

Education & Training 2010:

2009 report on the UK's progress towards the Lisbon Objectives

A note on devolution within the UK:

In the United Kingdom responsibility for education is devolved to Scotland, Wales and Northern Ireland. Each of the Devolved Administrations (DAs) has its own approach, which is best understood as a distinct system and not as a minor variation on the English model. In this report we have divided the questions in to separate sections for each administration.

Chapter 1: Key competences for lifelong learning as part of coherent and comprehensive lifelong learning strategies

1.11 Ways provision for Key Competences has been developed since 2006.

England

In England provision for the key competences in schools is incorporated in the national curriculum. The national curriculum consists of the core subjects of English, maths and science; together with the foundation subjects of design and technology, Information and Communication Technology (ICT), history, geography, modern foreign languages, art and design, music, PE and citizenship. The Curriculum is flexible and allows teachers the freedom to set suitable learning challenges. In 2005, the Qualifications and Curriculum Authority (QCA) were asked to review the secondary curriculum in order to:

- reduce prescription over subject content;
- improve coherence by highlighting connections between subjects and drawing out cross-curriculum themes;
- personalise learning by creating time for catch up in English, maths and ICT – the functional skills – and creating space for pupils to pursue particular interests and aspirations in more depth;
- generate a new focus on personal attributes and skills for life, learning and work; and,
- professionalise assessment at Key Stage 3.

The new programmes of study for curriculum subjects at Key Stages 3 and 4 were launched in September 2007. The new curriculum began rolling out in secondary schools in September 2008. The English national curriculum can be found at: www.curriculum.qca.org.uk .

Vocational qualifications are developed jointly by awarding bodies and Sector Skills Councils (SSCs), and approved by SSCs, before being put onto the Qualifications and Curriculum Framework (QCF). This should ensure they contain the competences that employers need.

Other key developments include:

- continuing reform of the 14-19 phase of education, including the reform of GCSEs, the new Diploma (see Chapter 3), Apprenticeships and the Foundation Learning Tier (see chapter 1.3);
- a new Functional Skills qualification, focusing on the core elements of English, maths and ITC needed for success in further learning, in employment and in adult life more generally;
- Lord Dearing's Language review was published in 2007, and made a number of recommendations to address the falling number of pupils studying languages at Key Stage 4. The review can be found at: <http://www.teachernet.gov.uk/docbank/index.cfm?id=11124> . Following the review we have made a range of changes, including:
 - making languages a part of the statutory Key Stage 3 curriculum from September 2011;
 - allowing schools to teach any major European or world language at Key Stage 3 from September 2008. Previously they had to offer a working language of the European Union.
- we have announced our intention to make Personal, Social, Health and Economic (PSHE) education compulsory. Following the publication of the Macdonald review in April 2009, there is currently a public consultation on the principle of whether PSHE education should be made compulsory, as well as on the changes to the programmes of study;
- we have legislated the right for adults to basic and intermediate skills, giving adults a second chance to gain the skills they need to thrive in society and throughout their working lives (See Chapter 1.4); and,
- *The Learning Revolution White Paper*, published March 2009, sets the English strategy for informal adult learning, with ownership across key Government departments. The commitments in the White paper will widen participation, open up access to new places and spaces for learning, encourage and support self organised learning, and harness the benefits of technology and broadcasting.

Scotland

In Scotland all subjects and areas of the Curriculum have undergone significant review as part of the Curriculum for Excellence reforms, which aim to create a coherent, more flexible and enriched curriculum from 3 – 18, focused on the needs of the child and young person. Guidance for teachers, in

the form of Experiences and Outcomes at different levels from early through to fourth, was published for all curricular areas on 2 April 2009 – see www.ltscotland.org.uk/curriculumforexcellence.index.asp for more details - and schools will begin to implement in the new curriculum in full in August 2009, following engagement, trialling and exemplification work in 08/09.

The new guidance complements the Scottish Government's lifelong skills strategy, 'Skills for Scotland', published in September 2007, and the new Early Years Framework, published in January 2009, to create a coherent framework for the development of key competences for lifelong learning from 3-18 and beyond.

Wales

In Wales, functional skills are being embedded into the teaching and assessment of GCSEs in English, Welsh, ICT and Mathematics from September 2010. This increased focus aims to provide a better guarantee that young people attaining high grades in these GCSEs, grade C or better, have effective capability in the relevant skills. In addition, new skills qualifications are being introduced in Wales from September 2010. They are based on the current basic and key skills which are being combined into one set of standards, called Essential Skills Cymru.

In summary, revised GCSEs will develop and assess young peoples' skills within the context of the GCSE subject, and be assessed through both internal and external assessment. The new Essential Skills Cymru qualifications will accredit candidates' abilities in applying these skills in different contexts and be assessed through portfolio.

The revised curriculum in Wales is designed to develop learning ICT skills to high levels and provide learners with opportunities to develop and apply those skills across the curriculum. The programme of Study for ICT emphasises the importance of health, safety and responsibly. A skills Framework has been developed in order to provide guidance about continuity and progression in ICT (and developing thinking, communication and numeracy) for learners from 3 to 19.

In Wales social and civic competence and cultural awareness and expression are embedded across the curriculum and in the Framework for Personal and Social Education (PSE). PSE is also a compulsory component of the Welsh Baccalaureate Qualification, which is being rolled-out across the 14-19 phase of learning in Wales

In Wales, an Enterprise activity is a compulsory component of the Core of the Welsh Baccalaureate Qualification

1.2 How the key competences are contained in the curriculum

England

In schools the national curriculum sets out the core subjects studied by all students (See Chapter 1.1). Vocational qualifications are developed jointly by awarding bodies and SSCs before being entered on the Qualifications and Curriculum Framework (QCF). This ensures that they include the high level competences required by employers.

Mother Tongue

English is a compulsory part of the national curriculum for all 5 to 16 year-olds. A Foundation Learning Tier is also being developed to support students studying English at a lower level (see chapter 1.3).

Foreign Languages

In England and Wales, a modern foreign language is compulsory for 11-14 year-olds (Key Stage 3). Since September 2008, schools in England and Wales can offer any major world or European language. Languages will be compulsory for 7-11 year olds (Key Stage 2) in England from 2011. For 14-16 year-olds (Key Stage 4) languages are not statutory, but there is a statutory entitlement, which means that schools must offer the opportunity to learn a language to all pupils who wish to do so.

Maths, science and technology

Maths and science are core subjects in both the primary and secondary curriculum with all pupils being legally required to study these subjects from age 5 to 16. It provides children with the broad mathematical and scientific knowledge, skills and understanding that they will need to deal with opportunities, responsibilities and experiences of adult life. Design and Technology is a foundation subject which all pupils are expected to study from age 5 to 14. They then have the option to continue to study this subject further to the age of 16.

Digital competence

In England, Information and Communications Technology (ICT) is statutory for pupils aged 5 to 16. It can either be taught discretely or through other subjects in the national curriculum. The ICT curriculum recognises the need to prepare pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils should also have the opportunity to use ICT in other subjects and areas of learning with contexts that are relevant and interesting to them.

Learning to Learn

In England, Learning to learn is incorporated in the Personal Learning and Thinking Skills framework in the curriculum (See section 1.6)

Social and civic competence and cultural awareness and expression

In England, Social and civic competence and Cultural awareness and expression are combined in the curriculum through Personal, Social, Health and Economic (PSHE) education and Citizenship education (see Chapter 1.6).

Cultural awareness and expression is a part of citizenship which has been a compulsory part of the National Curriculum in secondary schools since 2002. In primary schools citizenship is a part of a joint non-statutory framework for Citizenship and Personal Social and Health education introduced in 2000.

In vocational education and training, it is the decision of individual learning providers to deliver citizenship courses. LSIS have a support programme for colleges which teach citizenship or chose to embed it in their existing programmes. This is successful and covers a wide range of challenging issues for learners.

Initiative taking and entrepreneurship

Initiative taking and entrepreneurship is incorporated into the curriculum for all ages and forms a key part of the framework for Economic Wellbeing which is part of the PSHE curriculum. In the new secondary curriculum, the enterprise cross curriculum dimension helps learners understand enterprise and develop entrepreneurial characteristics. They have opportunities across the curriculum to take personal responsibility for their own action through an enterprise process. The new Diploma qualifications have an enterprise element. The Learning and Skills Improvement Service (LSIS) offer a cross curricula resource available for vocational and college settings.

Scotland

In Scotland all of these competences are covered by the new Experiences and Outcomes which make up the new 3-18 curriculum. Experiences and Outcomes have been published, following extensive engagement with and trialling by the education community in the following areas:

- health and wellbeing across learning;
- literacy across learning;
- numeracy across learning;
- expressive arts;
- health and wellbeing;
- languages;
- mathematics;
- religious and moral education;
- sciences;
- social studies;
- technologies.

Cross-cutting areas which permeate the above curricular areas include education for citizenship, education for sustainable development, international education and education for enterprise.

Wales

Wales has its own national curriculum for schools, which can be found at:

<http://new.wales.gov.uk/topics/educationandskills/curriculumassessment/?jsessionid=T8fSJ4PQ7M12Xlw86qHlftnnZtcvw5CTsV7dPpcYmZy1xv7xpMX!2101391267?lang=en>

The native language of Wales is Welsh, which is spoken by over 20% of the population including 40% of children aged 15 and under. There is a revised curriculum for Wales for ages 3 to 16. The 'Curriculum Cymreig' mandates that all pupils in mainstream schools in Wales study Welsh (either as a first or a second language) for 12 years, from the ages of 5 to 16. A Legislative Competency Order has been laid in the National Assembly asking for the right to legislate on the Welsh language to be transferred from the UK Parliament to the National Assembly for Wales. If successful, this will enable both Welsh and English to be confirmed as official languages in Wales.

The study of at least one modern foreign language is a mandatory element of the National Curriculum for all 11-14 year olds in Wales. There are opportunities for young people to continue with language learning beyond the age of 14. For example, the Welsh Baccalaureate Qualification, provided for 14-19 year olds, includes a compulsory language module. In addition, the Welsh Assembly Government is supporting development work in primary schools with the aim of extending opportunities for all schools to offer a modern foreign language for pupils aged 7-11 years on a non statutory basis. The Welsh Assembly Government is currently consulting on a refreshed national modern foreign languages strategy "Making Languages Count". A copy of the strategy can be accessed through the following link <http://wales.gov.uk/consultations/education/makinglanguagescount/>.

ICT is holistic and integral in the Foundation Phase (3 to 7 year-olds) and a key requirement of the National Curriculum (7 to 16) and Skills Framework (3 to 19). The ICT Key Skill is also a requirement of the Core of the Welsh Baccalaureate Qualification.

Social and civic competence and Cultural awareness and expression are embedded across the curriculum and in the Framework for Personal and Social Education (PSE). PSE is also a compulsory component of the Welsh Baccalaureate Qualification, which is being rolled-out across the 14-19 phase of learning in Wales.

In Wales, an Enterprise activity is a compulsory component of the Core of the Welsh Baccalaureate Qualification. The Key Skills in Problem Solving and Improving Own Learning and Performance will remain and are compulsory within the Core of the Welsh Baccalaureate Qualification

The Welsh Baccalaureate Qualification, which allows general, applied and vocational qualifications to be used in combination, also has a compulsory Core under which all learners must develop a range of generic skills (including all 6 Key Skills/ Essential Skills Cymru), PSE and Work Related Education

1.3 Supporting schools and teachers to ensure that all young people develop the key competences to a level that equips them for adult life.

England

England legislated in 2008 to raise the participation age to 17 by 2013 and to 18 by 2015. To ensure that all young people can be engaged and motivated, we have continued to develop four main learning routes: Apprenticeships; the new Diploma; reformed and strengthened GCSE and A-Levels; and, the Foundation Learning Tier.

The introduction of the Foundation Learning Tier will make it easier for learners to understand the routes and qualifications on offer at entry level and level 1. Its flexible learning routes are designed to make sure learners gain all the essential knowledge and skills for the next stage of their learning and for employment.

To ensure learning materials are relevant and up to date, a range of stakeholders is involved in qualification development. For example, for each of the new Diploma qualifications a Diploma Development Partnership has brought together employers, higher education, learning providers and subject bodies. Teachers are being supported to deliver these courses, initially through specific training courses. In the longer term they will be an integral part of initial teacher training and Continuing Professional Development (CPD).

Particular groups, such as the educationally disadvantaged, need additional learning support to succeed. We have published a strategy and toolkit for reducing the proportion of young people who are not in education, employment or training (NEET). It includes initiatives such as the September Guarantee, which aims to offer every young person leaving school a suitable offer of a place to continue in learning, and fast tracking to the additional support available through the New Deal for 18 year olds who have spent a period NEET. We are continuing to refine the strategy to support young people during the economic downturn, including through the announcement of £655m of additional funding in Budget 2009 that will create 54,500 additional learning places this year and next.

We have also focussed on better learning support for young people with learning difficulties and/or disabilities (LLDD). For example, the Learning and Skills Improvement Service has developed an on-line toolkit "Supporting learners to succeed" www.teachingandlearning.gia.org.uk/tlp/psp/index.html. And we have launched "Getting a life" project. This will spread good practice from a number of local projects aimed at improving progression of LLDD learners into employment.

English Acquisition

In England, it is the Government's policy to encourage rapid English language acquisition. Developing a strong understanding and confident use of English early on is key to the successful integration of new arrivals into the education system, and the wider community. Newly arrived pupils are usually given additional help in learning English by specialist English as an Additional Language (EAL) teachers or by bilingual classroom assistants.

Ethnic Minorities

In England Local Authorities (LAs) receive ring-fenced funding through the Ethnic Minority Achievement Grant (EMAG). The grant has two purposes: (i) it allows LA strategic managers and schools to bring about whole school change in narrowing achievement gaps for Black and minority ethnic pupils which in turn ensures equality of outcomes; and (ii) it covers some of the costs of the additional support to meet the specific needs of bilingual learners and underachieving pupils. In 2009-10, the grant totalled £197.6 million and will continue to rise to £207 million by 2010-11.

Scotland

In Scotland Curriculum for Excellence is about transforming life chances by providing a framework for all young people to develop skills for learning, skills for life and skills for work. It is about providing a better quality of learning and teaching, improving literacy and numeracy skills, enabling all children and young people to engage in a way which maximises their opportunities for increased attainment and achievement. The Experiences and Outcomes provide clarity by providing a fleshed out picture of what the 4 capacities – "To enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors" - look like in each curriculum area. They provide a broad general education for all learners and will act together to support a coherent set of outcomes for all learners in Scotland. They signpost progression in learning and set challenging standards which will help every child and young person to achieve to the best of their abilities.

1.4 Progress towards ensuring that all adults have opportunities to develop and update their key competences

England

The New Opportunities White Paper commits to ensuring that young people not in education, employment or training have the right support & incentives to move off benefits and inactivity into education, training or work. We are taking action by raising participation age for education and training to 18, rescued and expanded apprenticeships, introduced 14-19 diplomas, and spending £175m on entry to employment in 2008-9.

To ensure all adults have the opportunity to develop and update their key competences, England has guaranteed:

- full funding for any adult who needs Skills for Life (literacy and numeracy up to Level 2);
- full funding for any adult who needs a first full level 2;
- full funding for first full level 3 courses for all adults aged 19-25;
- subsidised training at level 3 (subsidy in 08/09: 57.5% of course cost) for other employees.

The adult apprenticeship programme is also being expanded (see Chapter 3)

1.41 Current adult target groups and the specific provisions put in place for them

Whilst, through Skills for Life, funding is available for all learners who lack literacy and numeracy below Level 2, England is additionally targeting people who are unemployed and on benefits; low-skilled adults in employment; offenders in custody and those supervised in the community and other groups at risk of social exclusion.

a. People who are unemployed and on benefits

In England, the Employability Skills Programme (ESP) supports the unemployed. As well as addressing literacy, language and numeracy needs, ESP provides employability qualifications, job-search support and work experience. To complement existing training provision, including full qualifications, there is extra support for an additional 40,000 people under notice of redundancy or newly unemployed, to help them retrain and develop their employability skills so that they can move back into employment. As part of the new offer for people reaching 6 months of unemployment, there are an additional 75,000 new work-focused training opportunities to help them significantly increase their skills in order to enter work. An additional investment was announced in the 2009 Budget to help young adults (aged 18 to 24), approaching 12 months unemployment to acquire the skills at all levels, or get the experience they need in sectors with strong future demand.

b. Low-skilled adults in employment

Train to Gain supports employers in England to help employees access embedded literacy, numeracy or language training. Employees can also pursue a discreet Skills for Life programme. We are currently supporting providers to develop provision that is more responsive to both learner and employer needs, including:

- increasing the amount of provision delivered on employers' premises;
- exploring what more can be made of 'blended learning', whereby a mixture of learning approaches are used – such as classroom based, independent and e-learning;
- developing provision that is contextualised to what employees and employers need; and,
- developing 'roll-on roll-off' provision so that individuals can enrol at any time of the year.

English for Speakers of Other Languages (ESOL) supports language learning for people whose mother tongue is not English. 'ESOL for Work' qualifications, designed to offer a job-focused, more practical approach to English-language skills, are available nationally. These courses are jointly funded by Government and Employers.

c. Offenders in custody and those supervised in the community

England is introducing a new core curriculum for offender learning in August 2009, focused on employability and delivering literacy, language, and numeracy skills in preparation for work and vocational training. The core curriculum will bolster transition, enabling offenders who commence learning in one prison to continue that learning as they move through the system and continue with colleges or providers after release. This will be supported by a new data system that will enable instant availability of learning records on transfer

d. Other groups at risk of social exclusion

In England, the Learning and Skills Council (LSC) is running the 'Get On' marketing campaign with a particular focus on raising the demand for numeracy among priority groups. The campaign will be extended to ensure publicity is available in a wider range of locations and a new strand of the campaign will be targeted specifically at Black and minority ethnic groups

Family Literacy, Language and Numeracy (FLLN) provision is focused on the most disadvantaged local authority wards and is targeted at people who are often low skilled and furthest from the labour market.

FLLN programmes aim to raise the literacy, language and numeracy skills of both parents/carers and their children, leading to qualifications where appropriate.

Family Learning Impact Funding (FLIF) supports a number of priorities including literacy and numeracy targets and cross-cutting areas linked to the social inclusion agenda and a focus on deprived communities. Areas of focus include: numeracy and personal financial capability and better progression from less formal wider family learning programmes to more structured family literacy, language and numeracy provision.

The UK has committed to providing Armed Forces Service Leavers, who have completed six years full time service, with access to a fully funded first full level 3 or a first higher education.

Scotland

'Skills for Scotland: A Lifelong Skills Strategy', published in September 2007, provides a new agenda for skills and learning in Scotland. Covering early years provision, schools, further and higher education, work related learning and informal learning opportunities, as well as looking at information, advice and guidance – it outlines our aims, ambitions and plans for making Scotland's skills base truly world class, ensuring we develop the skills required for the 21st Century.

In February 2009 we published the Skills for Scotland Update as a web publication on the Scottish Government's main site. When the skills strategy was launched three major areas were identified in which the government wanted to effect change: a focus on individual development, a response to the needs of the economy and the demand of employers, and the creation of cohesive structures. Significant progress has been made on all three areas and this progress can all be found in the February 2009 Skills for Scotland Update.

Wales

In Wales, the ReAct scheme offers the support of a training grant and wage subsidy to help redundant individuals to train for a new job and for an employer to take on and train someone who has been declared redundant. The Welsh Assembly Government also supports the Skillbuild programme, which provides training for unemployed adults and young people, raising skill levels and tackling the barriers that prevent people from entering the labour market. Recently these programmes have been expanded to assist more people during the economic downturn.

In Wales, the Employer Pledge has been developed as part of the Welsh Assembly Government's all-age basic skills strategy "Words Talk, Numbers Count", to reduce the substantial number of adults in Wales with poor literacy and/or numeracy skills. The Pledge is intended for all private and public sector companies and organisations, whatever their size. Signing the Pledge demonstrates their commitment to improving the literacy, language and numeracy of their workforce. Support is given to the company by the workplace team and/or local basic skills providers who hold the Basic Skills Post-16 Quality Mark. Once signed, the company needs to produce an action plan identifying how they will raise awareness of basic skills, identify/map skill requirements and levels for particular jobs, embed good practice in their procedures and offer learning (usually in the workplace) to enable employees to improve their skills. Grants are available to do this within the guidelines set out and up to a maximum of £5000 (usually); these complement and supplement mainstream funding for basic skills.

1.42 National data on the participation of adults in provision designed to develop their key competences

England

England is on track to achieve the basic skills targets, with around 215,000 literacy level 1 achievements and 84,000 numeracy entry level 3 achievements in 2006/07 (data from the Individual Learner Record). The PSA target between 2008 and 2011 is for:

- 597,000 people of working age to achieve a first level 1 or above literacy qualification; and
- 390,000 to achieve a first entry level 3 or above numeracy qualification.

The proportion of working age adults qualified to at least level 2 has increased from 65% (Q4 2001) to

71.2% (Q4 2008) or 21.1 million people from a population of 29.8 million (data from the Labour Force Survey). The PSA target is for 79% of working age adults to be qualified to at least Level 2 by 2011.

The proportion of working age adults qualified to at least level 3 has increased from 44.7% (Q4 2001) to 50.8% (Q4 2008) or 15.0 million people from a population of 29.8 million (data from the Labour Force Survey). The PSA target is for 56% of working age adults qualified to at least Level 3 by 2011.

The proportion of working age adults qualified to at least level 4 has increased from 25.2% (Q4 2001) to 31.2% (Q4 2008) or 9.2 million people from a population of 29.8 million (data from the Labour Force Survey). We have an interim indicator of 32% by 2011.

Wales

Wales, unlike England, does not have PSA targets. Wales' strategy for Lifelong Learning set the following targets:

- The percentage of working age adults with level 1 or above basic skills in literacy to be 80% by 2010;
- The percentage of working age adults with level 1 or above basic skills in numeracy to be 55% by 2010.
- "Words Talk, Numbers Count" – Wales Basic Skills Strategy to 2010 (http://wales.gov.uk/topics/educationandskills/publications/circulars/words_talk?lang=en) has the following fundamental aims:
 - all young children should be prepared for learning when they begin school;
 - the number of children leaving primary school struggling over reading, writing and the use of number should be further reduced;
 - fewer young people should leave compulsory education still struggling with basic skills; and
 - the number of adults with poor basic skills should be diminished significantly.

The strategy also has indicators on the numbers of adults starting courses in literacy, numeracy, ESOL. The Welsh Assembly Government is currently developing new Performance Indicators and Targets across a range of lifelong learning areas, which may include participation of adults in key competence provision.

1.5 How we have developed teacher training to ensure that teachers are equipped to implement a competence-based approach

England

Initial teacher training (ITT)

From the early 1990s England has been following a competence based approach within teacher education and training. The current framework of professional standards for teachers reinforces this approach. This is founded on a set of clear standards that all trainee teachers in England, regardless of their programme of ITT must demonstrate before they can be recommended for the award of QTS. These standards are available at www.tda.gov.uk/qts.

The Government outlined in *Success for All: Reforming Further Education and Training, November 2002* its commitment to help colleges to increase the attractiveness of a career in the further education (FE) sector and to have a fully qualified workforce by 2010. This message was reinforced in the FE Reform White Paper 'Raising Skills, Improving Life Chances' (2006), following Ofsted criticisms of teacher training in 2003.

There are mandatory qualifications for all new FE teachers entering the profession, based on new professional standards introduced by Lifelong Learning UK (LLUK). Information on these can be found at: http://www.lluk.org/documents/ai_guidance_aug07_version3.pdf. In addition, all newly appointed principals of FE colleges must hold or be working towards the Principals' Qualification and, from 1 April 2009, complete the programme within three years.

Most recent data showed that 90% of full time and 84% of part time teachers in colleges are already qualified. The target is to have 100% qualified or working towards qualification by September 2010. Around 60 universities and 300 FE colleges are involved in the delivery of teacher education and training leading to accredited teaching qualifications

In-service teacher training

In England, Continuing Professional Development (CPD) itself is a combination of approaches, ideas and techniques that will help teachers manage their own learning and growth. Working with our social partners we introduced revised performance management arrangements that came into force in September 2007 which ensure that teachers' and headteachers' performance is regularly reviewed as part of an ongoing 'professional dialogue', and that all teachers and headteachers have development plans which take account of their individual CPD needs and the school's improvement priorities. Professional standards provide the backdrop for these discussions. This forms the 'new professionalism' agenda.

In the *Children's Plan, December 2007* we also set out that we would keep the revised performance management arrangements for teachers under review while we explore with social partners how to frame a contractual entitlement to CPD so that it best supports teachers' professional development.

Building on the commitment in the *Children's Plan*, the *New Opportunities White Paper* published in January 2009 set out that we will work with the National College for School Leadership (NCSL) and the Training and Development Agency for Schools (TDA) to develop a CPD approach that will increasingly be delivered through groups of schools working collaboratively, and to consider a greater role for teacher training schools. We want to ensure that all teachers have the opportunity to engage in collaborative CPD that focuses on classroom practice and to encourage new forms of professional development where groups of teachers meet frequently to evaluate and improve their teaching. Further details will follow in our 21st Century Schools White Paper to be published in the summer of 2009.

In the 'New Opportunities White Paper' we also set out that we will explore with partners options for linking together an individual's possible entitlement to CPD with a "Licence to Teach", on the lines of other high-status professions with a requirement to maintain high-level professional skills. We are currently developing proposals for discussions with partners.

England is working to make teaching a masters level profession, working with the TDA to introduce a new qualification, the Masters in Teaching and Learning (MTL). MTL will be introduced for Newly Qualified Teachers (NQTs) in schools in the North-West region and National Challenge and secondary schools in challenging circumstances nationally within the 09/10 academic year. Take-up of the MTL is voluntary, and our aim is that it will boost significantly the support available to teachers in the early years of their careers. The TDA was given a remit for CPD in 2004 and in support of the remit we agreed the TDA's CPD strategy

In England, all FE teachers are to undertake a minimum amount of CPD per academic year; to maintain a portfolio of their CPD activities; and to be professionally registered with the Institute for Learning (IfL). As with other professions, this approach allows us to keep in touch with teachers, to encourage CPD efforts, and to help identify and share good practice. It also allows monitoring of the amount of CPD undertaken and ensures that individuals are maintaining their professional standing through occupational, professional and subject development.

Scotland

In Scotland Initial Teacher Education and Continuing Professional Development are evolving in line with Curriculum for Excellence (CfE). For example a new initiative in teacher training - the National Framework for Inclusion – was launched on 27 April 2009 aiming to ensure better classroom support for pupils with additional needs, such as dyslexia. The Framework for Inclusion identifies the values and beliefs, professional knowledge and understanding and the skills and abilities, in terms of inclusive education, to be expected of both student teachers and qualified teachers.

CfE Experiences and Outcomes in all curricular subjects and areas are written from a learner's perspective in the form of first person statements e.g. I can, I explore, I use, I have... etc.

Wales

Initial teacher training

The position in Wales is similar to England. The QTS Standards in Wales, are outcome statements that set out what trainees must know, understand and be able to do at the end of an ITT course or employment based programme in order to gain QTS. A Handbook of Guidance on the Standards for trainers and trainees is available at <http://wales.gov.uk/topics/educationandskills/publications/guidance/becoming-qualified-teacher2?lang=en>

In-service teacher training

In Wales, teachers can access a wide range of professional development opportunities throughout their careers. Teachers undertake an induction year followed by support for a further 2 years of early professional development followed by access to a range of individually focussed development opportunities; all managed by the General Teaching Council for Wales (GTCW). To ensure a continuum throughout their careers, opportunities also exist for teachers at both middle management and leadership levels.

The GTCW is also currently piloting a Chartered Teacher programme: a national programme for highly skilled classroom teachers and middle leaders with at least 5 years experience, and delivered through both taught and accreditation routes. The pilot is now in its second year and will run until and be evaluated in 2010.

In addition, in the light of the introduction of the School Effectiveness Framework in Wales we plan to undertake a wide-ranging review of the opportunities for professional development for all practitioners, to examine whether existing opportunities are aligned to support the Framework and deliver effective training and development that enhances the outcomes and wellbeing for all learners. Our overall aim is to develop a more coherent suite of CPD programmes that are better targeted at the Welsh Assembly Government's strategic priorities for education and are developed in a co-ordinated way across Wales using the tri-level model. The review will form part of our wider plans to look at standards, professional development and registration across the education sector.

1.6 How we promote the acquisition of transversal key competences in general education, VET, adult learning and teacher training

England

The new English secondary curriculum should enable all young people to become:

- successful learners who enjoy learning, make progress and achieve;
- confident individuals who are able to live safe, healthy and fulfilling lives; and,
- responsible citizens who make a positive contribution to society.

In addition to the subjects that must be taught at each stage, the National Curriculum states that there are a number of areas of learning that should be promoted across the whole of the curriculum. These include:

- spiritual, moral, social and cultural development;
- personal, social health and economic education;
- key skills and thinking skills;
- developing financial capability;
- enterprise and entrepreneurial skills;
- education for sustainable development.

Learning to learn is incorporated in the Personal Learning and Thinking Skills framework in the curriculum which creates opportunities for learners to become: independent enquirers; creative thinkers; reflective learners; team workers; self-managers; and effective participants.

Personal, Social, Health and Economic (PSHE) education equips children and young people with knowledge understanding and practical skills to live healthy, safe, fulfilled and responsible lives. PSHE covers a range of issues including: Drugs, Alcohol and Tobacco Education, Emotional Health and

Wellbeing, Sex and Relationships Education, Nutrition and Physical Activity, Personal Finance Education, Safety, Careers and Work related learning.

Citizenship has been a compulsory part of the National Curriculum in secondary schools since 2002. In primary schools citizenship is a part of a joint non-statutory framework for Citizenship and Personal Social and Health Education, introduced in 2000.

Initiative taking and Entrepreneurship is incorporated into the curriculum from the earliest age. In the new secondary curriculum, the enterprise cross curriculum dimension helps learners understand enterprise and develop entrepreneurial characteristics. They have opportunities across the curriculum to take personal responsibility for their own actions through an enterprise process that involves four stages: tackling a problem or need; planning the project or activity; implementing the plan; and, evaluating the process.

Scotland

In Scotland all of these areas are covered by Curriculum for Excellence Experiences and Outcomes and the 'Skills for Scotland' lifelong skills strategy.

Wales

This is already covered in the answers to Sec 1.11.

1.7 The use of summative and formative student assessment to help pupils/students acquire key competences, including the transversal ones

England

We promote personalised learning as a means of realising world-class education for all; a way of raising standards further, and narrowing achievement gaps. Assessment for Learning (AfL) practices ensure that learning is meaningful for all pupils, teaching is effective and outcomes are improved. AfL is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. The AfL guidance can be found at: http://www.qca.org.uk/qca_4334.aspx

Assessing Pupils' Progress (APP) is a structured approach to teacher assessment, which equips teachers to make judgements on pupils' progress in order to help them fine-tune their understanding of learners' needs and tailor their teaching accordingly. APP provides clear criteria against which judgements can be made about levels and sub-levels. Further information can be found at: <http://nationalstrategies.standards.dcsf.gov.uk/primary/assessment/assessingpupilsprogressapp>

There is one set of externally marked national tests in the first nine years of education. Key Stage 1 tasks and tests, usually taken at age seven, are administered informally as part of normal classroom activity at any time during the year, so children may not know that they are taking a test. The results inform teachers' overall assessment, which is reported. Key Stage 2 tests usually taken at age 11, amount to a total of 5 hours 35 minutes taken in one week. National tests measure the achievements of all children against standards that are constant over time, letting children and their parents know how they are doing.

Scotland

In Scotland Assessment Is for Learning (AifL) approaches are now fully embedded in the system, having been used for many years. Assessment is for Learning provides a coherent framework for assessment, in which evidence of learning can be gathered and interpreted to best meet the needs of learners, their parents and teachers, as well as school managers and others with responsibility for ensuring that education in Scotland is as good as it can be.

In distinguishing three different uses of assessment (assessment for, as and of learning), AifL seeks to ensure that evidence of learning is gathered and used in appropriate ways, and that meaningful

connections can be made between the curriculum and the learning and teaching required for its effective delivery.

AifL is about ensuring that assessment is an integral part of day-to-day learning and teaching. Research has shown that learners learn best when:

- they understand clearly what they are trying to learn, and what is expected of them;
- they are given feedback about the quality of their work and what they can do to make it better;
- they are given advice about how to go about making improvements;
- they are fully involved in deciding what needs to be done next, and who can give them help if they need it.

When teaching is designed to allow learners to focus on these 'big ideas' about assessment, they can begin to develop a capacity for autonomous learning.

1.8 How we evaluate the outcomes of education and training systems in relation to key competences, and use of this evaluation in policy development

England

In England, the evaluation work on key competences is focused on the objective to achieve world class standards in education; close the gap in educational achievement for children from disadvantaged backgrounds; ensure young people are participating and achieving their potential to 18 and beyond; and keep children and young people on the path to success. To measure progress against these objectives we report:

- the results of teacher assessments at age 7 and national tests at age 11 at school, municipal, regional and national levels;
- the results of public examinations towards the end of secondary schooling;
- how attainment at pupil, school and Local Authority level varies between different levels of deprivation, and by ethnicity at pupil level where feasible;
- Value Added (VA), which is a way of measuring the progress a pupil makes between one stage of education and the next. More recently we have piloted a Contextualised Value Added (CVA) model, which also takes into account factors outside a schools control such as gender, mobility and levels of deprivation;
- survey results showing the proportions of adults at each qualification level.

This information provides context and feedback for policy. Because we publish it, the information also enables the public to hold national and local government, and schools, to account.

We regularly benchmark the performance of our school pupils against international comparators for reading at age 10 (PIRLS); maths and science at ages 10 and 14 (TIMSS); and reading, mathematical and scientific literacy at age 15 (PISA).

We also evaluate the impact of specific policy initiatives, including the impact of a policy or programme in terms of specific outcomes for different groups of people. We would evaluate a pilot programme before rolling out nationally.

Scotland

In Scotland, HM Inspectorate of Education (HMIE) inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. They also inspect the education functions of local authorities and carry out joint inspections of services for children.

HMIE inspections assure the public about the quality of education provided; promote improvement and successful innovation; and contribute to the Scottish Government's measures for improvement in public services. New Quality Indicators for use in both internal self evaluation by schools and local authorities and external evaluation by HMIE were published in January 2008. They include QIs on Learners' experiences; Meeting learning needs; and Developing people and partnerships

Schools and local authorities also use online data available through the Standard Tables and Charts (STACS) secure web site to compare achievement and attainment with school and local authorities with similar socio-economic profiles to themselves.

The Scottish Survey of Achievement (SSA) is a sample survey which monitors how well pupils in Scotland are learning. Each year the SSA focuses on a different aspect of the school curriculum. In 2008, the focus was mathematics. Between April and June 2008 just under 40,000 pupils in P3, P5, P7 and S2 from around 1,200 Scottish schools took part in the survey. It reflects learning and teaching under the 5-14 Curriculum.

Wales

In Wales, 'Estyn' is the Welsh arm of HM Inspectorate for Education and Training. Its key purpose is to raise standards and quality in education and training in Wales. Assessment arrangements in Wales have been recently revised. A (non-statutory) School Effectiveness Framework for 3 to 19 year olds is a new, key tool for evaluation of the effectiveness and relevance of the curriculum, and to highlight areas for continuous improvement.

Wales' policy aim is to improve the skills of young people and adults and to rationalise the qualifications available. One way in which this policy aim is being addressed is by the convergence of the current Adult Literacy, Adult Numeracy and Key Skills qualifications into a single suite of skills qualifications from Entry level 1 to Level 4. The objective is to ensure young people master the skills needed for later in life. The new suite of qualifications is entitled Essential Skills Wales/ Sgiliau Hanfodol Cymru and will be implemented in September 2010. In addition, given the significance of the Wider Key Skills Qualifications and their continued importance as part of 'skills' development programmes and qualifications in Wales, we have announced that these qualifications will continue beyond their current shelf life of August 2010. Our commitment to these qualifications means that DCELLS will lead the review of the Wider Key Skills standards over the next two years with the aim of having revised qualifications from September 2012.

Chapter 2 - The development and implementation of a coherent and comprehensive lifelong learning strategy

England

Lifelong learning is a key priority of the England, The key documents forming the life long learning strategy are:

- *The Children's Plan, 2007* which sets out the strategy and delivery plans for children (0 to 19-year-olds) and children's services for the next 3 years in the context of our longer term ambitions for improving children and young peoples lives www.dcsf.gov.uk/childrensplan ;
- *The Children's Plan implementation pack, 2007* helps partners working with children and young people as the commitments in the Children's Plan are implemented. The pack shows how the *Every Child Matters (ECM)* outcomes framework, Children's Plan, our Public Service Agreements and the National Indicator set of local area performance measures will fit together;
- *The Children's Plan one year on, 2008* which reports progress against commitments made in the Children's Plan www.dcsf.gov.uk/oneyearon ;
- *World Class Skills, 2007* responded to *The Leitch review, 2006*, an independent review of the UK's long term skills needs and develops the *Skills for Life* strategy, with the ambition that 95% of adults in England will, as a minimum, achieve 'functional' literacy and numeracy skills by 2020. ('Functional' is defined as Level 1 for literacy and Entry Level 3 for numeracy.);
- *The Learning Revolution White Paper, 2009*, sets out England's strategy for informal adult learning. The commitments in the White paper will widen participation, open up access to new places and spaces for learning, encourage and support self organised learning, encourage an support self organised learning and harness the benefits of technology http://www.dius.gov.uk/skills/engaging_learners/informal_adult_learning/white_paper .

To implement the lifelong learning strategy, we have:

- Legislated to raise the participation age in education and training to 17 by 2013 and 18 by 2015. The changes to support this are explained in *Raising Expectations: supporting all young people to participate until 18* http://www.dcsf.gov.uk/14-19/documents/raising_expectations_supporting_all.pdf .
- Legislated to give all adults the right to basic and intermediate skills, giving adults a second chance to gain the skills they need to thrive in society and throughout their working lives (See Chapter 1.4).
- We are developing the Qualifications and Credit Framework (QCF), a new framework for accrediting qualifications in England, Wales and Northern Ireland. The QCF and its links to the European Qualification framework can be found here: http://www.qca.org.uk/qca_8150.aspx .
- In 2008 the Quality Assurance Agency for Higher Education (QAA) published a revision of the framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) (first published in 2001). <http://www.qaa.ac.uk/academicinfrastructure/fheq/> . The FHEQ is compatible with the QCF and the Framework for Qualifications of the European Higher Education Area, to assist students' and graduates' international mobility.

Scotland

Skills for Scotland: A Lifelong Skills Strategy, published in September 2007, provides a new agenda for skills and learning in Scotland. Covering early years provision, schools, further and higher education, work related learning and informal learning opportunities, as well as looking at information, advice and guidance – it outlines our aims, ambitions and plans for making Scotland's skills base truly world class, ensuring we develop the skills required for the 21st Century.

In February 2009 we published the Skills for Scotland Update as a web publication on the Scottish Government's main site. When the skills strategy was launched three major areas were identified in which the government wanted to effect change: a focus on individual development, a response to the needs of the economy and the demand of employers and the creation of cohesive structures. Significant progress has been made on all three areas and this progress can all be found in the Skills for Scotland Update. The Update covers:

- our response to the economic downturn through the development of Partnership Action for Continuing Employment (PACE) and the strategic use of European Structural Funds;

- how flexible skills interventions such as Modern Apprenticeships, Get Ready for Work and the integrating of employment and skills services are helping the Scottish Government to seek a clear economic payback from our investment in skills;
- the implementation of 16+ Learning Choices as a way of ensuring that every young person has an appropriate, relevant, attractive offer of learning made to them, well in advance of their school leaving date;
- the launch of the Joint Future Thinking Taskforce on Universities report, New Horizons;
- the establishment of Skills Development Scotland to deliver more integrated and individualised skills services, and much more.

The Scottish Credit & Qualifications Framework (SCQF) is the lifelong learning framework which recognises academic, vocational and general qualifications. It provides a common language of level and credit points to describe qualifications and learning programmes, using a scale of 1 to 12 to demonstrate degree of demand and difficulty. This common language brings clarity to how qualifications relate to each other, how they differ and how one qualification can contribute to another.

The SCQF was developed to help individuals, employers and learning providers understand and compare the different learning opportunities in Scotland. There are around 5,500 qualifications and 9,000 units in the framework, including the majority of qualifications offered in schools, colleges and universities and an increasing number of SVQs, including mandatory elements of the top eight Modern Apprenticeships. The SCQF also has the ability to recognise “in house training” and a wide range of employers’ own learning programmes have been included in the framework, for example in the police and fire services, banking, social care and voluntary sectors.

Wales

Credit and Qualifications Framework for Wales

The Welsh Assembly Government established the national qualification framework for Wales in 2002. The Credit and Qualifications Framework for Wales (CQFW) is an overarching meta framework including three main pillars of learning:

- Higher education;
- Regulated Academic and Vocational Learning - predominantly used in Schools and College; and
- Quality Assured Lifelong Learning – informal and non formal learning, company training and continuous and professional development.

Wales has a credit system based on learning outcomes and level descriptors which can provide an important tool for personal reward and progression. The aim is to make it as easy as possible for learners to use credit accumulation to recognise their individual achievement towards progression and, where possible, towards incremental achievement of relevant qualifications or recognised learning programmes.

Chapter 3: Vocational education and training

Relevance of vocational education and training to the labour market

England

In order to increase the attractiveness and relevance of VET programmes we are undertaking a major reform of the vocational qualifications system. Our aim is to increase the number of learners with high quality learning and skills that employers need. We want it to be easier for employers to find or develop employees with the skills needed for business success, and for learners to develop the skills needed for employment. The main aspects of this reform are:

- a new strategy for 14-19 qualifications, rationalising the range of qualifications available to young learners, including the development of the new Diploma qualification;
- development of the Qualification and Credit framework;
- the use of sector skills councils in deciding and developing qualifications that are relevant to the labour market;
- the development of national skills academies to enhance the delivery of VET programmes;
- the expansion of apprenticeship programmes;
- increasing employer responsive provision through train to gain.

14-19

We are implementing a new strategy for 14-19 Qualifications in England. The strategy aims to simplify and rationalise the range of qualifications available to young learners, so that by 2013 public funding is channelled primarily into four broad learning routes: GCSE and A-Level; the Diploma; Apprenticeships; and the Foundation Learning Tier.

Within these four routes there is flexibility to accommodate learners who wish to follow traditional academic pathways (GCSE/A-Levels), as well as those with more vocational or occupationally-specific needs (for whom an Apprenticeship may be the best option). The new Diploma combines practical and theoretical learning to develop skills for employment and further study.

Funding is also available to qualifications outside the four nationally-available routes, but only where those qualifications (which will typically be "standalone" vocationally-related qualifications) address a clear learner need that cannot be satisfied by qualifications within the four routes.

Diplomas

The Diploma is a new qualification which will give students a fully rounded education, including the functional skills of English, maths and ICT and the thinking and learning skills that are valued by employers and universities. Diplomas are based around broad subject areas such as Construction and the built Environment, Creative and Media, Environmental and Land Based Studies. This qualification is available from Foundation (Level 1) to Advanced (Level 3), and can be studied at any age, but is principally for 14-19 year olds. Diplomas bridge the gap between vocational and academic qualifications, give insight into an occupational area and take an applied approach to acquiring subject knowledge and skills, through tasks, problems and situations related to work

The Qualifications and Credit Framework (QCF)

We are developing the Qualifications and Credit Framework (QCF). This is a new unit-based qualifications and credit framework for recognising and accrediting qualifications in England, Wales, and Northern Ireland. The QCF will ensure that the qualifications offered meet the needs of employers. By 2010 we will have migrated all key vocational qualifications on to the QCF and have them available in credit-based units of learning.

Sector Skills Councils (SSCs)

Sector Skills Councils (SSCs) are playing a key role in deciding and developing the qualifications that are relevant to the labour market and should therefore be included in the QCF. SSCs bring employers centre stage in tackling the skills, productivity and competitiveness challenges across the UK. They are run and owned by employers, and draw on the expertise and active involvement of trade unions, professional bodies and other stakeholders in the sector. SSCs are required to build intelligence and

analysis about the skills needs of the sector and influence the planning and funding of education and training across the UK. All SSCs have now completed qualifications strategies setting out their sector's qualification needs and most have begun implementing action plans for these strategies. This expertise will ensure that the QCF is populated with qualifications that are needed and wanted by employers and are therefore highly relevant to the labour market.

National Skills Academies (NSAs)

The delivery of relevant VET programmes is enhanced through our network of National Skills Academies (NSAs). They help to ensure that VET programmes are delivered in a way that is most relevant to the labour market. NSAs are employer driven, largely sector based education and training organisations. There are 16 in various stages of development. They provide a network of specialist training and skills provision for sectors and businesses of all sizes. We would like an NSA for each major area of the economy, as resources allow. They are required to work nationally and most have a national hub with regional/local delivery through a network of specialist FE colleges and training providers. NSA training providers will be increasingly required to hold Training Quality Standard Part B (vocational excellence) accreditation in recognition of their specialist vocational excellence.

Apprenticeships

Alongside these measures, the government is expanding the number of apprenticeship places available. We are implementing our World-class Apprenticeships plans to expand and improve Apprenticeships so that young people and adults can get the skills and qualifications employers value. Apprenticeships are attractive for individual learners because they provide an opportunity to learn new skills whilst working and earning. For employers, apprenticeships are an opportunity to train staff whilst integrating them into the organisation and providing relevant work experience. We announced a £140m package to provide 35,000 additional public and private sector Apprenticeship places this year. Key skills for life competencies are built into each apprenticeship.

Train to Gain

Alongside Apprenticeships, we are increasing our employer responsive provision through our flagship Train to Gain service. This puts purchasing power in the hands of employers so that they can support their staff to undertake training that is relevant to the workplace. We are working to help employers understand the benefits to their business through investing in the skills of their employees. We have introduced the Skills Pledge, which encourages employers, through Train to Gain, to commit to up-skilling all their employees to at least a Level 2 standard. Train to Gain is attractive to the learners because they are able to achieve qualifications whilst in employment.

The government provides public funding for some programmes undertaken through Train to Gain, for example there is full funding for Skills for Life and first level 2 qualifications. Train to Gain makes a significant contribution to enabling employees to access training in key competency areas – 45,100 Skills for Life achievements have been delivered through Train to Gain (Apr 2006 – Mar 2009). We have recently announced flexibilities for Train to Gain. For example, we have introduced flexibilities to help SMEs during the downturn by providing SMEs funding for individual units and thin qualifications that meet an immediate business need; and through the new pre-employment and redundancy offer we will support those coming back into work after a period of unemployment to get funding for repeat qualifications so they can refresh their skills. Through Train to Gain we are making good progress to further increase the attractiveness of programmes, and their relevance to the labour market.

Scotland

In Scotland we have:

- Committed to increase appropriate training places to 50,000 over the next three years.
- Created Skills Development Scotland to deliver a better match between the demand for and the supply of skills.
- At the beginning of the financial year we announced 1,000 more Modern Apprenticeships - 500 in all sectors for 16-19 yr olds and 500 for those over 20 in Engineering and Construction.
- On 4 February 2009, as part of the Budget Bill, we announced additional funding of £16 million in 2009-10 to increase the number of new starts on Modern Apprenticeships to 18,500 in 2009-10 (an

increase of 7,800) and to sustain these individuals in their places for the duration of their apprenticeship

- Introduced Level 2 Modern Apprenticeships in Construction and Food & Drink Manufacturing
- Strengthened PACE (Partnership Action for Continuing Employment) to deal with the economic downturn. We announced (11 Jan) a number of improvements to PACE including:
 - dedicating 80 Skills Development Scotland staff to work alongside staff in Jobcentre Plus to support people facing redundancy
 - a national helpline and revamped website will go live in February and all Careers Centres across Scotland will be geared up to offer tailored support to individuals.
- Announced on 23 January that the Scottish Funding Council is providing £7 million over the next 18 months - £2 million of that immediately - for colleges to train and provide financial support to people facing redundancy.
- Announced the allocation of European Social Funds (ESF) 5 months ahead of the UK Government. In total, we have allocated £107 million to projects under the current ESF programme. A further £100 million has been allocated from the European Regional Development Fund (ERDF) programme. As part of this, we have allocated around £55 million to Community Planning Partnership employability and regeneration projects over the next 2 years.
- Created a Skills Utilisation Leadership Group, which includes employers, stakeholders and unions, and which will take forward our ambitions for improving the deployment of skills within the workforce.
- Provided £4.23 million over 3 years to support Scottish Union Learning which includes the Scottish Union Learning Fund. This will support union learning representatives in encouraging individuals in the workplace to develop their skills.
- Invited David Thorburn, Chair of CBI Scotland and Chief Operating Officer of Clydesdale Bank, to lead the development of a proposal for a Financial Services Gateway for Scotland and are providing funding to move this development along.
- Extended ILA Scotland to 16 and 17 year-olds, and allowed ILAs to support workplace training and a wider range of learning programmes than was previously possible.
- Established a Task Group to investigate employers' concerns (articulated in the EET Committee's report in July '08) about the volume and relevance of qualifications available in the hospitality and tourism sector. The Group will make recommendations to Ministers in Spring '09.
- Worked proactively and constructively with the UK Government. Along with several Whitehall departments, the Welsh Assembly Government and the Northern Ireland Assembly, we established the UK Commission for Employment and Skills, which regulates sector skills councils.
- Following consultation, we agreed to extend the UK Government's proposal to amend Employment Law to give employees the right to request time to train to employees in Scotland.
 - Launched on 9th February 2009 the first in a series of pilots between Skills Development Scotland and Jobcentre Plus to create a more integrated employment and skills service for those seeking work.
 - Held a national Partnership Action for Continuing Employment (PACE) summit on 9 February 2009 to bring together key partners to look at how PACE can be made even more effective.
 - Published the update on the Skills Strategy in February 2009.

Wales

The English Diplomas have a similar structure to the Welsh Baccalaureate Qualification (see www.wbq.org.uk). The Principal Learning and Project Qualifications developed for the Diplomas in England, will be made available in Wales, within the Welsh Baccalaureate Qualification framework, from September 2009

Northern Ireland

In Northern Ireland, the Entitlement Framework (EF) will ensure that pupils have more equal access to a broad range of courses, including greater balance between general/ academic and applied/ vocational courses. The Education (NI) Order 2006 places a mandatory requirement on Boards of Governors to provide all pupils at grant-aided schools with access to a minimum number of courses at Key Stage 4 and at post-16. In both cases at least one-third of the courses must be general (academic) and at least one-third applied (vocational). The key objective is to raise standards for all young people by providing

greater choice and flexibility for them to select courses that meet their needs and aspirations and to enable them to actively contribute to society and the economy.

The target date for the full implementation of the Entitlement Framework is September 2013, when schools will be required to provide pupils with access to a minimum of 24 courses at Key Stage 4 and minimum of 27 courses at post-16.

Chapter 4: Higher Education

Plans/measures to diversify the income streams of Higher Education Institutions

The English Higher Education sector has a diverse range of income streams due to multiple streams of public funding, income from domestic and international tuition fees and a status as independent and autonomous institutions which allows them to develop their own private revenues. Across the sector as a whole, half of universities' income comes from Funding Council Research and Teaching grants and EU/UK student fees, and half comes from other sources.

Examples of new income stream developments include:

- the Matched Funding Scheme for Voluntary Giving, where government will match fund voluntary donations to Universities. The intention is to increase further the diversity of income streams to English higher education providers. Full details of the scheme can be found here: www.hefce.ac.uk/pubs/circlets/2008/cl11_08/
- the Economic Challenge Investment Fund (ECIF), was announced in January to enable higher education to respond rapidly to the needs of employers and individuals during the economic downturn. The ECIF will enable universities and colleges to provide tailored training, development and professional support to vulnerable group. The fund consists of £25 million provided by the Higher Education Funding Council for England (HEFCE) with matched funding from institutions. More information can be found here: <http://www.hefce.ac.uk/news/hefce/2009/ecif.htm>

Plans/incentives to encourage Higher Education Institutions to open up to lifelong learners

Our Higher Education strategy builds on the targets and principles of the Leitch Review of Skills. Our target is for at least 40% of the workforce to be qualified to level 4 or above by 2020. This cannot be achieved through school leavers alone. As nearly three-quarters of the 2020 workforce has already completed compulsory education we need to equip more working adults with high level skills. As a stepping stone, we will aim for at least 36% of adults to be qualified to at least Level 4 by 2014.

Although many universities are already highly successful in engaging both public and private sector employers, the challenge is to scale up these partnerships. Through HEFCE, DIUS is investing £148 million in HE Employer Engagement to encourage employers to develop co-funded provision for high level skills as a means to help them, and their employees, improve the high level skills through the spread of best practice, and develop a "new tradition" of Higher Education that is flexible, relevant and responsive to the needs of learners and employers. Currently there are more than 70 projects approved of various lengths and types. More than 10,000 places have been contracted in 2008/09 against a target of 5000.

We are also committed to Foundation degrees (FDs) as a key vehicle for expansion in Higher Education – they are an example of the type of flexible work-focused and demand-led qualifications that Lord Leitch called for. At December 2007 the figure for those enrolled in FDs had reached almost 72,000 and by December 2008 that figure stood at approx 87,000. We therefore envisage that the total involved in FDs will increase again this year and this allows us to remain confident that we will achieve our aim of 100,000 by 2010.

England remains committed to helping those who wish to enter the HE sector to study. We have a very good financial package for those wishing to attend HE and have tripled the number of Professional and Career Development Loans (from 15,000 to 45,000) making them more attractive by reducing headline interest rates and allowing applications for up to £10,000 for study at college, university or with a private training provider (from current £8,000).

Scotland

In Scotland, the 'New Horizons' Report, Joint Universities Future Thinking Taskforce, published in November 2008, looks at how to optimise and shape the contribution which the Scottish university sector can make during the next 20 years to the Scottish economy, to Scottish culture and society, and to the political priorities of the Scottish Government.

Challenges from the Scottish Government to Scottish universities contained in the New Horizons report are as follows:

Challenge 1 – Scottish universities must demonstrate that they use the funds they receive from the Scottish Government to support activities which are well aligned with the Scottish Government's Purpose, its economic and skills strategies and its other policy frameworks.

Challenge 2 – learning provision in universities must become more flexible (if it is to respond to the changing needs of students) and more capable of being delivered by closer and differing institutional collaborations and structures.

Challenge 3 – universities contributing more directly to Scotland having a world-class knowledge economy by embedding a culture of engagement between themselves and the Scottish micro, small and medium sized business base.

Scotland is unique in the UK in providing discretionary, grant-based funding for taught post-graduate study. We will shortly complete a wide-ranging review of support for taught postgraduates and will consider possible improvements in current arrangements to run from session 2010-11. Ahead of wider changes, a number of pilot actions will take place during 2009-10. These will for the first time, extend post-graduate funding to part-time students.

We have also

- Abolished the Graduate Endowment Fee from 1st April 2008, benefitting 50,000 students immediately.
- Provided £38 million of funding for part-time students over the current spending review period as part of a phased move from student loans to grants, with a new £500 grant for these students. This can benefit up to 20,000 students in each academic year.
- Launched (Dec 08) a consultation paper on a fair student support package