

Education and Lifelong Learning Committee

‘Learning Country: Learning Pathways 14-19’

Progress Report

February 2004

Contents Page

1. Learning Pathways 14-19 3

Background 3

Overview 4

The main themes 4

The case for 14-19 transformation 5

How it will be achieved 6

2. 14-19 Networks 6

Creating the map 6

Network responsibilities 7

Rationale for supporting 14-19 Networks in 2004-5 9

Funding proposals 9

3. Key elements for transforming 14-19 learning in Wales;

the work of the groups 10

Background 10

Gathering evidence 10

Learning Coach Group 10

Personal Support Group 11

Work Focused Experience Group 12

Community and Voluntary Experience Group 13

Continuum of Learning Group 13

Financial Modelling Group 14

Learning Pathways Group 15

Young People's Advisory Groups 15

Overarching Group 16

4. Other issues 16

Speaking engagements, conferences and visits 16

Annex Introduction 19

Annex 1 14–19 Learning Pathways: an entitlement model 20

Annex 2 Key elements for transforming 14-19 learning in Wales 22

Annex 3 Possible balance of learning pathways 25

Annex 4 Learning pathways: implications for 14-19 Networks 26

Annex 5 Learning coach discussion paper 29

Annex 6 Learning coach delivery model 31

Annex 7 Personal support discussion paper 33

1. 'Learning Country: Learning Pathways 14-19'

Background

1.1 The Welsh Assembly Government set out its intentions for education in Wales in 'The Learning Country' in September 2001. In November 2002 the consultation document 'Learning Country: Learning Pathways 14-19' took forward these ideas in an exercise of real partnership between all those engaged in providing for young people in the age group, together with young people themselves.

1.2 The subsequent Action Plan was completed in spring 2003. It gave details of specific action that is to be taken by the Welsh Assembly Government with its partners to enhance and extend the learning experiences of all young people to raise expectations and to work towards the aspirational target of:

"95 per cent of young people to be ready for high skilled employment or higher education by 2015"

1.3 Over the summer a Project Leader was appointed and nominations to the Learning Pathways Group and six task and finish groups, together with the Overarching Group, were sought. Some 150 representatives from across Wales from education and training and employers are involved in the groups that have been meeting since November 2003 following an initial 'Setting the Scene' conference in September.

1.4 Key elements for transforming 14-19 education in Wales include:

- Individually tailored learning pathways with routes to a range of qualifications;
- A wide choice of courses and experiences not necessarily all in the same setting;
- Work focused experience;
- Community and voluntary experience;
- Learning coach support to provide advice and support on learning provision and progress; and
- The availability of personal support to meet need when required to help remove barriers to learning.

1.5 Young People's Advisory Groups were established in early 2004, reflecting the diverse range of 14-19 learners, and with representation on the Overarching Group to ensure that the views of young people are properly reflected in the developments. Welsh Assembly Government officials regularly meet representatives of 14-19 Networks from all areas of Wales.

1.6 The proposals are based on good practice already in place. Examples of initiatives in Wales have

been sought and are being co-ordinated for dissemination in Wales, provisionally through a link being established with NGfL Cymru.

1.7 A 'Progress Review' conference has been scheduled for mid-February 2004.

1.8 Following the completion of the work of the sub groups and the Learning Pathways Group and consideration of their reports by the Overarching Group a final report will be prepared after Easter for consideration by the National Assembly for Wales. The schedule envisages that guidance will be prepared over the summer on how the various elements of provision will be delivered with progressive roll out of the programme, including funded pilot work, from September 2004.

Overview

1.9 Work on delivering the Action Plan has:

- emphasised the need to take a concerted approach to enriching learning 14-19;
- set out to prepare a strategic framework for future developmental partnership work;
- sought to build on existing experience, expertise and good practice in education, training and employment in Wales;
- begun to develop a framework in which the learning experiences of all young people can be enhanced and extended, expectations raised and progress can be made towards the aspirational target of 95 per cent of young people to be ready for high skilled employment and higher education by 2015;
- encouraged proposals that focus on learners, rather than structures, and emphasising young people's knowledge, relevant experience and essential skills to provide them with the materials for success whilst keeping open a range of options for their future development;
- supported strategies whereby, by summer 2004, guidance can be issued by the Welsh Assembly Government on what needs to be done to enable all learners 14-19 to achieve as much as possible in gaining the knowledge, practical experience, understanding and skills essential for success in life and work; and
- sought to embed the work of the Community Consortia for Education and Training (CCETs) and Young People's Partnerships (YPPs) in the process.

The main themes

1.10 The main themes in the strategy include:

- a Wales-wide strategic approach informed by the needs of learners, the expertise and experience of learning providers working in partnership and the economic, cultural and social context of Wales itself;
- the adoption of an overarching target, underpinned by a new system of indicators to demonstrate improvement which will be developed in collaboration with providers to ensure they reinforce

policy outcomes;

- the development of an overarching award recognising young people's wider learning, namely a Welsh Baccalaureate at Foundation, Intermediate and Advanced levels including work-based programmes - based on the best practice identified through pilots;
- access to a range of Learning Pathways each of which has knowledge, practical and wider skill elements, the balance to be appropriate to the learner's needs, aptitudes and interests, moving away from specific vocational and academic descriptors or exclusive routes to learning;
- the specific examination of the requirements of the statutory National Curriculum at Key Stage 4 to ensure they better reflect the needs and interests of a wider range of pupils and achieve a closer fit with Key Skills;
- wider choice – through an Options Menu devised locally, but with guidance from the Overarching 14-19 Steering Group designed to share good practice throughout Wales;
- wider experience – through ensuring that all young people have work focused, community or voluntary opportunities and experiences to develop wider essential skills;
- impartial high quality advice, support and information for learners - developing of the role of Learning Coach, and tailored personal support; and
- qualifications and assessment systems that better support learning and practitioner intervention.

The case for 14-19 transformation

1.11 The 14-19 developments will:

- address the skills deficit for Wales in comparison with other countries
- contribute to the improvement of workforce skills, supporting sustainable employment;
- support poverty reduction, including in Communities First areas;
- enhance real Gross Domestic Product;
- enhance employment opportunities for the individual, including a reduction in those not in education, employment or training;
- have a contributory impact on reducing anti-social behaviour and criminal activity;
- support an improvement in basic skills
- contribute to an improvement in the proportion of 16 year olds with 5A*-C or equivalent level 2 qualifications;
- impact positively on the number of students leaving full time education with no or few qualifications;
- support an improvement in the proportion of 16 year olds progressing to further learning, full time or work-based;
- mean more young people achieve their potential;
- encourage a greater contribution to community life and capacity, participation in democracy;
- contribute to a reduction in physical and mental health inequalities; and
- support improved parenting.

How it will be achieved

1.12 As a result of work already undertaken it is proposed that:

- guidance will be developed by spring 2004 in partnership with all sectors to set out how the various elements of provision will be delivered;
- 14-19 Networks, working with the local CCET and YPP in each local authority area, will identify the priorities for their area and produce development plans for implementation from September 2004, to include enhanced choice and flexibility, learning coach support and personal support;
- personal support and learning coach support will be introduced in targeted areas from September 2004 as part of a pilot programme;
- enhanced choice and flexibility will be available in local option menus from September 2004 onwards;
- there will be enhanced opportunities for community, voluntary and work focused experience from September 2005, with development work from September 2004; and
- there will be a progressive roll out of entitlement to Learning Pathways, the pace to be confirmed following consultation with the Overarching Steering Group and according to funding and capacity analysis.

1.13 These developments will take account of related activity with regard to the Welsh Bacculaureate pilots, the development of the Credit and Qualifications Framework for Wales, the review of the Key Stage 4 national curriculum requirements, Extending Entitlement, and arrangements for the education and training of young offenders.

(see Annexes 1, 2, 3 and 4)

2. 14-19 Networks

Creating the map

2.1 Learning Pathways will be delivered locally through local 14-19 Networks.

2.2 The Action Plan recorded the partnership work going on at local level across Wales. It sought to build on good practice at local level by strengthening and drawing on existing networks. ELWA-NC and local authorities were asked to agree proposals as to how the 14-19 Network will operate in each area. Where existing mechanisms could be adapted within existing resources, they should have embraced 14-19 Networks from September 2003.

2.3 Each local area was asked to provide DfTE with a short report on the arrangements for establishing a 14-19 Network that had been undertaken. These reports were received in September 2003.

Network responsibilities

2.4 A range of Network responsibilities were identified in the Action Plan:

- settle the way in which they will work, to relate development at 14-16 with that post-16 devised by CCETs and YPPs for example;
- incorporate relevant CCET annual recommendations and the aspects of YPP annual delivery plans without supervening over or duplicating the functions of CCETs or YPPs themselves, ensuring planning coordination between 14-19 Networks, CCETs and YPPs;
- ensure the 14-19 development plans reflect other planning documents such as the Regional Statement of Needs and Priorities (RSNP), Education Strategic Plan (ESP), etc.;
- engage with young people to develop provision that motivates and inspires them;
- show how specific aspects of this Action Plan will be implemented at local level;
- establish common timetables and consider other means to secure flexibility for learners within the area such as 'learner groups' rather than 'year groups', and including access and transport;
- analyse existing option choices, develop innovative options and develop an Option Menu for their locality, taking account of choice for learners in rural areas, demonstrating increased choice for learners, especially in more practical and applied options, and avoiding duplication of provision;
- create opportunities – and time built in - for young people to experience tasters – extended if necessary - in KS3 or at the beginning of KS4 before making choices as part of an agreed strategy to help young people set goals and make choices at 14;
- seek to develop provision in specific training centres including local authority centres, private training providers and FE college facilities to enable more 14-16 year olds to experience high quality work focused learning;
- consider health and safety implications in providing wider experiences for 14-16 year olds;
- work with employers, Sector Skills Councils, Careers Wales, ELWa-NC and other partners to develop programmes for work, community and voluntary experience which secure high quality provision for young people;
- seek to encourage the involvement of employers and take up of the Basic Skills Pledge;
- consider ways to address the training needs of learning providers at local level;
- work with the YPP in creating and extending the range of wider opportunities and experiences for young people to develop and apply essential skills, including outdoor and residential experiences;
- plan the implementation of Learning Coach and personal support mechanisms for young people from September 2005 based on the recommendations of the relevant working and sub groups;
- demonstrate how Welsh medium provision for wider options in the area will be secured;
- consider how flexibility and choice can be extended for learners with special educational needs;
- each 14-19 Network should also have in place by Sept 2006 agreed protocols for the additional support needed to enable young people with special educational needs and others such as black and minority ethnic groups to access their entitlement to the whole range of opportunities in their own learning pathway;
- consider and monitor option choices and achievement for learners from black and ethnic minorities and in relation to gender stereotyping;
- develop transition protocols for learners moving from one Learning Coach to another, or one learning setting to another by 2006;

- monitor and evaluate developments to inform the Overarching 14-19 Steering Group;
- develop a communications strategy, in partnership with the Overarching 14-19 Steering Group, to inform all partners of local and national developments; and
- in close collaboration with the local YPP, produce an annual Prospectus of Out of School Activities for 14-19 year olds from September 2004 including learning and leisure activities and web based as well as published.

2.5 These responsibilities are to be addressed by September 2004 through a 14-19 Network Development Plan linked to YPP annual delivery plans, CCET annual recommendations and the Regional Statement of Needs and Priorities, with the co-operation and collaboration of all relevant partners, including ELWa. They will be expected to take account of the guidance produced by the 14-19 Task and Finish groups.

2.6 In December 2003 the Youth and Pupil Participation team (YAPP) hosted a meeting at Llandrindod Wells for a representative from each Network and ELWa-NC staff with Network responsibilities. There will now be a termly meeting. This will support the development of partnership working and will ensure that Welsh Assembly Government officials have first-hand intelligence about local needs and progress. Working with NGfL Cymru, the YAPP team is seeking to develop enhanced electronic communication means whereby Network representatives can keep in contact with each other. Over time this can become a powerful tool in supporting the development of network activity across Wales and enable the sharing of good practice.

2.7 The December 2003 meeting established the foundation for the work in Networks and was important as regards identifying immediate priorities for effective support.

2.8 Delivering the key elements for transforming 14-19 provision for all learners in Wales requires a balance between a national policy and local delivery. The knowledge and expertise of local partners of the learning and other needs of young people needs to reflect the learning, training and employment opportunities at the local level. Local partnership between all those with an interest in 14-19 provision will have a powerful impact on implementing the proposals and on transforming 14-19 provision in Wales. The synergy between local and national partnerships will be a critical factor in the success of the initiatives.

2.9 The local plans are intended to enable the 14-19 Networks to identify the priorities for moving forward and to add value to existing plans. A common format will be developed in partnership with the local networks to ensure it meets their needs. It will include information on how the Network proposes to take forward the implementation of the proposals set out in the guidance and will allow the Assembly to collate progress of policy implementation at national level.

Rationale for supporting 14-19 Networks in 2004-5

2.10 Supporting the 14-19 Networks in 2004-5 will:

- improve cooperation in delivering collaborative provision;
- reduce isolation of learning settings;
- extend choice and flexibility for young people;
- support innovative practice at local level in implementing support through the learning coach and personal support
- build on the goodwill for working in partnership currently evident;
- support work to reduce the numbers of young people leaving without qualifications, truancy, disaffection and disengagement, antisocial and criminal behaviour; and
- provide initial support for transforming 14-19 provision, including support for the development of learning pathways and contributing to a phased programme of development.

Funding proposals

2.11 In 2004-5:

- funding of £1.1 million (£50,000 per Network) is to be made available to support the development of local 14-19 Networks;
- a separate sum of £140000 to be available to Networks for a small number of specific projects to be match funded for the development of learning coach and personal support mechanisms. Activities eligible for this funding will need to meet specific criteria and will be the subject of a specific paper following guidance to be produced by the Learning Coach and Personal Support Task and Finish groups.

2.12 From 2005-6:

- increased support to the Networks, dependent on the Welsh Assembly Government planning round (see Annex 4).

3. Key elements for transforming 14-19 learning in Wales: the work of the groups

Background

3.1 'Learning Country: Learning Pathways 14-19' sets out the key elements which, together, provide a package which will enable all young people from 14-19 to have an individually tailored learning pathway which meets their needs, aptitudes and interests, which enables them to succeed and which provides the support mechanisms according to need to enable them to remain in appropriate learning beyond the age of 16.

3.2 The work of the task and finish groups is ongoing - the third and final round of meetings will be completed in early April.

3.3 Following an initial meeting on 5 September 2003 at the 'Setting the Scene' conference all the groups have subsequently met – the task and finish groups twice with the Learning Pathways Group and the Overarching Group scheduled to meet in the next few weeks. All the groups will have a third meeting with the Overarching Group scheduled to continue into the foreseeable future.

3.4 The 'Learning Pathways 14-19' Action Plan outlined an agenda for each of the sub groups, the Learning Pathways Group and the Overarching Group. Each group took this agenda, in the context of the overall Action Plan, as their starting point. The task and finish sub groups will make recommendations in March/April for consideration by the Learning Pathways Group and the Overarching Group.

Gathering Evidence

3.5 The task and finish sub groups have sought out evidence to help them address the specific issues that they have been asked to consider. They have received papers from members and have invited guests to make presentations on particular issues. All members of the sub groups have been encouraged to both seek out from, and share ideas with, their own professional colleagues. Partners have been invited to submit good practice initiatives to YAPP and the 14-19 project team have attended conferences and given presentations on the developments. The Action Plan was made available on the Welsh Assembly Government website.

3.6 The project team is grateful to all those who have contributed to the discussions.

Learning Coach Group

3.7 This group met on 13 November 2003 and 22 January 2004 in Carmarthen.

3.8 The group considered the issues of additional support for learners over identifying goals and making informed choices for appropriate Learning Pathways and supporting and reviewing progress and direction at intervals. The intention is to build on the support and information available already to young people, recognising that no one individual – or profession – has the full range of information necessary, the knowledge available or the skills to undertake the full potential demands of the role.

3.9 The group has considered a range of issues including the scope and role of the learning coach; the required characteristics of the learning coach; various models and job descriptions; training needs; the autonomy and independence of the learning coach; the protocols for sharing information; the physical base for and availability of the learning coach; access for those young people most at risk; learner transfer at 16 and availability pre 14.

3.10 The group is considering the arrangement whereby the learning coach will become an entitlement for all but be targeted to those most in need. It is suggested that a network of professionally trained and accredited learning coaches be established and that every young person 14-19 has access to learning

coach support focussed on removing barriers to individual learning within the learning setting. The role of the learning coach would complement existing teaching and pastoral staff roles; would involve negotiating and brokering a learning pathway to support accelerated progress in achieving higher attainment and reducing the overall incidence of truancy, exclusion and other barriers to learning. The necessary mechanisms, it is suggested, would be supported through the 14-19 Network, would recognise the importance of improving the students' ability to learn and would support those in educational institutions, the disengaged, those from black and minority ethnic groups and learners with special educational needs.

3.11 The group is also developing its views on the skills and knowledge required of the learning coach; the range of professionals who may have these skills and knowledge; tracking learners with objectives set and subject to regular review and negotiated with the learner. Systems for learners could incorporate systems and procedures identified through Young People's Partnership activity and have face-to-face support supplemented through electronic communication.

3.12 Young people would be involved in the development and evaluation of the system.

(see Annexes 5 and 6)

Personal Support Group

3.13 This group met on 5 November 2003 and on 14 January 2004, in Abergele.

3.14 From September 2004, learning settings will be asked to demonstrate how they intend to address personal support for learners according to need as part of the local 14-19 Network development plan together with the YPP annual delivery plan. They will need to show how the support will be developed prior to the full implementation of Learning Pathways.

3.15 The group is looking at ways to ensure that learners have access to the wide range of support that they may need. The group has reviewed a range of personal support activities and has, in considering how personal support could be enhanced, considered the practical issues of where, what, by whom and when, together with the strategic issues of funding and the frameworks in which support could be provided.

3.16 The group is considering the proposition that all young people aged 14-19 in Wales will be entitled to access personal support to assist them to overcome barriers that might restrict their ability to achieve their full potential. This could include access to high quality impartial information on a range of issues relevant to their lives and in a format that they can easily understand; assistance to develop skills in accessing, retrieving and using information effectively for them to make realistic and well-informed decisions throughout their lives; access to advice, guidance and support services that are responsive to their needs.

3.17 Other issues under consideration include protocols, staff training needs and creating a more cohesive structure for support.

(see Annex 7)

Work Focused Experience Group

3.18 This group met on 11 November 2003 and 20 January 2004, in Cardiff.

3.19 Working with representatives of employers, training providers, Careers Wales companies, ELWANC, Sector Skills Councils and other agencies, the group has considered the development of capacity for work focused experience, including through training centres; the contribution of part-time employment; enterprise activities; the involvement of employers; the potential for accreditation; a possible national database of providers; rural issues; the place of key skills in work focused learning and work experience opportunities for learners with disabilities or special educational needs. The group has also been mindful of the work of the Continuum of Learning and the Community and Voluntary Experience Groups.

3.20 Whilst acknowledging successful and innovative examples of practice across Wales the group identified a number of concerns including employer capacity and support for work focused experiences and the availability of transport and its cost, especially in sparsely populated areas and areas of economic deprivation.

3.21 Emerging from the group are clear views on the place of work focused experience in the context of the local 14-19 Network and linking to Education Business Partnerships and the emerging Sector Skills Councils; the possibility for accreditation of work focused learning; the inter-relationship between work focused learning, personal and social education and careers education and the possibility of 'student apprenticeship/combined apprenticeships'.

3.22 In 2004-5 it is proposed to allocate some funding for pilot work on developing work focused experience capacity.

Community and Voluntary Experience Group

3.23 This group met on 4 November 2003 and 13 January 2004, in Abergele.

3.24 The group was charged with community and voluntary organisations, and appropriate other task and finish groups, to ensure the development of a coherent package with quality and breadth of experience and recognising the issues of capacity and accessibility.

3.25 Appropriate packages of voluntary and community activities are proposed as part of the choices available to learners to fulfil the requirements of a Learning Pathway. 14-19 Networks are envisaged as being responsible locally for developing these packages.

3.26 The group has worked on a definition of community and voluntary activity in which experience is regarded as 'having the potential to build and maintain social cohesion and also provide important opportunities for young people to develop their citizenship and provide a context for learning a range of valuable skills'.

3.27 Protocols (including those for child protection, risk management, insurance, health and safety and accountability), capacity building, accreditation and assessment are all being considered. The group is moving towards recommending a learning matrix that identifies learning outcomes of voluntary and community activities and places them in the context of a national policy for learning. These outcomes may include induction, knowledge, opportunities for the application of knowledge and opportunities for personal and interpersonal skill development.

3.28 It is intended that, in 2004-5, pilot funding will be available for supporting the development of community and voluntary programmes.

Continuum of Learning Group

3.29 This group, led by ACCAC, met on 3 November 2003 and 21 January 2004, in Carmarthen.

3.30 The group has the responsibility to produce authoritative guidance that relates to the wider aspects of learning across the 14-19 phase, monitoring against the current requirements in the Core of the Welsh Baccalaureate. As well as considering the relationship with personal and social education, work related education and careers education guidance, the group has examined links with key skills; relevant accreditation opportunities; and the relationship between the Continuum of Learning and the Credit and Qualifications Framework for Wales.

3.31 The group has considered Aspects of Learning and the nature of provision. Aspects cover a 'core' of skills (key skills, Welsh language skills and other work-related skills), knowledge and understanding, attitudes and values and common experiences. Learning Pathways models have provided reference points.

3.32 The Continuum of Learning is seen as the proposed wider learning for all young people in Wales from the age of 14-19. It is regarded as a minimum that young people will need to prepare them for further learning, employment, personal fulfilment and to make their full contribution to our bilingual society, regardless of the Learning Pathway that a learner chooses to follow. It may also include enhancements, as appropriate, to specific pathways.

3.33 Other issues being considered by the group include assessment, certification and currency; marketing and training; partnerships and costs; quality control. Related curriculum contexts include the Key Stage 4 review, the Welsh Baccalaureate pilot developments and modern apprenticeship developments.

Financial Modelling Group

3.34 This group met on 10 November 2003 and 19 January 2004, in Cardiff.

3.35 The group has organised the preparation of the costing of models for delivery of Learning Pathways; compared these costs against those of various existing curriculum models; audited a variety of existing funding sources as part of its role in modelling the application of proposals for young people following various Learning Pathways; and reviewed the impact of such costs as transport and rurality.

3.36 The complex nature of existing funding arrangements has been clear to the group. Members have also been aware of the practicalities of carrying out their role at the same time as other groups are preparing their recommendations. The costs of delivering 14-19 learning through school funding arrangements; the impact of other LEA controlled elements; college funding issues; ELWa-NC post 16 elements; and the costs of delivering Learning Pathways to all have all been addressed.

3.37 The group is conscious of the technical nature of the issues they are addressing; the context of competing budget pressures; the need to develop capacity; and the likely pace of implementation of Learning Pathways.

3.38 As Learning Pathways are developed continuing financial modelling work will be required.

Learning Pathways Group

3.39 This group has met once, on 2 December 2003, in Llandrindod Wells, following the first cycle of sub group meetings. It is scheduled to meet again on 2 March.

3.40 The Learning Pathways Group is responsible for co-ordinating the work of the sub groups, refining the criteria for an appropriate Learning Pathway and ensuring that the design of learning pathways allows for a balance between knowledge, practical application and essential skills over the whole pathway.

3.41 The meeting received reports on the ongoing work of the sub groups, considered papers with specific implications for Learning Pathways and, in breakout groups worked on outlining appropriate Learning Pathways. This work provided background information for the subsequent Overarching Group meeting and made a particular contribution to the preparation of papers for the 13 February 'Progress Review' conference.

Young People's Advisory Groups

3.42 Three groups have been established covering South East Wales, Mid and West Wales and North Wales. These groups have been meeting since January 2004 and allow young people from across Wales

to comment on the developments in Learning Pathways. Membership of the groups, each of which will be up to 100 young people, are co-ordinated by youth workers from Blaenau Gwent, Neath Port Talbot and Conwy and provide the opportunity for young people from all areas of Wales to be involved. Representatives from the YAPP team will attend some of the meetings.

3.43 The young people reflect the diverse range of 14-19 learners, contact having been made with representatives from a range of agencies and organisations including schools and colleges, careers, job centres, modern apprenticeships, the voluntary sector, young parents, young people in business, young people with disabilities, black and ethnic minorities, Welsh first language and Funky Dragon.

3.44 At the first meeting issues covered include the 14-19 agenda generally; learning coach and personal support needs; the type of person who could deliver such support and young people's experiences of such support. A second meeting will be held in each area before Easter 2004 and will focus on issues raised by the task and finish sub groups. Reports with the key ideas/experiences from the young people in each area will be prepared and details will be fed back to the appropriate groups.

3.45 Representatives from these regional groups will join the Overarching Group to help oversee the ongoing delivery of the Action Plan.

Overarching Steering Group

3.46 This group has met once, on 16 December 2003, in Llandrindod Wells, following the first cycle of meetings of the other groups. It is scheduled to meet again on 19 March 2004 following completion of the second cycle of meetings of the groups and the 'Progress Review' conference.

3.47 This group, which has strategic responsibilities and will make recommendations to the Minister for Education and Lifelong Learning in spring 2004, will continue to exist for the foreseeable future and will oversee the delivery of the Action Plan. By the summer it will include representation from the Young People's Advisory Groups.

3.48 At the first meeting the group considered its terms of reference; the emerging 14-19 Networks; the role and work of the task and finish groups (on which it received reports); the learning pathways matrix; an entitlement model and equal opportunities. Other discussion related to a range of issues including the interface with Key Stage 3 and transitional planning and the funding of ALL forms of accredited learning.

4. Other issues

Speaking engagements, conferences and visits

'Setting the Scene' Conference, Llandrindod Wells (5 September 2003)

North East Wales Education Exhibition, Llandudno (3 October 2003)

National Association of Headteachers (NAHT) Cymru Annual Conference

(12 September 2003)

ELWa 'Devolved Directions' for Lifelong Learning in Scotland and Wales

(16 September 2003)

SEAP/Future Skills Wales Seminar (18 September 2003)

Teaching Styles, Cardiff (25-26 September 2003)

Welsh Secondary Schools Association Conference, Llandrindod Wells

(7 October 2003)

Careers Cardiff and Vale Annual Conference (7 October 2003)

Education Partners Meeting (9 October 2003)

North East Wales Secondary Officers, Mold (13 October 2003)

National Union of Teachers (NUT) UK Annual Conference (14 October 2003)

ContinYou, Nottingham (31 October 2003)

Wrexham CCET, Wrexham (5 November 2003)

North Wales Vocational Education Support Group, Abergele

(5 November 2003)

Powys Headteachers, Builth Wells (6 November 2003)

Senior Curriculum Managers Network, Newtown (6 November 2003)

Curriculum Managers Wrexham (7 November 2003)

West Wales Careers Conference (12 November 2003)

DYSG Inclusion Learning Network, Llandinam (19 November 2003)

Conway Heads/Deputies, Colwyn Bay (20 November 2003)

ELWa West Wales Regional Committee (14 November 2004)

'Reaching Higher, Reaching Wider' National Conference, Llandrindod Wells (11 December 2003)

Flintshire Senior School Managers (8 January 2004)

Powys CCET (26 January 2004)

Wales Social Policy Unit (27 January 2004)

Children's Commissioner's Team (27 January 2004)

SNAP Cymru, Ystrad Mynach (30 January 2004)

Denbighshire 14-19 Group (6 February 2004)

SHA Conference 14-19 (10 February 2004)

Rural Partnership (12 February 2004)

Progress Review Conference, Llandrindod Wells (13 February 2004)

Newport 14-19 Network (17 February 2004)

DYSG Conference (24 February 2004)

ACCAC

All Task and Finish sub group meetings, Learning Pathways and Overarching Group meetings

Elwa-NC

Excellence in Cities, Crewe

Department for Education and Science

Pembrokeshire LEA

Aberdare Boys' Comprehensive School

Bryn Hafren Comprehensive School, Barry

Pen-y-Dre High School, Merthyr Tydfil

St Cyres School, Penarth

WJEC

Annex introduction

The following papers were developed as part of the work of the various groups taking forward the Action Plan.

Comments have been invited from partners across Wales on the papers.

Annex 1

14-19 Learning Pathways: An Entitlement model

Draft 2 (for discussion)

An Entitlement Model will:

- Offer more imaginative provision for 14-19 year olds within a growing range of pathways through the phase.
- Provide the foundation for lifelong learning in a framework across a wide range of learning opportunities and in the language of choice.
- Build on pre-14 achievement and guarantee appropriate degrees of breadth, depth and balance for

each learner.

- Recognise achievement within an assessment framework that is fit for the purpose.

It includes:

- A Continuum of Learning (or Core) - the essential learning for all young people in Wales from the age of 14-19, regardless of the learning pathway that a learner chooses to follow - that consists of the skills, knowledge, understanding, attitudes, values and experiences that they will need to prepare them for further learning, employment, personal fulfilment and their full contribution to our bilingual society.
- A wide choice of relevant options and greater flexibility to vary pathways according to interest and to develop generic skills in a system that gives parity of esteem to academic and vocational experiences and provides individual learning plans and guidance through different levels of accreditation.
- An entitlement to learning support.
- The availability of personal support when needed
- Opportunities for work-focused experience
- Impartial careers advice and guidance
- Learning opportunities encompassed within a single unified modular framework of qualifications, reflecting content, status and level, taken from age 14 through to adulthood but which are not age-related.
- Recognition of cultural diversity in a multicultural society.
- A commitment to the cross-cutting themes of equality of opportunity, social inclusion and sustainable development.

In which:

- Opportunities for breadth, depth and balance are provided over time.

Each learner develops a portfolio of achievement and experience within a balanced programme of study that offers accreditation at a sufficiently large number of levels to be inclusive.

Annex 2

Key Elements For Transforming 14-19 Learning In Wales

P	Essential element	Delivery	Who
A T H W A Y	Individually tailored learning pathway leading to appropriate accredited learning at the right level(s) at the right time for the learner to meet needs, aptitudes and interests and running from 14-19 and beyond	Individual learning setting/14-19 Network	Learning Coach Careers Adviser
	Wider choice of relevant options from a range of domains, and greater flexibility to vary speed and direction of pathway (Formal aspect)	Local Option Menu	14-19 Networks
	Learning gained from wide range of experiences and opportunities according to interest to develop key and wider essential skills	Option Menu Work Experience Community/voluntary experience	14-19 Networks (particularly YPP)
	(Core – or Continuum of Learning)	Activities/experiences outside lead learning setting	
	(Includes PSE and WRE)		
	(Non-formal and informal aspects)		
SUPPORT	Entitlement to learning support – opportunity to discuss learning and progress on regular basis, specific arrangement and of possible "clinic" availability (not necessarily the regular Learning Coach) - for all	Learning Coach support for all learners, though not necessarily on individual basis	Learning settings 14-19 Networks
	Availability of personal support when needed – self-referral or by agreement with learner, referral by someone else, e.g. for specific anger management/mediation work	Personal support networks with backup from specialist services	14-19 Networks
	Impartial careers advice and guidance	Careers Wales working with 14-19 Networks	Careers Wales 14-19 Networks

Learning Country: Learning Pathways 14-19 sets out the six key elements above which together provide a package which will enable all young people from 14-19 to have an individually tailored learning pathway which meets their needs, aptitudes and interests and which enables them to succeed and which provides the support mechanisms according to need to enable all young people to remain in appropriate learning past the age of 16.

Annex 3 – Possible balance of Learning Pathways

LEARNING PATHWAY FORMAL	Year 10	Year 11	Year 12	Year 13	Long term goals
-------------------------------	---------	---------	---------	---------	-----------------

Organised
programmes
leading to
recognised
qualifications

NON-FORMAL

Organised
programmes
leading to
accreditation but
outside the NQF

INFORMAL

Wider experiences
without
accreditation

Annex 4

Jan 2004

Learning Pathways 14-19: Implications for 14-19 Networks

The implementation of the full entitlement to learning pathways for all learners will be an incremental process over a number of years. The Assembly's Action Plan will be reviewed to reflect the practicalities of implementation, and local 14-19 Network Development Plans will reflect the pace and

priorities for implementation at a local authority in a national context. There will need to be some collaboration cross border to reflect access for learners situated on the borders of local authority areas including those with England and to secure access to some less readily available options.

This paper sets out some ideas about the relative responsibilities of 14-19 Networks and lead learning settings when the transformation of 14-19 provision is rolled out.

Responsibilities of 14-19 networks to provide choice, flexibility and opportunity

Local option menus developed in collaboration across the 14-19 Network area (and where appropriate across local authority boundaries) should include programmes in each of the following domains:

- Maths, science, all aspects of technology
- Business and management
- Services to people
- Creative arts
- Humanities and languages

To provide appropriate choice and flexibility for learners, and to recognise and accommodate different learning styles the network will provide general and applied programme options within each of these domains.

An individual's learning pathway would need to include:

- the statutory national curriculum requirements for 14-16 year olds (the KS4 review is currently being carried out by ACCAC and will incorporate these proposals)
- a choice of programmes from above domains depending on individual aspirations, aptitudes, learning styles and interests (there would be no requirement to take from each, or any other prescribed combination but there will still be some issues of balance, particularly 14-16, and guidance might help both the student and the coach) – the learning coach would have a major role in discussing individual combinations to ensure the choice would enable the learner to achieve their personal goals)
- opportunities for all learners to follow an applied option
- opportunities for accredited experiences outside the formal programmes
- opportunities for a range of informal experience to develop skills and confidence

The local 14-19 Network should play a key role in making a range of core/continuum of learning opportunities available (with YPP) to fulfil the last two bullet points.

Responsibilities of lead learning settings (where learner is registered for main aspects of learning)

All learners need an identified lead learning setting which assumes the lead responsibility for a learner, even when they may be getting provision from a number of different settings.

For the vast majority of 14-16 year olds the lead learning setting is likely to be a school, and the school would retain the lead responsibility. The network needs to ensure that protocols are in place to assign a lead learning setting to each individual learner. The lead learning setting will take responsibility for oversight of the planning and access to the individual's learning pathway and for monitoring progress.

The lead learning setting will be responsible for:

- planning and designing and monitoring the individual's learning pathway
- making available the information on the range of activities and programmes available through the 14-19 Network Option Menu
- securing access to an appropriate range of options from the local option menu to enable an individually tailored learning pathway including the aspects listed above to meet learner need for individual learners for whom it has lead responsibility
- ensuring recognition of learner success through appropriate qualifications at the right level(s) and at the right time for the learner; value success in formal and non-formal learning (e.g. through the progress file); recording and accumulating credit; support and tracking and monitoring and evaluating progress.
- ensuring the availability of learning coach and personal support according to the guidance currently being developed (subject of work by separate task and finish groups)

Annex 5

Learning Coach Discussion Paper

Targets

- To ensure, through the establishment of a network of professionally trained learning coaches, that every young person aged 14-19 has access to learning coach support focussed on removing barriers to individual learning both within the learning setting and outside
- To complement and extend the existing teaching and pastoral staff roles

- To assist in negotiating and brokering a learning pathway to support accelerated progress in achieving higher attainment and reducing the overall incidence of truancy, exclusions and other barriers to learning
- To ensure an accredited qualification for the learning coach role

Basic learning coach support mechanisms

- Will be co-ordinated locally through the 14-19 Network
- Are needed for those in educational institutions, the disengaged, those from black and minority ethnic groups, learners with special educational needs
- Will recognise the importance of improving the students ability to learn and may be supported through electronic communication systems

Skills and knowledge set of the learning coach

- To coach, guide, mentor and advise students in a positive and impartial manner
- The ability to relate to young people
- The ability to read and interpret situations
- Awareness of how (s)he fits into the academic and pastoral system of the institution and, where appropriate, the needs of the young person outside the learning setting
- Ability to adopt a learner-centred approach that recognises the importance of improving the students ability to learn
- An understanding of the range of learning styles and how learners learn
- The ability to work within networks

Range of professionals who may have the skills and knowledge set

- Could include teachers, careers service staff, youth workers, those with social work training, counsellors
- Others from outside the education/social services able to demonstrate the skills and knowledge set (above)
- Will be qualified to at least a minimum of NVQ level 3

Supporting the diverse needs of learners

- With a team of coaches based inside and outside educational institutions
- With entitlement for a young person reflecting individual need
- With availability beyond the 'school day', including holiday periods, in an accessible location

- With the opportunity for regular liaison with parents/carers and outside agencies, as necessary

Systems for tracking learners

- Definite objectives with regular review, negotiated with the learner
- Strong monitoring and evaluation systems with well organised records
- Clearly defined role for the learning coach with effective systems of referral to him/her and access to other organisations
- Incorporating systems and procedures identified through YPP activity

Generic learning coach qualification

- Will be available in a variety of forms
- Will include training in an understanding of barriers to achievement and how to overcome them

Recommendations for capacity study to be undertaken during 2004/5

- An entitlement for all but to be targeted to those most in need
- Integration of the role with other school/college systems and systems for those outside learning systems, enhancing provision
- Caseloads to be manageable
- Role to be shaped to help young people overcome barriers to achievement

Supplementing face-to-face support

- through electronic communication, including email, text messaging and the internet

Involving young people in the development and evaluation

- through the Young People's Advisory Groups and Overarching Group representation through schools councils and focus group activities

Annex 6

Learning Coach Delivery Model

(Routes to the Learning Coach)

The suggested years for delivery are in line with current schools/college 14-19 model but can be applied to any learning situation across the 14-19 continuum of learning.

TIME SLOT

YEAR 9/11/13

YEAR 10/12

(or any progression point)

(Maintenance years)

AUTUMN
TERM

Introduction to Learning Coach during PSE/form tutor time to outline role of Learning Coach and availability to them (in terms of minimum entitlement, sessions and venues). Drop in sessions for young people; twilight sessions available for young people or parents/ guardians/ carers (ROUTE 1); referral by professionals or parents /guardians / carers also available (ROUTE 2).

Every young person entitled to 1 structured interview with Learning Coach to carry out progress check on learning pathway.

Drop in sessions for young people; twilight sessions available for young people or parents/ guardians/ carers (ROUTE 1); referral by professionals or parents/ guardians/ carers also available (ROUTE 2).

SPRING
TERM

Every young person entitled to 1 structured interview (ROUTE 3) with Learning Coach to carry out personal SWOT analysis and identify pathway. (To run in conjunction with school option choice/careers programme and Careers Adviser). Linked to ongoing program of taster sessions with other providers such as other schools/ local FE college/private providers. Drop in sessions for young people; twilight sessions available for young people or parents/ guardians/ carers (ROUTE 1); referral by professionals or parents/ guardians/ carers also available (ROUTE 2).

Drop in sessions for young people; twilight sessions available for young people or parents/ guardians/ carers (ROUTE 1); referral by professionals or parents/ guardians/ carers also available (ROUTE 2).

SUMMER
TERM

Every young person entitled to 1 structured interview with Learning Coach. Taster sessions with other providers are evaluated to confirm pathway. Drop in sessions for young people; twilight sessions available for young people or parents /guardians/ carers (ROUTE 1); referral by professionals or parents/ guardians/ carers also available (ROUTE 2).

Every young person entitled to 1 structured interview with Learning Coach to carry out progress check on learning pathway. Drop in sessions for young people; twilight sessions available for young people or parents/ guardians/ carers(ROUTE 1); referral by professionals or parents/ guardians/ carers also available (ROUTE 2).

ROUTE 1

A 'drop-in' advice point would operate during week times such as Breakfast clubs, lunch times and after school clubs.

These could operate in conjunction with other after school clubs/community initiatives and be part of the support provided by the Out of Hours Prospectus of Learning.

This will also link to other support initiatives such as Careers Wales Online/text/email messaging service especially for those lost to the system, i.e. not in school/college/

learning or training environment.

ROUTE 2

Formal referral route referrers could be from the following:-

- Subject teachers }through
- Form Tutors }pastoral/
- Education Welfare Officer }inclusion
- Head of Year }team
- Parents/Guardians

This referral point would identify possible 'lost children' who could be from the following possible definition e.g.

- A young person who has chosen an inappropriate pathway
- A reluctant learner
- A young person presenting potential disengagement
- A young person who presents themselves as disengaging from the curriculum

ROUTE 3

Structured intervention delivered at appointed progression opportunities

Annex 7

Personal Support Discussion Paper

Definition.

All young people in Wales (aged 14-19) will be entitled to access personal support to assist them to overcome barriers which might restrict their ability to achieve their full potential.

This will include:

- Access to high quality impartial information on a range of issues relevant to their lives and in a format that they can easily understand;
- Assistance for young people to develop skills in accessing, retrieving and using information

effectively for them to make realistic and well informed decisions throughout their lives;

- Access to advice, guidance and support services that are responsive to the needs of young people.

Features of personal support for young people.

- To help them to access information, advice, guidance, development opportunities and other support that they need to build self-esteem and confidence;
- Enables them to raise, with a skilled and interested person, issues of personal concern e.g. bullying, relationship problems, health issues;
- Provides the opportunity for a referral by a learning provider or parent of a young person for support on personal issues;
- Enables them to be referred to professionals best placed to meet the need identified e.g. contraception, anger management, counselling, mental health support.

Features of personal support for organisations.

- The agencies supporting young people provide a cohesive approach to personal support;
- Agencies develop an agreement on how young people will be informed and trained to access their personal support;
- Agreed protocols are developed for sharing information where a young person needs additional support from (an)other agency/agencies;
- Appropriate skills training is provided for staff within agencies working with young people
- Opportunities are provided for statutory agencies to establish and maintain links between the major national and local policy initiatives that have an impact on young people.

Roles and responsibilities of those working with young people on personal support issues.

- To have an understanding of the inter-connected nature of young people' issues;
- To support young people in terms of confidentiality (other than with the young person's permission or where child protection or community safety procedures apply);
- To offer non-judgemental responses.

The conditions required for the creation of collaborative trust.

- A readiness to trust;
- An acceptance of the interdependence and interests of the parties;

An understanding of the amount of power and influence vested in each party involved in supporting young people;

Glossary

CCET Community Consortia for Education and Training

DfTE Department for Training and Education

ESP Education Strategic Plan

ELWa- NC Education and Learning Wales- National Council

LEA Local Education Authority

NgFL Cymru National Grid for Learning, Cymru

RSNP Regional Statement of Needs and Priorities

YAPP Youth and Pupil Participation

YPP Young People's Partnership