales, Europe and the world'*. She now had a steady boyfriend and preferred to remain at home rather than fly around the world. She gained distinctions in her final grades of the Cabin Crew course and achieved her Advanced Baccalaureate

This meant that she could apply for university to do a degree in tourism. In October Kelly saw an advert for a trainee Customs and Excise Officer. She applied, got the job and was sponsored to complete a degree in consumer law and criminal psychology on a part time basis.

	English	Maths	Continuum of Learning	Travel & Tourism	History	French	German	Spanish	PE	Welsh
Y 10	Begins Intermediate	Begins Intermediate	Helps out in school creche. First aid course. Industry Week. Wales and International tourism centre	Begins Intermediate	GCSE	GCSE	GCSE	GCSE	GCSE	GCSE
Y 11	Pass Grade C	Pass grade C	First aid and drug awareness course Work experience Gains Intermediate Baccalaureate	Pass with distinction	Pass Grade B	Pass Grade B	Pass Grade B	Pass Grade A	Pass Grade C	Pass GradeC
Y 12			Work experience with Cardiff airport	Transfers to college to do a 3 year Air Cabin course						
Y 13	Gains level 3 communication as part of Air Cabin course		Problem solving course. Organised a charity run. Assists with teaching Spanish. Inequality in employment worldwide. Pass Advanced Baccalaureate	Pass with distinction. ITB level 3						
Y 14										
Y 15		Employment with Customs & Excise	Part time degree Course criminal psychology and consumer law							

Yara

Yara disliked school; she was disruptive and was regularly involved in fights. She often truanted. One-to-one support and close monitoring seemed to have little effect. She remained unmotivated and saw no point in working towards qualifications. Her learning coach arranged for Yara to attend self help groups, motivational classes and one-to-one support in some classroom lessons. In spite of this by the end of year nine (aged 14) Yara had achieved very little. When Yara was found fighting in the street the Police placed her on a compulsory anger management course. Her learning coach left Yara in no doubt that unless things improved the future looked bleak.



Yara returned to school in September of year 10 with some reluctance. She started foundation courses in English, Welsh and maths having gained level 3s at the end of year 9.

Her learning coach arranged a catering placement with a local training provider for three days per week. Yara also began a RSA CLAIT course. She received continuous support from her learning coach alongside her anger management programme. After two weeks of her catering course Yara walked out and refused to return. The learning coach stepped in and persuaded her to try again. The training provider arranged for Yara to have some retail training and some work experience at a local fruit shop. But six weeks later, after a row with a customer, Yara walked out.

This time after extensive discussions with her learning coach, Yara took up a course in hairdressing. There was an improvement and Yara made some progress for a while. She was now working at her maths, English, Welsh and ICT and even organised a coffee morning in aid of the local hospice. She also took part in an industry day and a mock interview programme. While training at the hairdressing centre in college an argument broke out resulting in a fight. Yara was dismissed from the course. She had now reached the end of year 10 (aged 15).

Yara returned to her learning coach, and after much persuasion during the summer holidays began a carpentry course. She grew bored and left. Yara's learning coach now needed forcefully to lay the law down - that unless she began to achieve qualifications she would be unemployable. Yara began a plumbing course but after a row with her mother left home. She got a job on a pier 80 miles away until the employer found out that she was only 15. He contacted the local authority and Yara returned home.

Yara now began a horticultural course with a placement through the local authority. Yara liked the placement because she was able to work for some of the time on her own even though her supervisor was close by. By Spring Yara was allowed to design and plant a small section of parkland and was really pleased when her learning coach arrived to see her achievement. At last things were coming together and by the end of year 11 (aged 16) Yara found she was able to control some of her anger. She gained some units towards numeracy and

communication at Foundation level and RSA CLAIT. She also gathered some evidence in organisational skills which will contribute to her Intermediate BaccaLaureate qualification.

Over the next four years Yara continued to work full time for the local authority in the parks department. She gained foundation level qualifications in numeracy and communication and made steady progress at intermediate level. She finally passed RSA CLAIT. She even completed a project on '*the Welsh language, employment and legislation*'. Teamwork skills were now the only part of her Intermediate BaccaLaureate that she needed to gain. Yara's learning coach suggested that she organised a project through the National Association for the Care and Rehabilitation of Offenders (NACRO) to provide young offenders with basic horticultural skills. Yara needed to write the short course, manage a small budget, supervise the work and sort out any problems that may arise. The course was a success. Yara and the other young people also organised a charity half-marathon! The NACRO project is likely to be repeated in the future. At the age of 21 Yara passed her Intermediate BaccaLaureate. She did not want to do any more qualifications.

	English	Maths	Continuum of Learning	ICT	Welsh	Catering				
Y 1 0	Begins Foundation. After Easter must gain one credit in each core area before another placement	Begins Foundation	Work experience small café. Charity coffee morning	Begins RSA CLAIT	Begins Foundation	Begins Foundation course with training company 3 days per week	After two weeks walks out of catering	Two weeks later returns to school picks up retail.	6 weeks later walks out after row with supervisor	In January picks up hairdressing. Leaves at Easter
Y 1 1	1 Credit	1 credit	1 credit	1 unit		Begins Carpentry course	Row with another apprentice walks out after 8 weeks	Begins plumbing course. Doesn't like it disappears for 8 weeks	Begins horticultural course. Sympathetic supervisor Working well	
Y 1 2	Passes Foundation	Passes Foundation	Passes Foundation	3 units gained	Passes Foundation		Full time apprentice		Gains Foundation	
Y 1 3	Begins Intermediate	Begins Intermediate		5 units gained					Good progress towards Intermediate	
A 8 e d 1 9	Continues	Continues	Welsh language, employment and legislation	Passes RSA CLAIT					Passes Intermediate	Doesn't want to sit any more qualifications
A 8 e d 2 1	Pass	Pass	NACRO project. Charity half-marathon. Gains Intermediate Baccalaureate						Full time employment with local authority	

Ryan

Ryan started to lose his sight at the age of 12. At 14 he was finding reading text difficult and so academic study tiring. Ryan had several discussions with his learning coach, who also had a qualification in teaching the visually impaired. Ryan had always been interested in social work. With additional help and support from his learning coach, Ryan achieved level 6s in English, maths and science, and good grades in all other subjects. The large text books and CD ROMs which his learning coach had provided had helped a lot. He had passed the European Computer Driving Licence by the end of year 9 (aged 14).



Ryan's learning pathway, negotiated with his learning coach at the start of year 10 consisted of English, maths, Welsh, history and health & social care in school with two half days at the local college for psychology and sociology. Ryan quickly became involved in the charity committee at school, organising and taking part in a sponsored abseil and charity auction in aid of the children's cancer hospital. Because of his charity work Ryan was invited to join the Young People's Management Committee of the local Area Health Authority.

Ryan felt that he was making good progress but he was becoming increasingly tired as his eyesight gradually deteriorated. Ryan was given extra time for exams and study and his parents, learning coach and teachers were extremely supportive.

Ryan had also taken part in an industrial awareness week. His classmates learned a lot from his exceptional organising skills, and were delighted when they all won the week's challenge competition.

By the end of year 10 (aged 15), Ryan was on target to achieve excellent GCSE results, a very good essential skills portfolio and distinction grades in health and social care. Ryan found work experience with social services and became interested in working with looked after children. It was no surprise that his work experience report was extremely complimentary about his organisational and communication skills. During the year he completed an oral presentation on '*social responses to Welsh language and culture*'.

When Ryan returned to school he continued with his exams and gained good grades. He achieved his Intermediate Baccalaureate. Now was the time to look to the future. Ryan decided that having gained distinction in health and social care and B and C grades in all his other subjects he would continue with the health and social care course at Advanced level along with psychology and sociology at the college. Special dispensation would be available to help Ryan gain his ICT skills for his Advanced Baccalaureate.

In year 12 (aged 17-18) Ryan continued to work one day a week with looked after children. His work pathway was becoming clearer. He knew that both his personal and interpersonal skills would assist him in becoming a social worker, and so Ryan continued his work experience with social services.

By the time he was 18 Ryan left school with a distinction in health and social care and a B and C grade in psychology and sociology. He was also able to pick up a level 3 qualification in communication. He was too young to enter university for the Social Work Diploma that he knew he would need to achieve his ambition, and so Ryan spent two years working with the local authority's fostering service. At 21 he entered university for his Social Work Diploma.

	English	Maths	Continuum of Learning	History	Health & Social Care	Psychology	Sociology	Welsh
Y 1 0	GCSE	GCSE	Charity committee sponsored abseil and auction. Industrial awareness week. Voluntary work. Area Health Authority Young Peoples Management Committee. Social responses to Welsh language and culture.	GCSE	Intermediate	GCSE college	GCSE college	GCSE
Y 1 1	Grade B	Grade C	Social Services work experience. Charity committee. Gains Intermediate Baccalaureate.	Grade C	Distinction	Grade B	Grade B	Grade C
Y 1 1 2			Social Services work experience. Area Health Authority Young Peoples Management Committee.		Advanced	AS level	AS level	
Y 1 3	Gains level 3 communication		Area Health Authority Young Peoples Management Committee. Work experience Social services.		Gains distinction Gains Advanced Baccalaureate	A level grade B	A level grade C	
Y 1 1 4 & 1 1 5			Local Authority Fostering Service					
Y 1 1 6			University Diploma in Social Work					