



Devon

Learning and Development Partnership

Sustaining the Future in a Changing Climate

NAAIDT conference April 2009

Exploring curriculum reform agendas and the importance of Design and Technology

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Seminar 14-19 and Design and Technology and the Future?

- Explore some the issues around current 14-19 policy and practice
- Understand the driving forces for change
- Relate to Design and technology as we know it now
- Set out some underpinning principles for the next stage of NAAIDT support for design and technology for the future







Performance Indicators for 14-19 Progress Checks 2009



Participation

1. The percentage of 17 year olds participating in education and work based learning (WBL). By 2015, 100 per cent of 17 year olds are participating.
2. The reduction in the proportion of 16-18 year olds who are NEET. The target is 2 percentage points by 2010.

Attainment

3. The proportion of 5 A*-Cs at GCSE or equivalent exam results, including English and Maths. 50% in 2010/11
- 4a. The percentage of young people achieving Level 2 by 19. The level 2 at 19 target is to increase the proportion of people reaching the level 2 to 82% by 2010/11
- 4b Gap in attainment of level 2 at age 19. To increase the percentage of young people who were in receipt of FSM at academic age 15 who attain L2 qualifications by the age of 19, to 62% in 2011
- 5a. The percentage of young people achieving Level 3 by 19. (based on where people were studying at age 15) The level 3 2010/11 PSA target is for 54%
- 5b Gap in attainment of L3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not. To reduce the gap in attainment at L3 by 2 percentage points by 2011
6. Increase in Percentage of the numbers of Young People starting an Apprenticeship

Local Authority Accountabilities

Progression

7. The proportion of Y11 learners who progress through the qualifications framework (i.e. L2 and L3) by the age of 19.
8. The area have effective 14 – 19 partnerships, with productive collaborative arrangements in place?
9. Is there good quality IAG to support young people in their choices and is the area making good progress with the area prospectus?
10. Are there effective links with employers
11. Is there a sufficiently broad range of high quality provision, including vocational and applied options?

Provision

12. Is there an effective strategy for implementing the Raising of the Participation Age including effective, client tracking and targeted provision for those young people who are disengaged or at risk of disengagement?
13. Are there sufficient facilities?
14. Is the workforce across the area prepared to deliver a broad range of high quality provision?



Entitlement 2013

Students will:

- have access to all lines of diplomas through their area partnerships
- have access to high quality IAG
- have functional skills qualifications to ensure transferability
- be able to access the curriculum offer at their level and courses that lead to employment





Structures changing to support 14-19 reform



- Partnership working
- Curriculum for learners needs not the institutions
- Diverse and 'personalised' curriculum
- Major 14-19 restructuring in local authorities (LAs)
- Area prospectus established in all areas
- IAG groups national standards April 08
- Employer engagement
- Functional skills pilots and development
- Foundation Learning Tier (FLT)
- Increased capacity in LAs; through SSAT LSN QIA NCSL
- ICT in a variety of forms for structures and learning and IAG

What is FLT

.....Produce learning programmes that are designed and delivered that meet the minimum specifications of the 14 -16 Progression Pathway, using only credit based units and qualifications accredited to QCF to 14 -16 year old learners working below level 2...

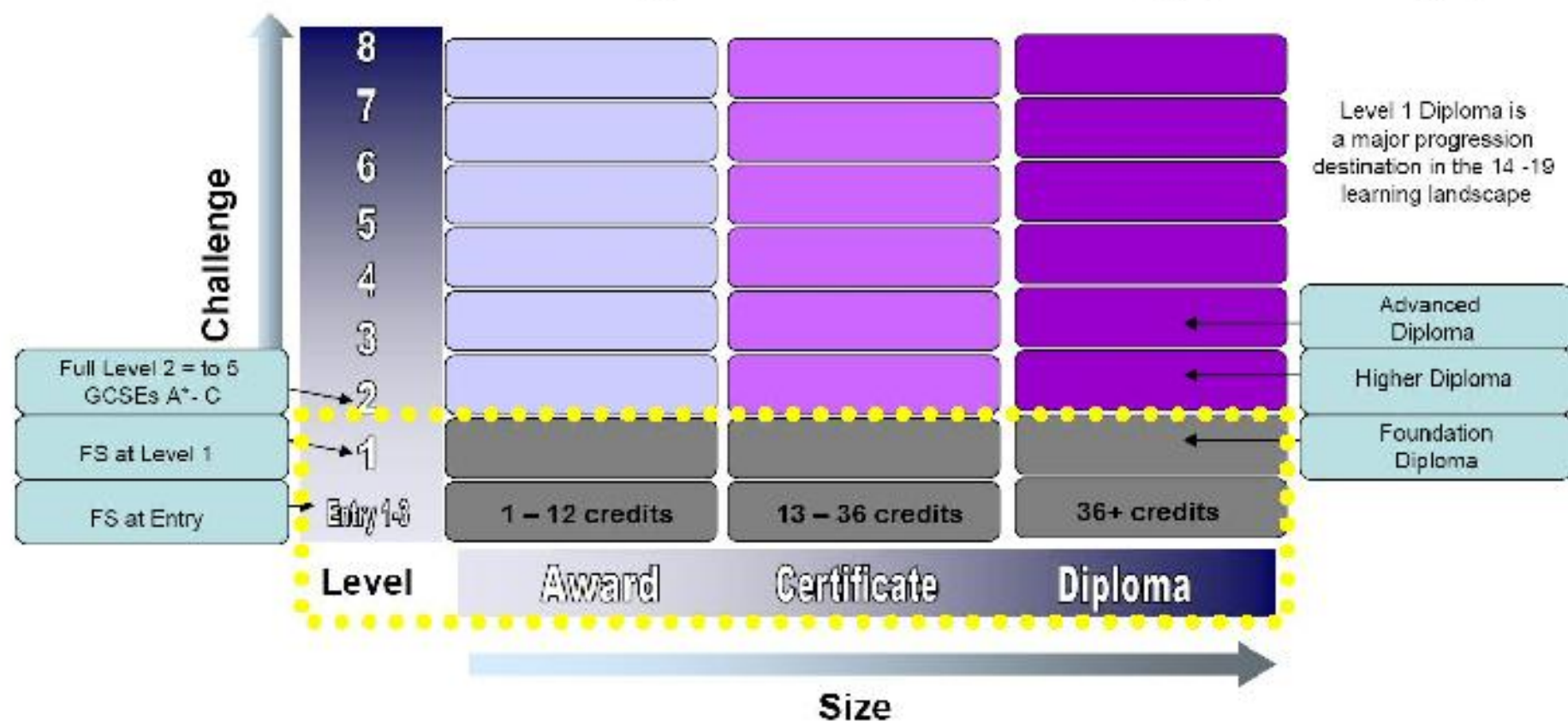
Something for everyone....

The Qualifications Credit Framework



- The QCF brings together developments across both the Skills and the 14-19 reform agendas.
- The first interaction for 14 -19 practitioners is likely to be the units and qualifications that make up the FLT and Progression Pathways, plus the additional specialist learning components of Diplomas and Functional Skills

The QCF, anticipated benefits to the learner and qualification relationships



I N F O R M A T I O N A D V I C E & G U I D A N C E	Founda tion Learnin g Tier Founda tion/ level 1	Entry Level programmes					
		Found ation Level ELBS Diplo ma	BTEC Introductor y Diplomas and Certificates (ELBS sector)		Level 1 NVQ's ELBs Sector and others	GCSE's grades D-G (ELBS and other GCSE's)	Other Exeter 4 Learning Foundation Level Diplomas C&M; Eng; IT; S, H & D
	Higher level 2	Higher Level ELBS Diploma	BTEC First Diplomas and Certificates (ELBS sector)	City & Guilds National Certificate	Young Apprentic eships Apprentic eships	GCSE grades A*-C (ELBS and other GCSE's)	Other Exeter 4 Learning Higher Level Diplomas C&M; Eng; ICT; S, H & D
	Advanced level 3	Advance d Level ELBS Diploma	BTEC National Diplomas and Certificates (ELBS sector)	City and Guilds Advanced National Certificate	Advanced Apprentic eships	A'Levels (Environmenta l Science and other A'Levels) International B	Other Exeter 4 Learning Advanced Level Diplomas C&M; Eng; ICT; SHD D
	Level 4	Foundation Degrees (Bicton College) and Degree programmes (Higher Education)					

Where are we with diplomas

- Diploma delivery:
 - From 2008, 144 consortia in 100 local authorities, offering 253 new lines
 - From 2009, 313 consortia in 134 local authorities, offering 888 new lines
 - For Gateway 3, we have received applications from 334 consortia, in 146 local authorities, bidding for 1205 new lines
 - Feedback from first teaching of Diplomas is largely positive, with lots of reports of enthusiastic learners on high quality courses
- So we already have a lot of momentum behind Diploma delivery **It is clear that there is considerable expertise and good practice in the system**
- Trevor Sandford DCSF regional 14-19 adviser London

Functional skills

1. Build the full range of functional skills
2. Practice applying those skills in a range of contexts
3. Demonstrate 'mastery' in a range of contexts
4. Moving from dependence to independence

- *Familiarity*
- *Complexity*
- *Technical demand*
- *Independence*

Learner Experience level 2 illustrating Independence



- Problem solve; approaching the task independently, drawing on a range of problem solving strategies.
- Know when it is appropriate to work in a group, drawing on the strengths of that group, and when to work independently.
- Being able to independently identify what they need to do/which skills they need to use in order to be successful and plan accordingly.
- Being given the outcome and designing the task/approach required to reach that outcome.
- Know themselves as learners – what are my strengths as a learner? How can I play to these?
- Make decisions about the resources/information that they will need to be successful in a task and seek these resources out independently, deciding for themselves which will be most useful/reliable.

Courses Courses and more Courses Design and Technology



Diplomas and D&T teams

- SHED
- ENG
- MAN&PD
- SAL
- HAC
- ELBs
- CBE

Reasoning and Thinking Skills. OCR GCSE

The National Curriculum identified five categories of Thinking Skills as central to higher thinking:

Reasoning

Evaluation

Information processing

Enquiry

Creative Thinking

All of these skills are incorporated into the content of this qualification.

PLTs

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self managers
- Effective participators



14-19 D&T questions

- How can I provide the right courses for students (personalisation)
- What's available at level 2 post 16 (progression)
- What courses do I provide for students who don't like GCSE (Choice)
- How do I start a diploma (Structure)
- How can I integrate FS across the curriculum (Curriculum planning)
- How can I integrate PLTs across the curriculum
- (Curriculum planning)

So many questions....

- What are the issues for design and technology
- Discuss in groups
- Please list/map/draw the main points of your discussion



