

**14–19: Programme of Support
for Delivery of Change on the Ground**



department for
education and skills

14–19 education and training reforms

implications for
information, advice
and guidance



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Contents

Foreword	
Introduction	1
The new national entitlement	3
The entitlement at 14–16	3
The entitlement at 16–19	4
Changes in qualifications and curriculum	5
Changes to Key stage 3	5
The new qualifications	6
Understanding the labour market	10
Continuing in full-time education	11
Time off for study or training	13
Higher education	13
New approaches to helping young people plan	14
Supporting young people to plan	14
The benefits of using personal plans	15
Individual education plans	16
Developments in financial support	17
Financial support for those in full-time education at 16	17
Financial support for those in work-based learning post-16	19
Financial support for those in higher education	19
References	20
Appendix 1 Timeline for reform	21
Appendix 2 An individual learning plan	22
Appendix 3 Useful websites	26

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Foreword

Busy practitioners have limited time to spare to keep abreast of the latest developments in government policy – particularly over the finer details of complex reforms. Yet it is important that they do so as they will have responsibility in the future for delivering the government's agenda for the 14–19 phase of education and training.

The aim of this publication is to explain the 14–19 reforms in as accessible and straightforward a manner as possible – without diluting the content. *14–19 education and training reforms* focuses on the implications of these changes for people who deliver information, advice and guidance (IAG) services to 14–19 year olds. It also signposts other sources of useful information should you wish to pursue a lead. We hope it aids your understanding of the important changes on the way.

LSDA put together a comprehensive support programme – the Programme of Support for Delivery of Change on the Ground (PSDCG) – which draws on good practice established by the 14–19 Pathfinder and the Increased Flexibility Programme, as well as the *14–19 education and skills implementation plan* (DfES 2005b). It offers practitioners help and support to ease the way into the new developments. We hope you will take advantage of this programme and look forward to hearing from you. Visit our website ([www.vocationallearning.org.uk/14–19](http://www.vocationallearning.org.uk/14-19)) for more information.

Ian Duckett
Development Adviser
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Introduction

Over the next 10 years, the government will introduce a number of reforms to 14–19 education and training in England in pursuit of its four priorities:

- placing a greater focus on the basics of English, maths and information and communications technology (ICT)
- offering a broader curriculum choice for all 14–19 year olds
- offering more challenging options to the most able young people
- finding new ways to re-engage young people and address barriers to achievement.

The timetable for introducing the reforms is summarised in Appendix 1.

The Learning and Skills Development Agency (LSDA) published its overview of the proposed changes *14–19: an introduction* in March 2006 (LSDA 2006).

This booklet focuses on the implications of these changes for people who deliver IAG services to 14–19 year-olds, highlighting new developments and opportunities for young people to make ongoing career decisions from Year 9 until they leave school or college.

The 14–19 reforms sit alongside the passing to local authorities of the duty for ensuring that young people receive high quality advice and guidance. It will be the local authorities' responsibility to ensure that new arrangements are in place and that young people receive a quality service. *Youth matters: next steps* (DfES 2005c) promised that local authorities will work through their children's trusts to involve schools and colleges in partnership and agree new arrangements for delivering the service. Quality standards are being developed to guarantee high quality IAG that is impartial, taking into account the diversity of learners and the need to challenge stereotypical patterns of training and employment.

The scale of these changes is significant, so this booklet provides a summary for all those individuals in schools, colleges, organisations of employment and training providers who are involved in careers education and guidance for young people aged 14 to 19.

The proposed changes to 14–19 education and training are set out in this document under the headings:

- the new national entitlement
- changes in qualifications and curriculum
- new approaches to helping young people plan
- developments in financial support.

The new national entitlement

A new national entitlement will be introduced in 2013 providing every young person with the opportunity to :

- learn the basic functional skills of English, maths and information and communication technology
- receive a sufficiently broad education to enable them to progress to further learning or into meaningful training and employment.

The entitlement at 14–16

Every young person will :

- study National Curriculum core subjects – English, maths and science
- study National Curriculum foundation subjects – ICT, physical education and citizenship
- study work-related learning and enterprise
- study religious education
- be given sex, drug, alcohol /tobacco education and careers education.

The choices available will include :

- 14 specialised Diplomas
- at least one course in :
 - the arts
 - design and technology
 - the humanities
 - modern and foreign languages

with an opportunity to take a course in all four areas if they wish to do so.

Schools, in partnership with colleges and work-based learning providers, will be responsible for ensuring all 14–16 year olds on their roll have access to the full entitlement.

The entitlement at 16–19

16–19 year olds will be entitled to study any one of the 14 specialised Diplomas. In addition, there will be an entitlement to study functional English, functional maths and functional ICT to age 19, until they achieve at least Level 2. This could be either part of a Diploma programme, within an Apprenticeship or a general programme, or separately.

Changes in qualifications and curriculum

Over the next 10 years 14–19 education and training will be reformed to deliver the new national entitlement and improve results at Key stage 3 and Key stage 4, as summarised below.

- Functional skills will be introduced as a vital part of a good education.
- A 14–16 re-engagement programme will be introduced to help refocus disengaged young people.
- Enterprise education will be included as part of the curriculum.
- A general Diploma and 14 specialised Diplomas will be developed and introduced.
- Changes to the general certificate of education (GCE) A-level will be piloted.
- Functional skills in English, maths and ICT will be developed
- A framework of personal, thinking and learning skills will be developed.

The government expects this programme of reforms to produce a 14–19 education system that will be better tailored to meet individual student choices and needs – and to encourage young people to continue in learning until at least the age of 18.

Changes to Key stage 3

To enable young people to make informed choices at Key stage 4, they will need to possess a better basis of knowledge and skills at Key stage 3 (between the ages of 11 and 14).

- Personal development in the curriculum will be reviewed. Schools will be expected to focus systematically on those who arrive from primary school without reaching Key stage 2 literacy and numeracy standards.
- The aims, purpose and values of the curriculum will be reviewed.
- Curriculum prescription in the Key stage 3 curriculum will be reduced to enable those who have fallen behind before the start of secondary school to catch up.
- More able young people will be provided with opportunities that extend and broaden their knowledge and enable them to be challenged to achieve their full potential across all subjects.

- A new online test of ICT skills will be introduced, as will models of moderated teacher assessment in other compulsory subjects.
- Achievement across the curriculum will be recorded in a ‘pupil profile’ to emphasise the importance of achievement to pupils and their parents.

The new qualifications

As a result of the new entitlement, new qualifications will be developed and existing ones strengthened (see Table 1).

Functional skills

All 14–19 year olds will need to have functional skills in English, maths and ICT. The functional skills will provide the essential knowledge, skills and understanding to enable young people to operate confidently, effectively and independently in work and generally in life. Functional skills are described in Table 2.

Table 1 New qualifications

Functional skills	Core elements of English, maths and ICT are found within the general Diploma, specialised Diploma and Apprenticeship programme.
General Diplomas	A new general Diploma equivalent to 5 A*–C grade GCSE including English and maths will be introduced.
Specialised Diplomas	New qualifications, developed in partnership with employers, will provide a broad programme of applied and other learning underpinned by essential skills. They will be available at Levels 1, 2 and 3 in 14 subjects covering broad economic areas. The first Diploma courses will be available in 2008.
Apprenticeships	The Apprenticeship route will become clearer and an Apprenticeship completion award will be created as a recognised qualification.
A-levels, Advanced Extension Awards and Extended Projects	Changes to A-levels will challenge and stimulate young people, be more manageable and help employers and universities select the right candidates. The Advanced Extension Award (AEA) was first introduced in 2002 and aims to challenge the top 10% of candidates. The extended project will be a single piece of work, requiring a high degree of planning, preparation, research and autonomous working. It will be available for first teaching from September 2008.

Table 2 Functional skills

English	Each individual will be able to read and understand information and instructions, then use this understanding to act appropriately and to analyse how ideas and information are presented, evaluating their usefulness, for example in solving a problem. They will be able to make an oral presentation or report, contribute to discussions and use speech to work collaboratively in teams to agree actions and conclusions.
Maths	Each individual will develop the analytical and reasoning skills to draw conclusions, justify how they are reached and identify errors or inconsistencies. They will also be able to validate and interpret results, to judge the limits of their validity and use them effectively and efficiently.
ICT	Each individual will be able to use ICT systems and tools confidently and safely. For example they will use ICT to find, select and bring together relevant information and then develop, interpret and exchange information to enhance their learning and the quality of their lives.

Specialised Diplomas

Key to the reforms are the new specialised Diplomas, designed to offer all 14–19 year olds different ways of learning and a route which can take them into higher education and skilled employment. They will be introduced at Levels 1, 2 and 3 from 2008 to 2010 as shown in Table 3.

Table 3 The new specialised Diplomas

Diploma area	First teaching
Construction and the built environment	September 2008
Creative and media	September 2008
Engineering	September 2008
Health and social care	September 2008
ICT	September 2008
Business administration and finance	September 2009
Hair and beauty	September 2009
Land based and environment	September 2009
Manufacturing	September 2009
Hospitality and catering	September 2009
Public services	September 2010
Retail	September 2010
Sport and leisure	September 2010
Travel and tourism	September 2010

The structure of the Diploma is being developed by the Qualifications and Curriculum Authority (QCA) and will be agreed by the Secretary of State for Education and Skills. There will be opportunities for young people to progress from one level to the next on completion. Diplomas will also provide sufficiently broad learning to enable young people to progress to general qualifications or other Diplomas at the next level. They will be designed to provide clear progression routes and to fit within the curriculum as follows:

- At Level 1, the Diploma will occupy a little under half the available curriculum time over the two years of Key stage 4. This leaves room at Key stage 4 for National Curriculum core and foundation subjects.
- At Level 2, the Diploma will occupy a little more than half the available curriculum time over the two years of Key stage 4. This provides for a substantial programme of learning as well as allowing time for additional learning outside the specialised Diploma.
- At Level 3, the Diploma will occupy curriculum time broadly equivalent to that of three A-levels. This will demand more learning time but still leave additional time for study outside the specialised Diploma for those who wish it.

The learning outcomes are being developed by multi-agency Diploma Development Partnerships (DDPs), led by the relevant Sector Skills Councils (SSCs), representing employers, awarding bodies, higher education representatives and other groups.

The DDPs will make sure that the learning outcomes of the Diplomas meets the needs of employers and institutions of higher education, along with a requirement to succeed in achieving functional English, maths and ICT. Awarding bodies will work with DDPs as they turn the learning outcomes into qualifications and QCA will set the standards and approve the Diplomas. Other key national partners will support schools, colleges and training providers to begin to prepare to teach them.

To attain a specialised Diploma, a young person will have to achieve in three areas:

- ‘generic learning’ consisting of functional skills, and personal, employability, learning and thinking skills
- ‘principal learning’ covering sector-related skills and knowledge, 50% of which should focus on developing practical skills used in the workplace and delivered in a work-related learning environment
- ‘additional or specialist learning’ allowing young people to choose from a range of employer endorsed options.

By 2013 it is expected that every young person in a school or college will be entitled to pursue any one of the specialised Diploma courses at an appropriate level for them, wherever they are in the country.

Progression at 16

Once they are age 16 and above young people often consider continuing their studies in other providers, such as sixth form colleges, further education colleges and specialist schools. 14–19 Pathfinders recommended that cohesive and accessible IAG should be developed across local providers so that learners are given consistent IAG.

Understanding the labour market

Whatever choice young people make should be based on an informed understanding of the labour market.

Rapid changes are taking place in the labour market in the UK and abroad, driven by technological change, global economic activity and other factors. 14–19 year olds will not need to know about changing employment patterns in detail, but they will need to understand some general labour market trends and sources of information. Careers education lessons are a source of information. Sector Skills Councils websites, available through the Sector Skills Development Agency (www.ssda.org.uk), can provide valuable information on trends and opportunities within key occupational areas.

The jobs4u careers database holds impartial and up-to-date information on over 800 jobs, many of which have case studies. There is also a Connexions Direct search facility (www.connexions-direct.com/jobs4u) that allows users to look at jobs that appeal to their interests and preferences. Comprehensive information for other aspects of careers choice and a wide range of topics, from learning to personal development is available from the Connexions Direct website (www.connexions-direct.com) and through Connexions Personal Advisers.

Employers will expect young people to pursue qualifications as well as be able to offer wider skills, such as team working and communication. The need to adapt to change and retrain for new jobs will remain with them throughout their working lives.

Many 14–19 Pathfinders have been piloting ways of providing young-person-friendly labour market information, such as DVDs, which are available either through the local authority or the local Connexions Service. Good websites for reference are www.worktrainforadvisers.gov.uk and www.guidance-research.com. There are plans to link these to the common application process and the area prospectus, making one coherent point of access to all the information young people need to make choices when they are aged 14 to 19, whatever route they follow.

Continuing in full-time education

There is an ever-growing number of academic, vocational and occupational courses and qualifications which can be taken after Year 11. Young people may continue their studies at a school sixth form, sixth form college, further education college, specialist school or skills academy.

Some post-16 providers have particular specialisms, opportunities and entry requirements. Young people will need to know what they are when choosing their Key stage 4 courses so they can work for appropriate grades in their GCSE and other courses.

General Certificate of Education (GCE) A-level

A-levels are regarded as the main route to some higher level of employment and /or higher education. Changes to the curriculum mean that at A-level the emphasis is on encouraging teaching that challenges young people and promotes independent thought and learning. In September 2006, QCA will trial other options, which will :

- not affect the existing A-level standard
- be accessible to all young people who can benefit, regardless of the institution in which they study
- provide the additional differentiation sought by higher education.

To accompany this, a new extended project at Level 3 will be introduced from September 2008. It will represent a single piece of work, showing a high degree of planning, preparation, research and autonomous working. QCA has advised that :

- the project must be distinct from A-level coursework units
- a common framework should apply to both the stand-alone version for A-level and the extended project within Level 3 specialised Diplomas.

It is recommended that the extended project be completed in the second year of Level 3 full-time study. The skills assessed by the extended project are more likely to have been developed in this second year as young people mature.

More information on A-levels is available at the QCA website (www.qca.org.uk).

Entering work-based training

Work-based training programmes combine studying for a qualification with hands-on experience in the workplace. They all lead to vocationally related qualifications and National Vocational Qualifications (NVQs). The Connexions Service will have details of the programmes available in the local area and further afield. Many Year 9 students who are aiming for Level 3 qualifications after Year 11 should consider work-based training as well as full-time education. Both routes can lead to higher education. Some businesses have their own training schemes, but the main work-based training programmes available are:

- Apprenticeships
- a pre-Apprenticeship or Key stage 4 engagement programme
- Entry to Employment.

Apprenticeships

Apprenticeships are structured programmes of training that lead to recognised national qualifications. They give young people the opportunity to work for an employer while learning on-the-job and earning money. Training in a broad range of occupations is available, for example in IT, child care, construction, business administration, motor mechanics, catering and many others depending on the local labour market. Apprenticeships can be studied at Levels 2, 3 and 4, although young people wishing to study a Level 3 or 4 qualification should be aware of specific entry requirements.

Pre-Apprenticeship or Key stage 4 engagement programme

Pre-apprenticeship offers will be available to those young people who have potential but are not yet ready or able to enter an Apprenticeship, or may be currently disengaged or disenfranchised from learning. The offer will be based on the Entry to Employment (E2E) programme.

Entry to Employment

Some school leavers may feel they are not ready for any of the choices above and may opt for training to help them prepare for their next step. E2E is a flexible and individually focused programme for 16–18 year olds who are not participating in any form of post-16 learning. Programmes deliver learning in three interdependent core areas: basic and key skills, vocational development, and personal and social development. The Connexions Service provides a personal adviser to support young people through the transition from school to work, training or further education. Young people on the E2E programme receive a training allowance and expenses. More information is available at the LSC website (www.lsc.gov.uk). The government has plans to change financial support arrangements for learners in work-based training programmes from April 2006.

Time off for study or training

Legislation exists that gives young people aged 16 and 17 who are in employment the right to reasonable paid time off from work for study or training if they have not achieved NVQ Level 2 or its equivalent. More information is available at the Time Off for Study or Training website (www.dfes.gov.uk/tfst).

Higher education

The majority of higher education provision is delivered in universities, either full-time or part-time and includes:

- **foundation degrees** work-related qualifications that provide professional development in a wide range of vocational areas; they can provide progression routes to further professional qualifications or honours degree courses; more information is available at www.foundationdegree.org.uk
- **Higher National Diplomas or Certificates (HNDs/HNCs)** cover a variety of vocational areas normally taking two to three years with a year placement in industry
- **honours degrees** is the most common higher education qualification. It takes from three to five years to complete (exceptions include medicine and architecture) and can be studied full-time, part-time or by flexible learning; many degree are subject based and some have entry requirements that young people should be made aware of; for details of specific requirements visit www.ucas.com
- **Diploma of Higher Education (DipHE)** normally lasts for two years and can be taken full or part-time combined with professional or vocational qualifications; a DipHE can often be converted into an honours degree with further study.

New approaches to helping young people plan

Supporting young people to plan

School staff supporting young people to plan can draw on the following approaches, often within tutorial or PSHE time

- **Reflecting on the personal information revealed through the learning programme** Young people can be helped to use personal information to reach conclusions about themselves, their achievements, skills, personal qualities, likes, dislikes and interests. This may be done through personal or group interview, or discussion with a member of the school staff. It may be possible to identify those young people who would benefit from seeing the school's Connexions Personal Adviser.
- **Developing a short personal statement or pen portrait** Young people finalise their personal statements following on from the group or individual discussions. Many schools organise the process so that young people can write their personal statements immediately after the discussion has taken place.
- **Developing a clear picture of strengths and areas for development** By reflecting on their personal statement young people can get a good view of their strengths and those areas that need development.
- **Developing goals, targets and action points** This process begins in the classroom and arises from the work young people are doing on personal areas for development. Each area for development can be transformed into a goal – short or long term – and recorded in the learner's Progress File or portfolio. The goals identified for recording an individual progression plan are those that the young people want to accomplish as they move into Key stage 4 (eg 'meet deadlines set for homework', 'get good SATs results', 'go to university', 'play the guitar'). They are reviewed and revised as the learner progresses through Years 10 and 11 and beyond. Learners finalise their goals and identify their associated SMART (specific, measurable, achievable, realistic and timebound) targets in a personal interview with a member of the school's staff.
- **Individual one-to-one discussions** Young people use their Progress File or portfolios for reference in the personal interviews. It may become clear that some young people would benefit from seeing the school's Connexions Personal Adviser. It should also be possible to discuss Key stage 4 option choices then.

- **Completing planning documents** The goals, targets and actions points agreed in the personal interview may be recorded on an individual's learning plan, thus completing the planning process in Year 9 and paving the way for review and ongoing planning at Key stage 4.

The benefits of using personal plans

Personal plans have a number of benefits when used by learners :

- The holistic nature of personal plans helps young people to draw on the formative assessment and target setting strategies that exist across the curriculum ; their plans can be fully acknowledged across the school.
- Young people develop lifelong skills, which help them manage their own development when aged 14–19 and helps them avoid or overcome barriers to learning.
- Close contact with a tutor, mentor or other member of the school's staff ensures that all young people have the earliest opportunity to seek help from the appropriate member of the guidance team.
- The ILP developed during the programme is a valuable focus for students and their tutor or adviser in future meetings and guidance activities.
- School staff become better informed about their young people' achievements, aspirations and needs, and young people see the relevance of wider skills and activities to their future plans.

Individual learning plans

Individual learning plan (ILPs) are designed primarily to assist young people to plan and review their progress through learning and training. An ILP differs from a more traditional options form in three important ways. It:

- takes a longer-term view, setting choices at Key stage 4 in the context of provisional goals at 16+
- takes a wider view, setting out a student's full learning programme, including common core studies and wider activities as well as optional subjects and courses chosen from the options available
- allows for ongoing review throughout the 14–19 phase of learning.

South Gloucester Pathfinder developed ILPs to support the introduction of e-learning provision for young people with severe learning and physical disabilities to access Entry-level qualifications.

Electronic ILPs have been trialled and used successfully by Pathfinders and are sometimes linked to the common application process. E-based versions increase independence and a sense of ownership of the learning process. An example of an ILP is included as Appendix 2 of this publication. More information on ILPs is available at www.dfes.gov.uk/14-19

Learner Passports

Learner Passports are linked with the individual learning plans and personalised approach to learning. Generally the term ‘Learner Passports’ is used to describe records (often electronic) that a learner uses to provide evidence of all achievements, including personal reflections on learning.

Progress File

The DfES developed the Progress File as the successor to the National Record of Achievement. It consisted of a series of materials for young people in Years 9, 10 and 11, which aimed to help them plan their learning and record their achievements.

However, from April 2006 DfES has not provided the materials, as it considers the principles and processes that underpin Progress File to be well established in a range of other products and services. As the DfES does not prescribe any one particular approach, users are encouraged to continue applying those principles and processes to their own circumstances, making use of other tools and solutions as appropriate. To help in this transition, the DfES is waiving all copyright in its Progress File materials so that they can be adapted and copied for local use.

Individual education plans

Young people with statements of special educational needs will normally have an individual education plan (IEP) and, in Year 9, will prepare a transition plan, which should take account of the student’s aims and ambitions. Any progression plan for these young people should marry up with these documents.

More information is available at www.teachernet.gov.uk

Developments in financial support

Financial considerations are essential to many career decisions taken by young people, and school staff are in a strong position to give financial information to their students so they can plan for the future. Changes to the financial support will remove the current distinction between different routes of learning. The same package of financial support is available to young people in full-time further education and in unwaged training, and their families.

The various forms of financial support that are available to students in Year 11 are outlined below.

Financial support for those in full-time education at 16

Child Benefit and Child Tax Credit

From April 2006, the cut-off for Child Benefit and Child Tax Credits will be raised to age 20. It is also planned that this cut-off will apply to Income Support. This will ensure that the majority of young people will be supported until the end of courses they take after leaving school. Child Benefit is only available to young people who are already in learning before they reach 19.

Education Maintenance Allowance

Education Maintenance Allowance (EMA) is a weekly allowance of up to £30 paid directly into a student's bank account if their household income is £30,000 or less and if the student is undertaking at least 12 hours guided learning. Unwaged work-based trainees, for example those on E2E, receive EMAs on the same basis as their counterparts in full-time education.

The families of those unwaged trainees who become part of the Education Maintenance Allowance support system will be eligible for Child Benefit and Child Tax Credits on the same basis as their counterparts with children in full-time further education.

More information is available at www.dfes.gov.uk/financialhelp/ema or on the free telephone helpline 0808 101 6219.

Learner support funds

Learner support funds are available if a young person is having financial difficulty or their family has a low income. The fund is available in colleges or school sixth forms through a learner's local authority. This funding is over and above the Education Maintenance Allowance and is targeted at those in greatest need. It can be used to pay for books, equipment and other course-related costs including field trips and visits. It is also available for domestic emergencies.

Free transport may be available to help with payment of fares from the student's local authority, or paid through schools or colleges via learner support funds. More detailed information about specific local authority areas is available at www.dfes.gov.uk/financialhelp

Residential Bursary Scheme

The Residential Bursary Scheme offers the chance for young people to apply to one of the 51 specialist colleges that offer courses in subjects such as agriculture, horticulture or art and design, where attendance at college means living away from home. For other specialist courses there is a residential pilot scheme. Young people will need to enquire about these schemes at the college offering the course in which they are interested.

Disabled Student Allowances

These allowances are available to full-time and part-time young people with disabilities although part-time young people must be studying at least 50% of a full-time course. Disabled Student Allowances (DSAs) are available to undergraduates or postgraduates. They are not dependent on individual or household income and do not have to be repaid. More information is available at the Skill website (www.skill.org.uk).

If someone has financial problems, colleges and schools have a hardship fund and some education trusts and charities give funds to individual young people. Find out more from your local Connexions Service.

Financial support for those in work-based learning post-16

Apprenticeships

Young people who start their Apprenticeship as an employee are paid a wage; the amount will depend on the employer. If they do not start a job straight away they will receive a training allowance of £40–50 a week.

Many training providers top up the minimum training allowance with a wage. Those Apprentices who cannot live at home can claim Housing Benefit. Parents cannot continue to claim Child Benefit.

Entry to Employment

The Education Maintenance Allowance was extended to LSC-funded E2E-programme-led pathways from April 2006.

Financial support for those in higher education

Young people have two main types of expenses while at university or college: tuition fees (which make it easier for them to meet the costs of providing the course) and living costs. There is help available for both.

Tuition fees

From September 2006, full-time undergraduates in higher education may have to contribute up to a maximum of £3,000 a year towards the cost of their tuition fees, but they do not have to pay it before, or while they are studying.

Grants, bursaries and maintenance loans

From 2006, a non-repayable grant of up to £2,700 will be available for new full-time students from lower income households. How much they receive will depend on their household income.

Student maintenance loans can help with basic living costs such as accommodation, food and clothes. These low-interest loans are only repayable once young people have left university and are earning more than £15,000 a year. Repayments depend on how much the young person earns; they are collected through the tax system.

More information is available at the DfES student support website (www.dfes.gov.uk/studentsupport).

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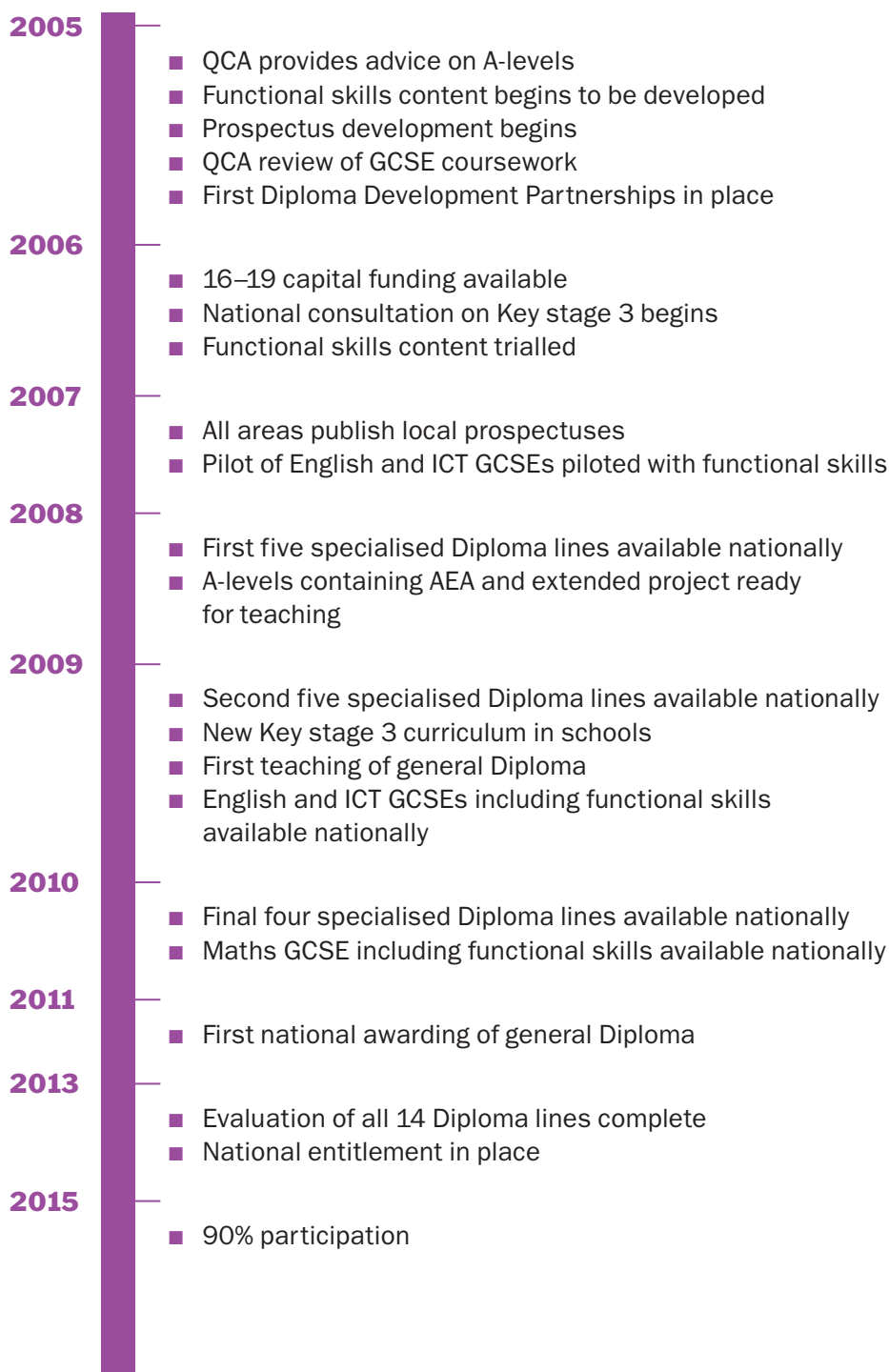
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QCA (2005). *Key stage 3 review – factsheet* (available via website, www.qca.org.uk).

Appendix 1 Timeline for reform



What do you want to change, improve and achieve:

In learning?

Personally?

In your future (career)?

What help do you need to achieve this?

Personal development targets:

My personal and social goals :

To achieve these I need to :

My wider interests are :

My learning targets are :

To achieve these I need to :

I am interested in the following (job / career / volunteering etc.) :

To achieve my goals I need to :

6. Option Choices in Year 10/11 (KS4)

What are your option choices?

Course(s)	Where would I like to study	Goal(s) at end of year 11

What other opportunities would you like to get involved with in year 10/11?

7. Choices at 16+

What further education and training are you interested in after year 11?

Where would you prefer to do this?

8. Next steps

If you would like further support and guidance, a Connexions Personal Adviser can help. Ask your teacher / tutor or Head of Year to make an appointment for you. An appointment with a Connexions Personal Adviser can also be made using

The Big Red Phone 0800 169 9338.

Tell your teacher / tutor if you would like any of this information to be kept confidential.

Student's signature:Staff / Tutor's signature :

.....

Appendix 3 Useful websites

Here are details of some useful websites. Website addresses are also given throughout the guide.

For school staff

www.aimhigher.ac.uk

Information and student activities for Years 9–11 about going into higher education

www.cegnet.co.uk

Updates, case studies and materials relating to careers education

www.connexions-direct.com/jobs4u

Information about jobs and a variety of work and learning-related topics

www.connexions.gov.uk

General information about the Connexions Service and links to the Service in the school's local area

www.dfes.gov.uk/financialhelp

Information about financial support for learning and training post-16

www.fasttomato.com

Interactive career guidance and education for teenagers.

www.guidance-research.com

Accessible and easy to read information on occupations and employment trends

www.lsc.gov.uk Learning and Skills Council website

www.lsda.org.uk

Key skills and other 16–19 matters

www.qca.org.uk/14-19

Updates and information about the 14–19 curriculum

www.qca.org.uk/qualifications

Information on qualifications, case studies and so on

www.ssda.org.uk

The Sector Skills Development Agency website with links to individual Sector Skills Councils

www.tqi.ac.uk

The Higher Education Funding Council site giving official information on student's entry qualification, progression and employment

www.vocationallearning.org.uk
The LSDA website on vocational learning

www.worktrainforadvisers.gov.uk
Information about labour market trends

For young people

www.aimhigher.ac.uk
An access point for all information about higher education. Covers courses, locations, finance and so on

www.apprenticeships.org.uk
See the youth site for information about Apprenticeships at all levels. Also call tel 08000 150 600

www.channel4.com/brilliantcareers
A self-help website on career choice for 16–19 year olds

www.connexions-direct.com
Access to information and advice on careers, work, learning, money, free time, health, relationships and so on via phone 080 800 13219, e-mail, online or text

www.connexions-direct.com/jobs4u
Information about jobs and a variety of work and learning-related topics

www.keyskills4u.com
An interactive website for young people on key skills

www.youthinformation.com
Information toolkit for young people

14–19: Programme of Support for Delivery of Change on the Ground

