

Joint IoE/LPUK Seminar

**Destinations: raising participation
and the use of data**



Leading education
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Institute of Education
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Wolf Review of Vocational Education

- Wolf Review made it very clear that “our system has no business ... steering...16 year olds into programmes which are effectively dead-end. Any young person’s programme of study, whether ‘academic’ or ‘vocational’ should provide for labour market and educational progress on a wide front, whether immediately or later in life.’

Wide-ranging 16-19 reform to focus on progression and destinations

- Study Programmes
- A level reforms
- VQ reforms
- Tables reforms
- Destination Measures
- 16-19 Interim Minimum Standards

16-19 Study Programmes

Aim: for 16-19 year olds to study coherent, well thought out programmes which offer them breadth and depth and do not limit their options for future study or work.

Programmes should:

- be tailored to meet the needs of individual students.
- include a mix of qualification-led and non-qualification activity.
- not narrow a young person's options in terms of future learning or employment

In general we would expect students to:

- Take at least one qualification of substantial size with rigorous assessment and good progression opportunities.
- Be engaged in other support activity, e.g. tutorial time, study skills and, particularly for low attaining students, personal and social development.
- Engage in meaningful work experience, as appropriate, to meet the needs and ambitions of pupils.
- Continue with English and maths if they have not achieved GCSE A*-C at age 16.

A Level Reform

- A levels will be linear with all assessment at the end of two years; the AS will be de-coupled from the A level; and HE will become more involved in advising on A level content
- Awarding organisations will develop new A levels, drawing on the expertise of university academics, including advice from the Russell Group advisory body
- The Russell Group will also play a key role in an annual post-exam review process
- The first new A levels will be developed for first teaching from September 2015

16-19 VQ Reform:

Level 3 courses taken in schools and colleges

Consultation launched 7 March; closed 10 May.

Key proposals:

- Establish a process and set of characteristics by which qualifications could be judged for inclusion in reformed performance tables;
- Introduce two separate categories of vocational qualification – ‘*Applied General*’ and ‘*Occupational*’ - that will need to meet pre-defined standards to be included in future performance tables, alongside academic qualifications.
 - **Applied General:** For those who wish to continue their general education and learn in an applied way.
 - **Occupational:** For those who have a clear idea about an occupation they want to pursue and are ready to specialise.
- The distinction between Applied General and Occupational qualifications will help students identify where a qualification it is likely to lead.
- Interim list of qualifications to be included in 2016 performance tables due November 2013 for teaching in September 2014; fully reformed list of qualifications due November 2015 for teaching in September 2016.
- <http://www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/otherqualifications/a00222542/vocational-qualifications-16-19-year-olds>

Tables Reform

- 2013 Statement of Intent being prepared for publication in June
- 2013 KS5 Tables are likely to completely separate out A level, all academic, and vocational qualifications completely
- We are looking at how we show the performance of institutions that have a high number of students following mixed programmes

Destination Measures

- Education Destination Measures were published for the first time on 17th July 2012. The Measures show the percentage of students continuing their education in school, Further Education or 6th form college or Higher Education institution, and the percentage training through an apprenticeship or work-based learning
- We are currently developing the Destination Measures for publication in June 2013. **Subject to data testing and evaluation**, we aim to:
 - Include education **and employment** destinations for both KS4 and KS5 students;
 - Provide data based on the characteristics of students, including gender, ethnicity, eligibility for Free School Meals, and, for KS4 students, Special Educational Needs;
 - Publish the KS4 education destinations data on the Performance Tables website following a pupil level data sharing exercise.

16-19 Interim Minimum Standards

- We announced 16-19 interim minimum standards in November
- For the first time all school sixth forms and colleges are subject to the same standard at level 3
- A school sixth form or college will be seen as underperforming if its performance table results show that:
 - Fewer than 40% of students achieve the number of points per entry in vocational qualifications set equal to the 5th percentile of providers nationally ; or
 - Fewer than 40% of students achieve the number of points per entry in A levels and other academic qualifications set equal to the 5th percentile of providers nationally.

Use of data to promote progression

- “All the providers had a clear understanding of their strengths and weaknesses through effective use of performance data and other information.”
- “In the colleges visited, the spur to action was good management information, particularly relating to learners’ performance. Good management information was clear, accurate, authentic, available and timely. The improving and high-performing colleges used such information effectively to challenge, motivate and make changes. It gave these colleges confidence, self-belief and knowledge about themselves and their learners, and it was the basis for robust and accurate self-assessment.”
- LPUK data can help schools and colleges ensure they are using their data as effectively as the best institutions to raise performance and know where to target interventions