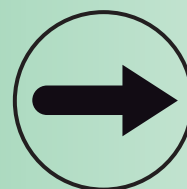


# Learning Pathways 14-19

## Guidance II

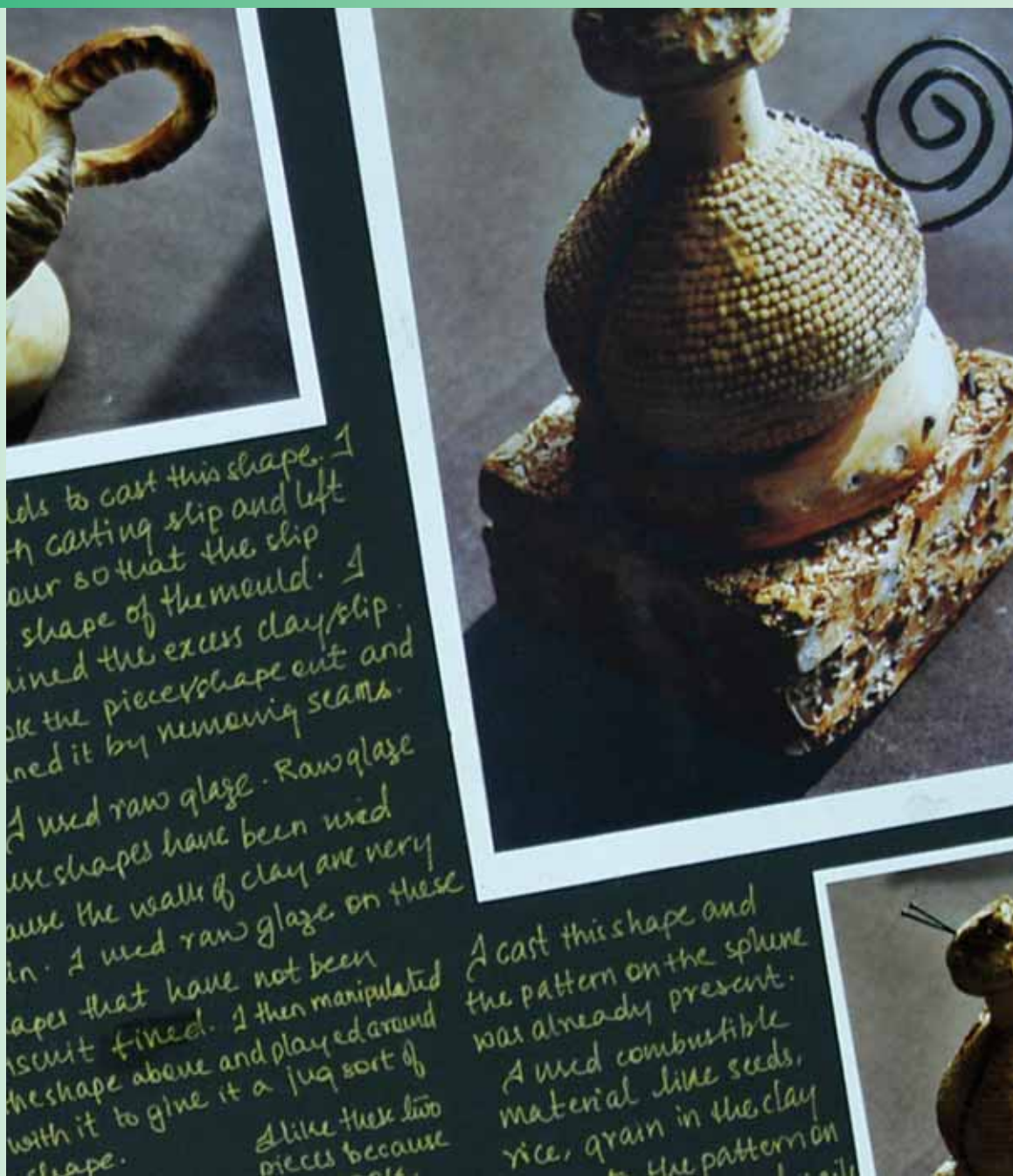
Guidance  
Circular



National Assembly for Wales  
Circular Number: 17/2006

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Support For  
Young People



- Title of Document:** Learning Pathways 14-19 Guidance II
- Audience:** Headteachers, curriculum managers and governing bodies of maintained schools; local education authorities; diocesan authorities; 14-19 Networks; further and higher education institutions; teacher and other associations and unions; teacher training institutions; awarding bodies; training providers; employer bodies; employers; voluntary organisations; and all partners concerned with 14-19 provision.
- Overview:** This guidance aims to provide details about how Learning Pathways 14 -19 will work in practice to benefit young people, the economy and communities in Wales. It enhances and extends the first edition (July 2004).
- Action required:** This guidance is the basis, for implementation of the Learning Pathways 14 -19.
- Further information:** Enquiries about this guidance should be directed to:  
Cath Ward  
Department for Education, Lifelong Learning and Skills  
Welsh Assembly Government  
Cathays Park  
Cardiff  
CF10 3NQ  
Tel: 029 2082 5854  
Fax: 029 2080 1051
- Additional copies:** This guidance is available on the internet at **www.wales.gov.uk** and can be copied from there. Alternatively, from April 2006, copies will be available in loose leaf format from Cath Ward, using the contact details above.
- Related documents:** Wales: A Better Country. 2003  
The Learning Country: A Paving Document. 2001  
Learning Country: Learning Pathways.  
Consultation Document. 2002  
Learning Country: Learning Pathways 14-19. Action Plan. 2003  
14 -19 Learning Pathways in Wales – Deputy Ministers Report 2005  
Wales: A Vibrant Economy 2006  
The Learning Country 2: Delivering the Promise 2006  
*A full list of related documents and strategies available at Annex F*  
Artwork on the front cover produced by Natasha Thaladi of Whitchurch High School, Cardiff, as part of her 2004 GCSE Art coursework.

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## LEARNING PATHWAYS 14-19

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\* From 1st April 2006, ACCAC and ELWa are part of the Welsh Assembly Government

## MINISTERIAL FOREWORD



I am pleased to introduce this second edition of the Learning Pathways 14-19 Guidance. It enhances and extends the sound foundation based on the experience and expertise of all sectors in Wales set out in the first edition (July 2004). It demonstrates the progress we have made since our commitment in *The Learning Country (2001)* to the transformation of 14-19 provision. The Action Plan (March 2006), following the publication of the Deputy Minister's report on Learning Pathways 14-19 (November 2005), will shape the direction and pace of developments over the period ahead.

Our goal remains that:

*"95 per cent of young people by the age of 25 will be ready for high skilled employment or higher education by 2015."*

To achieve this we seek nothing less through Learning Pathways than the transformation of young people's options and opportunities. We are extending choice and flexibility; securing individually tailored learning pathways that meet learners' needs; and providing richer opportunities and experiences that will help learners develop the wider skills they need for life and work.

This is backed up by a unique blend of support that will ensure that all learners have the advice and guidance they need to make good choices and to overcome barriers to learning.

The transformation of 14-19 provision for all learners requires the achievement of a balance between national and local developments. We will continue to work closely with our local partners, drawing on their knowledge and experience in supporting national policy. This depends on 14-19 Networks in each local authority area developing a genuine collaborative and strategic approach to the implementation of Learning Pathways.

This is an important time in the development of the Learning Pathways agenda. Subject to successful budget planning rounds significant additional funding is available for the programme, rising to £8.5 million in 2006-7 and £32.5 million in 2007-8. Further funding is available for post 16 capacity building through two European funded projects running to summer 2007. The successful implementation of Learning Pathways also depends on re-alignment of existing provision and funding to complement the extra resources.

This guidance, together with the additional funding, means we are now in a position to make significant strides towards securing Learning Pathways for learners of all abilities. Option menus will develop over the next three years to offer further real choice to learners; the Learning Core will enhance their wider learning; 220 learning coaches will begin the first formal training programme in spring 2006; 14-19 Networks and Young People's Partnerships will work together to create a framework for personal support; and we will continue to develop the contribution of Careers Wales in the context of Learning Pathways.

The implementation of this guidance will transform opportunities for learners, enhance their participation in their communities and secure their contribution to the economy. I urge all those involved to make the necessary commitment to secure this transformation.

A handwritten signature in black ink, reading "Jane Davidson". The signature is written in a cursive style with a large initial 'J'.

**Jane Davidson AM**  
**Minister for Education, Lifelong Learning and Skills**

## EXECUTIVE SUMMARY

Our Aim:

*'95 per cent of young people by the age of 25 to be ready for high skilled employment or higher education by 2015'*

All young learners will be entitled to a learning pathway framework, which will help them achieve. This has six key elements

- Individual Learning Pathways to meet the needs of each learner;
- Wider choice and flexibility of programmes and ways of learning from a collaborative options menu;
- A Learning Core which runs from 14 through to 19 wherever young people are learning and which includes skills, knowledge, understanding, attitudes and values and common experiences;
- Learning coach support;
- Access to personal support;
- Impartial careers advice and guidance.

### How is this happening

- 14 –19 Networks in each Local Authority area involving representatives from all sectors are developing a strategic approach to ensuring all key elements will be available for learners of all abilities over the next two to three years;
- Significant numbers of learners will experience many of the key elements from September 2006;
- Learners should have a wider choice from a collaborative options menu from September 2006;
- A planning tool to help learning coaches and learners plan an individual pathway with formal, non formal and informal strands will be on Careers Wales On Line from early 2007;
- Learners will have increased access to all areas of the Learning Core;
- 220 learning coaches are undertaking the first round of formal training from Spring 2006. Many more learning coaches, working alongside those in training, will be supporting learners and accumulating evidence which will contribute towards their achievement of the qualification in the future;
- YPPs, including the Youth Service, are developing a comprehensive framework of youth support services to provide personal support to learners when they need it;
- Careers Wales Advisers will continue to refine and develop the ways in which young people can access impartial careers advice and guidance; and



- The synergy between Learning Pathways and the Welsh Bacculaureate Qualification (WBQ) means that they converge easily when the WBQ is rolled out across Wales, as planned, from September 2007 onwards.

# Section 1

## Learning Pathways



## SECTION 1: LEARNING PATHWAYS

### KEY ELEMENTS 1, 2 AND 3: Individual Learning Pathways, Wider Choice, Flexibility and the Learning Core

#### What Learning Pathways are:

In generic terms Learning Pathways are the learning experiences of each individual 14-19 year old. They involve developing an entitlement for each learner. They include a balance of formal learning, wider choice, flexibility and a Learning Core 14-19, together with a unique blend of support to meet learners' needs.

#### The 6 key elements of Learning Pathways are:

<i>Learning Pathway</i>	
<b>1</b> INDIVIDUAL LEARNING PATHWAY	Individually tailored Learning Pathway (which recognises statutory requirements) leading to approved qualifications and awards of credit, appropriate 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
<b>2</b> WIDER CHOICE AND FLEXIBILITY	Wider choice of relevant options from a range of domains <sup>1</sup> , and greater flexibility to vary speed and direction of pathway
<b>3</b> THE LEARNING CORE	Wider learning consisting of the skills, knowledge, understanding, values and experiences that all 14-19 year olds will need, whatever their Learning Pathway
<i>Support for Learners<sup>2</sup></i>	
<b>4</b> LEARNING COACH	Entitlement to learning support: opportunity to discuss learning and progress on a regular basis
<b>5</b> PERSONAL SUPPORT	Access to personal support when needed: self-referral or by agreement with learner, referral by someone else
<b>6</b> CAREERS ADVICE AND GUIDANCE	Impartial careers advice and guidance to inform the individual's Learning Pathway

1: See section 1.2

2: On occasions aspects of learning support, personal support and careers advice and guidance may be provided by the same person

This section sets out the elements of provision that are essential to delivering Learning Pathways

## What we want to achieve

1. Learning Pathways 14-19 will:
  - lift the proportion of 16 year olds with level 2 and the proportion with level 3 qualifications at 19;
  - reduce the number of young people leaving full time education with no qualifications;
  - improve the proportion of 16 year olds progressing to further learning, full time or work-based;
  - reduce the number of 16-18 year olds not in education, employment or training (NEET);
  - increase attendance, reduce exclusion and improve retention;
  - enable more young people to realise their potential;
  - provide a positive focus on achievement where young people's success is celebrated;
  - support young people's capacity to be more independent, make choices and participate in the democratic process; and
  - impact positively on basic skills, workforce skills and sustainable employment.
2. Learning Pathways 14-19 will also contribute to enhancing employment opportunities; to supporting the development of equal opportunities; to increasing real Gross Domestic Product (GDP); to reducing poverty, including in Communities First areas; to reducing anti-social behaviour and criminal activity; and supporting improved health.
3. Learning Pathways 14-19 will contribute to the aims of 'Iaith Pawb' by seeking to:
  - offer provision in the language of choice wherever possible;
  - place an emphasis on developing young people's bilingual skills; and
  - equip young people with skills in Welsh and English which will enable them to learn and work within a bilingual society.

## Key Element 1: An Individual Learning Pathway

### What an individual Learning Pathway is:

A Learning Pathway is the learning experience of each individual 14-19 year old. It consists of a Learning Core and the choice of options from which the learner selects, with informed support and guidance.

1. Learners will select, with support and guidance, **options which suit their interests, abilities and learning styles**, and which will provide opportunities to help them realise their potential.

### 2. A Learning Pathway should:

- promote inclusion by providing opportunities for all learners to have access to a **broad and balanced range of experiences**. This will enable all learners to develop the skills they need for life and work to take into account the evidence from the *'Future Skills Wales Survey' (2003)*;
- recognise experiences from **all aspects of a learner's life** including part time employment and participation in activities outside the formal learning environment, for example, caring responsibilities; and
- recognise the **support**, which will vary over time, that learners need to help **overcome barriers to learning** and the means for each learner to access a unique blend of support to meet their individual needs.

This section defines the framework which makes up an individually tailored Learning Pathway

## How Learning Pathways Will Be Delivered: Six Elements To Transform 14-19 Learning In Wales

Essential element	Delivery	Who
<p>Individually tailored Learning Pathway (which recognises statutory requirements) leading to approved qualifications and awards of credit, appropriate 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</p> <p>Wider choice of relevant options from a range of domains<sup>1</sup>, and greater flexibility to vary speed and direction of pathway</p> <p>The Learning Core: wider learning consisting of the skills, knowledge, understanding, values and experiences that all 14-19 year olds will need, whatever their Learning Pathway</p>	Individual learning setting/14-19 Network	Learning settings 14-19 Networks
	Option Menu	14-19 Networks
	Option Menu Work focused experience Community participation Activities/experiences within and outside lead learning setting	14-19 Networks
<p>Entitlement to professional learning support: opportunity to discuss learning and progress on regular basis</p> <p>Access to personal support when needed: self-referral or by agreement with learner, referral by someone else</p> <p>Impartial careers advice and guidance to inform the individual's Learning Pathway</p>	Learning Coach support for all learners, though not necessarily on individual basis	Learning Coach qualified or working towards the learning coach qualification
	Personal support networks with backup from specialist services	14-19 Networks Young People's Partnerships
	Careers Wales working with 14-19 Networks	Careers Wales 14-19 Networks

P A T H W A Y

S U P P O R T

<sup>1</sup>: See section 1.2

3. Each learner's Learning Pathway will have a **combination of formal, non-formal and informal elements**. The balance between the elements will vary according to the learner's needs.

**FORMAL** – organized learning opportunities leading to approved qualifications and/or CQFW credit achievements.

**NON FORMAL** - organized programmes that may lead to accreditation but typically outside the National Qualifications Framework (NQF).

**INFORMAL** - wider experiences normally without formal recognition.

4. The illustrative grid overleaf shows some of the experiences which might constitute a balance between formal, non-formal and informal in an individual's Learning Pathway. It does not preclude the opportunity for an individual to, for example, continue some General Certificates of Education (GCSE) post 16, or start an A-level before year 12.

This section defines the framework which makes up an individually tailored Learning Pathway

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### An Illustrative Planning Grid For Balanced Learning Pathways

LEARNING PATHWAY	Year 9	Year 10	Year 11	Year 12	Year 13	Beyond Year 13
FORMAL Organised learning opportunities leading to approved qualifications	National Curriculum/ Statutory Requirements	Statutory requirements in school	Statutory requirements in school	Statutory requirements in school	Statutory requirements in school	Continuation of learning toward credit achievement, qualifications or personal goals. Negotiated extension of time to complete qualifications. Lifelong Learning including in Further and Higher education
	Assessment/Learning styles identified; range of taster activities	Approved qualifications from list in applied and general forms GCSEs/NVQs/BTEC etc AS/A levels/WBQ Core Some specific requirements of the Learning Core	Work based learning leading to approved qualifications	Duke of Edinburgh's Award bronze/silver/gold ASDAN and similar awards Millennium Volunteers/CSV	First Aid/Food Hygiene certificates etc OCN levels 1/2/3 Other aspects of the Learning Core	Residential experiences Hobbies/sport activities Membership of clubs/societies Part time employment (recognising legal requirements) Babysitting/caring skills
NON-FORMAL Organised programmes leading to accreditation but normally outside the NQF; can include credit achievement	✓	✓	✓	✓	✓	✓
INFORMAL Wider experiences normally without accreditation	✓	✓	✓	✓	✓	✓

Individual Learning Pathways will vary and should provide appropriate formal, non-formal and informal learning at the right levels at the right time for the learner to meet needs, aptitudes and interests.

This example grid is not all-inclusive by either range of learning or age.

Learning Coach support will help the individual to identify goals and develop a Learning Pathway.

A blank full-page grid is produced at Annex C.



## Key Element 2: Wider Choice and Flexibility

### What wider choice and flexibility means:

All learners at age 14-19 should be able, with support, to design their Learning Pathway from a sufficiently wide range of options leading to a range of qualifications. They should also have access to opportunities in applied or general forms to recognise their learning styles and enable them to experience success.

### Securing extended provision for choice and flexibility

1. The 14-19 Network should work to ensure co-operation between partners to secure a **broad and balanced range of opportunities**, recognising statutory requirements, from which learners can develop their own broad and balanced individual Learning Pathway. An audit of current provision may show that in many areas a wide choice already exists. In order to ensure a **basic level of choice and flexibility** across Wales, provision should be analysed and developed within the following framework.
2. **OPTION MENUS** contain the **range of choices** made available through the co-operation of partners in the 14-19 Network from which young people can choose formal aspects of their pathway. A **Prospectus of Activities** should be developed to cover the range of **non-formal and informal opportunities** available within an area.
3. For the **formal aspects** the framework below will ensure that learners have access to appropriate breadth, balance and relevance with flexibility to meet their individual needs. Provision in the **14-19 Network area** should include programmes at **each level, from entry to level 4, in applied and general forms**, to recognise different learning styles in the **DOMAINS** shown in the diagram overleaf.
4. Domains are intended as a means of securing the necessary range of provision. They do not indicate or demand any specialism or provide a framework for learner choice in themselves. They seek to underpin a **minimum level of provision**. They recognise that practicality, logistics and economies of scale will influence the eventual range of provision possible. **Cross border collaboration**, underpinned by technological developments such as the Broadband Lifelong Learning Network, will extend the range of choice where appropriate in some areas and for some learners.

This section describes the framework for providing choice and flexibility which will enable learners to design their Learning Pathway

### Illustrative Domains Framework for 14-19 Options Provision

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

5. Within each domain there will need to be a **range of options in general and applied forms, from entry level to level 4**. Most learning settings already offer some provision in each domain. The 14-19 Network should, over time, seek to expand the range of options at each level in each domain. There will be a particular need to consider how to increase provision within each domain through the **medium of Welsh**.

### What the learner will gain through designing their Learning Pathway

6. Learning Coaches (see section 2.1) will work with individual learners on a one-to-one basis or in small groups, to **establish goals** and to **develop a Learning Pathway** for each learner that will include formal, non-formal and informal opportunities phased over time. It will take into account experiences outside the learning setting, and which help in realising individual ambitions.

7. Learners will need to have access to the widest possible choice but will need to understand that for some goals there will be specific pre-requisites for access, for example Mathematics and English GCSE A\*-C for teaching. Support from the Learning Coach and Careers Adviser will help develop this understanding.

8. Learners aged 14-16 will have Learning Pathways that include programmes from several domains through the statutory national curriculum requirements at

### Key Stage 4 in Wales 2004: For all learners 14-16 in any learning setting (unless formally disapplied)

*National Curriculum Mandatory Subjects: English, Welsh (as a first or second language), Mathematics, Science, Physical Education*

*Other statutory requirements: Religious Education, Sex Education, Careers Education and Guidance, Personal and Social Education, Work Related Education (from September 2004)*

### 16-19 statutory requirements

*Maintained schools: Religious Education, Sex Education, Careers Education and Guidance*

*Further Education: Careers Education and Guidance*

Key Stage 4 (KS4). Future developments in the statutory requirements will reflect the nature of developments in Learning Pathways themselves.

**9.** Learners aged 14-16 should be provided with appropriate breadth and balance and should be encouraged to keep their options open. There is **sufficient flexibility** in the statutory requirements to allow those who wish to begin to specialise in one or more domains. Learners post 16 will be more likely to refine their goals and consequently their Learning Pathway towards a more specific set of options.

**10.** Learning Coach support will need to provide **impartial and practical advice and guidance** on pathways which best meet both the individual learner's needs and reflect the learning styles which suit them best.

This section describes the framework for providing choice and flexibility which will enable learners to design their Learning Pathway

## Key Element 3: The Learning Core

### What the Learning Core 14-19 is:

The Learning Core is the proposed wider learning for all young people in Wales from the age of 14 to 19. It is made up of minimum requirements plus enhancements.

- As a minimum, it consists of the skills, knowledge, understanding, attitudes, values and experiences that all learners need to prepare them for further learning, employment, personal fulfilment and their contribution to our bilingual and diverse society, regardless of the Learning Pathway that a learner chooses to follow.
- Learners should also have access to enhancements to the minimum requirements to develop their core learning for their chosen pathway and/or to fulfil an interest that will enrich their lives.

### 1. The detailed model for the Learning Core as set out in this section has been designed to:

- motivate learners whatever their pathways;
- be flexible enough to apply to all;
- accommodate a wide range of learning styles and the full range of intelligences; and
- be manageable in terms of volume.

2. The **minimum requirements** are intended for full time learners based in the workplace, those on mixed Learning Pathways, including work-based learning and other learning settings and those in full time study in schools and colleges. The minimum requirements, as part of the whole Learning Core, will support wider learning in all these contexts.

3. The **enhancements** make the model flexible enough for all learners. Learners should further develop their core learning for their chosen pathway and/or to fulfil interests that enrich their lives. This flexibility is designed to be **motivating for individual learners** as well as **practicable for providers**, especially in work-based routes.

4. The volume has to be manageable and avoid overload, particularly in terms of learning time, content and assessment. The Learning Core must **reflect statutory requirements** (see section 1.2) rather than adding to them. The Qualification, Curriculum and Assessment Authority for Wales' (ACCAC) advice on the review of the KS4 curriculum assessment and qualifications is designed to ensure consistency between the KS4 requirements and the Learning Core.

5. The Learning Core contains those aspects of wider learning which can be consistently applied for learners aged 14-19 in all settings. It does not, therefore,

This section describes what the Learning Core at 14-19 is and why this learning is important for all 14-19 year olds. It also gives some guidance on moving towards implementation in full for all learners

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include important statutory requirements which apply only in schools, such as Religious Education (RE) and science as a national curriculum subject at KS4. They remain essential elements of the school curriculum.

6. The level of the learning is not defined in the model. Programmes for learners should be designed to encourage individuals to achieve the highest level of which they are capable. It does not specify particular learning programmes or assessment requirements since these may vary between learning settings. The model gives **flexibility for learning providers**, working within their local 14-19 Networks, to decide on the nature of the specific learning programmes and assessment arrangements that they wish to put in place to meet their learners' needs.

**Model for the Learning Core 14-19: learning requirements as part of Learning Pathways**

**Specific requirements of the Learning Core 14-19**

Aspects of Learning	Minimum	Enhancements
<p><b>Skills</b></p> <p>The Key Skills of:                      Communication (Welsh and English)                      Application of Number                      Information and Communication Technology                      Problem Solving                      Improving own learning and performance                      Working with others</p> <p>Welsh language skills</p> <p>Other work-related skill</p>	<p>All 14-16 year olds should develop all 6 Key Skills (or follow appropriate entry/pre-entry level programmes for learners working below level 1 in the National Qualifications Framework) at the level appropriate to their programmes. Post-16, communication plus a minimum of 2 other Key Skills (or appropriate entry/pre-entry level programmes) should be required at the level appropriate to the programme.</p> <p>All 14-16 year olds should be taught Welsh/Welsh Second Language as part of the National Curriculum requirements.</p> <p>All 14-19 learners should develop skills relevant to the workplace. Post-16 learners on work-based routes will develop the skills required by the sector within which they are being trained. ACCAC's frameworks for CEG and WRE set out the minimum, including entrepreneurship, for full time learners in schools and colleges.</p>	<p>All post-16 learners should have access to the remaining Key Skills as enhancements. For some learners, additional Key Skills will be required within their programmes e.g. the WBQ and some modern apprenticeships.</p> <p>All post-16 learners should have access to the continued study of Welsh as an enhancement.</p>
<p><b>Knowledge and understanding</b></p> <p>Wales, Europe and the World</p> <p>Personal, social, sustainability and health matters</p> <p>Careers education/guidance</p>	<p>All 14-16 year olds should be taught the Curriculum Cymreig/Wales, Europe and the World as part of the revised requirements for KS4.</p> <p>All 14-16 year olds should be taught personal, social, sustainability and health matters, based on the ACCAC framework.</p> <p>It is a statutory requirement on schools and colleges in Wales to provide a programme of careers education and guidance for all their full and part-time learners 13-19. The ACCAC framework provides clear guidance on what should be provided.</p> <p>Learners on work-based provision also have a statutory entitlement to careers guidance.</p>	<p>All post-16 learners should have access to opportunities to expand their knowledge and understanding of Wales, Europe and the World as an enhancement. Wales, Europe and the World would remain a requirement for those taking the WBQ.</p> <p>All post-16 learners should have access to personal, social sustainability and health matters as an enhancement. PSE would remain a requirement for those taking the WBQ.</p> <p>(There is a statutory requirement for learners in further education to receive careers education and guidance)</p>
<p><b>Attitudes and values</b></p> <p>Respect for self, others and for diversity</p> <p>Responsibility for personal and social development, sustainability and health</p>	<p>Progressive development of these values should be a requirement for all learners 14-19. They are critical to the development of the whole person. Learning providers would need to determine the mechanisms that would enable individual learners to integrate their learning experiences and set goals for personal development.</p>	
<p><b>Common experiences</b></p> <p>Work-focused experience (see section 1.4)</p> <p>Community participation opportunities (see section 1.5)</p> <p>Cultural/sporting/aesthetic/creative experiences</p>	<p>This should be a requirement for all 14-19 learners. Learners on Modern Apprenticeships are based in the workplace. For learners in schools and colleges, the minimum requirement should be based on the ACCAC WRE framework.</p> <p>(These should be voluntary activities so are not included in minimum requirements)</p> <p>All 14-16 year olds should be taught PE as part of the National Curriculum requirements.</p>	<p>Many learners should have opportunities for extended relevant work focused experience above the minimum required for WRE. This might include recognition of part time employment.</p> <p>All learners 14-19 should have access to this as an enhancement. It would be a requirement for learners taking the WBQ post-16.</p> <p>All learners 14-19 should have access to cultural/sporting/aesthetic/creative experiences as enhancements.</p>

This section describes what the Learning Core at 14-19 is and why this learning is important for all 14-19 year olds. It also gives some guidance on moving towards implementation in full for all learners

## Managing the Learning Core - planning, implementation, assessment and accreditation

### Key issues and key roles

#### Opportunities

*Learning Pathways 14-19* provides a major opportunity for managers in all learning situations to make provision that is better suited to the needs of individual young people and the demands of the modern world. Taking up the opportunity should help both the learner and the provider. Young people need to develop skills and capabilities that make them better able to deal with further learning and with the demands of work. Providers can benefit through having more motivated and more effective learners.

1. Within Learning Pathways 14-19, the **Learning Core** identifies **the skills, knowledge, understanding, values and experiences that all learners need** to prepare them for further learning, employment and personal fulfilment so they can contribute to our bilingual and diverse society, whatever learning pathway they choose to follow. Key details of the **Learning Core**, which is set out as **minimum requirements** plus **enhancements** that allow individual learners to fulfil an interest that will enrich their lives, are provided in the **Model** on the foldout page included in this section.
2. This Guidance is intended for **all 14-19 Networks and learning providers** in work-based, voluntary and community settings as well as those in colleges and schools. It can help those planning, co-ordinating, and prioritising resources. Further information and guidance on implementing each aspect of the Learning Core is available at [www.wales.gov.uk](http://www.wales.gov.uk).

#### What are we dealing with?

3. The Learning Core is **not a detailed curriculum model**. The requirements are specified as **outcomes of learning**, together with some **common experiences**. These can be addressed in different ways to suit individual needs and settings and to recognise the variety in learning styles. The level of learning is also not prescribed in the model. This allows programmes that are appropriate to all, giving genuine access but also allowing young people to be challenged at the highest level of which they are capable.
4. There is an important distinction between the Learning Core and what is sometimes termed 'core' provision in schools, which may involve learning in a limited range of areas with very similar experiences for all learners. The Learning Core is more **flexible** and **wide-ranging**. The whole of a learner's programme can contribute to the Learning Core.
5. The Learning Core **applies in all settings**. It does not, therefore, refer directly to important statutory requirements that apply only in schools, such as Physical Education and Science at Key Stage 4 and Religious Education.

This section should be used in conjunction with the exemplar material and resource information provided which can be accessed at [www.wales.gov.uk](http://www.wales.gov.uk)

## Who is involved?

**6.** The **strategic planning** for 14-19 provision rests with local **14-19 Networks**. They work in partnership with the providers who are work, school or college based. The membership and role of the network, with guidance on implementation is set out in Section 3 and Annex E of this Guidance.

**7.** Each Network guide should indicate the learning opportunities that are available locally, including those that support the Learning Core. A learner will normally be registered and based in a work, school or college setting for his/her main programme. That **lead learning setting**, working within the local Network, will be **responsible for planning the individual's programme**, including access to the requirements of the Learning Core.

## What are the initial steps?

**8.** Aspects of the Learning Core are already provided for learners at 14-19. One of the goals of Learning Pathways is to provide all aspects for learners, whatever their learning programme, whatever their setting.

**9.** Each learning provider, working with the 14-19 Network, should **plan initial provision** of the Learning Core that:

- **uses opportunities already available;**
- **builds** on these to provide **more of the Learning Core for more learners;**
- continues to **meet current statutory requirements; and**
- **shares present resources**, staffing and infrastructure.

**10.** This means **addressing what is possible now, while planning for full implementation of the Learning Core in the future**. Managers in each setting will need to make decisions about how best to provide access for their own learners. The aim should be to make the very best provision available for all 14-19 year-olds through effective usage and sharing of staff and equipment.

**11.** A **survey of local programmes** that have been identified by the Networks could help decide what is manageable for each provider and the extent to which learners will need to be given access to external resources. The exercise should ask questions such as:

- Which aspects of the Learning Core do we provide?
- Which others are available locally?
- How do we make them available for more learners?
- Are there significant gaps in our local provision?
- What extra resources will we need?
- Could greater use be made of Information and Communications Technology (ICT)?



## Identifying learners' needs

**12.** There is a clear need to **avoid repetition** in learners' experiences and to **ensure appropriate progression**. Provision will be better where planning has been informed by listening carefully to the young people concerning their interests and needs. All partners in the Network have a role to play in identifying and in helping to meet the needs of young people in its area. For example:

Partner	Role
<b>Learning provider</b>	Ensuring that arrangements are made that identify individual needs. Identifying learning needs and styles; advising accordingly.
<b>The 14-19 Network</b>	Ensuring learning settings offer appropriate information on the range of opportunities available within the locality.
<b>Careers Wales</b>	Ensuring that guidance takes account of individual needs.

## Planning the learning

### Planning coverage

**13.** The **flexibility** of the Learning Core can be its strength because it can accommodate **all learners**. However, to benefit from that flexibility, providers need to make provision in the most effective way. In particular, there is need to decide which aspects of the core should be an **integral** part of the learners' options and which might require **discrete** provision.

**14.** For example, for learners on work-based routes, personal, social and health matters could be integrated within their training. Thus learning about customer care and responsible behaviour within the workplace, including health and safety issues, would contribute directly towards the core. However, for students following traditional A-level options in school, much of this aspect may be delivered through a discrete programme.

**15.** To take another example, college students who are taking performing arts will have ample scope for creative/aesthetic experiences. However, not all courses provide such opportunities and many learners will gain access to these experiences through voluntary activities such as taking part in a concert or preparing scenery/costumes for a play.

**16.** Particular courses or voluntary activities will often give rise to coverage of several aspects of the Learning Core. Thus the performing arts students,

This section should be used in conjunction with the exemplar material and resource information provided which can be accessed at [www.wales.gov.uk](http://www.wales.gov.uk)

mentioned previously, are likely to have extensive opportunities for working with others, problem-solving and improving their own performance.

### Addressing individual needs

**17.** Getting the **level of work** right is an essential pre-requisite for motivating learners. Experiences must be **accessible, relevant and manageable** for them, within their whole learning programme. This will include the needs of the most able both in academic and in other areas. For example, in sports, aesthetic and creative aspects, some will be very talented, needing opportunities that motivate them to go further. Other young people will require a simpler or an introductory experience.

**18.** **Curriculum delivery arrangements** also need to be manageable for providers, **avoiding overload in terms of time and content** but providing courses with a range of learning styles to suit all young people.

### Supporting the learning

#### How can learning providers support the core?

**19.** There is considerable scope to provide the Learning Core within programmes that are already part of the curriculum. The detailed guidance at Annex G, section 4.7, in this document provides an overview of this at **Key Stage 4**. In moving towards implementation at 14-16, schools can **build on their existing provision** and, in particular, ensure that they are providing the best access they can for all learners. In reviewing current practice, schools should identify strengths and weaknesses and **prioritise** areas for development across the coming years.

**20.** At **post-16**, young people follow learning programmes that vary markedly. In this context, a **wide range of strategies for provision** will be needed.

**21.** **Schools and colleges piloting the Welsh Baccalaureate Qualification (WBQ) should find that they are already providing almost all of the Core for their WBQ students. In other situations, a starting point may be to consider what opportunities could be provided within learners' options. Some aspects might need additional discrete provision. Schools and colleges will need to decide what is manageable in the near future, as well as recognising the longer-term implications of full implementation.**

**22.** **Work-based learning providers similarly should identify which aspects they already provide, which they could provide by appropriate enhancement of existing practice and which might need additional provision, possibly in partnership with others within the local 14-19 Network.**

**The Welsh Assembly Government is currently undertaking development work that will further support the Learning Core 14-19. Annex H, section 4.8, of this Guidance summarises the main areas of this work.**

## Recognising the learning

### How will achievement be recognised?

**23. Assessment for learning** that helps guide students in the next steps of their progress is an important element of any Learning Core experience. This not only helps young people **understand what they have achieved** and **what their next challenge is**; it can also help providers in **evaluating** their **programmes**.

**24. Formal recognition** is also important, wherever it is possible. This may be in the form of a **locally generated record** of the achievement, through the use of Progress Files, by **local awards** such as Open College Network (OCN) units, a **national award** like the Duke of Edinburgh award or by approved **external qualifications** such as Key Skills. For learners who are not following holistic programmes like the WBQ or Modern Apprenticeships, learning providers should consider how they will offer learners opportunities for accreditation that **reward attainment without assessment overload**.

### How will provision be evaluated?

**25.** Individual learning providers, in partnership with their 14-19 Network, should **evaluate** the **coverage** and **effectiveness** of provision in an area and feed the **outcomes** into the local **14-19 planning process**. This regular evaluation should **involve individual learners** and young people's groups. It should also draw on any available external evaluation such as that provided by ESTYN.

**26. Self-evaluation** is an ongoing expectation for learning providers within all ESTYN inspection arrangements under the Common Inspection Framework. Key questions to address here will include the **quality** of provision delivered to individual learners, the **standards** they achieve and the **cost-effectiveness** of the provision. Sector handbooks provide further information.

This section should be used in conjunction with the exemplar material and resource information provided which can be accessed at [www.wales.gov.uk](http://www.wales.gov.uk)

## Steps in planning and implementing the Learning Core

Key area	Actions
Working with <b>partners</b> within the Networks	<ul style="list-style-type: none"><li>• Ensure Learning Core features clearly within the <b>terms of reference of a Network</b>, and regularly within its work</li><li>• <b>Share good practice</b> that is applicable to all providers.</li><li>• Identify and work with those national and regional bodies that <b>can help develop provision</b></li><li>• Develop a prospectus of available opportunities and experiences that support the Learning Core</li></ul>
Devising <b>plans</b> to build on what is already available	<ul style="list-style-type: none"><li>• Identify <b>current activities</b> and programmes that link to the aspects of the Learning Core.</li><li>• Set out the <b>resources</b> available</li><li>• Identify what activities can be made <b>available now</b>.</li><li>• Identify what areas need <b>further development</b> to be available for all</li><li>• Identify <b>staff training needs</b></li><li>• Draft a plan with short, medium and long term <b>goals, timescales</b> and <b>priorities</b></li><li>• <b>Gather information about learners</b>, including their own views, and use this to inform planning</li><li>• Give particular attention to the provision for those with <b>additional needs</b> including the most able</li><li>• Address areas and activities that are <b>not fully developed for all learners</b></li><li>• Seek variation in <b>teaching and learning styles</b> to assist motivation</li><li>• <b>Co-ordinate learners' experiences</b> to deliver coherent and effective programmes</li></ul>
Ensuring that activities cater effectively for the needs of <b>individual learners</b>	
<b>Assessment</b> , recording and accreditation of learning	<ul style="list-style-type: none"><li>• Encourage <b>learners to set targets, review progress</b> and <b>record achievements</b></li><li>• Provide regular <b>feedback</b> to learners on their progress.</li><li>• Seek all appropriate means of <b>certificating achievement</b></li><li>• Consider what <b>forms of assessment</b> might help motivation where certification is not applicable</li></ul>

This section sets out how work focused experience fits into the Learning Core and how it can be enhanced and extended for all learners

## Key Element 3: The Learning Core - Work Focused Experience

### What work focused experience is:

Work focused experience provides opportunities for learners to improve their knowledge and understanding of, and skills for, the world of work, enterprise and entrepreneurship based largely on learning by doing, generally within a vocational setting. Business and industry provide a context for this important part of the Learning Core for 14-19 year olds. Work focused experience has Work Related Education at one end of a continuum that includes full-time work-based learning at the other extreme.

1. The **minimum requirement** for work focused experience (WFE) as part of a Learning Pathway for all learners 14-16 is **Work Related Education (WRE)** which became statutory from September 2004. WRE includes a minimum of three weeks work experience over the 14-19 phase, including at least one week during KS4. 16-18 year olds taking part in the **Welsh Baccalaureate pilots** have work focused experience as part of the WBQ Core which together with the other components of the WBQ Core at advanced level (level 3) counts for 120 University and Colleges Admission Service (UCAS) points. Many learners from 14-19 will be able to gain **enhanced opportunities** for a variety of work focused experience ranging from recognition of their part time employment to structured work based learning and participation in programmes such as **Modern Apprenticeships**.

2. Examples of work focused experience include:

- WRE as an entitlement for **all** learners;
- Extended work experience for part of the week;
- Enterprise, entrepreneurship and business awareness activities;
- Vocational options as part of Learning Pathways;
- Simulated WFE, for example in Realistic Work Environments (RWEs);
- Extension activities through Saturday clubs and vocational sampling programmes;
- Partnership activities, including taster activities, between schools, FE colleges and work-based learning providers;
- Part-time and temporary employment;
- Entitlement through WBQ Core programmes;
- Activities through organisations such as The Prince's Trust Cymru, Guides Cymru, Urdd Gobaith Cymru and a range of youth service activities;
- Residential and/or overseas activities, including work placements.

3. Networks will need to encourage partnership working and to develop a **prospectus of work focused experience** opportunities in their area. They

This section sets out how work focused experience fits into the Learning Core and how it can be enhanced and extended for all learners

should develop **forecasts** for WFE in terms of work experience, placements, part-time jobs and work based training. They should have considered **plans for expanding work focused experience** including opportunities for the less advantaged and those with special needs and for learning through the medium of Welsh. Timely decisions will need to be made about the opportunities available to learners to allow adequate time for planning and preparation. In some areas, local circumstances may limit choice and some opportunities may be constrained by competing demands on resources and cost per place.

4. Networks will need to consider **alternative ways** by which to deliver WFE - for example, by **organising open days, taster days providing road shows for institutions, master classes and workshops**. It may also be appropriate to provide RWEs in, for example, the local FE College. Work might also be commissioned from industry whereby professionals with specific business/industry skills can support simulated projects and contribute to the final assessment.

5. Networks will also have an important role in **quality assurance** in deciding which WFE activities should be included in the prospectus. Employers will need support in **developing capacity, receiving appropriate information and training**. Both the employer and the young person involved should be given the opportunity to exchange feedback on the activity. Young people should be encouraged to **reflect on the workplace** with regard to relationships with colleagues and/or customers and on the knowledge, understanding and competency gained. They should be **empowered** to make decisions about their future and be supported by advice and information systems. Employers will need to be properly briefed in advance, to consider the allocation of **mentoring/supervision** arrangements and to be alert to opportunities for their own staff to gain evidence for their **personal training and development needs**. The Careers Wales companies have an important part to play in supporting these activities.

6. Work focused experience can contribute to formal, non-formal and informal aspects of an individual's learning pathway. For example:

**Formal** Significant structured work based learning from the Prospectus of Activities. This could, for example, be 1-2 days a week or a continuous block of experience and would lead to the award of qualifications such as NVQs.

**Non-formal** Work focused learning or enterprise activities which provide a range of identified skills and experiences that contribute to Key Skills portfolios, might be recorded as part of Progress File and which lead to accreditation, might also include learners' part time employment where specific skills and experience can be identified and evidenced. This learning can also lead to the award of units of credit such as OCNs.

**Informal** Short periods of work experience, taster programmes of various work focused experiences, short term enterprise activities, part time employment where specific skills and experience are less easily identified and evidenced, and might, in some circumstances, overlap with community participation activities in some circumstances.

This section sets out how work focused experience fits into the Learning Core and how it can be enhanced and extended for all learners

7. The formal aspect of Learning Pathways will be supported by the development of **structured curriculum plans** in partnership with employers through Sector Skills Councils (SSCs), which will support more focused learning pathways.

### The benefits that work focused experience can provide

8. 'A Framework for Work-Related Education for 14-19 Year Olds in Wales' (ACCAC, 2002) lays out the opportunities that work focused experience can provide for young people.

9. Work focused experience can also make a strong contribution to developing the **wider essential skills of learners**, and to raising levels of achievement against the baseline of 'Future Skills Wales' (2003) which will have a beneficial impact across all aspects of their learning. ACCAC's *Framework and Supplementary Guidance for WRE* together with ACCAC's *Framework and Supplementary Guidance for Careers Education and Guidance* are designed to assist schools and colleges make appropriate provision.

### How work focused experience will be delivered

10. Current arrangements for work focused experience are often limited in range, quantity and quality. Although there are good examples of practice across Wales there are significant challenges in extending and enhancing this experience. These challenges exist at both local and national levels.

11. At a local level they include:

- developing **relationships with employers** to enhance employer capacity and quality experience and support;
- making best use of the limited **capacity of Small and Medium Enterprise (SME)** organisations, especially in rural areas;
- making sure that enough **work focused experience** is available through the medium of Welsh;
- making cost-effective **transport arrangements**, especially in sparsely populated areas and in areas of economic deprivation;
- addressing resource implications of **staff supervision** and preparation and for **taster sessions**;
- securing access to work-focused experience for all **learners with additional needs**.

12. At a national level these include:

- working with SSCs to develop **structured curriculum requirements** for formal work focused experience leading to approved qualifications;
- developing **local databases** in a nationally agreed format of employers who are willing to provide, and capable of providing, effective, well-monitored, work-based experiences. Over time, this should lead to better benchmarking and spread of best practice nationally.

This section sets out how work focused experience fits into the Learning Core and how it can be enhanced and extended for all learners

**13.** The support of employers in all sectors will be vital in delivering the quantity and quality of work focused experience needed to enable learners to access this aspect of Learning Pathways. This includes a large number of **bodies in receipt of public funds**. The Welsh Assembly Government will consider whether, in the future, support for workfocused experience developments might be a requirement for these organisations.

**14.** The current two-year (from June 2005) Learning Pathways Objective 1 and Objective 3 **European Social Fund (ESF) projects** supporting capacity building post 16 across Wales provide opportunities for **strengthening links** with key organisations such as SSCs, on a regional and national basis. There are also opportunities for **local initiatives** to offer learning or work focused experience options. These developments will form part of the experience in participating local 14-19 Networks. All Networks will be expected to develop such links and activities. As Learning Pathways 14-19 develops additional support will be targeted at this through funding made available in Network areas. The receipt of funding will be conditional on their success in doing this.

**15.** Those organising work focused experience activities have a duty to ensure that placements are appropriate. They should ensure, as far as reasonably practicable, that the young people are not exposed to risks to their **health and safety**. Where specific standards of safety are identified, for example the need for compulsory safety clothing or the compulsory use of eye and ear protection, these should be taken into account during the planning of the curriculum.

**16.** Where young people study off-site from their main centre of learning additional suitable and adequate **insurance** cover will need to be put in place. Discussion should take place between the partners involved to confirm the adequacy of the insurance arrangements.

**17.** Partners should ensure that there are robust **child protection** procedures in place where adults are working with young people. In particular, partners should abide by the guidance from the Criminal Records Bureau for the recruitment and vetting of staff working with young people. Further guidance will follow as the recommendations of the Michael Bichard enquiry are addressed. For the protection of both adults and pupils, all adult supervisors should ensure that, wherever possible, they are not alone with a young person.

**18.** The availability of work focused experience will mean that the young person is likely, on occasions, to be away from the main centre of learning. It remains important that **attendance** is checked and records kept. Partners should establish clear procedures for reporting absences. For those under the age of 16 care should be taken to comply with legal requirements.

**Further Guidance on work focused experience will be issued in 2007 with regard to:**

- **Securing appropriate insurance, health and safety and child protection arrangements and, as appropriate, monitoring and recording attendance.**



## Key Element 3: The Learning Core - Community Participation

### What community participation is:

Community participation provides experience which helps young people to understand what it is to be a citizen and to develop their self-awareness about living and participating effectively and responsibly in a community.

1. Community participation is a **requirement** for those taking the **WBQ** post 16 and as Learning Pathways 14-19 are developed it will become an **enhancement** for all (see section 1.3). It will be part of the non-formal or informal aspects of a Learning Pathway except as part of the WBQ Core, which has it as a formal requirement of the qualification.

2. Community participation can include a wide **range of experiences** such as:

- Buddying schemes with peers or younger children;
- Volunteering work with older people, or young people with special needs;
- Serving on a committee to organise events or manage an organisation;
- Being a member of a school council, youth forum or similar young people's group;
- Being on the Funky Dragon Grand Council;
- Helping as a support worker on a holiday scheme;
- Being a prefect in school or senior member in a youth club;
- Being a team leader in an organisation such as Scouts or Girlguiding;
- Working to improve the environment locally, nationally or globally;
- Raising money to support others through charitable organisations;
- Being a young carer;
- Participating in activities in a summer camp.

These activities may be informal or may lead to the award of credit through more structured programmes, including Key Skill qualifications or as part of a portfolio demonstrating skills and experience.

3. It can also include **specific schemes** leading to accreditation through, for example:

- Duke of Edinburgh Award Scheme;
- Operation Raleigh;
- Award Scheme Development and Accreditation Network (ASDAN) Awards;

This section sets out how community participation contributes to the Learning Core from 14-19 and how it will be incorporated into Learning Pathways

- Baden Powell Award;
- Millennium Volunteers; and
- Other schemes underpinned by the award of credit for example Open College Network (OCN) management programmes.

4. 14-19 Networks, working in consultation with the local Young People's Partnership, should develop and maintain a **Prospectus of Activities** including community participation opportunities in their area and ensure they use local knowledge and evidence to secure high quality experience. The opportunities available should be developed through regular ongoing and meaningful **discussion with a broad range of young people**, and their views taken on board wherever possible. Where it is not possible to take their views on board, feedback regarding the reasons should be given to the young people as quickly as possible after the discussion.

### How community participation will be developed: recognising existing experience

5. Many young people will already be engaged in a range of activities which constitute community participation in various aspects of their lives. The design of a Learning Pathway seeks to **identify and recognise the experiences and opportunities many learners have which are not currently known about or valued by the lead learning setting, and to be proactive in enhancing and extending the experiences** of those who may not have such a range of experiences. For 14-16 year olds and those in schools or colleges post 16 there may be opportunities for involvement in activities such as buddying or peer-mentoring schemes with younger pupils in schools. For young people with caring responsibilities, Learning Pathways may provide a way to recognise the skills and experience they gain, and in some cases, to gain accreditation.

6. These experiences can be included as part of the **planned experiences** for a Learning Pathway in discussion with the Learning Coach, especially if the learning aspects of the experience can be identified. Community participation can contribute to each aspect of Learning Pathways.

<b>Formal</b>	Essential component of WBQ leading to WBQ. Contribution to Key Skills qualifications
<b>Non-formal</b>	Specific schemes leading to accredited outcomes such as Duke of Edinburgh's Award, Operation Raleigh, OCN, ASDAN etc.
<b>Informal</b>	Range of experiences with significant benefits but not necessarily leading to award of credit, for example residential experiences, enhancing community areas, buddying

7. All young people should have the opportunity to plan and engage in a range of experiences to help them develop the **skills that are essential for life and work**, and to contribute specifically to the development of **Key Skills**. Community participation opportunities will also need to be developed through the **medium of Welsh**.

8. The skills and knowledge gained through community participation experiences can also be recorded in a learner's **Progress File**, an 'e-version' of which is under development.

### Young People's Partnerships (YPPs) and Learning Pathways

9. For those learners who do not have access to community participation, the YPPs will play an important role in **identifying or commissioning relevant activities** that will become part of the non-formal and informal learning in a **Prospectus of Activities**.

10. **Youth work** across the voluntary and maintained sectors has a contribution to make in developing young people's learning and achievement. This is typically delivered through informal and non-formal learning educational contexts and there is a growing recognition of the input that can be made to formal education.

11. Youth work has a contribution to make within key areas of the Learning Pathways agenda: for example as a contributor to the **learning coach** role; **personal support** and **community participation**. Youth workers support and encourage young people to take part in a range of personal and social development learning opportunities, some of which may, on occasion, lead to the award of credit. Experience and enjoyment by young people of activities can also support them in developing skills, which will enhance their Learning Pathway.

12. Providing opportunities for community participation on such a wide scale will require **capacity development** in all sectors. As Learning Pathways 14-19 develop additional support will be targeted at this through funding made available to Networks. Receipt of such funding will be conditional on their success in doing this.

13. Those organising community participation activities have a duty to ensure that placements are appropriate. Many organisations offering community participation activities have **health and safety, child protection and insurance** arrangements in place.

14. They should ensure, as far as reasonably practicable, that the young people are not exposed to risks to their **health and safety**. Where young people are involved in activities off site from their main centre of learning suitable and adequate insurance cover should be in place. Discussion should take place between the partners involved to confirm the adequacy of the **insurance** arrangements.

15. Partners should ensure that there are robust **child protection** procedures in place where adults are working with young people. In particular, partners should abide by the guidance from the Criminal Records Bureau for the vetting of staff working with young people. Further guidance will follow as the recommendations of the Michael Bichard enquiry are addressed.

This section sets out how community participation contributes to the Learning Core from 14-19 and how it will be incorporated into Learning Pathways

**Further guidance on Community Participation will be issued in 2007 with regard to:**

- **securing appropriate insurance, health and safety and child protection arrangements and, as appropriate, monitoring and recording attendance.**

## Section 2

# Support for Learners



## SECTION 2: SUPPORT FOR LEARNERS

### Key Elements 4, 5, 6: Learning Coach, Personal Support and Careers Information, Advice and Guidance

#### What support for learners is:

Support for learners 14-19 includes a unique blend of learning support, careers information, advice and guidance and access to personal support which will enable all learners to receive the information, advice and guidance they need to make good choices, overcome barriers to learning and realise their potential.

1. All young people have the right to **high quality impartial information, advice and guidance** to enable them to make informed and realistic choices and help them remain in learning.
2. The elements of advice, support and guidance, in a combination that meet the needs of the individual learner, are key components of an individual Learning Pathway. They support and build on existing arrangements already available in schools, colleges, work based learning, and for those elsewhere whether they are employed or not engaged in education, training or employment.
3. All learners will have a **basic entitlement** to Learning Coach support and careers advice and guidance, and to access to personal support, with enhanced provision for those with greater need. Support should be **flexible** enough to meet the needs of individual learners whether in school, other learning setting or elsewhere, recognising institutional and local contexts.
4. Parents or other carers should be made aware of the support available for learners and will be important partners in helping learners realise their potential.

The following sections set out the arrangements for learners to receive learning support, personal support and impartial careers information, advice and guidance

## SUPPORT FOR LEARNERS

	Learning Coach	Personal Support	Careers Adviser
<b>Key Role</b>	<i>Consistent and effective support, which puts learner needs first, for young people and available through the medium of Welsh and English</i>		
	<p><b>Helps the learner to identify goals and develop a Learning Pathway to meet them,</b>                      Puts learners learning needs first.                      Helps the learner to develop the skill of how to learn.                      Understands all aspects of Learning Pathways.                      Values formal, non-formal and informal learning.                      Aware of options available in local options menu.                      Understands young people and their needs.                      Understands learning styles and implications for programme choice.                      Understands access routes to personal support.                      Understands the role and value of professional careers advice to inform the Learning Pathway</p>	<p><b>Supports young people to develop solutions to personal, social, emotional and physical problems.</b>                      Understands emotional, social and physical needs of young people and puts learners needs first.                      Available when and where young people need support                      Able to refer on to more specialist professionals where necessary.                      Provides a range of specialist provision                      Aware of issues of confidentiality and of child protection and community safety issues</p>	<p><b>Provides learners with specialist information and advice on the wide range of career and learning options available.</b>                      Supports learners to make informed and realistic decisions as part of ongoing career planning.                      Contributes to WRE learning outcomes by working with learning settings and employers in supporting work experience placements, organising business, enterprise and entrepreneurship awareness activities, employer mentoring, support to the curriculum and placements into industry for teachers and lecturers.                      Statutory role in supporting young people in transition, particularly at 16+.                      May act as learning coach to young people particularly outside formal learning setting.                      Aware of a range of financial benefits to support post 16 learners to help them remain in education.</p>
<b>Additional skills/qualifications</b>	Learning Coach Qualification	Specific skills for working with young people	Careers adviser qualification, Youth Gateway personal advisers qualification
<b>Methodology</b>	<p>Work as part of team in learning setting under learning professional to ensure consistency and continuity.                      Regular support to value learning , encourage learner and overcome any barriers to learning.                      Can work with young person to identify appropriate personal support.                      Can refer to personal support professional with young person's consent.                      Work with learner to develop Progress File.                      Keeps record of Learning Pathways and updates for lead learning settings.                      Teams may include additional mentoring support from business mentors or HE students acting as mentors                      Mainly voluntary involvement of young person.                      Range of existing support for young people still available.                      Specialist agencies, including voluntary sector, to secure area wide provision of back up services such as health counselling, emergency contraception, mental health support, substance misuse support, social care etc.</p>	<p>Young people made aware of availability of support - within learning setting and outside                      Young people able to access support when they need it.                      Referrals to another professional with young person's consent, where this is a legal requirement.                      Parental referral.                      Offers continuity and equity.                      Can refer back to Learning Coach with young person's consent.                      Backed up by range of more specialist services to meet young people's needs.</p>	<p>Working inside and outside learning settings in collaboration with Learning Coach and Personal support providers to ensure maximum benefit to learner.                      Works closely with Learning Coach to ensure understanding of young person's Learning Pathways, learning styles, abilities and interests – and implications for careers choices.                      Provides personal support and can refer young person to other support agencies with his/her consent</p>

### Footnotes.

1. Advice, support and guidance identified here builds on and adds to systems of provision that already exist. It enhances such provision and makes an additional contribution where, in the past, provision may have been restricted. It makes a significant contribution to the delivery of Extending Entitlement for young people in Wales and the role of the Young People's Partnership.

2. On occasions aspects of learning support, personal support and careers advice may be provided by the same person

This section sets out the arrangements for learners to be able to discuss their learning and progress on a regular basis and how that will dovetail with other aspects of support.

## Key Element 4: Learning Coach Support

### What specialist learning coach support is:

The learning coach role is key to supporting the learner in the learning related aspects of the whole Learning Pathway with a focus on maximising the young person's ability to learn.

1. The main role of the learning coach is to help the learner to **identify goals** and **develop a learning pathway** to meet them. Learning coaches will need a wide range of skills and knowledge and will put the individual's learning needs at the heart of all their work. The effectiveness of learning coach support relies on the integrity of prospective learning coaches from all professional backgrounds to act **impartially** in the interests of the learner, including providing full access to information and guidance about the options menu across all settings.
2. Learning coach support is not necessarily a single person but may be delivered through a **team approach** enabling learners to access support at different times in different ways and in different places. Networks will need to consider how best they co-ordinate this work and offer ongoing support.

### Who might become a learning coach

3. A range of professionals, from a variety of backgrounds and with a varying level of experience and professional qualifications, may have the skills and knowledge set to provide learning coach support. These include teachers, careers service staff, youth workers, those with social work training, counsellors, teaching assistants, classroom support workers and work based trainers. Others from outside education and social services may also be able to demonstrate the necessary skills and knowledge set to do the job.
4. The Credit and Qualifications Framework for Wales (CQFW) team works closely with Learning Pathways 14-19 and in 2005 commissioned the Learning Coach Credit Project to identify the learning required to become a competent Learning Coach, and express it in CQFW terms as a flexible learning framework. This work is being taken forward in the implementation phase of the Learning Coach development.
5. At least in the early stages of development of the programme, learning coaches will need to be able to follow this **training** course shortly after taking up the role through participation in training and/or recognition of prior learning, as available or appropriate. Networks will need to ensure that those trained are able to work with others who may not have had access to training in this phase. All Networks should, as part of the process of identifying those suitable for learning coach training, offer an **induction** programme. Networks, in partnership with the Learning Pathways 14-19 team, have developed suitable training material. As a minimum, all learning coaches should at least have had this training before working as a learning coach.



This section sets out the arrangements for learners to be able to discuss their learning and progress on a regular basis and how that will dovetail with other aspects of support.

6. All learning coaches, whether trained or not, will need to take full account of the stated requirements of the role set out in the training units. It is essential that anyone assuming the role is allocated **sufficient time and training** to provide learners with quality learning coach support. Funding to support the training of learning coaches is available as part of the current Objective 1 and Objective 3 ESF projects.

7. Innovative schemes already exist for both Higher Education (HE) students and business representatives to work with learners in roles that involve aspects of learning coach support. They should work with lead learning settings to further develop these and similar programmes. HE students and others providing a **mentoring** role will provide valuable additional support and need to work as part of the learning coach team. All those providing a mentoring role should receive an appropriate level of training in this role. They will not provide the main learning coach minimum entitlement.

**A possible job description for a learning coach is set out in Annex D Section 4.4. A comparison between the role of the learning coach and the WBQ personal tutor is set out at Annex J. The detailed training units which underpin the role can be found at [www.wales.gov.uk](http://www.wales.gov.uk)**

### How learning coach support will be delivered

8. All lead learning settings will need to consider how to ensure access to qualified learning coach support for the learners for whom they are responsible. This will be particularly important for settings such as schools and colleges, which are the lead learning setting for large numbers of learners. For some learners the same person may provide learning coach, personal support, careers advice and guidance and some of this will be provided as an enhancement of current support for learners. The needs of the majority of learners will be best met by using the specific skills and expertise of the different support functions set out in this guidance.

### How the learning coach will support the learner

9. Each learner should be entitled to assistance in developing a Learning Pathway through:

- access to **specific learning coach support**, either as an individual or as one of a small group;
- access to **drop-in learning coach support**;
- opportunities for **formal referral** for those who have need for extra support;
- access to other **support initiatives**, available through personal support, Careers Wales and other innovative routes involving new technology.

10. Learning coaches provide a **complementary service** to existing teachers, lecturers, trainers and others providing services to young people and their families outside learning settings such as social and youth services, the Education Welfare Service, community and voluntary workers and Careers Wales advisers. Learning

coach support should work in **partnership** with pastoral support systems within learning settings and in other aspects of young people's lives where applicable.

## How young people will access learning coach support

ACCESS 1	ACCESS 2	ACCESS 3
<p><i>Minimum entitlement for all.</i> Support and guidance in negotiating a Learning Pathway to meet learners needs and structured intervention and support at key progression points throughout 14-19 phase.</p>	<p>A 'drop-in' advice point could operate during week times in schools and colleges such as breakfast, lunchtime and twilight sessions. These could operate in conjunction with other after school and college clubs/community initiatives and be part of the support provided by the Prospectus of Activities. 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. Might in some circumstances overlap with personal support drop in provision.</p>	<p><i>Formal referrals</i> could be, for example, from the following:</p> <ul style="list-style-type: none"> <li>▪ school/college management and pastoral inclusion teams;</li> <li>▪ employer/work based providers;</li> <li>▪ Careers Wales staff;</li> <li>▪ Education Welfare Officer; and</li> <li>▪ parents/carers.</li> </ul> <p>This referral point would identify, for example, young people who:</p> <ul style="list-style-type: none"> <li>▪ have chosen an inappropriate pathway;</li> <li>▪ are reluctant learners;</li> <li>▪ present themselves as disengaging from the curriculum; and</li> <li>▪ are not realising their full potential.</li> </ul>

## Role of schools, other lead learning settings and other providers

11. They will need to:

- clearly **define the role** of the learning coach in the learning setting and in the context of national policy;
- support their own **staff** in **understanding** the role of the learning coach through appropriate briefing and training;
- establish procedures for **learner referral** to the learning coach and allocation of learning coach to learners;

This section sets out the arrangements for learners to be able to discuss their learning and progress on a regular basis and how that will dovetail with other aspects of support.

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- provide **adequate time, space and facilities** for regular meetings between learning coaches and learners, both one-to-one and in group sessions;
- establish **procedures** for learners with other organisations and parents/carers, as appropriate, that support the needs of the learner;
- establish systems **for setting targets** and for **tracking the progress** of individual learners that are negotiated with the learner and reflect information and learning protocols and 'Keeping in Touch' guidance for YPPs;
- contribute to the development of well organised **record keeping systems**;
- within established arrangements for the organisation, provide them with access to **professional development and training** including the opportunity to undertake an accredited qualification for the role of learning coach.

**12.** It will be necessary to ensure learning coaches have **manageable caseloads** and that support contributes effectively to the young person's ability to learn.

**13.** 14-19 Networks will need to develop ways to ensure that the learning coach role develops and is undertaken in line with this and subsequent guidance. To help progress these developments additional support will be targeted at the development of the learning coach role as part of the allocation of funding for Learning Pathways arrangements. Receipt of this funding will be conditional on Networks being able to demonstrate an ability to successfully deliver these developments.

## Key Element 5: Access To Personal Support

### What personal support is:

Personal support is a key element of each Learning Pathway. It should ensure access for all learners to services or people to support them in developing solutions to the personal, social, emotional and physical problems, which become obstacles to realising their potential. It should also provide assistance in developing the learner's skills in accessing, retrieving and using information effectively and in making realistic and well informed decisions.

1. All learners have an entitlement to access personal support, though not all learners will need to take advantage of these services. Those who do may require **various degrees of support** ranging from knowledge of where to seek information, someone to simply listen to a problem, to specialist help such as counselling, mental health support, sexual health advice or social care.

### How personal support will be provided

2. There is already a wide variety of existing personal support work provided by a range of organisations including schools and colleges. Much of the existing support is provided by partners within the YPP, including the youth service, which will be key in developing a strategic approach to **enhancing personal support services** as part of Learning Pathways. Co-ordinating these services and ensuring that they are available to all young people is a key role for organisations within the YPP. It is not only a question of who leads but how services engage if the issue cannot be dealt with at the first point of contact.

3. Personal support services should be **confidential** except where child protection and community safety issues arise. YPPs are developing information-sharing protocols, which will help those providing personal support to be aware of the legal responsibilities **in sharing information**.

4. Young people may require different levels of support at different times in their lives and according to need. They may need intensive support for short periods of time to overcome issues concerned with their welfare such as those concerned with bullying, health and relationships or support to build levels of self-esteem and confidence. They may however require less intensive support in order to access information from a relevant source e.g. the Internet. On occasions, parents may need better support to help them to help their child (ren) to make choices and make important decisions.

5. Any professional providing front line personal support will need to know where to **signpost** a young person who needs access to more specialist support such as counselling or emergency social care.

6. Young people should be provided with the **information** they need to be able to seek personal support themselves. In some cases, with their consent, they might be referred by a learning provider, learning coach, or other worker, or,

This section sets out the arrangements for learners to receive personal support when needed - both by self-referral and referral by someone else (with the learner's consent).

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in exceptional cases, the parent/carer of the young person. Ways will need to be found to ensure that personal support is available and accessible to all learners and particularly to disengaged learners 14-16 or those not engaged in education, employment or training post 16, and other hard to reach groups.

**7.** There is **no single model** of provision for personal support. It may be provided by a range of agencies. For example, services might be provided at learning settings during the day, youth workers in schools, or through 'drop-in' facilities in community settings, such as youth clubs or information shops, or through existing organisations. These agencies will need to consider their arrangements for tracking this support.

### Who will provide personal support

**8.** Professionals from many sectors who work with young people may have the necessary skills to offer aspects of personal support. They will need to:

- be sensitive to issues of **confidentiality, information sharing, child protection and community safety**;
- have **specific competencies** reflecting their professional training and continuing professional development (CPD) arrangements;
- be able to maintain and **develop knowledge and skills** on their roles and responsibilities;
- be able to **work effectively with young people**;
- demonstrate service offering **continuity, equity and confidentiality**.

**9.** The system for delivering personal support needs to have strong working arrangements in place between relevant professional services that serve young people's needs. These relationships are already developing as part of the provision for *Extending Entitlement* being taken forward by the YPP.

**10.** Youth work can make a significant contribution to the creation of a **framework of personal support** within learning settings and in communities out of formal learning hours.

**11.** As Learning Pathways 14-19 develops additional support will be targeted at personal support through funding made available to Networks. The receipt of this funding will be conditional on their success in doing this.

## Key Element 6: Careers Information, Advice and Guidance

### What careers information, advice and guidance consists of:

Learning Pathways means that all learners will have an entitlement to specialist and impartial careers information, advice and guidance. This will come from qualified Careers Advisers. It will be delivered through Careers Wales companies throughout Wales and Careers Wales Online. Learners in schools and colleges will also receive careers education and guidance within their learning setting.

### Specialist careers advice

1. Careers Wales Advisers have responsibilities to provide learners with **specialist advice** on a wide range of careers and learning options; to work with young people to provide advice and guidance on **career choices**; and to work with learning settings and employers to develop **appropriate work experience** and encourage them to raise learners' **awareness of business** and to offer mentoring support.

### Working with Learning Coaches

2. Some Careers Advisers will act as Learning Coach, particularly for those learners outside formal learning settings. They will be encouraged, alongside other professionals, to undertake the specific Learning Coach qualification that is being developed.

3. Careers Advisers will need to **work closely with Learning Coaches** in all settings to ensure learners benefit from the specific specialist skills, knowledge and experience of each of the professionals involved. It will be important for Careers Advisers to be able to **signpost young people** to relevant support where necessary.

### Links with personal support for young people

4. **Youth Gateway** provides a model for those young people in most need of support. The Youth Gateway Adviser acts as Careers Adviser, Learning Coach and offers personal support for small groups of young people and individuals. For the vast majority of young people, personal support will be obtained from other sources.

### Careers Wales Online (CWOL)

5. Since September 2004, learners have been able to access a wide range of **information online**, together with the option of their own web-space to contain their CV and other information. **Progress File** is also available online. Further expansion of CWOL is constantly taking place including option menu and learning grid developments as part of the current Learning Pathways ESF projects. The Pilot Phase or this project should be completed by September 2007.

This section sets out the arrangements for learners to receive information, advice and guidance on career and learning opportunities and how that will dovetail with other aspects of support

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#### 6. **Careers Wales will also:**

- establish, further develop and maintain close working relationships between Careers Advisers and Learning Coaches and providers of personal support to ensure the maximum benefit to the individual learner;
- work closely with the identified Learning Coach to ensure an understanding of individual Learning Pathways, learning styles and the abilities and interests of the individual young person;
- refer a young person, with his/her consent, for personal support;
- work with 14-19 Networks to further develop and maintain arrangements for the provision of services for all young people 14-19 in collaboration with Learning Coach and personal support; and
- take into account the needs of bilingual speakers and the employment needs of bilingual communities.

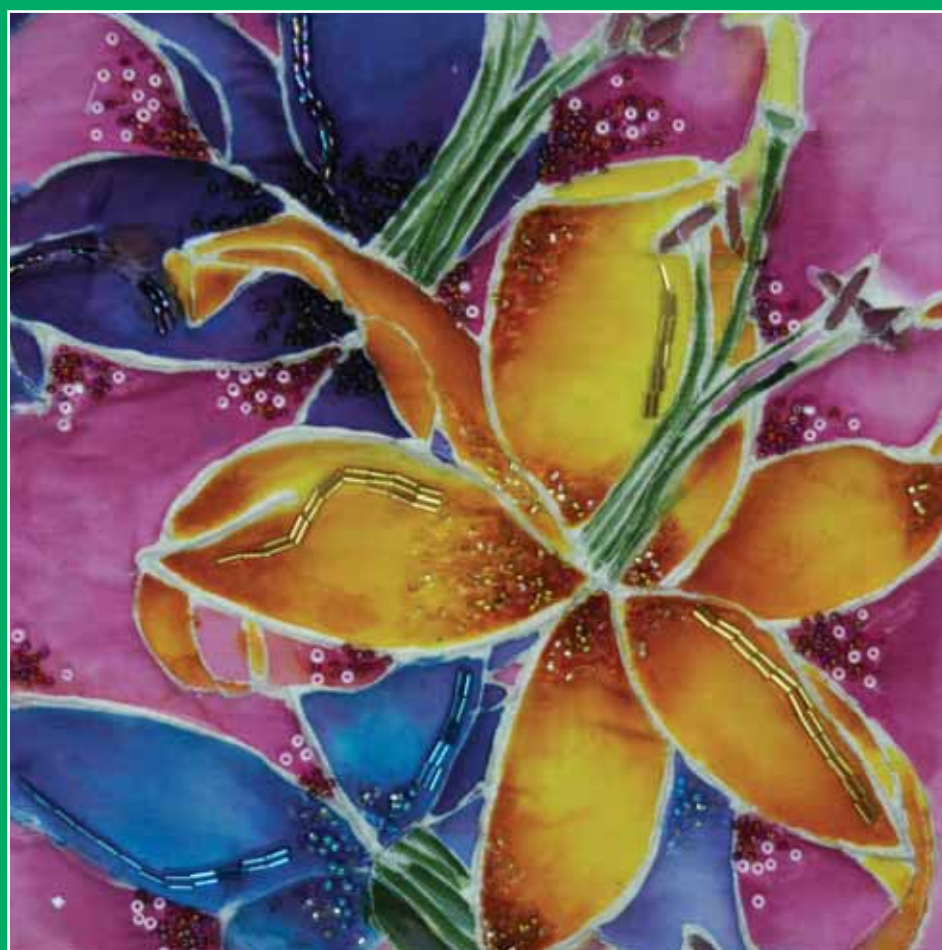
### Careers education in schools and colleges

7. Careers education and guidance is a **statutory element of the curriculum** from 13-19. There are already established links between teachers and lecturers with careers education responsibilities and Careers Wales Advisers and some schools and colleges have achieved the Careers Wales Quality Award.

8. The ACCAC *Framework Careers Education and Guidance for 11-19 year olds in Wales (2002)* and *Careers Education and Guidance: Supplementary Guidance (2002)* provide relevant guidance for all 14-19 year olds based in school or college as part of the Learning Core (see section 1.3).

# Section 3

## How the Six Key Elements Will Be Achieved



How the Six Key Elements...



## SECTION 3: HOW THE SIX KEY ELEMENTS WILL BE IMPLEMENTED

### 14-19 Networks

#### What 14-19 Networks are:

14-19 Networks are groups of strategic organisations, learning providers and learners within a local authority. They secure the range of programmes and support necessary to ensure learners have access to all elements of Learning Pathways at age 14-19.

1. 14-19 Networks are tasked with the responsibility to secure **continuity, coherence and progression** in a wide range of applied and general programmes to meet learners' needs from 14-19 and beyond. This can only be achieved through co-operation and collaboration between all learning providers in the area and organisations providing support. Since April 2006, when ELWa merged with the Welsh Assembly Government, the **funding and organisational axis** now rests with local authorities and the Assembly Government. This will build on the support and development undertaken so far between local authorities, ELWa and the Welsh Assembly Government. The roles and responsibilities of 14-19 Networks will continue and may be enhanced. The roles and responsibilities allocated to CCETs are likely to change overtime in response to the Minister's Action Plan (March 2006) developed to implement the recommendations made by the Deputy Minister in November 2005.
2. 14-19 Networks will co-ordinate **a strategic approach** to 14-19 provision in an area and will influence, and be influenced by, the partners and by the views of learners, but will not have power of direction over partner organisations. The driving force in the strategic development of the 14-19 Networks should be the **interests of learners**. The benefits of co-ordination and collaboration should over time help to overcome the inevitable tensions in partnership working.
3. In the long term, the current specific grant funding for Learning Pathways 14-19 will become part of mainstream funding and will be distributed through the existing **main funding routes**. In the short to medium term, additional funding made available for Learning Pathways development will be channelled through one or more of the major partners and will fund the **identified priorities** of the 14-19 Network in taking forward the 14-19 agenda. Individual learning settings which may be the recipients of additional funding will need to demonstrate how they are contributing to the **strategic development** of the key elements of Learning Pathways in their area.

#### What 14-19 Networks aim to achieve

4. The main aims of 14-19 Networks are to work with all relevant partners to promote the development of Learning Pathways through:
  - **extending the choice and flexibility** available for all learners in their area;

This section describes how effective collaboration will help deliver learners' entitlement to Learning Pathways over time

- ensuring that as far as is reasonably practicable all learners have **access to options** for their Learning Pathways which help them realise their potential; and
  - developing arrangements to make sure that all learners can **access the learning, personal and careers support** to which they are entitled.
5. Mechanisms should be developed to avoid duplication and ensure partnerships work for the benefit of learners. 14-19 Networks should also develop arrangements for securing **cross border access** to provision.
6. The role of 14-19 Networks was set out in the Learning Pathways Action Plan (2003), and can be found, in an updated form, at Annex E.

### Who should be represented on 14-19 Networks

7. All organisations at local level that have a role to play in providing for 14-19 learners will be part of the strategic development of the 14-19 Network, and should have an established **communication channel** with the Network. The 14-19 Network itself should be a **strategic body** which includes representatives from all sectors but which is a manageable size to facilitate **effective planning**. As a guide, the 14-19 Network should include the following partners, or a nominated alternative who is in a position to make a significant contribution and take a strategic view. The 14-19 Network may wish to consider creating **small task groups** to deal with specific aspects of their work.

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<i>Learning providers</i>	<p>Secondary headteachers (ensuring a balance reflecting local arrangements e.g. 11-16 schools, schools with sixth forms, special schools, Welsh medium schools, voluntary aided and voluntary controlled schools).</p> <p>Senior representatives from the local Further Education college(s).</p> <p>A senior representative from Higher Education.</p> <p>A representative of work-based learning providers.</p> <p>At least one employer/work based provider not already represented on the Network.</p>
<i>Local authority</i>	<p>The corporate manager responsible for education.</p> <p>14-19 Adviser (where applicable).</p> <p>A representative of the youth service.</p> <p>Other relevant departments within the local authority.</p>
<i>Welsh Assembly Government</i>	<p>Senior regional representative(s) from Learning and Network Development (formerly ELWa)</p>
<i>Other statutory sector</i>	<p>A senior representative of Careers Wales.</p> <p>Youth Offending Team/ Young Offenders Scheme Manager.</p>
<i>Coordinators</i>	<p>14-19 Network Co-ordinator</p> <p>CCET coordinator (where applicable) or designated CCET representative or representative or successor to CCET YPP coordinator, or a YPP representative.</p>
<i>Voluntary sector</i>	<p>A representative of those voluntary community-based organisations which undertake significant work with young people across or within the local authority area.</p>
<i>Learners</i>	<p>At least two learners to represent learners across the range of learning provision.</p>

8. The 14-19 Network needs to contain a broad range of organisations and maintain a **balance between the sectors**. There should be some **cross representation** with the local CCET or regional successor and YPP. The Network will need to consider whether there should be further representation from other partners not included on this list and reflecting particular local circumstances, for example Education Business Partnerships and education and/or training institutions adjacent to, but not part of, the Network area. Although Learning Pathways do not require change in conditions of service there are considerable challenges and opportunities for staff in all settings and 14-19 Networks should consider trade union representation to reflect this. Consideration may also be given to Sector Skills Council (SSC) representation.

### How 14-19 Networks will work

9. 14-19 Networks do not have legal status and therefore cannot hold funds in themselves. It will be essential to develop **good working relationships** between partners and 14-19 Networks should consider the following:

This section describes how effective collaboration will help deliver learners' entitlement to Learning Pathways over time

- agreeing **terms of reference** on how they will operate;
- developing local arrangements for the **management and administration** of the 14-19 Network;
- arrangements for the selection, role and term of office of the **Chair**;
- **operating arrangements** to ensure all partners can play their part;
- any arrangements for **task group working** such as giving groups a clear mandate;
- **protocols for involving agencies and organisations** contributing to the strategic development of Learning Pathways 14-19 but not directly represented on the 14-19 Network;
- arrangements for the 14-19 Network to establish and sustain **two-way communication** with those in the learning settings, local employers, parents and other strategic partners in the community to influence future development;
- **timing** and **frequency** of meetings;
- procedures for **managing the work** of the 14-19 Network between meetings;
- means of **resolving any conflicts** that may occur between partners;
- ways in which the 14-19 Network will **engage with young people** to develop provision that motivates and inspires them and for the 14-19 Network to **listen to the views of young people** to effect change and development;
- how the 14-19 Network will **monitor and evaluate developments** and how it will celebrate success; and
- procedures for working in **partnership with the Welsh Assembly Government**, including representation at Welsh Assembly Government co-ordinated meetings, dealing with grant funding applications etc to ensure that the 14-19 Network has all the information it needs, and is able to influence decisions at national level.

### What 14-19 Networks have already done to take forward Learning Pathways

By **September 2004** they should have prepared:

- proposals for the spending of the initial grant available from the Welsh Assembly Government for taking forward Learning Pathways developments in 2004-5;
- the first 14-19 Annual Network Development Plan (ANDP) linked to YPP Annual Delivery Plans and CCET annual recommendations and the Regional Statement of Needs and Priorities; and
- in collaboration with the local YPP, planned to produce an annual Prospectus of Activities for 14-19 year olds including leisure activities, work focused experience and community participation - web based as well as published.

This section describes how effective collaboration will help deliver learners' entitlement to Learning Pathways over time

By **September 2005** they should have:

- audited provision in the area by gathering information from schools, colleges and training providers, ELWa, the local YPP, employers' organisations and other appropriate local partners to produce and extend the option menu;
- completed the Prospectus of Activity and devised arrangements for regular review;
- audited skills of learning providers and considered a training strategy to meet local need;
- completed the second 14-19 ANDP, reflecting increased grant funding available from the Welsh Assembly Government and opportunities provided by the post 16 capacity building European Social Fund (ESF) projects available in Objective 1 and Objective 3 areas (as appropriate) based on analysis of provision and learners' needs and begun strategic planning for the longer term;
- worked together to plan for the implementation of Learning Coach and Personal Support mechanisms;
- prepared plans for expanding work focused experience opportunities and community participation;
- considered the development of health and safety protocols for 14-16 year olds and post 16; and
- begun to work with employers, Sector Skills Councils, Careers Wales, ELWa and other partners to develop high quality programmes for work focused experience and community participation.

### **What 14-19 Networks will do from 2006-2008 to take forward Learning Pathways**

by **September 2006** they will have:

- completed the third 14-19 ANDP (running from April 2006-March 2007) reflecting increased grant funding, further implementing priorities to address the six key elements of Learning Pathways;
- considered the implications of the 14-19 Action Plan produced by the Welsh Assembly Government (March 2006);
- consolidated longer term planning in a statement on the strategic direction of the Network;
- developed strategies for ensuring completion by summer 2007, of the local Objective 1 or Objective 3 (as appropriate) ESF post 16 capacity building programme activities;
- developed forward Planning to prepare for the next round of ESF funding from 2007 onwards, when 14-19 is ongoing;
- targeted learners of all abilities who are disadvantaged in terms of support and opportunities;
- reviewed and enhanced the ways in which they secure the participation of a significant number and range of young people in the development of enhanced choice, relevance and flexibility; in identifying priorities and in developing learning coach support and transition mechanisms;
- agreed arrangements with the Welsh Assembly Government for the periodic support for, and the monitoring and evaluation of, local activities forming part of the Learning Pathways programme; and
- made provision for extending opportunities through the medium of Welsh

This section describes how effective collaboration will help deliver learners' entitlement to Learning Pathways over time

by **September 2007** they will have:

- completed the fourth 14-19 ANDP;
- reviewed structures of working with local and regional partner organisations;
- consolidated activities that may be required following the publication of the 14-19 Action Plan;
- worked with partners to harmonise timetable provision and other means to secure flexibility for learners;
- analysed existing and other choices and developed innovative and collaborative option menus for the locality including opportunities in each of the domains of learning and demonstrating increased choice for learners, especially in more practical and applied options, and avoiding duplication of provision;
- introduced a wide range of 'taster' opportunities at the KS3/4 transition as part of the process of helping young people set goals and make choices at 14;
- developed a variety of provision for work focused experience using training providers, Further Education colleges and other training facilities;
- adopted health and safety, child protection insurance and attendance protocols for 14-16 year olds and post 16 reflecting guidance from the Welsh Assembly Government scheduled for spring 2007;
- demonstrated how the Network is embracing the Welsh Assembly Government's commitment to equality;
- developed a local communications strategy, in partnership with the developing national information and communications strategy, to inform all partners, young people and their parents of local and national developments;
- developed strategies for extending the learning coach programme post pilot phase;
- worked with the local YPP to develop a multi-agency personal support framework to enable young people to access a wide range of support inside and out of the learning setting; and
- worked with partners and the Welsh Assembly Government to develop a strategic bid for the next round of ESF funding.

By **September 2008** they will have prepared for the wider implementation of Learning Pathways 14-19 by:

- completing the fifth ANDP;
- carrying out a full review of progress in the work of the local Network after five years of operation and including progress on the implementation of the 14-19 Action Plan activities;
- embedding in local activity efficient and effective ways of securing employer involvement;
- implementing the second ESF project for Learning Pathways (subject to a successful bid);
- embedding participation of young people in all aspects of the development and maintaining of Learning Pathways;
- ensuring opportunities for young people to undertake skills based and vocational learning; and
- extending the learning coach and personal support programmes.

This section describes how effective collaboration will help deliver learners' entitlement to Learning Pathways over time

## Timescales for full implementation

**10.** The Action Plan (March 2006) for full implementation of Learning Pathways for all learners indicates a timescale for developing aspects of Learning Pathways. **Revised timescales** will be issued periodically as part of the ongoing roll-out **Learning Pathways** to help 14-19 Networks and the Welsh Assembly Government undertake realistic and practical long term planning.

## Quality assurance

**11.** The 14-19 Network will need to develop **mechanisms for quality assurance** of the services provided which incorporate existing methods and include the maximum range of **information and feedback** – including from young people themselves.

## Using local knowledge and expertise

**12.** The 14-19 Network will have an important role in sharing local knowledge and collecting local evidence of the **efficiency and effectiveness of provision and support**. 14-19 Networks should develop arrangements to ensure that options included in the formal, non-formal and informal aspects of Learning Pathways are **quality learning experiences**. They should also work with YPPs to ensure that the **Prospectus of Activities** for 14-19 year olds includes quality opportunities and experiences.

**13.** YPPs, 14-19 Networks and lead learning settings will need to be sure that they provide **high quality, safe experiences** for all young people. Organisations contributing to the option menus and Prospectus of Activities within a 14-19 Network area will need to demonstrate their compliance with **health and safety, child protection and information sharing legislation**. Learning Pathways Guidance in 2007 is scheduled to include further advice for 14-19 Networks on these issues. YPPs are already developing protocols for information sharing which will be relevant to 14-19 Networks.

**14.** For existing and potential activities, there is a need to identify the **specific skills and learning** to be gained from **non-formal and informal opportunities**, to structure the experiences to ensure maximum benefit for the learner and to evaluate the contribution to the learner's personal and social development, and their Key Skills. Future training and development is needed for Learning Coaches and organisations providing these opportunities and greater awareness needs to be developed for young people of the potential benefits.

## Listening to young people

**15.** Networks will need to develop mechanisms for involving and listening to young people. **School councils, youth forums** and other groups for young people will be useful mechanisms to consult young people on their views on provision. All learning providers **need to** develop ways to receive feedback from learners in their settings. 14-19 Networks should make sure that the **communication methods** used offer the necessary breadth and balance of views from learners. They should consider strategies to ensure that all sections of the

This section describes how effective collaboration will help deliver learners' entitlement to Learning Pathways over time

community of young people are able to contribute, are heard and receive a report back on action.

**16.** Specific care should be taken to ensure that **ethnic minority young people**; young people who are **disaffected, marginalised or excluded**; those in **hard to reach groups**, for example young care leavers; those with **additional educational needs, young parents, young homeless people, young asylum seekers, young travellers, young carers, gay and lesbian young people**; and other similar groups are listened to.

### Estyn area inspections

**17.** Estyn has started on a continuing programme of area inspections of 14-19 provision. These inspections will provide useful information on the quality, range and outcomes of Learning Pathways provision.

### Monitoring and evaluating performance

**18.** The radical approach to Learning Pathways set out in this guidance implies a shift in what we value in terms of performance. The *'Learning Pathways 14-19 Action Plan' (2003)* promised the development of a **basket of targets and performance indicators** which would drive policy and enable local and national level monitoring and evaluation. This work is in hand as part of the research projects being coordinated by the Welsh Assembly Government as part of the 'Demonstrating Success' programme.

**Further guidance on aspects of quality assurance, particularly child protection and health and safety will be issued in 2007**



## Funding Learning Pathways 14-19

### What we have done so far

1. A review of funding issues for Learning Pathways 14-19 was carried out by the Financial Modelling Group as one of the task and finish groups from September 2003 to May 2004.
2. In the financial year 2004-5 a **£50,000** grant was made available from the Welsh Assembly Government for each 14-19 Network to take forward Learning Pathways developments. In 2005-6 this was increased and, together with European Social Funding (ESF), **£120,000** has been available for each 14-19 Network. Further funding of **£240,000** was available in 2004-5 for pilot projects for learning coach, personal support, community participation and work focused experience. A summary of each of these pilot projects is available at [www.wales.gov.uk](http://www.wales.gov.uk)
3. ESF finance of £2.9 million overall for Learning Pathways post 16 capacity building has been secured by the Welsh Assembly Government for Learning Pathways 14-19 developments. These are two-year programmes running from June 2005 Objective 1 and Objective 3 areas. The Welsh Assembly Government will work with partners to develop a strategic bid for the next round of ESF funding (subject to availability).

### What we propose to do next

4. In 2006-7 **£8.5 million** will be available from the Welsh Assembly Government for Learning Pathways 14-19 developments. £4.5 million will be for 14-16 activities and £4 million for 16-19 activities. In 2007-8 funding available will increase to **£32.5 million** of which £16.5 million will be for pre 16 and £16 million for 16-19 (subject to confirmation in the next budget planning round).
5. The level of funding to support Learning Pathways 14-19 from April 2008 will be subject to the Assembly Government decisions following the 2007 Budget Planning Round.
6. Local authorities and other learning providers will be consulted on the arrangements for the allocation and distribution of further grants for taking forward 14-19 developments and reflecting the different funding arrangements pre and post 16.
7. Funding 2005 – 2007 will support activities including learning coach training developments, extending options menus and links with employers.
8. Implementing Learning Pathways will have financial implications for all sectors, but full implementation will also require the **analysis and evaluation of existing funding** for provision for 14-19 year olds and how this can be better utilised to meet the aspirations of Learning Pathways by enhancing choice and flexibility and avoiding competition and duplication.

# Section 4 Annexes



**MEMBERSHIP OF GROUPS****Overarching 14-19 Steering Group**

Austin	Rita	All Wales Ethnic Minority Association
Baumgardt	Adele	Equal Opportunities Commission
Bibey	Martin	Engineering Employers Federation
Blamey	Martin	Governors Wales
Davies	Geraint	Wales TUC
Davies	Mal	NUT Wales
Evans	Allan	Carmarthenshire CC
Goldsmith	David	Council for Wales of Voluntary Youth Services
Grant	Maxine	Wrexham LEA
Hopkins	John	SHA Cymru/ NAHT Cymru
Jenkins	Ioan	Young Enterprise Wales
Kidd	Liz	Estyn
Llewelyn	Chris	WLGA
McAllister	Peter	ELWa
Newson	George	CBI Wales
Owen Jones	Arfon	UCAC
Parker	Arthur	WJEC
Parkes	Richard	National Training Federation Wales
Rednapp	Catrin	Welsh Language Board
Rees	Lesley	Careers Wales Association
Saunders	Danny	Higher Education Wales
Tromans	Mike	Powys Young People's Partnership
Turnbull	Jacque	General Teaching Council Wales
Williams	John V	ACCAC
Weatherburn	Jacqui	Fforwm
Williams	Steve	YOT Managers Wales

**Learning Pathways Group**

Anstey	Sandra	WJEC
Badham	Linda	ACCAC
Bevan	Judith	Prince's Trust
Blamey	Martin	Governors Wales
Callus	Frank	Blaenau Gwent CCET
Coakley	Paul	SHA Cymru
Cunnick	Tanis	Principal Youth Officers Group
Davies	Mal	General Teaching Council
Feldon	Wayne	Careers Wales Association
Gambles	John	Welsh Secondary Schools Association
Grant	Maxine	Wrexham CBC
Grove	John	NAHT Cymru
Hindle	Andrew	Institute of Electrical Engineers
Johns	Jane	HEFCW
Jonathan	Martin	Fforwm

## Membership of Groups

Jones	Arfon Owen	UCAC
Jones	Bert	Wales Youth Agency
Jones	Helen	ELWa
Keane	Ann	Esytn
Killick	John	Torfaen Young People's Partnership
Martin	Jonathan	Fforwm
Nantcurvis	Suzanne	NASUWT
Pritchard	Julian	Welsh Assembly Government
Redknap	Catrin	Welsh Language Board
Reynolds	Sonia	Dysg (Chair)
Skinner	Sandra	Council for Wales of Voluntary Youth Services
Stewart	Elise	Canllaw
Tudor Jones	Alan	Neath Port Talbot CBC
Williams	John	Pen yr Dre High School

### Financial Modelling Group

Allinson	Elaine	ELWa
Barry	Mike	Torfaen 14-19 Network
Evans	Stuart	Neath Port Talbot CBC
Foden	Neil	NUT Wales
Grandfield	Kevin	Flintshire CC
Greenlees	Alice	Wales Council for Voluntary Action
Guy	Heather	NAHT Cymru
Harford	Steve	Careers Wales
Harding	Frances	Monmouthshire CCET
Hewitt	Chris	ATL Cymru
Jones	Gareth	Secondary Headteachers Association (Chair)
Jones	Huw	Principal Youth Officers Group
Jones	Mike	Welsh Assembly Government
Martin	Paul	Fforwm
Mayhew	Peter	Wrexham CBC
Neilson	Trina	Careers Wales Association
Wilson	Veronica	Council for Wales of Voluntary Youth Services
Taylor	Elizabeth	Welsh Assembly Government

### Learning Coach Group

Bonello	Frank	General Teaching Council
Bowd	Graham	Careers Wales Association
Cicotti	Frank	NAHT Cymru (Chair)
Collier	Ray	Careers Wales Association
Cundick	Julie	Blaenau Gwent Young People's Partnership
Currie	Caroline	Estyn
Curry	Judy	Council for Wales of Voluntary Youth Services
Davies	Rhys	Dysg
Davies	Elwyn	Flintshire CC
Evans	Eirian	Principal Youth Officers Group
Kelsaw	Steve	Fforwm
Major	Christine	ELWa
Mason	Geoff	Wrexham CBC

Nantcurvis	Suzanne	NASUWT Cymru
Noble	Chris	SHA Cymru
Pruski	Sharon	Neath Port Talbot CBC
Stephenson	Derrick	All Wales Ethnic Minority Association
Thompson	Hazel	ATL Cymru
Vale	Marcia	Swansea CCET

### Community and Voluntary Experience

Bryon	Mike	Young Enterprise Wales
Davies	Geraint	NASUWT Cymru
Davies	Elwyn	Flintshire CC
Davies	Mal	General Teaching Council
Grundy	Jane	CSV Wales
Hendrickson	Tony	Black Voluntary Sector Network
Jones	Eiddwen	Association of Teachers and Lecturers
Marson	Stuart	SHA Cymru
Pickavance	Sue	Wales Council for Voluntary Action (Chair)
Roberts	Bethan	Welsh Language Board
Robinson	Louise	Independent Schools Council Information Service
Smith	Steve	Fforwm
Warner	Barbara	Careers Wales Association
Williams	Jane E	Principal Youth Officers Group
Williams	John	Pen-y-dre High School
Wilson	Veronica	Council for Wales of Voluntary Youth Services
Worley	Pam	ELWa
Williams	Steve	Youth Offending Team Managers

### Continuum of Learning Group

Badham	Linda	ACCAC (Chair)
Clarke	Trevor	CQFW, ELWa
Davies	Geraint	NASUWT Cymru
Davis-Fox	Shirley	Isa Training / NTF (Wales)
Edward	Elaine	UCAC
Greenidge	Jeff	All Wales Ethnic Minority Association
Griffiths	Hugh	ACCAC
Griffiths	Tudor	Sandfields Comprehensive School
Hole	Steve	Careers Wales Association
Howells	David	Young Enterprise Wales
Wyn Jones	Gareth	Estyn
Jones	Harold	Principal Youth Officers Group
Lewis	Helen	Fforwm
Llewelyn	John	Careers Wales Association
Lloyd	Lowri Wyn	Welsh Language Board
Morgan	Cheryl	Dysg
Morgan	Sue	Welsh Development Agency
Murphy	Geradine	Pembrokeshire Young People's Partnership
Palmer	Kenn	CQFW, ELWa
Parker	Arthur	WJEC
Peters	Tony	Welsh Assembly Government

## Membership of Groups

Price	Stephanie	Council for Wales of Voluntary Youth Services
Reed	Penelope	NATFHE
Roberts	John Owen	Wrexham CBC
Saunders	Danny	University of Glamorgan
Tanner	Pamela	Swansea CCET
Taylor	Courtney	Wales Youth Agency
Thomas	Pauline	SHA Cymru
Williams	Dorian	Ysgol Dyffryn Teifi

### Work Focused Experience Group

Baker	Richard	ATL Cymru
Baumgardt	Adele	Equal Opportunities Commission
Bastock	Jackie	ELWa
Bibey	Martin	Engineering Employers Federation
Blamey	Martin	Governors Wales
Evans	Nathan	Black and Voluntary Sector Network
Freeman	Mark	Careers Wales Association
Giles	David	Vale of Glamorgan CCET
Griffiths	Hugh	ACACC
Griffiths	Graham	Estyn
Harding	Jill	WCVA
Jermyn	Carys	Welsh Development Agency
Lake	Margaret	Young People's Partnership (Neath Port Talbot)
Lewis	Caryl	Secondary Headteachers Association
Loton-Jones	Sandra	LANTRA
Osborne	Chris	Employer
Overton	Carole	Dysg
Parkes	Richard	National Training Federation (Chair)
Peaper	Bill	SEMTA
Rees	Stuart	Welsh Assembly Government
Reid	Bryan	e-skills UK
Snow	Jeff	Employer
Thomas	Gavin	Fforwm (Acting Chair)
Treble	John	University Of Wales, Swansea
Williams	John	Pen y dre High School

### Personal Support Group

Brown	Wyngrrove	All Wales Ethnic Minority Association
Camino	Liz	NUT Cymru
Cowan	Bethan	ELWa
Cundick	Julie	Blaenau Gwent Young People's Partnership
Davies	Elwyn	Flintshire CC
Davies	Hilary	Fforwm
Davies	Ray	Flintshire CC
Dickenson	Donna	Wrexham CBC
Dix	Lynda	Neath Port Talbot CBC
Efans	Ivor Glyn	SHA Cymru
Evans	Richard	Council for Wales of Voluntary Youth Services
Humphreys	Jim	Principal Youth Officers Group

Jones	Alison	Conwy and Denbighshire NHS Trust
Jones	Eiddwen	ATL Cymru
Jones	Terry	Flintshire CCET
Lansdown	Alan	Welsh Assembly Government
Lindoe	Sylvia	Estyn
M'Caw	Joyce	Careers Wales Association (Chair)
Maxwell-Hill	Myra	North Wales Training
Munnelly	Carmel	Fforwm
Peddie	Alison	Wrexham CBC
Pester	Sue	University of Wales, Aberystwyth
Phillips	Tim	CWVYS (Youthlink)
Stewart	Elise	Canllaw

Young people continue to make an essential contribution to the development of Learning Pathways 14-19. Our thanks go to the 150 young people who took part in three regional Young People's Advisory Groups, and who helped to shape this Guidance.

### Welsh Assembly Government 14-19 Project Team

Terry Wales	14-19 Project Leader, Youth and Pupil Participation
Elizabeth Williams	Head of Youth and Pupil Participation and Chair of Overarching Steering Group
Meurig Roberts	Youth and Pupil Participation
Russell Dobbins	Youth and Pupil Participation
Chris Webb	Youth and Pupil Participation

**Annex B****Definition of Skills****Basic Skills**

These cover numeracy and literacy and are defined as 'the ability to read, write and speak in English or Welsh and to use mathematics at a level to function at work and in society in general'. Numeracy covers the ability to interpret, calculate and communicate with numbers. Literacy covers the ability to speak, listen and respond, read and comprehend, and write to communicate.

**Key Skills**

There are six key skills: Communication; Application of Number; Information and Communication Technology; Problem Solving; Working with Others; and Improving Own Learning and Performance.

**Generic Skills or Transferable Skills**

These are skills which can be used across occupations. They include basic and key skills as well as a range of others such as leadership, presentational and reasoning skills, and personal values and attitudes such as motivation, discipline and judgement.

**Vocational Skills**

These are the specific skills needed to work in a particular occupation, in order to meet standards for occupational tasks. For most occupations these are set down in National Occupational Standards.

**Job-Specific Skills**

These are the additional skills needed to carry out tasks for a particular employer.

**Essential Skills**

This is a term used to describe the whole range of skills everybody needs, regardless of personal, social or economic circumstances.

*As defined by the Future Skills Wales Taskforce 2000*



**Planning Grid for Learning Pathways**

LEARNING PATHWAY	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13	LONG TERM GOALS
<p><b>FORMAL</b></p> <p>Organised learning opportunities leading to approved qualifications</p>						
<p><b>NON-FORMAL</b></p> <p>Organised programmes leading to accreditation but normally outside the NQF</p>						
<p><b>INFORMAL</b></p> <p>Wider experiences normally without accreditation</p>						

## THE LEARNING COACH

### Possible job description (for adaptation locally)

The Learning Coach will provide a support, guidance and mentoring service to designated learners. Dependent on individual needs, the service will be provided either by means of group work or on an individual basis. Impartial guidance that is learner centred is a crucial element of the role.

The Learning Coach will work as part of the team determined locally and within appropriate group support systems. (Contract of employment arrangements and line management will reflect the particular circumstances of the post).

### Key objectives of the role

The key objectives of the role of the Learning Coach are:

- to establish good working relationships with the individual learners in order to guide them through the process of planning their own Learning Pathways and putting their learning needs first;
- to support individual learners in identifying goals and making informed choices;
- to work in liaison with school/college/training staff, parents, Careers Wales and other relevant agencies to ensure that the chosen Learning Pathway is realistic and appropriate in meeting the needs of the individual learner;
- to identify and remove the barriers to learning by direct intervention, by developing support mechanisms and, when necessary, by referring through agreed procedures the individual learner to specialists for help;
- to guide individual learners towards an understanding of their learning styles and mentor and encourage the learners to learn more effectively;
- to monitor the progress of the individual learner in the school context and the work related environment and offer encouragement, guidance and support when appropriate;
- to help individual learners to set realistic and appropriate targets and support them in gauging their own performance;
- work with the Careers Wales staff to support the career decision-making processes of the individual learners by giving them the skills and opportunities to access relevant information regarding education, training and employment and increase their awareness of the world of work;
- to access pupil information from previous schools and within the school setting to ensure that transitions are managed effectively;
- to liaise with post 16 providers of education, training and employment in order to develop a sound understanding of the information and opportunities available to young people;

- to be aware of Child Protection legislation and operate within the set guidelines;
- to ensure that all individual learners have equality of opportunity;
- to be aware of the additional needs of ethnic minority individual learners in relation to language and equal opportunities and those needing additional support;
- to help individual learners to identify where key skills may be accessed and achieved;
- to be aware of the need to avoid stereotyping; and
- to work with the learner to record their learning experiences, for example through their Progress File.

### **ORGANISATION**

The Learning Coach will:

- record and manage the information resulting from his/her work with individual learners according to established procedures;
- prepare reports on the individual learners and hold regular meetings with those responsible for pastoral care within the lead learning setting;
- attend review meetings with his/her team leader and other colleagues, as appropriate; and
- be expected to participate in professional development courses and to undertake specific training designed for Learning Coaches in Wales.

## Role of the 14-19 Networks

### Modified from Learning Country: Learning Pathways 14-19 Action Plan 2003 and updated April 2006

The 14-19 Networks will:

- settle the **way in which they will work** to secure a genuinely collaborative and strategic approach to implementing all key elements of 14-19 Learning Pathways;
- make appropriate reference showing how they link with other relevant plans such as the YPP annual delivery plan and CCET annual recommendations;
- review membership to include relevant members of the CCET subject to monitoring of the next consultation;
- ensure consistent and productive engagement with young people to develop provision that **motivates and inspires** them;
- show how **specific aspects** of the Learning Pathways Action Plan (March 2006) will be **implemented** at local level;
- establish harmonised timetables and consider other means to secure **flexibility for learners** within the area such as 'learner groups' rather than 'year groups', working outside the weekly or fortnightly timetable to provide full days or weeks for innovative programmes and including access and transport;
- analyse existing option choices, develop innovative options and develop a collaborative **Option Menu** for their locality, taking account of choice within each domain 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, in partnership with Learning Coach support;
- seek to commission and 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, and other partners to develop **programmes for work and community participation** which secure high quality provision for young people;

- seek to encourage the **involvement of employers** and take up of the Basic Skills Pledge and develop employers concordat;
- 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;
- Work with the YPP to develop a multi-agency personal support framework to enable young people to access a wide range of support inside and out of the learning setting;
- plan the implementation of **Learning Coach** support for young people based on the role set out in the guidance and exemplified in the training units developed in 2005. This should include participants in the Learning Coach training programme and other staff operating alongside those in training;
- 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**;
- have in place by September 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;
- work with partners to develop a local **communications strategy**, in partnership with the national communications strategy, to inform all partners of local and national developments; and
- in close collaboration with the local YPP, produce an annual **Prospectus of Activities for 14-19 year olds** including **learning and leisure activities** web-based as well as published.

## Related documents and strategies

Wales: A Better Country. September 2003

<http://www.wales.gov.uk/themesbettercountry/index.htm>

The Learning Country. A Paving Document. September 2001

<http://www.learningwales.gov.uk>

Learning Country; Learning Pathways. Consultation Document. October 2002

<http://www.learningwales.gov.uk>

Learning Country: Learning Pathways 14-19. Action Plan. April 2003

<http://www.learningwales.gov.uk>

Extending Entitlement; support for 11-25 year olds in Wales (Direction and Guidance) July 2002

<http://www.learningwales.gov.uk>

Community Focused Schools 2003

<http://www.learning.wales.gov.uk/pdfs/c3403-community-focused-schools-e.pdf>

Future Skills Wales 2003. Generic Skills Survey 2003

<http://www.futureskillswales.com/eng/content.php?cID=5&pID=1&zID=58>

Well Being in Wales 2002

[http://www.wales.gov.uk/healthplanonline/health\\_plan/content/well-being-in-wales-e.pdf](http://www.wales.gov.uk/healthplanonline/health_plan/content/well-being-in-wales-e.pdf)

An E-Learning Strategy For Wales 2001

<http://www.cymruarlein.wales.gov.uk/pdf/e-strategy.pdf>

Skills And Employment Action Plan 2002

<http://www.learningwales.gov.uk>

Consultation Document on the Skills and Employment Action Plan 2004

<http://www.learning.wales.gov.uk/pdfs/seap-04-cons-e.pdf>

Credit and Qualifications Framework For Wales: July 2003

<http://www.learningwales.gov.uk>

Personal and Social Education framework: Key Stages 1 to 4.

<http://www.learningwales.gov.uk>

Iaith Pawb 2003

<http://www.wales.gov.uk/subculture/content/iaith-pawb-e.pdf>

A framework for Work Related Education for 14-19 year olds in Wales

[http://www.accac.org.uk/download\\_pdf/adobe\\_files/WRE.htm](http://www.accac.org.uk/download_pdf/adobe_files/WRE.htm)

A framework for Careers Education & Guidance for 11 to 19 year-olds in Wales

<http://www.learningwales.gov.uk>

Related  
documents and  
strategies

CEG: Supplementary Guidance  
<http://www.learningwales.gov.uk>

Links between PSE, CEG and WRE in secondary education  
<http://www.learningwales.gov.uk>

Skills and Employment Action Plan 2005  
<http://www.learning.wales.gov.uk>

14-19 Learning Pathways in Wales, Deputy Ministers Report, November 2005  
<http://www.learning.wales.gov.uk>

Wales: A Vibrant Economy 2006  
<http://www.learning.wales.gov.uk>

The Learning Country 2: Delivering the Promise April 2006  
<http://www.learning.wales.gov.uk>

## **Matching the learning core at Key Stage 4**

### **Key Skills**

There are opportunities for Communication, Application of Number, and ICT in nearly all subject areas. Schools should also already be covering significant elements of Problem-Solving, Improving Own Learning and Performance and Working with Others across the curriculum. Those schools that have effective policies for key skills development can ensure that all teachers understand and capitalise on available opportunities within their teaching.

### **Welsh language skills**

All Key Stage 4 pupils should be taught the statutory programmes of study for Welsh or Welsh Second Language. National Curriculum requirements are already aligned with the Core.

### **Work related skills**

The requirement to provide work related education (WRE) is already aligned with the Learning Core and is supported by WAG's frameworks and guidance.

### **Wales, Europe and the World (WEW)/Curriculum Cymreig**

The National Curriculum currently includes Curriculum Cymreig as a common requirement. Welsh Assembly Government's (WAG) will develop a framework for Wales, Europe and the World specifically for the 14-19 age range.

### **Personal, social, sustainability and health matters**

These are broadly encompassed by the statutory requirement to provide personal and social education, which is supported by WAG's framework and guidance.

### **Careers matters**

Careers education and guidance (CEG) is already fully aligned with the Learning Core and is supported by WAG's framework and guidance.

### **Attitudes and Values**

Work in PSE, Careers and Welsh/English can make significant contributions. Statutory RE also provides many valuable opportunities for aspects of the Learning Core and particularly those associated with developing positive attitudes and values.

### **Work focused experience**

Pupils should complete at least one week's work experience placement and many take weekend or holiday jobs. Some choose applied or vocational options with further work experience opportunities.



### **Community participation opportunities**

Many pupils take part with enthusiasm and commitment in a range of activities from reading buddy schemes to Eco school projects. These opportunities can arise from extra-curricular activities or within programmes of study in PSE and RE.

### **Cultural/sporting/aesthetic/creative experiences**

All pupils can benefit from statutory PE and many gain opportunities through subject options like drama, art and music. Others may take part in voluntary activities that provide a wide range of experiences, such as community music, Urdd, Eisteddfodau, Scouts, Guides, individual or team sports and the Duke of Edinburgh Award.

## **Forthcoming developments to support the Learning Core**

The developments are listed below under the related aspects of the Learning Core. Final decisions about timing are yet to be announced:

### **National Curriculum**

The National Curriculum requirement that all pupils take Welsh, English, Mathematics and Science and PE will remain in place. The Orders in these subjects will be revised to develop a more learner-centred, skills-focused curriculum. GCSEs for English, Welsh, and Mathematics will be revised to include explicit requirements in communication/literacy and numeracy.

From 2009 schools will be expected to enter, for an appropriate qualification in ICT, all those young people who would benefit from it.

### **Welsh language skills**

Welsh and Welsh Second Language will remain mandatory at Key Stage 4. GCSEs will be revised to create a range of learning pathways to suit individual learners' needs.

### **Personal, social, sustainability and health matters, including Attitudes and Values**

The PSE Framework for 5-16 will be updated and extended to cover 16-19.

### **Work related skills, knowledge and understanding about career matters, and work focused experience**

Schools will be required to have regard to the ACCAC framework for careers education and guidance, bringing careers into line with PSE and WRE. ACCAC has published guidance on the skills that are common across CEG, PSE and WRE in order to help schools coordinate their work in these areas.

### **Wales, Europe and the World**

WAG is developing a framework for Wales, Europe and the World/Curriculum Cymreig across 14-19.

## Learning Pathways 14-16 and WBQ developments

### Curriculum information

1. Overall Learning Pathways 14-19 aims to offer learners both genuine choice and a common core of skills, knowledge, attitudes and understanding. These objectives fit naturally with the Welsh Baccalaureate Qualification, which has a similar philosophy of **core requirement alongside individual choice**.
2. The pilot of the Welsh Baccalaureate currently focuses on advanced and intermediate levels and in the 16-19-age range and the awards for the original cohort have all now been made. Building on the knowledge accrued from this work, an extension of the pilot, making the qualification available at foundation and intermediate level across the 14-19-age range is planned to begin in September 2006. As part of this process, work will be undertaken to **harmonise** the roles of the Personal Tutor in the WBQ and the Learning Coach in Learning Pathways. This will build on the feedback from the eight pilot schemes for the Learning Coach and the experience of Welsh Baccalaureate centres with regard to tutoring arrangements. Development of the pilot model will also address potential overload in the curriculum at Key Stage 4.
3. The cumulative result of these activities should be a Welsh Baccalaureate Qualification available throughout 14-19 Phase that is fully aligned with Learning Pathways, including the Learning Core, by September 2009. The qualification will then provide an **overarching accreditation** that can recognise a wide range of learning as well as being a key structure through which individualised pathways can be delivered effectively by a range of learning providers.

## Development of the learning coach role in line with the Welsh Baccalaureate Qualification

**The learning coach role is key to supporting the learner in the learning related aspects of the whole Learning Pathway with a focus on maximising the young person's ability to learn.**

1. As part of the rollout of Learning Pathways the role of the learning coach will be developed. With the further development of the WBQ both pre 16 and post 16 there will be a need to ensure that the roles of the WBQ Personal Tutor and the Learning Coach are **integrated**.
2. The success of the WBQ has relied heavily on the **quality of the tutoring and the mentoring that the students receive**. The development of the WBQ pilot programmes has included the development of a pastoral and guidance structure that can both **advise and support candidates in the planning, tracking and pursuit of their studies**. The programme has been supported by **personal tutors** who work with candidates to produce and implement an **Individual Action Plan** as part of a programme of overall support from a team including the WBQ Co-ordinator, the Key skills Co-ordinator and the Personal Tutor. The work of the personal tutor has both a one-to-one element and a group work element with the learners.
3. The roles of the WBQ personal tutor and those of the learning coach are compatible. They both help the learner to **identify learning goals and support and guide** him/her to appropriate learning opportunities. They use their skills and knowledge to put the learner's learning needs at the heart of all their work. There has been a recognition that the support provided is not necessarily provided by one person only. Overall, they have the responsibility to provide **consistent and effective support**, which puts learner needs first, for young people.
4. Over time, all those supporting learners in elements of their Learning Pathways 14-19 should have undertaken the Learning Coach qualification, initially being piloted from Spring 2006.

## A Comparison between the role of the learning coach and the WBQ personal tutor

	<b>Learning Coach</b>	<b>WBQ Personal Tutor</b>
Key role	<p>Consistent and effective support, putting the needs of the learner first, and which is available to young people through the medium of Welsh and English</p> <p>Helps the learner to identify goals and develop a Learning Pathway to meet them</p> <p>Puts learners' learning needs first</p> <p>Helps the learner to develop the skill of how to learn</p> <p>Understands all aspects of Learning Pathways. Values, formal, non-formal and informal learning. Aware of options available in local options menu</p> <p>Understands learning styles and implications for programme choice</p> <p>Understands young people and their needs. Understands access routes to personal support</p> <p>Understands the role and value of professional careers advice to inform the Learning Pathway.</p>	<p>Consistent and effective support, putting the needs of the learner first, and which is available to young people through the medium of Welsh and English</p> <p>Works with candidates to produce and implement an Individual Action Plan</p> <p>Establishes a learning relationship with the candidate</p> <p>Reviews progress on a regular basis, linking with Improving Own Learning Key Skill</p> <p>Understands Option Choices and core in WBQ. Advises candidate on his/her Core and Option choices/programmes guiding the learner to appropriate learning opportunities</p> <p>Supports the development of study skills, including developing a range of learning styles, time management, revision technique and examination technique</p> <p>Supports young people in developing appropriate attitudes, in ensuring the well-being of the learner and developing his/her self esteem</p>

	<b>Learning Coach</b>	<b>WBQ Personal Tutor</b>
Methodology	<p>Work as part of a team in learning setting under learning professional to ensure consistency and continuity</p> <p>Regular support to value learning, encourage learner, and overcome any barriers to learning</p> <p>Can work with young person to identify appropriate personal support</p> <p>Can refer to personal support professional with young person's consent</p> <p>Work with learner to develop Progress File</p> <p>Keeps record of Learning Pathways and updates for lead learning settings</p> <p>Teams may include additional mentoring support from business mentors or HE students acting as mentors</p> <p>Mainly voluntary involvement of young person</p> <p>Range of existing support for young people still available</p> <p>Specialist agencies, including voluntary sector, to secure area wide provision of back up services such as health counselling, emergency contraception, mental health support, social care etc</p>	<p>Works as part of a team in learning setting under WBQ Co-ordinator</p> <p>Regular support to value learning, encourage learner, and overcome any barriers to learning</p> <p>Works within school/college structures to identify appropriate personal support</p> <p>Uses school/college structures to refer to personal support with young person's consent</p> <p>Work with learner to produce and implement an Individual Action Plan</p> <p>Sets up mechanism to track learner's progress</p> <p>Teams may include additional mentoring support from business mentors or HE students acting as mentors</p> <p>Learner on WBQ receives support as element of programme</p> <p>Range of existing support for young people still available</p> <p>Specialist agencies, including voluntary sector, to secure area wide provision of back up services such as health counselling, emergency contraception, mental health support, social care etc</p>

## The Credit and Qualifications Framework for Wales (CQFW)

1. CQFW can underpin Learning Pathways to recognise and value a **wide range of learning** that young people can achieve **through formal, non-formal and informal activity**, including **work-related learning, participation in voluntary and community activity, cultural, sporting and personal developments**.

2. From **2003** onwards all accredited learning, including mainstream qualifications offered in Wales, will be brought into a single unifying structure – the Credit and Qualifications Framework for Wales (CQFW). The **framework** merges the concepts of **volume of learning achievements (credit) and the demands made by that learning on the learner (level)** to create a system that is able to embrace all types and styles of learning, and all qualifications.

3. Credit is:

- a currency for learning achievement that provides a measure of learning;
- outcomes achievable in notional hours at a given level; and
- an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

**One credit (within the Credit and Qualifications Framework for Wales) equates to learning outcomes achievable in 10 hours of learning time.**

4. The level of learning has usually been determined by the qualification being studied or the year of study within a particular programme of learning. Now, credit level descriptors have been developed to promote a more generic understanding of level as an indicator of the demand, complexity, depth of study and the autonomy expected of the learner. These descriptors of credit and credit levels, widely accepted across Wales, Northern Ireland and England, ensure that any unit can be located at the correct level. They span the full spectrum of learning from Entry level to postgraduate and professional learning at Level 8.

5. Credit levels are:

- indicators of relative demand, complexity, depth of study and learner autonomy; and used to locate units or modules when
- each unit or module of learning can only be assigned to one credit level.

6. The existing national qualifications frameworks are not being replaced and will be maintained through all the mainstream qualifications. However, **recognition of partial achievement** within those qualifications will be available for individuals who otherwise might be considered to have failed if they were unable to continue their studies or fell at the final exam hurdle, once credit value has been assigned to units.

## Benefits of the Framework

7. The credit and qualifications framework enables all to climb onto the learning ladder and will:
  - support the development of an inclusive society where everyone has the opportunity to fulfill their potential;
  - assist in removing barriers to progression;
  - promote recognition of the skills required to support economic growth in Wales and elsewhere;
  - offer parity in the recognition of achievement for learners of all ages, whether they are learning in the workplace, community, at school, college or university;
  - recognise learning wherever, whenever and however it is achieved;
  - accumulate credits towards a qualification or achieved for their own value; and
  - accumulate credits to meet the specific needs of individuals.
8. This will assist learners to:
  - explain to others the relative value of their award;
  - provide an employer with a much clearer picture of what they know and can do; and
  - transfer their knowledge and skills between career paths, providers and potentially throughout Europe.
9. The framework provides a flexible structure that allows key players to:
  - respond to change;
  - promote transfer and progression; and
  - create relevant and tailor-made learning opportunities.
10. Employers will benefit from:
  - the greater number of people in Wales developing the skills needed to meet employers' requirements and to overcome skill shortages;
  - the opportunities for their staff to develop those skills needed for their work without necessarily needing to take full qualifications or having time off work; and
  - being able to see easily the amount and level of learning already achieved by potential employees especially those without standard full qualifications.
11. Although some of these benefits could be derived from unitising qualifications, it is only by **assigning credit to both qualifications and learning achievements** outside the National Qualifications Framework that the full benefits can be achieved. The credit framework provides the essential means of measuring and recording all learning wherever and however it is achieved. More



broadly, Wales will benefit as the culture of being the learning country develops through the adoption of the credit and qualifications framework.

### The Credit and Qualifications Framework for Wales

National Qualifications Framework and Q.F.H.E.	CQFW Level
Doctoral	8
Masters	7
Honours	6
Intermediate	5
Certificate	4
NVQ 3, GCE A Level	3
NVQ 2, GCSE A* - C	2
NVQ 1, GCSE D - G	1
Entry	Entry

The development of the CQFW has been overseen by ELWa, ACCAC and Higher Education Funding Council for Wales and developed in conjunction and consultation with awarding bodies, Sector Skills Councils and other key bodies.

## Moving to a new Points Score System

### Background

1. When making her announcement on discontinuation of Secondary School **Performance Information** for individual schools the Minister for Education and Lifelong Learning undertook to work with LEAs and schools to develop ways to help schools put their targets and results in context.
2. It has also become clear that while the 'traditional' 5A\*-C and 5A\*-G grade ranges and, in Wales the Core Subject Indicator, are of value they represent a somewhat narrow focus on performance. The GCSE/GNVQ points score, while casting a broader net, is still not as inclusive as necessary, and it does not reflect efforts to promote **parity of esteem for qualifications in all learning routes**. This is particularly relevant in view of the 14-19 agenda and the phasing out of GNVQs.
3. The Department for Education Skills (DfES) and Qualifications and Curriculum Authority (QCA) have developed a **new points equivalencies system**, currently in use in England, which enables a far wider range of qualifications to be included in the calculation of points score averages and performance measures. Wales has not to date formally adopted this system although schools have been provided with feedback on how their average points score would have looked under the system for 2003/04 and 2004/05 results. The Assembly Government are now reviewing how best to facilitate the change to this wider points score on a formal basis.

### The Extended system

4. The **extended points system** provides a points equivalency for each and every qualification on the approved list for use with pupils under the age of 16.
5. For information on **qualifications approved** for pupils under 16 refer to the list of external qualifications approved under section 99 of the Learning and Skills Act 2000. The list is comprehensive and includes qualifications of all levels across a very broad spectrum of learning areas. Every qualification listed has a points value attributed to it. An electronic listing can be found at: [www.wales.gov.uk](http://www.wales.gov.uk)
6. Some groups of qualifications have been allocated the same points score regardless of subject. These groups are GCSE short course, GCSE and GNVQs. For example a grade C in all GCSE full courses is worth 40 points.

However, BTECs, NVQs and other qualifications at the same level do not necessarily have the same points score. The points score has been determined separately for each qualification. For example, a Level 1 City and Guilds NVQ in Hairdressing is worth 140 points whilst a level 1 City and Guilds NVQ in Horticulture is worth 168 points.

Points equivalency information for main groups of qualifications is provided below. Given the large number of qualifications approved for use with pupils under 16 it is not feasible to provide details for them all in a printed document.

## Points equivalency groups

### GCSE Qualifications

	A*	A	B	C	D	E	F	G
GCSE Short Course (All)	29	26	23	20	17	14	11	8
GCSE Full Course (All)	58	52	46	40	34	28	22	16
GCSE Double Award (All)	116	104	92	80	68	56	44	32

### GNVQ Qualifications

	Distinction	Merit	Pass
Foundation Language Unit (Welsh Second Language)	17	14	9.5
Foundation Part 1 (All)	68	56	38
Foundation Full (All)	136	112	76
Intermediate Language Unit (Welsh Second Language)	27.5	24.5	20
Intermediate Part 1 (All)	110	98	80
Intermediate Full (All)	220	196	160

### Entry Level Qualifications

	Distinction	Merit	Pass
ELQ in National Curriculum Subject	14	12	10

### Key Skill Qualifications

	Pass
Level 1	18.75
Level 2	34.5

## NVQ Qualifications

	Level	Board	QAN Code	Pass
Animal Care	1	City & Guilds	10024359	140
Food Prep and Cooking	1	City & Guilds	Q1051649	168
Hairdressing	1	City & Guilds	10032435	140
Horse Care	1	City & Guilds	10014093	140
Horticulture	1	City & Guilds	10023926	168
Performing Engineering Operations	1	EAL	Q1053546	168
Performing Engineering Operations	2	EAL	Q1053547	294

## BTEC First Diplomas (Edexcel)

	QAN Code	Distinction	Merit	Pass
Animal Care	10017434	220	196	160
Business	10030712	220	196	160
Design	10023458	220	196	160
Horse Care	10018347	220	196	160
Horticulture	10017446	220	196	160
IT Practitioners (ICT Systems Support)	10016971	220	196	160
Performing Arts	10019984	220	196	160
Public Services	1001892X	220	196	160
Sport	10018700	220	196	160
Vehicle Service and Technology	10015085	220	196	160

## Other BTEC (Edexcel)

	QAN Code	Distinction	Merit	Pass
Introductory Certificate in Performing	10030116	68	56	38
Business	10030128	136	112	76

## Basic Skills Qualifications

	Level	Board	QAN Code	Pass
Adult Literacy	1	Edexcel	10013787	12.5
Adult Literacy	1	City & Guilds	1001357X	12.5
Adult Numeracy	1	City & Guilds	10013210	12.5

## Other vocational Qualifications

	Level	Board	QAN Code	Pass
Progression Award in Automotive Vehicle Servicing and Repair	1	City & Guilds	10016648	125
Progression Award in Automotive Vehicle Servicing and Repair	2	City & Guilds	1001665X	230
Certificate in Business Administration	2	City & Guilds	1003107	46

7. For points score of other qualifications, refer to the **Open Qualifications Database**, where any qualification can be found and its points score contribution determined. This database can be found electronically at:-  
<http://www.openquals.org.uk/openquals/SimpleSearch.aspx?nav=key>

8. Given the very large number of qualifications and awarding bodies on the approved list it is possible that pupils will achieve approved external qualifications which will not be automatically included in calculation of averages (eg ASDAN certificates). In these cases schools will be asked to send details of the full course title, awarding body and awarding body contact details (where possible) to the Assembly's Statistical Directorate. This will identify which providers the Assembly needs to approach for further qualification data in the first instance and help make the coverage of the new points score as comprehensive as possible.

## Welsh Baccalaureate

9. The **Intermediate Welsh Baccalaureate** is expected to be approved as a qualification for use with pupils under 16 from September 2006, it is currently approved on a pilot basis for use with pupils aged 16 or over.

10. Once approved for use with pupils under 16 the Intermediate Welsh Baccalaureate will therefore contribute to the wider points score. The Assembly will work with WAG, the QCA and DfES to establish an appropriate points equivalency which accurately reflects the components of the Welsh Baccalaureate Core. Other, optional, qualifications taken by pupils following the Welsh Baccalaureate will attract points as listed on the Open Qualifications database.

**11.** When the Foundation Welsh Bacallaureate is launched appropriate action will be taken to ensure that it is also incorporated into the points equivalencies as appropriate.

### **Comparability**

**12.** To ensure that schools retain the ability to compare results over time and plot progress, schools will continue to receive details of their average points score using the 'old' GCSE/GNVQ system for 2005/06 results. In this way all schools will have access to data relating to three years (2003/04, 2004/05, 2005/06) in both 'new' and 'old' format.

### **Review of the RE2**

**13.** The proposed introduction of a new points score system for Wales provides an ideal opportunity to review the contents of the RE2 more generally. The Welsh Assembly Government will be commencing a full review of the content and presentation of the RE2 to ensure that it reflects current priorities and appropriately reflects the broad range of educational provision.

### **Impact on Reporting & Target Setting**

**14.** Changes to the calculation method for average points score will need to be reflected in reporting arrangements. Subject to Assembly approval, schools will need to ensure that they report on average points scores using the new definition when compiling their School Prospectus and Governors' Annual report.

**15.** Schools are currently required to set annual targets which include a target for average point score for KS4 pupils. This target will remain in place but will, in due course, need to reflect the move to a wider points score measure. Similarly LEAs will be required to set a target, building on those set by schools in their area, for average points score as part of the new Single Education Plans. LEAs will also need to take account of the changes when compiling their Education Statutory Indicators.

**16.** Further guidance on these issues will be provided as part of Guidance III in 2007.

## Section 5: Action Plan



## SECTION 5: LEARNING PATHWAYS 14-19: MINISTER'S ACTION PLAN 2006-2010

### Ministerial Foreword

In November 2005 my Deputy Minister, Christine Chapman AM, produced a report setting out her recommendations for taking forward the 14-19 Learning Pathways programme. I promised then that following a period to allow interested parties to respond to the report an Action Plan would be produced in March 2006. I am pleased now to be able to publish that plan.

Some of the responses to the Chapman Report, called for greater clarity about our 14-19 proposals. This Action Plan, taken in the context of the detailed *Learning Pathways 14-19 Guidance II* which accompanies it, should, therefore, leave no doubt about our intentions. **We will now proceed to transform the education and training opportunities available to our young people in the 14 to 19 age group in Wales.**

We are intent on such a major reform of education and training provision because we need to:

1. engage and motivate all young people in their education and training, so that they can achieve success at the highest possible level. In the interest of these young people and of Wales as a whole, we simply cannot accept the current low levels of attainment of too many within this age group. By enabling them to improve their performance we will enhance their life chances and through education and training, advance the cause of social justice.
2. encourage our young people to become involved in lifelong learning. We must ensure that the highest possible numbers in this age group are in education, training or employment after the ages of 16 and 18. We know that too often those who are not experience social exclusion through being caught in the trap of poverty, dependency cultures and sometimes crime. We also have persuasive evidence that those people who participate in lifelong learning, continuously improving their skill levels, are those who succeed best in our rapidly changing world.
3. provide the modern curriculum with the rich range of opportunities that all our young people need.. This means that in addition to existing qualifications, such as GCSE, AS and A level, a much wider range of courses and qualifications needs to be made available.
4. enhance the position and status of applied or work related learning so that young people, of **all** aptitudes and abilities, are given the opportunity to find future high skilled employment in our modern economy.



5. provide, through the Welsh Baccalaureate, an overarching qualification that will capture, at different levels, the achievements of young people in:
  - the courses they have studied;
  - the key skills that they develop; and
  - other forms of learning and experience.
6. contribute to the aims of *Iaith Pawb* by seeking to:
  - offer provision in the language of choice where possible;
  - place an emphasis on developing young people's bilingual skills; and
  - equip young people with skills in Welsh and English which will enable them to learn and work within a bilingual society.

These are compelling reasons for change. I invite all involved, or who have an interest in, 14-19 education and training in Wales to now work with the Welsh Assembly Government and with the 14-19 Networks at local authority level in achieving these reforms, so that we can turn vision into reality.

Whilst I will expect DELLS to begin immediate work on the implementation of this Action Plan, I am happy to receive first reactions and responses until 20th May 2006. These can help to inform the work of the Project Management groups that are being created. In particular, I would welcome indications of how stakeholders believe funding can best be targeted at making new learning opportunities available to our young people.



**Jane Davidson AM**  
**Minister for Education, Lifelong Learning and Skills**  
**Welsh Assembly Government**

## 14-19 LEARNING PATHWAYS ACTION PLAN: SUMMARY

**Starting in September 2006**, a major initiative will be led by the Minister of Education, Lifelong Learning and Skills and the Minister for Enterprise, Innovation and Networks to gain the support and involvement of employers and the business community for the 14-19 programme. This will include involving employers in developing an **Employers' Concordat** to support increased vocational learning opportunities for 14 to 19 year olds.

**From September 2007**, subject to the current external evaluation, the Welsh Baccalaureate at intermediate and advanced levels will be made available to all schools, further education colleges and training providers for post 16 learners in Wales. Foundation and intermediate levels will be available for pre 16 learners **from 2009**. All 14-19 learners will have an entitlement to the Welsh Baccalaureate **from September 2010**.

**From September 2009**, a revised National Curriculum will be introduced in Key Stage 4 in Wales (with implementation in the earlier key stages in 2008). The features of this revised curriculum that will be relevant to 14-19 education and training will be:

- 1 the increasing emphasis to be placed on skills at Key Stages 2 and 3, thereby enabling pupils to be ready for the experiences they will have in Key Stage 4 and beyond;
- 2 the requirement to study the Learning Core in Key Stage 4, which will include Key Skills, knowledge and understanding, attitudes and values, and wider experiences;
- 3 revised programmes of study for English, Welsh (1st and 2nd Language), Mathematics and Science at Key Stage 4, that place greater emphasis on the functional skills involved in these subjects;
- 4 curriculum requirements at Key Stage 4 that will enable **all** young people to construct pathways for their 14-16 learning, drawing upon a much wider range of courses and qualifications, including vocational learning.

**By 2010**, all young people in the 14-19 age group will be entitled to high quality learning support designed to:

- 1 support them in learning to learn, making best use of learning styles and progression;
- 2 provide access to personal support;
- 3 provide impartial advice on their learning and career choices .

The purpose of this support will be to ensure that learners are given all possible assistance to remain in education and training and to attain the qualifications that will enable them to achieve their objectives.

**By 2010**, at the latest, **all** young people in Wales will be offered a choice of high quality work related and general learning options from the age of 14, providing them with progression into related employment, or to further/higher education

courses. This will be informed by the UK wide Vocational Qualifications Reform Programme, but will be specifically attuned to the identified needs of learners and the economy in Wales.

**By 2010**, at the latest, a new learning infrastructure will have been created in Wales in order to provide collaboratively the framework for Learning Pathways for learners and drawing upon the resources of schools, FE colleges and training providers. This will be achieved by:

- 1 developing collaborative option menus in each local authority area;
- 2 extending the Pathfinder projects already completed in 5 local authority areas in Wales, to the other 17 areas; and
- 3 subject to the consultation on the Welsh Assembly Government's post-16 re-organisation proposals, to be undertaken in the spring of 2006, requiring each local authority to undertake a formal consultation on Pathfinder proposals.

**By 2010** every area of Wales should offer work-related education of high quality in priority economic sectors.

**By 2010**, at the latest, a learning framework will be in place providing opportunities for young people to progress their 14-19 education and training through high quality individual learning pathways which combine GCSE /AS/A level and Vocational learning at L1/L2/L3 (involving elements of centre and work based learning), as well as wider experiences through the Learning Core, to meet individual needs and aspirations. There will be flexibility for young people to move between options within their learning pathway and support for their learning and personal development.

In order to achieve the above, a new 14-19 project management structure will be set up to undertake the 14-19 reform programme. The underlying principles of the project management approach to be adopted will be of a national project, locally delivered, with sub-regional referencing. This will be achieved through:

- a National Project Management Group (chaired by the Deputy Minister);
- four sub-groups to undertake the specific work streams identified in this Action Plan;
- 14-19 Networks taking strategic and operational leadership in each local authority area; and
- subject to the outcome of consultation, sub-regional groups to succeed Consortia for Education and Training, with strong employer representation.

As part of the implementation of this Action Plan the funding needed to support 14-19 Learning Pathways will be made available through:

- increasing re-direction of the funding currently used by schools, FE colleges, training providers and other partners to support new 14-19 opportunities;
- an additional £41m (up to 2008) to support new aspects of 14-19 Learning Pathways and subject to discussions in successive forward budget planning rounds;

- funding arrangements for learning provision and support which are better synchronised to ensure coherence and continuity between funding to schools through their local education authorities for 14-16 provision and funding made available to schools, FE institutions and training providers for 16-19 provision through the National Planning and Funding System (NPF5).

All the above developments will be subject to external evaluation and on-going consultation with stakeholders to continue the inclusive policy making style adopted throughout the development of 14-19 Learning Pathways.

## 14-19 LEARNING PATHWAYS ACTION PLAN 2006-2010

### Introduction

This Action Plan sets out the Welsh Assembly Government's response to the recommendations in the Chapman Report (November 2005) for driving forward the 14-19 Learning Pathways agenda in Wales. It sits alongside the second edition of the 14-19 Learning Pathways Guidance (March 2006) which provides the detailed information on implementation of all six key elements of the Learning Pathways framework. The Action Plan is set out in two distinct sections:

- An overall strategic framework;
- the action plan;

### Strategic Framework

**1.** The 14-19 Learning Pathways programme will continue to be nationally managed and locally delivered. This will be achieved through:

- A National Project Management Group chaired by the Deputy Minister and working through 4 sub-groups on the following themes:
  - Information and Communications;
  - Learning, Skills and Qualifications;
  - Learner Support;
  - Funding and Collaboration.
- 14-19 Networks in each of the twenty-two local authority areas in Wales.
- Subject to the outcome of consultation, new regional or sub-regional partnerships established, to replace the existing CCETS, with strong employer representation.

*[To take forward Chapman recommendations 9.10, 9.11 and 9.12].*

**2.** A high profile Information and Communications system will be developed to ensure that all interest and stakeholder groups including young people are fully aware and regularly updated on 14-19 developments and have the opportunity to participate in their development and implementation. This work will be led by the Information and Communications Sub-Group.

*[To take forward Chapman recommendations 9.1, 9.3, 9.23 and 9.24]*

**3.** A major drive will be undertaken to ensure that opportunities for young people to undertake skills based and work-related learning are central to 14-19 developments which together with continuing reform of the National Curriculum, assessment and qualifications system will take place to ensure that:

- young people are appropriately prepared for 14-19 studies;
- the National Curriculum at Key Stage 4 is aligned with Learning Pathways;

- the Welsh Baccaalaureate is made available in all learning settings for learners of all abilities.

This work will be led by the Learning, Skills and Qualifications Sub-Group.

*[To take forward Chapman recommendations 9.2, 9.4, 9.5, 9.14, 9.15, 9.16, 9.17 and 9.18].*

4. An integrated learner support system will be created to ensure that all young people have entitlement to learning support and access to personal support designed to ensure their participation and retention in 14-19 education and training. This work will be led by the Learner Support Sub-Group.

*[To take forward Chapman recommendations 9.6, 9.7, 9.8 and 9.9].*

5. Funding arrangements for learning provision and support will be reviewed and adapted as necessary to ensure coherence and continuity between funding to schools through local authorities for 14-16 provision and funding to local authorities (for schools), and FE institutions and training providers for 16-19 provision through the National Planning and Funding System (NPF5). Funding arrangements should:

- ensure that learners are able to access the learning opportunities and support to which they are entitled;
- facilitate increased collaboration between schools, FE institutions and training providers.

This work will be led by the Funding and Collaboration Sub-Group.

*[To take forward Chapman recommendations 9.13, 9.19, 9.20 and 9.21].*

## **Managing Implementation**

The management arrangements set out in this introduction will ensure this Action Plan remains a living document which provides appropriate levers to secure the implementation of all aspects of the policy. We do not underestimate the extent of change these proposals represent, nor the urgency with which, thanks to the support from all sectors in developing the policy, we believe we need to bring to the task in hand to secure greater success for many more of our young people.

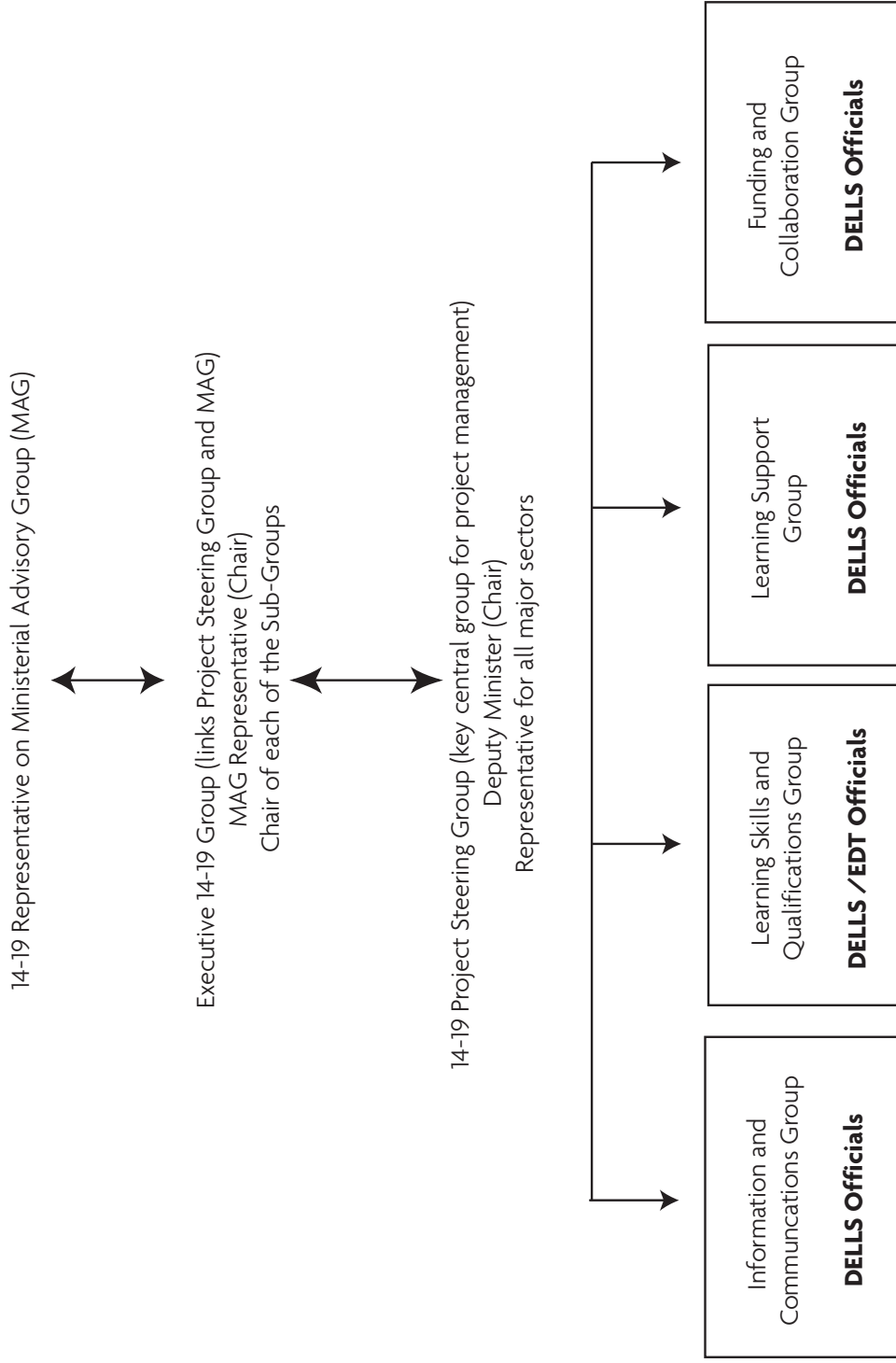
The Action Plan and the implementation of Learning Pathways represent a unique combination of new developments and evidence based practice, which together create the framework which will benefit all learners. So we need to move from a situation where some learners, in some parts of Wales benefit from some of the aspects of Learning Pathways, to one in which all learners experience all six elements of Learning Pathways in a combination to suit their needs. This involves significant new funding to complement existing mainstream funding in recognition of the additional demands of the new framework, but in order for us to secure a holistic approach for all 14-19 learners existing funding for learners in this age group will need to be spent in different ways.

Putting this into practice is not an exact science, and we will continue our inclusive approach to pragmatic developments which build from the very different circumstances in each area into an entitlement framework for all 14-19 year olds. We will continue to rely on partners in all sectors to work in partnership at national and local levels to inform the implementation of the Action Plan and roll out of Learning Pathways. Achieving this depends on effective use of funding levers, legislation and commitment and good will on the part of partners in the design and implementation of Learning Pathways. The commitment and good will invested to date has enabled us to move this far this quickly and to develop a model in which we all have confidence. It will remain one of the most important and effective levers for change and we intend that the management arrangements should reflect this.

The National 14-19 Project Management Group, chaired by the Deputy Minister, will include the 14-19 representative from the Ministerial Advisory Group as well as representatives from all relevant sectors and will take overarching strategic oversight of all aspects of the implementation of the plan. This 14-19 Project Management Group will reflect information and evidence from their own sectors and from the four strategic sub groups on the progress of Learning Pathways and will use this information to make recommendations to the Minister about any amendments needed to the proposed actions, or revisions to the Action Plan itself. Nominations to this group will be invited early in the summer term 2006.

Four sub groups will take responsibility for each of the four significant sections into which the actions set out in the plan are divided and will feed into the National 14-19 Project Management Group. These groups will bring together the relevant officials from across DELLS and other Assembly Government Departments, but will also be outward facing and will involve external partners wherever possible. This will include close liaison with the 14-19 Networks in each area, which form the main strategic delivery mechanism for the implementation of Learning Pathways.

The Information and Communications, Learning, Skills and Qualifications and Learner Support Sub-Groups will work closely with the Funding and Collaboration Sub-Group to ensure that the most efficient and effective use is made of available funding - additional and existing - to secure change. Evidence from 14-19 Networks will inform the development and refinement of aspects of the policy, for example, in developing further guidance, based on best practice and evidence of impact, on how the Learning Coach function can be implemented in a way which provides the optimum support for learners but which is also affordable and for which the capacity is available. Some of this capacity within the school and FE sector could be released from changing the balance between direct taught time and time devoted to learning support. However, other ways will need to be developed to secure the entitlement of learners in smaller learning settings. We will also need to consider and protect the needs of learners whose ages fall outside the 14-19 window which this Action plan seeks to represent, in particular key stage 3 and Adult learners, for whom these proposals should have significant consequential benefit.



Official Level groups to secure departmental delivery in collaboration with relevant external partners across Wales



## LEARNING PATHWAYS 14-19: ACTION PLAN 2006-2010

**1. The 14-19 Learning Pathways programme will be national policy locally delivered. This will be achieved through a national 14-19 Learning Pathways Project Management Group chaired by the Deputy Minister and working through 4 Sub Groups looking at the following themes:**

- Information and Communications
- Learning, Skills and Qualifications
- Learner Support
- Funding and Collaboration

*To take forward Chapman recommendations 9.10, 9.11 and 9.12*

Recommendations of Chapman Report	Action to be taken	Outcomes
<p><b>CCETs</b></p> <p>Further consideration should be given to the future of CCETs. This could lead to them being removed completely or there might be the possibility of reducing their number. There is need for a level of coordination across local authority boundaries such as in the areas covered by regional or sectoral pathfinders. Sub-regional CCETs could play an important role in ensuring strategic coordination of activities which cross local authority boundaries and feed into "People, Places, Futures: The Wales Spatial Plan".</p> <p>Membership of a sub-regional CCET might include at least one representative from each of the 14-19 Networks and YPPs in the area.</p>	<p>1.1 Consultation on the delegation of proposal powers relating to 16-19 sixth form reconfiguration will include the proposition that CCETs as currently constituted should cease to exist. The consultation document will propose that they should be replaced with a smaller number of partnerships operating at a regional or sub-regional level and aligned with elements of the Spatial Plan, subject to the consultation to be undertaken on the transfer of powers to propose sixth form re-organisation to local authorities. These new partnerships would reflect some of the membership of the old CCETs, in particular the employers' and trades union interest, and possibly also include membership from SSCs, to facilitate skills needs.</p> <p>1.2 The new partnerships, which might be called Learning and Skills Reference Groups (subject to outcome of the consultation), should link closely with 14-19 Networks in their specified regional/sub-regional area. They would include representatives from each 14-19 Network and YPP in the area and would have an important consultative role in developing the Annual Network Development Plan (ANDP).</p> <p>1.3 Role and membership of each 14-19 Network will need to be reviewed to ensure that relevant local representation on the former CCET is retained and also to ensure representation from the bilingual and Welsh medium sector.</p> <p>1.4 Further advice on the future roles and responsibilities of the new partnerships will be developed in consultation with CCETs and other current partnerships, taking into account the responses to the consultation on the delegation of proposal powers relating to 16-19 sixth form reconfiguration, in <b>September 2006</b></p>	<p><b>Subject to the outcome of consultation, new regional or sub-regional partnerships established with clear remit and guidance.</b></p> <p><b>14-19 Networks include all relevant partners at local level</b></p>
<p><b>Involving Employers</b></p> <p>Work should be undertaken with employer's organisations and 14-19 Networks to develop more efficient and effective ways to secure employer involvement. This could include identification of relevant existing employer groups which could be a focus for information and development. There may also be scope for aligning some of this work with the development of sub-regional CCETs.</p>	<p>1.5 It is proposed that the new regional or sub-regional partnerships should have a specific remit to represent the interests of employers and SSCs. This will be consulted upon as noted above. This will include links with existing regional employer activity, such as the North East Wales Employers' Forum, and similar groupings in other regions. <b>From September 2006</b></p> <p>1.6 Employers will be involved in the development of an Employers' Concordat to support increased work-related learning opportunities for 14-19 year olds <b>from September 2006</b></p>	<p><b>Learning and Skills Reference groups set up with clearly identified roles and responsibilities.</b></p> <p><b>Employers' Concordat developed resulting in greater employer involvement.</b></p>

**2. A high profile Information and Communications system will be developed to ensure that all interest and stakeholder groups are fully aware and regularly updated on 14-19 developments.**

To take forward Chapman recommendations 9.10, 9.11 and 9.12

Recommendations of Chapman Report	Action to be taken	Outcomes
<p><b>14-19 Learning Pathways Guidance</b></p> <p>Further guidance should be provided in hardcopy and on 14-19 website to include:</p> <ul style="list-style-type: none"> <li>Learning coach development and training programme</li> <li>Learning Core guidance and exemplification</li> <li>DVD/CD Rom on Learning Pathways</li> </ul>	<p>2.1 Guidance on the Learning Core has been available on ACCAC's website since September 2005. Learning Pathways Guidance II will be circulated in hard copy and include new information including learning coach and learning core <b>March 2006.</b></p> <p>2.2 A DVD will be circulated to teachers, lecturers and work-based training staff outlining Learning Pathways developments <b>March 2006</b></p> <p>2.3 Further Guidance from ACCAC on designing Learning Pathways will be issued in <b>2008</b></p>	<p><b>All learning providers aware of all six key elements of Learning Pathways. Learning Pathways implemented in line with latest Guidance for all 14-19 year old learners.</b></p>
<p><b>Equality</b></p> <p>14-19 Learning Pathways should explicitly demonstrate the Welsh Assembly Government's commitment to equality by:</p> <ul style="list-style-type: none"> <li>Working with equality organisations</li> <li>Supporting the development of action plans for specific sectors to overcome barriers</li> <li>Supporting the Vocational Skills Champion in influencing employers to challenge stereotyping in race, gender and disability</li> <li>Identifying appropriate training materials to support practitioners in promoting equality</li> <li>Encouraging the take up of Education Maintenance Allowances to enable more young people to stay on in learning post 16</li> </ul>	<p>2.4 Work will be commissioned to collect and collate the range of existing work which has set out to address gender and other inequalities in learning and the workplace, to make specific recommendations in respect of different sectors on actions to overcome barriers and to identify gaps which need to be filled. To report by <b>November 2006</b></p> <p>2.5 Specific training materials to fill gaps in provision will be developed. By <b>March 2007</b></p> <p>2.6 Discussions will be held with key representatives in each sector identified to develop action plans to take forward work to overcome barriers. By <b>December 2006</b></p> <p>2.7 Officials will work closely with Sector Skills Councils to ensure they meet the requirement to address this issue in their Sector Skills Agreements. <b>Ongoing</b></p> <p>2.8 Work will be undertaken with Careers Wales with respect to careers advisers and those members of Careers Wales staff who act as Learning Coaches to continue to raise awareness of stereotyping, and to ensure they are fully informed of and involved the work resulting from the actions above. The Estyn thematic inspection of Careers Wales in relation to gender issues planned for 2006-07 will help inform good practice. <b>Ongoing</b></p> <p>2.9 The Vocational Skills Champion will work specifically with employers to challenge stereotyping in race, gender and disability <b>from April 2006</b></p> <p>2.10 The formal pilot training for the role of Learning Coach will address issues of equality for all. <b>From Spring 2006</b></p> <p>2.11 14-19 Networks will be asked to ensure equality of access to all aspects of Learning Pathways as they develop for learners with additional needs <b>from September 2006.</b></p> <p>2.12 The formal training provision for Learning Coaches will include awareness of Welsh language and bilingualism, and sufficient Learning Coaches should be made available to ensure equality of opportunity for Welsh speakers. <b>From Spring 2006</b></p> <p>2.13 14-19 Networks will also be asked to develop more opportunities for learners through the medium of Welsh from <b>April 2006</b></p> <p>2.14 Work will be commissioned to raise awareness of the business case for Welsh language skills. <b>From April 2006.</b></p> <p>2.15 Work will continue to ensure that all learners are aware of the allowances available for different aspects of Learning Pathways such as training allowances for work-based learning and Education Maintenance allowances. <b>Ongoing</b></p>	<p><b>Specific action plans in place to support sectors in overcoming barriers.</b></p> <p><b>More learners remain in education and training after the age of 16.</b></p> <p><b>Training materials used to raise awareness and address issues.</b></p> <p><b>Employers more aware of issues of stereotyping and prepared to challenge.</b></p> <p><b>Learning Coaches support learners in overcoming stereotyping</b></p> <p><b>More learners make choices in non-traditional areas.</b></p>

Recommendations of Chapman Report	Action to be taken	Outcomes
<p><b>Communication Strategy</b></p> <p>The Assembly Government should work with 14-19 Networks to develop a comprehensive communications strategy to market 14-19 Learning Pathways to young people, lecturers, teachers, parents, training providers, employers, elected members and governing bodies.</p> <p>Funky Dragon, youth forums and school councils have an important role in this as well as Careers Wales Online and CLIC, the national information and advice project.</p> <p>The first stage in this strategy will be a DVD explaining the implications of 14-19 Learning Pathways to practitioners and a leaflet for general information to all will be made available.</p>	<p>2.16 A high profile bilingual information and communications system will be developed to ensure that all interest and stakeholder groups are fully aware and regularly updated on 14-19 developments. <b>Summer 2006</b></p> <p>2.17 The current Communications Group involving Network partners, YAPP and ELWVa will be consolidated into the Information and Communications Group. <b>Summer 2006</b></p> <p>2.18 A strategy to best inform employers, education and training professionals, higher education, parents and young people will be developed. <b>October 2006</b></p> <p>2.19 Further work will be undertaken with young people at Network and national level to develop a clearer understanding of Learning Pathways through local and regional activities. <b>From summer 2006</b></p> <p>2.20 The DVD will be distributed. <b>March 2006</b></p> <p>2.21 Marketing leaflets to be prepared for Learning Pathways. <b>June 2006</b></p> <p>2.22 A marketing strategy for vocational learning and qualifications to be developed for learners of all ages, but with a specific focus on 14-19 year olds. <b>Autumn 2006</b></p> <p>2.23 The marketing strategy will ensure information is available on the opportunities through the medium of Welsh. <b>January 2007</b></p>	<p><b>All relevant stakeholder groups aware of latest developments in 14-19 Learning Pathways.</b></p> <p><b>14-19 year old learners aware of their entitlements to options and support.</b></p> <p><b>14-19 year olds aware of advantages of work-related learning and qualifications.</b></p>
<p><b>Young People</b></p> <p>The Assembly Government should continue to work directly with young people to ensure 14-19 Learning Pathways meet their needs.</p> <p>All partners will be actively encouraged to involve learners in all aspects of provision to achieve learner focused Learning Pathways.</p>	<p>2.24 A strategy will be produced to secure the long-term participation of young people in all aspects of Learning Pathways. At national level, this will include focus groups of young people at different stages in their Learning Pathways and evidence from young people to Education and Lifelong Learning Committee at appropriate points. <b>Ongoing</b></p> <p>2.25 Funky Dragon will be involved in the ongoing development of Learning Pathways.</p> <p>2.26 At local level, all 14-19 Networks are expected to involve learners in all aspects of the development of Learning Pathways in English and Welsh medium. <b>Ongoing</b></p> <p>2.27 Learner perception will be surveyed. <b>Spring 2007</b></p>	<p><b>Young people from 14-19 participate in the ongoing development and evaluation of Learning Pathways at national and local levels.</b></p>

**3. A major drive will be undertaken to ensure that opportunities for young people to undertake skills based and vocational learning are central to 14-19 developments. This, together with continuing reform of the National Curriculum, assessment and qualifications system, will ensure that:**

- young people are appropriately prepared for 14-19 learning;
- the National Curriculum at Key Stage 4 is aligned with Learning Pathways;
- the Welsh Baccalaureate is made available to learners of all abilities.

*To take forward Chapman recommendations 9.2, 9.4, 9.5, 9.14, 9.15, 9.16, 9.17, 9.18*

Recommendations of Chapman Report	Action to be taken	Outcomes
<p><b>Work Focused Experience</b></p> <p>The delivery of Work Focused Experience in the Learning Core should be enhanced by:</p> <ul style="list-style-type: none"> <li>▪ Encouraging business representatives to spend more time in learning settings</li> <li>▪ Extending opportunities for quality work experience placements</li> <li>▪ Aligning education business partnership activities with the work of 14-19 Networks</li> <li>▪ Encouraging and supporting all areas of the public sector to recognise and promote their potential contribution to Work Focused Experience</li> <li>▪ Encouraging greater take up of The Young Cooperatives Scheme to support the social economy model of entrepreneurship in conjunction with the Young Enterprise scheme</li> <li>▪ Further developing existing Careers databases to form a more coherent national database.</li> <li>▪ Ensuring opportunities for all young people to access Work Focused Experience on a local, all Wales, UK wide and international basis.</li> <li>▪ Ensuring support is available to secure equal opportunities, including, for example young people in care, others from disadvantaged backgrounds and those with disabilities.</li> <li>▪ Developing and extending existing good practice in accrediting learners' part time employment as part of their Work Focused Experience</li> </ul>	<p>3.1 The Vocational Skills Champion (VSC) is developing ways of securing greater employer involvement through contacts within the IOD, CBI, FSB and the ICAEW. <b>Ongoing</b></p> <p>3.2 Work will be undertaken with Careers Wales and employers to extend the opportunities for quality work experience placements through the medium of Welsh. <b>From September 2006</b></p> <p>3.3 The Vocational Skills Champion will work with Careers Wales and SSCs to promote vocational learning and to identify 10-12 SMEs for specific work to help engage employers more. <b>Ongoing</b></p> <p>3.4 The VSC will work with public sector employers to develop strategy to provide more work focused experience. <b>(2006-7)</b></p> <p>3.5 Information packs on Young Co-operatives will be developed and distributed to all secondary schools in Wales. <b>Summer 2007</b></p> <p>3.6 A database of all social enterprises in Wales will be established to include a list of co-operative businesses willing to take pupils on work experience to help widen knowledge of social enterprises and the social economy. <b>2007</b></p> <p>3.7 Developments through Careers Wales Online as part of Learning Pathways ESF projects will enhance existing databases by <b>July 2008</b>.</p> <p>3.8 The database will include opportunities and employer need for bilingual skills.</p> <p>3.9 14-19 Network links with employers/employers organisations will be strengthened both by local activity and as part of ESF projects. <b>Ongoing</b></p> <p>3.10 Informal learning will be included as part of the learning experienced in the secure estate and tracking of young offenders. <b>Summer 2007</b></p> <p>3.11 14-19 Networks will be asked to monitor access to WFE for learners with additional needs, young people in care, those from disadvantaged backgrounds and those with disabilities. <b>Ongoing</b></p> <p>3.12 ACCAC and CQFW to discuss accreditation with awarding bodies, establish existing good practice and develop resources by <b>September 2008</b>.</p> <p>3.13 CQFW will capture a progressively wider range of individual achievement through credit across the range of learning contexts; developing and testing models for expressing achievement in clear, easy to understand forms. <b>Summer 2008</b></p>	<p><b>Subject to the outcome of consultation, new regional or sub-regional partnerships established with clear remit and guidance.</b></p> <p><b>More young people aware of, and participating in, Young Co-operatives.</b></p> <p><b>More young people involved in work experience in social enterprises.</b></p> <p><b>WFE available at local, Wales, UK and international levels.</b></p> <p><b>Good practice in accreditation of WFE disseminated and adopted</b></p> <p><b>Young offenders from Wales have Learning Pathways including formal, non-formal and informal strands.</b></p> <p><b>Good practice in accreditation of WFE disseminated and adopted</b></p> <p><b>Young offenders from Wales have Learning Pathways including formal, non-formal and informal strands.</b></p> <p><b>CQFW provides framework for accreditation of wide range of experiences contributing to Learning Pathways.</b></p>
<p><b>Work Focused Learning Pathways</b></p> <p>The Sector Skills Councils with the assistance of the Vocational Skills Champion should develop a range of work focused Learning Pathways ("combined apprenticeships") which provide appropriate breadth and relevance, for example a construction-related pathway should include reference to architecture and civil engineering.</p>	<p>3.14 Work will be undertaken with SSCs in Manufacturing, Automotive and Construction sectors to implement pilot work-related Learning Pathways incorporating a combined apprenticeship approach. <b>From September 2006</b></p> <p>3.15 Developments will be aligned with DELLS regional strategies in skills areas such as construction.</p> <p>3.16 Work will be undertaken to ensure that opportunities for young people to undertake skills based and vocational learning are central to 14-19 developments through analysis and development of 14-19 Network collaborative option menus including bilingual provision. <b>From Summer 2006</b></p> <p>3.17 A new entry level programme to replace Skillbuild will be integrated into 14-19 Learning Pathways. <b>September 2007?</b></p> <p>3.18 ELWa's Work Based Learning Improvement Plan will secure high quality work based learning in priority economic areas across Wales <b>by 2010</b>.</p> <p>3.19 Collaborative option menus including work focused and general choices from entry level to level 4 available in all 14-19 Network areas by <b>January 2007</b>.</p> <p>3.20 Pathfinder projects, informed by option menus, will be extended to all areas to create the new learning infrastructure <b>by 2010</b>.</p>	<p><b>Work related Learning Pathways incorporating a combined apprenticeship approach developed and implemented as part of the option menus for 14-19 year olds across Wales.</b></p> <p><b>High quality work related education available in all areas of Wales.</b></p> <p><b>Learning infrastructure supports 14-19 Learning Pathways for all.</b></p>

Recommendations of Chapman Report	Action to be taken	Outcomes
<p><b>Enhancing the Images of the Workplace</b></p> <p>The Vocational Skills Champion, Sector Skills Councils and Careers Wales need to work with employers to help provide better images of the workplace in various sectors to young people</p>	<p>3.21 Careers Wales and SSCs work with Vocational Skills Champion to prepare and disseminate material, run seminars etc. <b>From Autumn 2006</b></p> <p>3.22 ELWa, Careers Wales and others will develop a strategy to promote the importance of bilingualism as a workplace skill and to point out to young people the importance of their bilingual skills through the Language Economy Discussion Group <b>from Feb 2006.</b></p>	<p><b>Young people have positive images of a range of work and working environments.</b></p>
<p><b>Legislative Framework</b></p> <p>The Assembly Government should lead on further work to support the development of guidance specific to Wales drawing together the legislative framework, implications and guidance on health and safety, insurance, child protection, behaviour, attendance and exclusion. This is particularly important where learners 14-19 may be experiencing provision in a range of settings taught by a range of professionals.</p>	<p>3.23 Work is underway to ensure that the existing guidance and protocols are incorporated into a straightforward easily accessible resource covering all situations which are likely to arise from the implementation of Learning Pathways. This will include the development of work focused Learning Pathways (previously referred to as “combined apprenticeships”) and take account of development in England of the Specialised Diplomas. Guidance produced <b>January 2007.</b></p>	<p><b>Comprehensive and easily accessible advice on legislation relevant to 14-19 Learning Pathways available to all relevant partners.</b></p>
<p><b>Vocational Qualifications</b></p> <p>In order for there to be clear progression routes through 14-19 education and training into employment, apprenticeships, further and higher education, the Assembly Government working with the Awarding Bodies and Sector Skills Councils, should consider how existing vocational qualifications for 14-16 and 16-19 year olds can be developed and supplemented to provide a strong vocational qualifications element within Learning Pathways.</p> <p>The Assembly Government should consider the creation of a Vocational Qualifications Task Force to lead the development and promotion of Vocational Qualifications in Wales as a key element within strategic policies such as those set out within Wales: A Better Country, The Learning Country, A Winning Wales, the Skills and Employment Action Plan, Iaith Pawb and Learning Pathways. The Task Force should include a wide range of organisations including amongst others:</p> <ul style="list-style-type: none"> <li>• The Assembly Government (DfTE, SJ&amp;R and EDT)</li> <li>• Sector Skills Development Agency</li> <li>• ELWa</li> <li>• ACCAC</li> <li>• Fforwm</li> <li>• Welsh Secondary Schools Association</li> <li>• Employer Representation</li> <li>• The Vocational Skills Champion</li> </ul>	<p>3.24 ACCAC and CQFW will consult on the development and extension of appropriate Learning Pathways, including recognition of achievement/qualification options, with Awarding Bodies, CQFW Recognised Bodies and other stakeholders.</p> <p>3.25 SSCs will also to be consulted as part of this review.</p> <p>3.26 ELWa and ACCAC will continue work to increase the availability of appropriate qualifications through the medium of Welsh. ACCAC pilot work with vocational awarding bodies will be completed by March 2007. <b>Ongoing.</b></p> <p>3.27 Wales is already represented on the UK wide Vocational Qualifications Reform Programme Board set up to ensure that by 2010 at the latest, the vocational qualifications recognised by the relevant statutory frameworks reflect the needs of employers and learners, and confer the skills and knowledge for short-term and sustainable employability. The Wales representatives on the Board will liaise with a wide range of organisations including those listed. <b>By 2010</b></p> <p>3.28 Establish a 14-19 Employer Engagement Task Force for Wales to investigate and report, with recommendations, on how employers and employer bodies can be more involved in 14-19 learning. The Task Force will be chaired by a member of the cross-portfolio Ministerial Advisory Group on Skills and will include the Vocational Skills Champion. Other members will be drawn from Sector Skills Councils and the Sector Skills Development Agency, employer representative bodies, learning providers, 14-19 Networks, ELWa, ACCAC, Estyn, Education Business Partnerships and Careers Wales. This task force will be charged with supporting the development of vocational opportunities, teaching and learning resources, e-learning and video-conferencing opportunities and capacity issues in Welsh medium and bilingual provision. <b>From September 2006</b></p>	<p><b>Strong and appropriate vocational element for learners of all abilities established within Learning Pathways.</b></p> <p><b>Wales makes an active contribution to the development of an appropriate vocational qualifications framework.</b></p> <p><b>Employers involved in relevant aspects of Learning Pathways.</b></p>

Recommendations of Chapman Report	Action to be taken	Outcomes
<p><b>Welsh Baccalaureate Qualification (WBQ)</b></p> <p>Subject to evaluation, the WBQ should be made available to all schools, colleges and training organisations in Wales from September 2007. Meanwhile further work should be carried out to: Build on the work of WJEC and University of Bath as part of the pilot project, to ensure that the WBQ is widely recognised in practice in Higher Education Institutions inside and outside Wales and also employers Consider how partial completion of the WBQ might be recognised</p>	<p>3.29 An external evaluation has been commissioned with advice to Minister to follow. <b>June 2006</b></p> <p>3.30 Subject to consideration of external review findings, WBQ to be extended to all learning settings at Intermediate and Advanced level post-16, as appropriate from <b>September 2007</b>. WBQ to be piloted at foundation level 14-19 and intermediate level 14-16 from 2006. Subject to evaluation, full WBQ 14-19 would be available to learners of all abilities from <b>2009</b>.</p> <p>3.31 A conference to raise awareness in the HE sector has already taken place. <b>October 2005</b></p> <p>3.32 Ongoing work by University of Bath HEAT group will include information leaflet about Welsh Baccalaureate in HE offers. <b>May 2006</b></p> <p>3.33 Consideration is currently being made re future events/promotional material which will be undertaken in collaboration with the Information and Communications Group.</p> <p>3.34 WJEC will design credit transcript certificates that will record achievement. <b>August 2006</b></p>	<p><b>WBQ at Foundation, Intermediate and Advanced levels available for learners of all abilities.</b></p> <p><b>HE sector fully aware of WBQ and giving it appropriate recognition.</b></p> <p><b>Credit transcript certificates record achievement.</b></p>
<p><b>National Curriculum and Learning Pathways</b></p> <p>The Assembly Government should ask ACCAC to consider, as part of its review of the National Curriculum, how:-</p> <ul style="list-style-type: none"> <li>▪ The requirements of the Key Stage 4 National Curriculum can best be synchronised with the philosophy of Learning Pathways</li> <li>▪ The Learning Core can best be included in the requirements of the National Curriculum at Key Stage 4</li> <li>▪ The programme of study for Science can enable learners to gain a broad variety of qualifications</li> <li>▪ The curriculum at key stages 2 and 3 can best be changed so that it becomes overtly learner centred and skills focused</li> </ul>	<p>3.35 Work is being taken forward as an integral part of the review of the National Curriculum for Wales. It is intended that revised Programmes of Study will be in place for teaching from <b>September 2008</b> for implementation at KS4 (with revised GCSEs) <b>from 2009</b>.</p> <p>3.36 Work on the Learning Core is on target for implementation at KS4 in <b>September 2009</b>.</p> <p>3.37 ACCAC is revising the KS 3 programme of study for Modern Foreign Languages to focus on skills and relevance and will advise on whether to adopt DfES Languages Ladder scheme in Wales by <b>summer 2006</b></p> <p>3.38 ACCAC will collaborate with partners as follows: with CILT Cymru to promote alternative accreditation to GCSE (including the Languages Ladder scheme); with Language Network Cymru and Careers Wales; promotion of 'Languages Mean Business' DVD and 'Languages Work' resources; 'Opening Doors' conferences for 16-19 year olds; with business Language champions scheme to bring schools and local businesses together in partnership.</p> <p>3.39 The Welsh Assembly Government has consulted on proposals to suspend, as an interim measure, the National Curriculum requirements for Science at Key Stage 4 between September 2006 and August 2008. This will allow schools to deliver a range of newly accredited science qualifications that do not align with current National Curriculum requirements. After August 2008, the revised National Curriculum requirements will align with the specifications of the new qualifications.</p> <p>3.40 14-19 Networks will be supported to develop a programme of CPD to cover schools, FE and training providers to ensure staff have the skills and knowledge they need to deliver Learning Pathways. <b>From January 2006</b></p>	<p><b>Revised NC programmes of study aligned with Learning Pathways.</b></p> <p><b>Learning Core experiences available to all 14-16 year olds.</b></p> <p><b>More relevant MFL available to learners of all abilities.</b></p> <p><b>More appropriate science qualifications available.</b></p>

**4. An integrated learner support system will be created to ensure that all young people have entitlement to learning and personal support designed to ensure their participation and retention in 14-19 education and training.**

To take forward Chapman recommendations 9.6, 9.7, 9.8, 9.9

Recommendations of Chapman Report	Action to be taken	Outcomes
<p><b>Integrating Learning Coach Training</b></p> <p>The Assembly Government should work with Higher Education Institutions to ensure that over time the principle of the Learning Coach function becomes an integral part of teacher education and professional development and training for careers advisors, youth workers and others.</p>	<p>4.1 Subject to development and evaluation of pilot learning coach training programme, discussions will be held with HE institutions to ensure that all new entrants to teaching are aware of the implications of the role of learning coach for them and for learners. <b>Summer 2007</b></p>	<p><b>All new teachers understand how the learning coach function benefits learners and how their work supports the learning coach role.</b></p>
<p><b>Development of Learning Coach Role</b></p> <p>The Assembly Government should a) disseminate best practice on role of Learning Coach b) provide further guidance and clarification regarding:</p> <ul style="list-style-type: none"> <li>▪ Accreditation of prior learning for a range of relevant professionals who may take up the role</li> <li>▪ Training programmes leading to accreditation</li> <li>▪ Training programmes leading to accreditation</li> <li>▪ Development of qualification routes and awards</li> <li>▪ Good practice in the development of the Learning Coach function as a team approach as well as individual</li> <li>▪ The relationship between Learning Coaches, pastoral systems in learning settings, Careers Wales advisers and the personal support framework</li> </ul>	<p>4.2 Case studies will be published as part of Learning Pathway Guidance II (web-based). <b>March 2006</b></p> <p>4.3 Regular updates will be included in Learning Pathways Guidance. <b>(as published)</b></p> <p>4.4 Regional conferences (initially annually from early 2007) will reinforce the work of Regional Learning Coach Support Networks. <b>Autumn 2006</b></p> <p>4.5 Pilot training programme will run from early 2006, to train 220 learning coaches. <b>To summer 2007</b></p> <p>4.6 Training will be available in English and Welsh medium.</p> <p>4.7 The detailed specification for training units will be available to provide information on the role <b>from March 2006.</b></p> <p>4.8 Accreditation of prior learning as part of pilot training programme will begin <b>from Spring 2006.</b></p> <p>4.9 The qualifications system will be developed as part of the pilot training. <b>From spring 2006</b></p> <p>4.10 Links with WBQ personal tutor have been identified and roles will converge. <b>From Autumn 2006</b></p> <p>4.11 Subject to evaluation of the pilot, the learning coach training programme will be further developed, including support for those considering undertaking training. <b>From spring 2007</b></p> <p>4.12 Advice on the further development of the learning coach role will be included in Guidance III. <b>January 2007</b></p> <p>4.13 Local activity to develop the relationship between learning coach, pastoral support, careers advice and the personal support framework supported by national and Network activity in supporting learning settings will further develop systems of coherent support. <b>From 2006-7</b></p> <p>4.14 Specific examples of good practice in the provision of learning coach support to learners with additional needs and vulnerable learners will be identified and disseminated by <b>September 2007.</b></p>	<p><b>All staff working with 14-19 year olds aware of learning coach role and how it impacts on the learner and their own role.</b></p> <p><b>Learning Coach Qualification available at level 3 and level 4 to all Learning Coaches.</b></p>

Recommendations of Chapman Report	Action to be taken	Outcomes
<p><b>Personal Support Framework</b></p> <p>The Assembly Government should work with 14-19 Networks and Young People's Partnerships (YPPs) including the youth service, to develop the personal support framework, and to identify and disseminate good practice and to develop key indicators to ensure effective support.</p>	<p>4.15 Collaboration between 14-19 Networks and YPPs to include workshop (held February 2006) to develop guidance on allocation of responsibilities and joint planning, and further work to develop examples of good practice in making sure all 14-19 learners have access to the right levels of personal support. Guidance and good practice examples to be prepared as part of Learning Pathways Guidance III. <b>January 2007</b></p> <p>4.16 The personal support framework will be identified and enhanced in collaboration with YPPs in each area from <b>April 2006</b>.</p>	<p><b>Comprehensive multi-agency personal support framework in place in all 14-19 Networks providing general and specialist support.</b></p> <p><b>Learning Coach support available to learners with additional needs, young people in care and other vulnerable learners.</b></p>
<p><b>Specialist Services including Counselling</b></p> <p>Working with 14-19 Networks, YPPs and relevant organisations, the Assembly Government should ensure the personal support element of Learning Pathways will include universal access to additional services such as learning support or counselling</p>	<p>4.17 Good practice and guidance mentioned above should incorporate a framework of personal support which includes levels of support from listening and advice, through to referral to specialist support which should include counselling, mental health support, sexual health advice, substance misuse advice and support etc. <b>From March 2007</b></p> <p>4.18 The report of an initial scoping exercise to assess the current types and level of provision of counselling to school pupils will be presented to the Education and Lifelong Learning Committee in March 2006 along with recommended approach to be taken on use of funding for developmental work in 2006-7 and 2007-8 of a national counselling strategy for schools and pilot activities (2006-7 and 2007-8).</p> <p>4.19 A national strategy for counselling in schools in Wales will be developed. <b>By Summer 2006</b></p>	<p><b>Strengthened links between personal support and specialist services to create greater coherence.</b></p> <p><b>National strategy for counselling in schools implemented.</b></p>



**5. Funding arrangements for learning provision will be reviewed and adapted to ensure coherence and continuity between funding to schools through their local education authorities for 14-16 provision and funding made available to schools, FE institutions and training providers for 16-19 provision through the National Planning and Funding System (NPFS). Funding arrangements should:**

- provide synchronised funding for 14-19 learning;
- ensure that learners are able to access the learning opportunities and support to which they are entitled;
- facilitate increased collaboration between schools, FE institutions training providers and community learning.

*To take forward Chapman recommendations 9.13, 9.19, 9.20 and 9.21.*

Recommendations of Chapman Report	Action to be taken	Outcomes
<p><b>Collaboration</b></p> <p>The Assembly Government working closely with representative bodies from the schools, further education and training sectors should consider how best it can further promote collaboration within and between these sectors in order to achieve the success of 14-19 Learning Pathways.</p> <p>Consideration should be given, within current policy developments on workforce development, as to how practitioners can be trained to work within each of these sectors. Development of joint option menus in each area should be on the basis of robust business cases to ensure provision is based on learner need, efficiency and effectiveness, avoiding unnecessary duplication.</p>	<p>5.1 Grant funding for 14-19 Learning Pathways will be made through 14-19 Networks and will be conditional on collaboration, particularly in relation to the production and implementation of the collaborative option menu in each area. Business case evidence will be required for all new developments using grant funding from April 2006. <b>Ongoing</b></p> <p>5.2 Grant funding arrangements will be reviewed. <b>By 2010</b></p> <p>5.3 Power will be taken in the Education Bill 2006 for governing bodies of FE institutions and schools to form joint committees to manage collaborative activities. <b>Autumn 2006</b></p> <p>5.4 Pathfinder pilots in six areas of Wales, RCT, Merthyr, Blaenau Gwent, Dyfi Valley, Pembrokeshire, and North West Wales, will set out options for collaborative working appropriate to the needs of each area. The outcome of the first set of consultations will be reported in <b>March 2006.</b></p> <p>5.5 Pathfinder activity will be extended to the remaining areas of Wales <b>by 2010.</b></p>	<p><b>All organisations providing for 14-19 year olds collaborate efficiently and effectively in the interests of the learner.</b></p> <p><b>Following initial consultation, Pathfinder pilots developed, where appropriate, into proposals for the restructuring of provision which will be subject to further consultation and subsequently determination by the Assembly Government in accordance with statutory requirements.</b></p> <p><b>Pathfinder activity, together with the local option menu, influence the development of the infrastructure for Learning Pathways to ensure all learners receive their entitlement.</b></p>
<p><b>Transparency and Strategic Continuity of Funding</b></p> <p>In order to support the development of longer term strategic plans for the implementation of 14-19 Learning Pathways, clear information and guidance on priorities, funding and grant conditions for the next 3 years should be made available as soon as possible.</p> <p>All funding for 14-19 activities should be made conditional on contribution, collaboration and cooperation with the 14-19 Network and the YPP in developing the option menus and prospectus of activities as well as the Learning Coach function and persona support framework at a local area level, in order to secure a strategic, efficient and effective approach and maximise funding.</p> <p>Grant conditions need to reflect common factors within Revenue Support Grant, Better Schools and the National Planning and Funding System.</p> <p>Grant conditions also need to be sufficiently stringent to secure the implementation of all elements of Learning Pathways and support the elimination of duplication.</p>	<p>5.6 Annual Network Development Plans (ANDPs) will be assessed and monitored by joint panel including WAG and Estyn. <b>From April 2006</b></p> <p>5.7 Work to ensure coherent and consistent funding for the whole 14-19 phase will be undertaken, in the light of discussions on successive forward budget planning rounds, as follows:</p> <ul style="list-style-type: none"> <li>• Additional grant for 14-19 networks will be reviewed for 2007-08 to ensure that it drives change in provision for 14-19 age group consistent with the policy for 14-19 Pathways.</li> <li>• Current arrangements for funding 14-16 education through the local government revenue settlement will be considered alongside arrangements for 16-19 funding under the NPFS and any necessary adjustments made to ensure that together they can secure delivery of the 14-19 agenda</li> <li>• Additional grant funding for 14-19 will be incorporated into mainstream funding (through the local government settlement and NPFS) from around 2010 provided that delivery of 14-19 Learning Pathways by all the stakeholders is on course.</li> </ul>	<p><b>Networks clearly aware of grant conditions and expectations. Sustainable funding mechanisms developed to drive forward Learning.</b></p> <p><b>Pathways and incentivise all providers to develop Learning Pathways.</b></p>

Recommendations of Chapman Report	Action to be taken	Outcomes
<p><b>Evaluation</b></p> <p>The Assembly Government should work with 14-19 Networks to develop robust and rigorous monitoring and evaluation procedures to ensure expenditure drives forward the Learning Pathways policy and secures and identifies the impact on attainment, skills, participation and inclusion, health and well being, attitudes and values.</p> <p>This will need to include assurance that additional funding is adding value to existing expenditure and supporting change to mainstream organisations to reflect the increased choice and flexibility for learners.</p>	<p>5.8 New procedures for monitoring and evaluation will be introduced following preparatory work between Youth and Pupil Participation Division and ELWa as part of the Annual Network Development Planning process and reflecting increased levels of funding, <b>From April 2006</b></p>	<p><b>Evidence supports future development of Learning Pathways and ensures they are efficient and effective.</b></p>
<p><b>Disseminating Good Practice</b></p> <p>14-19 Learning Pathways Conferences will be held in North and South Wales on 1st and 7th December 2005 respectively to showcase Learning Coach and Learning Core, the next phase of the 14-19 Learning Pathways guidance, this report and the communications strategy.</p>	<p>5.9 Regional conferences (170 participants) took place. <b>December 2005</b></p> <p>5.10 Theme-specific conferences will be organised by Learning Pathways team (as appropriate).</p> <p>5.11 A Communications and marketing strategy will be developed in partnership with the Information and Communications sub group. <b>From Summer 2006</b></p> <p>5.12 WAG and ACCAC will be actively involved in local and national conferences organised by partners across Wales. <b>Ongoing</b></p> <p>5.13 The 14-19 Learning Pathways Website will disseminate good practice examples <b>from May 2006.</b></p>	<p><b>Evidence supports future development of Learning Pathways and ensures they are efficient and effective.</b></p>