Action on Access
The National Co-ordination Team for Widening Participation

Higher Education and 14-19 Reforms Conference 9th December 2008 'What the reforms mean for HE.'

Phil Harley - Action on Access: Schools Adviser

Background to 14-19 Reform

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- Low participation rates post 16
- Low skill levels low status and quality of vocational courses and qualifications
- The problem of differentiating between high achieving students
- The high assessment burden for learners and teachers
- A complex web of qualifications

14-19 Reform

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- Rejection of Tomlinson's vision
- The creation of a new 14-19 phase through a series of piecemeal but interlocking reforms
- Making progression a twin objective alongside attainment
- Independent institutions working in partnership

14-19 Reform

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- A streamlined set of qualifications within four routes
  - Apprenticeships – full entitlement 2013
  - Diplomas – 17 areas of study by 2011
  - Foundation Learning Tier with Progression Pathways from 2010
  - General qualifications such as GCSEs and A levels

HE more involved

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- Widening participation policies
- The 50% target
- Fair Access agreements
- Aimhigher
- Area and regional partnerships

HE to the forefront

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- The argument over A levels
- The 14-19 Diplomas
- The Extended Project
- Demographic changes
- Academies
- NCEE

Key issues for HE

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- Recognition of and parity for whole variety of qualifications
- More real emphasis on the skills and extended project - evidencing
- How to know more about the applicant
- Apprenticeships
- Involvement in all the reforms
- New ways of working in schools and colleges
- NCEE links with schools