Qualifications and Curriculum Authority

Integrating Diplomas with existing qualifications

Sandra Stalker

QCA 11▸19 Reform

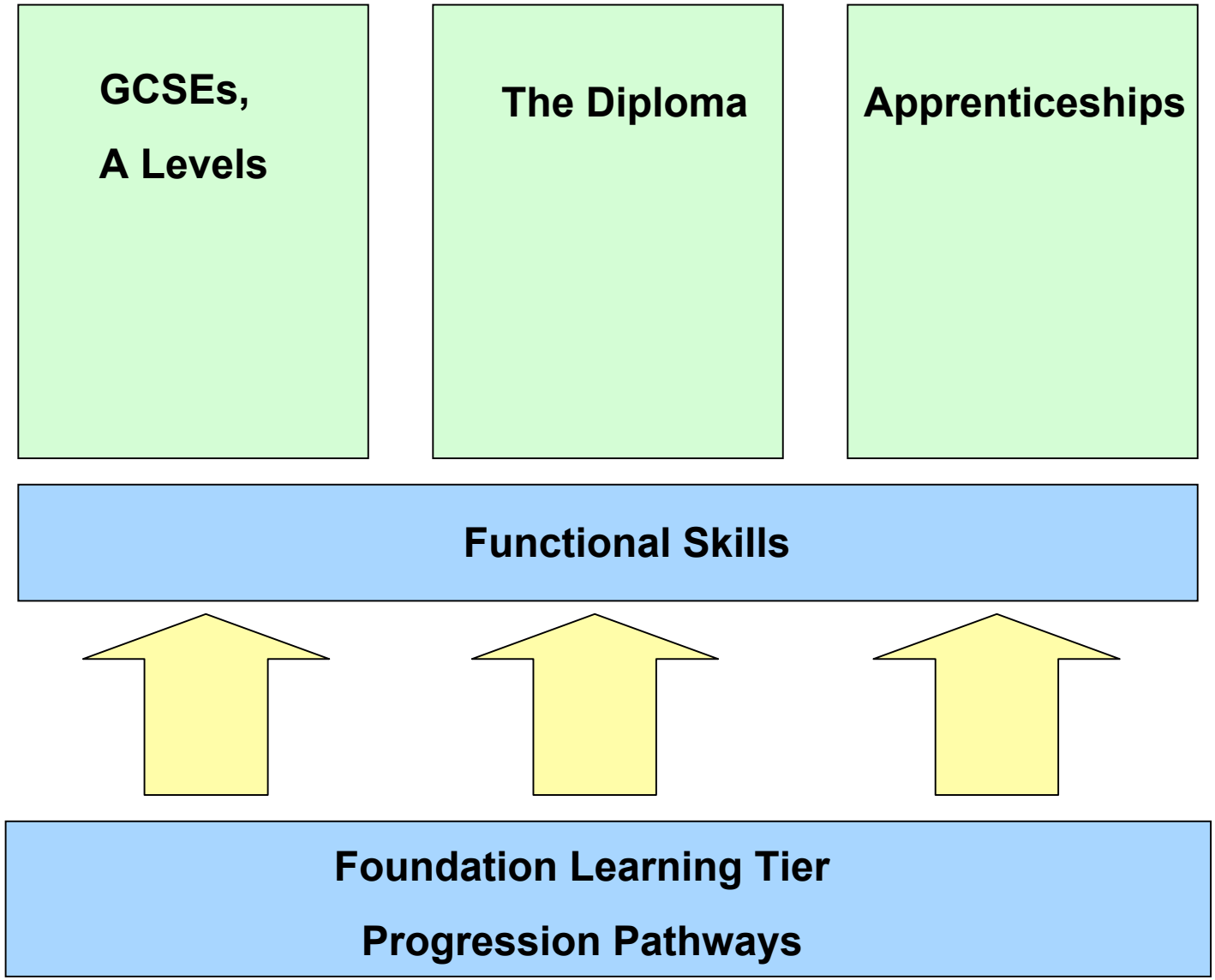
“ In our 2005 White Paper 14 – 19 Education and Skills, we set out our plans to reform education and training for teenagers. Our ambition was then, and remains now, to create a system in which every young person can prepare themselves through education and training to make a success of their life”.

Promoting achievement, valuing success: a strategy for 14 – 19 qualifications.

Strands of reform

- New secondary curriculum
- A 14 – 19 qualifications strategy
- Diplomas
- Functional Skills
- GCSEs and A-levels
- Project/Extended Project
- Foundation learning tier
- Qualifications and credit framework

Four key pathways



GCSEs and A levels

- Investment to ensure that qualifications continue to be high – quality and relevant.
- In English, maths and ICT, young people in England will need to achieve functional skills at level 2 before they can be awarded an A*-C grade at GCSE.
- At A level ensuring that assessment places more emphasis on learning and the ability to make connections across a subject.
- Reducing the burden of assessment: 6 units to 4 in most subjects.
- Introducing the Extended Project from September 2008.
- To ensure that the qualification offer is simple and deliverable.

Diplomas

- Developing and delivering the Diploma programme is central to the qualification offer.
- Offers a once in a generation opportunity to tackle the historic divide between academic and vocational learning.
- A flexible structure which allows space for young people to choose options.
- Expansion of the Diploma programme in order to develop 3 new diplomas in Science, Humanities and Languages in 2011.
- Introduction of an entitlement to all 17 Diplomas for 16 – 18 year – old learners from 2013.

Apprenticeships

- A key priority is securing more Apprenticeships places for young people to ensure that more 16 – 19 year – olds are participating in post – 16 education or training.

- Learning achieved through an Apprenticeship is to count towards a Diploma (and vice versa).

- Commitment to ensuring that all Apprenticeships offer appropriate progression routes, including Higher Education.

Functional Skills - The pilots

- Functional skills in English/ Maths/ ICT.
- The pilot began on 3rd September 2007.
- Being piloted as separate qualification.
- There are 12 awarding bodies engaged in piloting activity across all types of centre including schools, general FE colleges, training provision, in the work place and in offender institutions.
- Piloting began in c.1200 centres, including Diploma Gateway Consortia plus centres outside the Gateway.
- 1000 more centres to pilot for September 2008.
- Key skills and basic skills qualifications available at least until the functional skills qualifications are fully available.
- Continued support for the wider key skills.

The Foundation Learning Tier (FLT)

- Will provide for the first time clear routes (Progression Pathways) for young people working below level 2 to achieve combinations of qualifications at Entry level 1.
- The FLT began piloting in September 2007.
- The Foundation Learning Tier for 14-16 year olds will be piloted from September 2008.
- Consultation on whether young people learning at Entry level 1 should have access to an appropriate Progression Pathway within the FLT.

A comprehensive and coherent qualification offer

Developing an offer that:

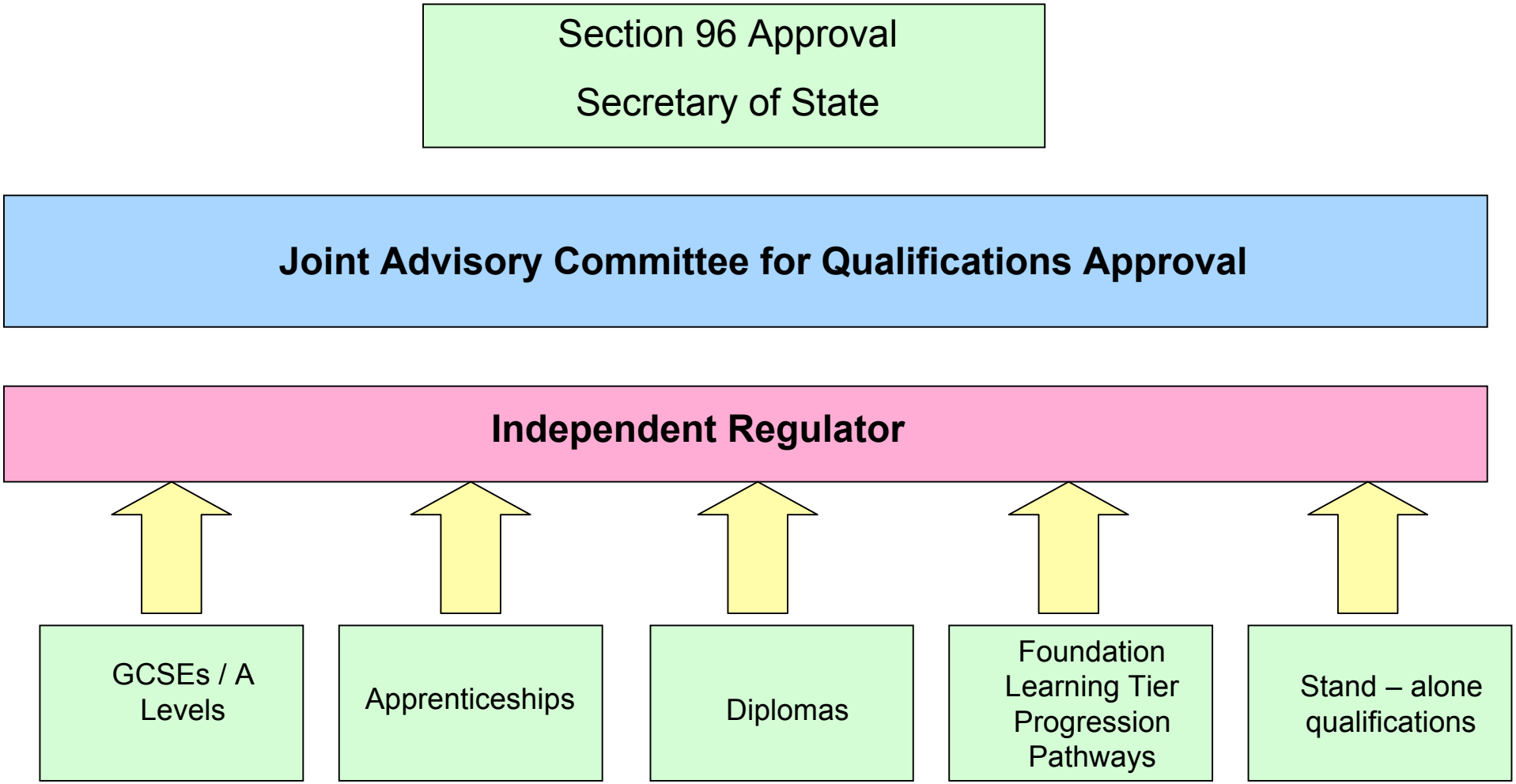
- can meet the needs of young people, employers, universities and wider society which cannot be met within the national suites.

- ensures effectiveness of the qualifications within the national suites in meeting these needs has been demonstrated in practice in a wide range of circumstances.

- ensures the qualifications within the national suites are nationally available.

In order to do this the strategy proposes the creation of the *Joint Advisory Committee for Qualifications Approval"* (JACQA).

Section 96 approval process



Qualification model: components

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

GCSEs
A Levels
Apprenticeships

GCSEs
A Levels
Apprenticeships

Qualification model: components

Higher Diploma in society, health and development

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

principal learning 420 GLH	generic learning 200 GLH	additional and/or specialist learning 180 GLH
9 mandatory units • principles, values and personal development • working together and communicating • safeguarding and protecting individuals • growth, development and healthy living • needs and preferences • antisocial and offending behaviour • supporting children and young people • patient centred health • the social model of disability	3 x functional skills qualifications at level 2 (80 GLH) level 2 project qualification (60 GLH) 10 days work experience personal, learning and thinking skills (60 GLH)	BTEC First Certificate in Public Services • public service skills • citizenship, the individual and society • community and cultural awareness (example)

Qualification model: components

Advanced Diploma in creative and media

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

principal learning 540 GLH	generic learning 180 GLH	additional and/or specialist learning 360 GLH
6 mandatory units • using creative and media skills in the context of a global community • digital technology in the commercial world • analysing the influence of genre • issues – a personal response • self-promotion – selling your ideas • creativity in business enterprise	functional skills at level 2 x 3 (prerequisite) extended project qualification (120 GLH) 10 days work experience personal, learning and thinking skills (60 GLH)	GCE A-level in Applied Art and Design (additional) or Level 3 qualification in Media Techniques (specialist) (examples)

Progression Illustration: Felicia

Higher Diploma in Construction & the Built Environment

principal learning 420 GLH	generic learning 200 GLH	additional and/or specialist learning 180 GLH
7 mandatory units • Design the Built Environment: The Design Process •Design the Built environment: Materials and Structures •Design the Built Environment: Applying Design Principles •Create the Built Environment: Structures •Create the Built Environment: Using Tools •Value and Use of the Built Environment: Communities •Value and Use of the Built Environment: Facilities Management	functional skills (80 GLH) project (60 GLH) minimum 10 days work experience personal, learning and thinking skills (60 GLH)	BTEC First Certificate in Construction Design & Technology GCSE (Short course)

Project	Work experience	General KS4 courses
A design plan for the conversion of a Grade II listed “at-risk” barn into a 4-bedroom house. The plan included details of the materials and techniques used to convert the internal structure, and the outcomes of some preliminary structure tests.	Placement within a nationally recognised conservation group that campaigns for the conservation of older buildings. Whilst there she drafted publication materials to give advice on the practical conversion of disused mills, warehouses and other former industrial buildings.	English GCSE Maths GCSE Science GCSE Additional Science GCSE

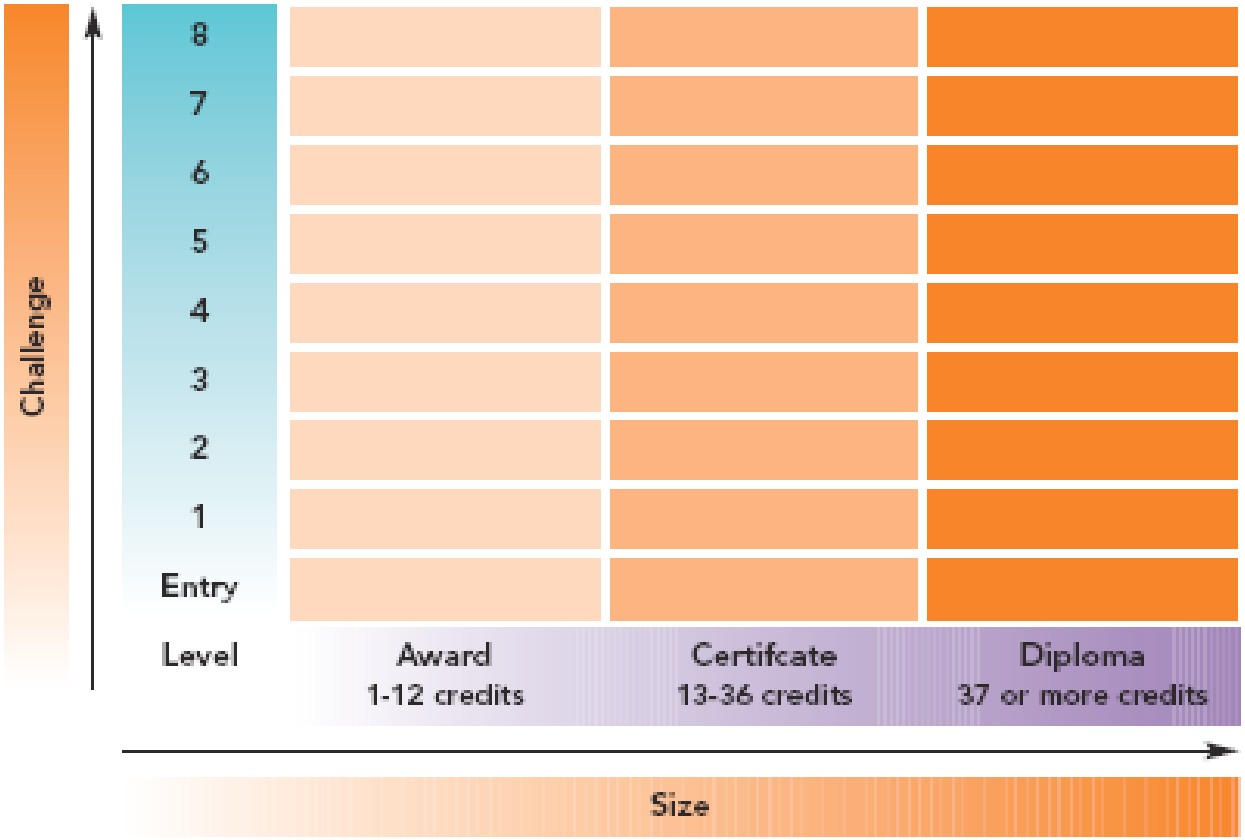
AND... principal learning; functional skills; personal, learning and thinking skills

Progression route:
Felicia has chosen to progress to the Level 3 Diploma in CBE, and is taking GCE AS Business Studies and GCE AS Design and Technology in year 12. She does not yet know if she wants to continue one or both of the GCE qualifications at A2, or concentrate on a Young Enterprise project instead.

Qualifications And Credit Framework

Unit based qualifications and credit Framework for England, Wales and Northern Ireland based on a system of credit and accumulation and transfer.

A visual representation



QCF for 14-19 Qualifications

“ *We believe that moving to a single credit-based framework for 14 – 19 qualifications would have significant benefits. It would allow achievement in different qualifications suites to be transferred, supporting progression, particularly for young people who may want to change routes”.*

“ *It would also provide a means for achievement pre-19 to be carried forward into adult learning, supporting lifelong learning. A 14 - 19 credit framework would need to be able to accommodate tight rules of combination for qualifications for 14 – 19 year olds, in order to guarantee that they are following broad and coherent programmes”.*

Promoting achievement, valuing success: a strategy for 14 – 19 qualifications.

16 – 19 entitlement

- Need to ensure that young people are supported to make informed choices.
- High quality information, advice and guidance (IAG) is required.
- There is scope for improving the range of services currently available.
- Services will be co-ordinated by local authorities who will be responsible for commissioning and managing IAG services.
- The Connexions service can make improved links with other services for young people.

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

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