

14–19 provision post-Curriculum 2000

a synthesis of work carried out by LSDA

Carol Collins

**research
report**

14–19 Provision post Curriculum 2000:
synthesis of work carried out by LSDA
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1. Introduction

This is an overview and synthesis of the Learning and Skills Development Agency's (LSDA's) research and support activity that applies to 14–19 year olds. It pulls together various strands of activity within LSDA between 2000 and 2005 to provide a comprehensive picture of the publications relating to this age group. It is designed for use by policy-makers, practitioners, learners, parents and other stakeholders in the educational system.

The report is organised in three sections, denoting key areas of LSDA activity which, although serving different functions, all contribute to the reform process:

- the policy section (relating to the Policy and Communication Unit of LSDA)
- research and evaluation (relating to the research and evaluation department of LSDA)
- development programmes (relating to the programme areas of LSDA).

This research maps activities from Curriculum 2000 to March 2005, and sets the publications in their historical context and in relation to the key messages coming from government policy statements and steers on the 14–19 educational reforms.

In consolidating and mapping activities from Curriculum 2000 to 2005, this helps with the identification of key recurrent themes, and indicates areas of strength and those requiring development if the 14–19 reforms are to become a reality.

The report has been prepared within the context of the envisaged new Quality Improvement Agency (QIA) and the Learning and Skills Network (LSN), which will be tasked to shape and take forward the agenda for improving the quality of the vocational and skills offer for 14–19 year olds in accordance with the 14–19 White Paper issued by the Department for Education and Skills (DfES), *14–19 education and skills* (DfES 2005a).

Evolutionary perspective

The Tomlinson proposals

The Tomlinson report (DfES 2004a) was set up to advise ministers on reform of curriculum and assessment arrangements for 14–19 year olds. The group recommended that there should be extensive reform, which was conceived as evolutionary rather than radical, with a lead-in period of reform continuing until 2012. The report was strong in its vision to develop and promote an efficient and inclusive system that embraced academic and vocational qualifications. It recommended rationalising the existing qualifications structure to create a system that was more streamlined and easily understood, which would give parity of esteem to academic and vocational education training and learning. The report recommended that there should be an overarching diploma framework with four levels, consolidating all qualifications into a common architecture, with interlocking levels of progression to give flexibility and stretch at all levels. Learners could then progress within the framework at a pace and rate suitable for their individual needs, with assessment points of the qualifications not based entirely on age of candidate.

When considering teaching and learning issues, Tomlinson sought to balance the curriculum to provide more stretch, rebalance learning and assessment practices and provide more information on learners' achievement for stakeholders to use for decision-making.

The 2005 White Paper compared with the Tomlinson report

The White Paper (2005) produced as a response to the Tomlinson report places greater emphasis on the nearer and foreseeable future than does Tomlinson, and aims to build on the strengths of the existing qualifications system, rather than develop an overarching diploma framework. However, there is to be a further and in-depth review in 2008, when there will be

funding reviews, area reviews and comparative studies looking at other Organisation for Economic Co-operation and Development (OECD) qualifications systems to inform the direction of reform.

The qualifications remaining or to be introduced include:

- GCSEs and A-levels (retained as cornerstones of the new system)
- specialised Diplomas, including vocational materials and GCSEs and A-level where appropriate, and covering each occupational sector of the economy; they will be available at Levels 1 (foundation), 2 (GCSEs) and 3 (advanced)
- a general GCSE Diploma (that is equivalent to five A*-C grades but must include English and maths).

The White Paper focuses on improvement, and constitutes an overhaul of the existing system with changes designed to improve the quality of teaching, learning curriculum and qualifications. The White Paper's vision is to develop an 'education system focused on high standards and much more tailored to the talents and aspirations of individual young people, with greater flexibility about what and where to study and when to take qualifications' (DfES 2005a p4).

As a result, the following changes to current practice are proposed:

- raise the bar – include English and maths as part of a new performance measure of five A*-C GCSEs grades (or equivalents)
- focus on the centrality of the learner within the system by providing personalised learning and advice
- deliver provision – create and extend specialised learning hubs or centres of excellence within a region or locality, with collaborative partnerships between institutions to give learners greater access to diverse experience and enhanced learning opportunities
- take a 'stage not age' approach at formal assessment points.

Items flagged as specific areas of concerns in the White Paper include:

- poor staying-on rates at age 17 and lack of alternative provision outside GCSEs and A-levels
- not enough young people passing GCSE with a C grade or above in English and maths
- too many young people leaving the education system without a sound grounding in the basics of English and maths and the skills they need for employment
- the problem of disadvantaged and disaffected young people
- the most able young people not being stretched.

The key points that the government intends to change when assessing A-levels are to:

- incorporate an extended project
- introduce unit style grading
- reduce assessment from six units to four.

The government will do this by introducing pilots of:

- extended projects in A and AS levels
- aptitudes tests as outlined in the Schwarz report (for the power to differentiate)
- collaborative partnership between employers, educational intuitions and training establishments.

Implementation of specialist Diplomas

Phase 1 Diplomas are in the subject sector skills of:

- health and social care (Health, Care and Justice Sector Skills Councils)
- ICT (E-Skills Sector Skills Council)
- engineering (SEMTA Sector Skills Council)
- creative art and media (Skillset, Skillfast for fashion, Culture Sector Skills Councils)
- construction and built environment (CITB Construction Skills).

Phase 1 Sector Skills Councils (SSCs) are developing diploma development partnerships comprising employers and providers, including those in higher education. A timetable is due to be published shortly on the DfES Gateway (14–19) site (www.dfes.gov.uk/14-19/) and on the QCA website (www.qca.org.uk/14-19/).

2. Policy

This section of the synthesis of LSDA's research and support activity reviews the policy and support activity distinctive to the phase of learning for 14–19 year olds. This report pulls together various strands of work from across LSDA, to show the publications available covering this age group.

The LSDA's Policy and Communications Unit (PCU) monitors and analyses policy developments emerging from the range of government departments, national bodies and agencies that have an impact on education and training. The PCU produces policy responses, policy briefings and policy updates and activities.

This section with its focus on policy will be of interest to policy-makers, practitioners, learners, parents and other stakeholders in the educational system interested in the development and evolution of 14–19 reform. The research maps policy responses and activities from Curriculum 2000 to March 2005, setting the publications and key messages in their historical and evolutionary context and in relation to the key government policy statements that underpin 14–19 educational reforms.

In consolidating and mapping the evolution of activities from Curriculum 2000 to 2005, key recurrent policy themes are generated, helping to identify areas of strength and areas requiring development if the 14–19 reforms are to become a reality. The bibliographic lists attached to the end of this section show themes by year of publication and give the details of where the publications can be obtained.

The report has been prepared within the context of the envisaged new (March 2006) Quality Improvement Agency (QIA) and Learning and Skills Network (LSN), which will be tasked to shape and take forward the agenda for improving the quality of the vocational and skills offer for 14–19 year olds in accordance with the 14–19 White Paper (2005).

Government policies and statements

The policy context and evolutionary background

14–19 reform in 2006 is supported by a number of key government policies arising from the DfES five-year strategy (DfES 2004b), *Every child matters* (DfES 2003b) *14–19 education and skills* (DfES 2005a), *Youth matters* (DfES 2005c) and *Higher standards, better schools for all* (DfES 2005b). The strength of the reform is given impetus by the development of a distinctive 14–19 phase of learning, characterised by the development and intended introduction of new specialised vocational diploma pathways or diploma lines.

The major key government policies and statements that have influenced the development of the 14–19 phase of learning since Curriculum 2000 are listed below, in reverse chronological order:

1. *14–19 education and skills*, White Paper (DfES 2005a)
2. *The five-year strategy for children and learners* (DfES 2004b)
3. Interim report from the Tomlinson Group (Working Group on 14–19 Reform 2004)
4. Initial proposals from the Tomlinson Group, July 2003
5. *14–19 opportunity and excellence* (DfES 2003a)
6. *14–19 extending opportunities, raising standards* (DfES 2002a)
7. *Success for all: reforming further education and training* (DfES 2002b)
8. *Schools achieving success* (DfES 2001)
9. Curriculum 2000 (DfES 2000)
10. The Learning and Skills Act 2000, DfES, 2000.

Table of key government publications and brief overview by year of publication

Date	Publication date	Overview of content
2005	<i>14–19 education and skills</i> , White Paper, www.dfes.gov.uk/14-19/ See also: • <i>Youth matters</i> , www.dfes.gov.uk/publications/ • <i>Higher standards, better schools for all</i> , www.dfes.gov.uk/publications/	Builds on the Tomlinson report (October 2004) and responds to the question of how to fulfil the needs and aspirations of every young person as set out in that report. Introduces new specialised Diplomas, but retains existing GCSEs and A-levels as discrete qualifications standing in their own right.
2004	<i>The five-year strategy for children and learners</i> , www.dfes.gov.uk/publications/5yearstrategy/ See also: • <i>Every child matters: change for children</i>	Sets out the government’s strategy to improve and measure educational performance in the UK against OECD countries. Key messages for 14–19: (Chapter 6) learners placed at the heart – improved vocational and work-based routes, partnerships, employer involvement, choice, personalisation, development of specialised schools and academies. Challenges raising the quality and standing of vocational qualifications.
2004	Final report of the Tomlinson Group, www.dfes.gov.uk/14-19/	Proposes a 10-year reform plan, introducing a four-part diploma system of qualifications, integrating GCSE, A-levels and vocational qualifications for 14–19 year olds into an overarching diploma framework.

2003	<i>14-19 opportunity and excellence</i> , DfES, www.dfes.gov.uk/2003deptreport/14-19/index.cfm	A strategy for reform to give pupils the opportunity to extend their learning beyond age 16 by offering greater choice and more specialist education and training through the use of partnerships including employers and other agencies.
2002	<i>14-19 extending opportunities, raising standards</i> , Green Paper, DfES, www.dfes.gov.uk/publications/keydocuments.shtml	Introduces proposals for major reform of 14-19 education designed to offer a wider range of learning options, including vocational subjects from age 14, with linked pathways to training and HE and greater flexibility in the types of learning and modes of delivery.
2002	<i>Success for all: reforming further education and training</i> , DfES, www.lsc.gov.uk/NR/rdonlyres/e57hzhpfzqyghwev3svh6ooua2lhuzcno5bkncntno4yyp5ppjqryntefimunwfgaowndvaonfgig/SuccessForAll1.pdf	A discussion document in which Charles Clarke, Secretary of State for Education and Skills, issues a challenge to the learning and skills sector and to the Learning and Skills Council (LSC) to provide greater choice for learners, to raise standards and to meet the skills needs of local employers. The key principles are expanding learner choice, developing frontline staff, and raising standards and profiles of quality.
2001	<i>Schools achieving success</i> , White Paper, DfES, www.dfes.gov.uk/achievingsuccess/images/schoolsachievingwhitepaper .	Foreword by Estelle Morris; looks at key issues of autonomy for schools to take responsibility for their mission, and diversity so that they can cater for the diverse needs of learners and their aspirations. Importance is placed on decisive intervention to ensure standards are maintained and high-quality results achieved.
2000	Curriculum 2000, www.dfes.gov.uk/qualifications/mainSection.cfm?slid=44	The reforms were designed to make post-16 study broader and more flexible, encourage young people to study more subjects, provide easier combinations of academic and vocational study and have an entitlement that includes key skills, tutorials and enrichment. Vocational and General Certificates of Education (VCE/GCEs), Advanced Subsidiary (AS) levels and key skills qualifications were introduced.
2000	The Learning and Skills Act 2000, DfES, www.opsi.gov.uk/acts/acts2000/20000021.htm	Establishes and sets out the funding powers for the Learning and Skills Councils (LSCs), adult provision, equal opportunities and establishment of young person and adult learning committees inspection and Common Inspection Framework.

The Children Act 2004

The Children Act 2004 places a new duty on local authorities to promote the educational achievement of looked after children. For consultation on the statutory guidance accompanying the duty see www.dfes.gov.uk/consultations/

LSDA policies and statements

The Policy and Communication Unit

The 14–19 reforms are supported by a number of key LSDA policy publications that developed from 2000 to 2005, which culminated in the peak of LSDA policy activity generated around the Tomlinson proposals for reform (DfES 2004a). In particular, see *LSDA comments: 14–19 curriculum and qualifications reform* (LSDA 2004).

The key LSDA policy-related statements that have given impetus to current LSDA thinking and development on the 14–19 phase of learning from Curriculum 2000 to 2005 are listed below. These were written in response to and in the context of the government’s key policy statements as described in the section on government policies and statements above. LSDA responded and investigated on the following subjects:

- 2005 – the development of collaborative delivery arrangements for 14–19 and funding provision for 16–19 year olds
- 2004 – a series of interim reports from the Working Group for 14–19 Reform and final LSDA response paper on 14–19 curriculum and qualifications reform
- 2003 – evidence to the Skills Committee on 14–19 provision
- 2002 – answers to questions on proposed reform
- 2001 – extending opportunities – new pathways for 14–19 year olds
- 2001 – schools building on success, with emphasis on progression through and across educational system and institutions; flexible pathways for 14–19 year olds
- 2000 – Curriculum 2000.

Table of key LSDA publications and overview by year of publication

Date	Publication title	Overview of paper
2005	<i>LSDA responds: consultation on new school funding arrangements from 2006/7</i> , https://www.lsda.org.uk/cims/order.aspx?code=052172&src=XOWEB	Response for the post-compulsory sector about: <ul style="list-style-type: none"> • the development of collaborative arrangements between schools, colleges and other providers to deliver a coherent offer to young people aged 14–19 • the funding of school sixth forms and the development of a consistent approach to funding provision for those aged 16–19.
2004	<i>LSDA comments: 14–19 curriculum and qualifications reform: interim report of the Working Group on 14–19 Reform</i> , https://www.lsda.org.uk/cims/order.aspx?code=041680&src=XOWEB <i>Interim report of the Working Group on 14–19 Reform: an LSDA paper on proposals for the core</i> , https://www.lsda.org.uk/cims/order.aspx?code=041815&src=XOWEB	A series of papers that examines the Tomlinson report and responds to key issues with ideas about how they can be accomplished. Comments on the ‘core’ element of the proposed Diploma – it considers delivery and design issues and implementation – embedding of core skills and competencies.

	<p><i>Interim report of the Working Group on 14–19 Reform: an LSDA paper on the diploma framework and the use of credit,</i> https://www.lsd.org.uk/cims/order.aspx?code=041808&src=XOWEB</p> <p><i>Interim report of the Working Group on 14–19 Reform: an LSDA paper on the place of citizenship within the proposals,</i> https://www.lsd.org.uk/cims/order.aspx?code=041807&src=XOWEB</p> <p><i>Interim report of the Working Group on 14–19 Reform: an LSDA paper on transcripts of achievement,</i> https://www.lsd.org.uk/cims/order.aspx?code=041809&src=XOWEB</p> <p>Evidence to the Education and Skills Select Committee – National Skills Strategy 14–19, https://www.lsd.org.uk/cims/order.aspx?code=041622&src=XOWEB</p>	<p>Outlines principles for the development of a Diploma based on the use of credit. Provides evidence of benefits and offers illustrations to show how a credit system might work within the structure of a Diploma.</p> <p>Addresses the elements of the Tomlinson proposals that relate to citizenship, and draws primarily on evidence of managing the post-16 Citizenship Programme funded by the DfES. The paper makes recommendations on defining active citizenship, citizenship within the diploma framework, approaches to delivery and ensuring progression.</p> <p>Focuses on the role of transcripts of achievement and their potential within a credit-based award. Sets out potential benefits of transcripts of achievement and the potential for developing technology-based transcripts.</p> <p>Sets out the LSDA’s submission to the first part of the Education and Skills Select Committee’s inquiry into skills following the publication of the government’s skills strategy, <i>21st century skills: realising our potential</i>. The terms of reference for the first part of the inquiry are to examine the government’s proposals for the provision of education for young people between the ages of 14 and 19 and the work of the Working Group on 14–19 Reform in the context of the National Skills Strategy.</p>
2003	<p><i>Working Group for 14–19 Reform: principles for reform of 14–19 learning programmes and qualifications,</i> https://www.lsd.org.uk/cims/order.aspx?code=031882&src=XOWEB</p> <p><i>Evidence to the Education and Skills Select Committee – National Skills Strategy: 14–19 Education,</i> https://www.lsd.org.uk/cims/order.aspx?code=031882&src=XOWEB</p>	<p>Response to the consultation by the Working Group for 14–19 Reform on principles for reform of 14–19 learning programmes and qualifications.</p> <p>Sets out LSDA’s submission to the first part of the Education and Skills Select Committee’s inquiry into skills launched in November 2003. The terms of reference for the first part of the inquiry are to examine the government’s proposals for the provision of education for young people aged 14–19 and the work of the Working Group on 14–19 Reform in the context of the national skills strategy.</p>

	<i>Dysg responds: learning country: learning pathways 14-19 consultation document</i> , https://www.lsda.org.uk/cims/order.aspx?code=031835&src=XOWEB	Sets out Dysg's (LSDA Wales) response to the consultation by the Welsh Assembly Government, <i>Learning country: learning pathways 14-19</i> .
2002	<i>LSDA responds: 14-19 extending opportunities raising standards</i> , https://www.lsda.org.uk/cims/order.aspx?code=021350&src=XOWEB	Response to the Green Paper consultation <i>14-19 extending opportunities, raising standards</i> ; gives detailed answers to the government's call for questions on 14-19.
2001	<i>Schools building on success</i> , https://www.lsda.org.uk/cims/profile.aspx?code=012019&P=012019PD&action=pdfdl&src=XOWEB	A Policy Unit briefing paper, outlining key messages in response to the government's Green Paper for education reform from early years to 14-19. Points 46-70 cover 14-19 and the need for flexible pathways.
2000	Curriculum 2000; overview of the Curriculum 2000 (Qualifying for Success) reforms, www.lsda.org.uk/curriculum2000/overview.asp	Website developed in 2005 and dedicated to Curriculum 2000. The reforms were designed to make post-16 study broader and more flexible, encourage young people to study more subjects, provide easier combinations of academic and vocational study, and have an entitlement that includes key skills, tutorial and enrichment.

Thematic map and guide to bibliography

In the table below is a list of reoccurring themes that have been extracted from the government literature and policy statements. These are key messages that are operating at a strategic level; they are aspirational in nature and may be considered goals and targets to be achieved. They are all related to improving the quality of provision for young people. In the right-hand columns are the LSDA Policy and Communications Unit responses and communiqués that refer to issues relating to the theme. The record number refers to the bibliographic entry of the publication, which gives details of where the publication can be viewed and obtained in full. Some entries relate to more than one category and have therefore been included more than once.

Key themes in government policy statements

Key themes of government policy	LSDA focus on aspects of:	Record number
Policy development of a distinctive 14-19 phase of learning	Reform principles Dysg responds 14-19 phase development Future role of FE colleges	7 9, 27, 28, 43 14, 21, 37, 38 41
Vision - shaping the workforce of the future	Hutton report and Lisbon agreement	45
Skills strategy - building workforce skills capabilities Apprentices	Principles of skills reform 21st-century skills Modern Apprentices	6 12, 14 18
Excellence - building centres of vocational excellence	Coves	1, 2, 19
Learners and choice; increased flexibility Personalised planning and guidance Lifelong learning	Extending opportunity Success for All Planning, review and guidance Lifelong learning	3 4 16 10

Motivation	Motivation	22
Inclusiveness	Disability	26
Providing stretch		
Diploma design and lines	Entry level Diploma	25
	The use of credit	31, 34
	On the core	33
	Framework for achievement	42
Assessment - reducing the burden	Assessment	20
Standards - raising standards	Measuring success	3, 39
Accountability - inspection frameworks	Inspection	13, 23, 44, 46
Transcripts of achievement	Common Inspection Frameworks	35
	Transcripts	
Equality	Equality and fairness	29
	Tackling social exclusion	40
Qualifications and curriculum development	Key stage 4	8, 11, 15
	Citizenship	32
Funding	Fees and funding	17, 36

3. Research and evaluation

This section covers the research and evaluation element of the synthesis of LSDA's research and support activity that applies to a distinctive 14–19 year phase of learning. Overall, the synthesis pulls together various strands of work from across LSDA, to produce a picture of the 14–19 publications landscape.

LSDA was a leading development agency for learning and skills, with research, development and evaluation at the heart of its business. The Research Directorate carried out work that informed strategies to improve education and training in the post-16 sector. The Directorate sought to achieve maximum impact from its findings and communications, and aimed to ensure that its research had a practical application and found its audience.

This section, with its focus on LSDA's research activity, will be of interest to policy-makers, practitioners, learners, parents and other stakeholders in the educational system interested in the development and evolution of the 14–19 reform, and for those people who want to focus on a particular area of concern or issue relating to 14–19 reforms.

The research maps activities from Curriculum 2000 to March 2005, setting the publications and key messages in their historical and evolutionary context; they can be viewed within the context of the key government policy statements that have had an impact on and underpin 14–19 educational reforms.

In consolidating and mapping the evolution of activities from Curriculum 2000 to 2005, key policy themes recur, therefore it is possible to identify existing areas of strength and those that require development if the 14–19 reforms are to become a reality.

The bibliography at the end of this section is presented in chronological order, and gives the details of where the publications can be obtained.

The report has been prepared within the context of the forthcoming Quality Improvement Agency (QIA) and Learning and Skills Network (LSN), which will be tasked to shape and take forward the agenda for improving the quality of the vocational and skills offer for 14–19 year olds in accordance with the 14–19 White Paper (DfES 2005a).

Thematic map and guide to bibliography

The table below shows the recurring themes made in government literature and policy statements from 2000 to 2005. They operate at a strategic level, and there are goals and targets associated with each of them. Each theme is related to improving the quality of provision for young people.

In the right-hand columns are the LSDA research and evaluation papers that refer to issues relating to the theme identified. The record number refers to the bibliographic entry of the publication, which gives details of where the publication can be viewed and obtained in full. Some entries relate to more than one category, and have therefore been included more than once.

Key themes in government policy statements

Key themes	LSDA focus	Record no
Vision Shaping the workforce of the future	Developing responsiveness	6
	Emerging policy for vocational learning	50
	Reviews Foster and the role of FE colleges	70
Skills building; the workforce skills capabilities	Capacity building – providers Demand for learning – learners Review of employer engagement targets	6 27, 29, 30, 41 45
Excellence	Leading-edge staff Identifying excellence- providers Measuring excellence	7 9, 13, 14, 21 21, 59
Learner Focus	Attracting new learners	12, 13
Choice/Increased flexibility	IFSP	31, 39, 40
Apprenticeships	Modern Apprenticeships	20, 63, 64, 67, 68
Achievement and stretch	Achievement HE in FE	42
Personalised learning	Citizenship, learning styles Thinking skills	46, 51, 52 54, 55, 56, 57
Planning and guidance	Advice and guidance	26
Equality and inclusiveness	Learner Experiences (disability)	47, 49, 69
Participation	Widening participation	19, 35, 36
Disengagement	Disengaged, NEET	3, 4, 5, 10
Diploma design and lines	The use of credit Unitisation	33 60
Assessment – reducing the burden	Assessment and motivation	53
Accountability – inspection frameworks, value for money	Strategic area reviews	17
	Inspection and practitioners	32,
Technology and transcripts of achievement	The use of palm top computers Mobile technologies	18 66
Qualifications and curriculum development	Curriculum 2000 Entry to employment (E2E)	15, 16 22, 23, 24, 25, 37, 38, 58 61, 62, 65, 71
Funding	Fees and funding	1
	EMAs	14

Bibliography

Reference type: Report

Record number: 1

Author: Davies P

Year: 2000

Title: Student retention in further education: a problem of quality or of student finance

Label: Retention

Abstract: This paper presents a brief summary of evidence concerning student retention and withdrawal in the sector. It focuses on the causes of student drop-out in the context of increased pressures from the government and its agencies to demonstrate value for money in the use of public finance. Key messages are that it is not necessarily the quality of the course or factors relating to teaching and learning but the student's lack of finance that leads to student drop-out.

URL: www.lsda.org.uk/files/pdf/2000017.pdf

Reference type: Report

Record number: 2

Author: Hughes M

Year: 2000

Title: DfEE consultation on Modern Apprenticeships

Label: Modern Apprenticeships

Abstract: In June 2000, the government published proposed reforms to the Modern Apprenticeship framework as part of its review on post-16 education. The reforms have the potential to raise the quality and status of the qualification by placing greater emphasis on underpinning knowledge and understanding. This paper takes an in-depth look at the suggested framework and document and suggests that to make the framework attractive to young people a practical approach should be taken towards learning and that this should relate more to the world of work than to the classroom.

URL: www.lsda.org.uk/files/pdf/ISBN1853385859.pdf

Reference type: Report

Record number: 3

Author: Taylor S

Year: 2000

Title: Back on track: successful learning provision for disaffected young people

Label: Disengagement

Abstract: The purpose of this study was to develop a set of key principles for effective working with disadvantaged young people. 'Disadvantage' was defined to include young people aged 16–18 who are not in education, training or employment, and those under 16 who are at serious risk of underachievement. The study was undertaken for the Department for Education and Employment (DfEE) between December 1999 and July 2000. A range of intervention strategies are identified to help support this group of young people – based on six key principles including: targeting and recruitment, advice and guidance, programmes and monitoring to celebrate achievement and partnerships to aid progression through pathways.

URL: www.lsda.org.uk/files/pdf/ISBN1853386359.pdf

Reference type: Report

Record number: 4

Author: Astor J and Hillage J

Year: 2001

Title: Attracting new learners: a literature review

Label: Disengagement

Abstract: This report, prepared by the Institute for Employment Studies, reviews UK and international literature about initiatives to stimulate demand for learning. Commissioned by the LSDA, it provides background for an international seminar hosted by the Agency in June 2001. The review and seminar represent the first stage in a long-term project to develop research and inform policy and practice on successful ways to increase participation in learning. A particular concern is to identify ways to engage people, who have benefited least from education and training in the past and may be hard to reach. Key message is that a strategy for giving information and guidance needs to be developed.

URL:

www.lsda.org.uk/pubs/dbaseout/detailed.asp?title=&B1=Search&seriesid=%25&catID=%25&year=%25&author=Hillage&ref=&downloadable=%25&resultsorder=year+DESC

Reference type: Report

Record number: 5

Author: Carter M, Ratcliffe J, Atkinson C and Burgess N

Year: 2001

Title: Developing good practice in New Deal: in colleges

Pages: 78

Label: Disengagement

Abstract: New Deal is a test of providers' ability to respond flexibly and effectively to the needs of individuals who are disengaged from the learning process. These guidelines show what can be done to develop and improve the quality of the full-time education and training (FTET) option within the New Deal for 18–24 year olds. They identify features of high-quality provision and principles of effective delivery together with case studies and suggestions for further improving practice. These guidelines aim to assist providers of FTET New Deal programmes and the partners with which they work to share and develop good practice.

URL: www.lsd.org.uk/files/pdf/R1112.pdf

Reference type: Report

Record number: 6

Author: Hughes M

Year: 2001

Title: Developing responsiveness in vocational education and training

Pages: 86

Label: Vision

Abstract: To remain competitive the UK's current and future workforce will need to keep developing new skills and making use of more and different information. This demands an increased capacity on the part of providers in the new learning and skills sector to understand emerging skills priorities and adapt their learning programme to develop the skills of the workforce. The LSDA has been researching into the extent to which providers are using skills forecasts and labour market information to inform their provision in the long and short term. Key messages are that better use of statistical data should be made to inform planning.

URL: www.lsd.org.uk/pubs/dbaseout/download.asp?code=R1041

Reference type: Report

Record number: 7

Author: Hughes M and Brookes D

Year: 2001

Title: Developing leading-edge staff in vocational education and training

Pages: 24

Label: Excellence – staff development

Abstract: FE practitioners, especially specialist VET staff, need lifelong learning as much as their students – how else are they to meet the challenge of the skills and competitiveness agenda? In this publication the LSDA investigates levels of current skills and knowledge across the sector, shares examples of good practice and suggests how updating might be systematically and strategically implemented. Key message is practitioners need to be up-skilled to meet the demands of increased skills for the workforce of the future.

URL: www.lsd.org.uk/files/pdf/R1067.pdf

Reference type: Report

Record number: 8

Author: Martinez P

Year: 2001

Title: Improving student retention and achievement

Institution: LSDA

Pages: 14

Label: Retention

Keywords: Retention

Abstract: Why do some students in post-compulsory education abandon courses? And why do others not achieve their full potential? What can colleges do to improve student retention and achievement? This report reviews the research done to date. Research about retention and achievement is examined under headings such as student motivation and decision-making, demographic factors, college-related issues, and advice and guidance. The review refers to

previously inaccessible research, including unpublished reports from conferences and internal reports from institutions. In conclusion priorities for future research and its application are identified. Key message is that the 'learners' choice' may be predicted from baseline data.

URL:

www.lsda.org.uk/pubs/dbaseout/detailed.asp?title=Improving+student+retention+and+achievement&B1=Search&seriesid=%25&catID=%25&year=%25&author=&ref=&downloadable=%25&resultsorder=year+DESC

Reference type: Report

Record number: 9

Author: Smeaton B and Hughes M

Year: 2001

Title: Searching for excellence in FE colleges

Label: Excellence

Notes: *Searching for excellence in FE colleges* investigates the factors, which enable high-quality vocational provision to thrive. It examines the work of eight colleges where, to some degree, provision reflects the current and future needs of the economy, prepares for employment, develops higher level skills, promotes progression and provides exceptional learner support. Using research and case studies, it identifies critical success factors and development issues.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=ISBN1853386227

Reference type: Report

Record number: 10

Author: Taylor S and Marken M

Year: 2001

Title: Back on track: successful learning provision for disaffected young people. Good practice guidelines

Label: Disengagement

Abstract: These guidelines offer useful suggestions on good practice for anyone helping to provide learning opportunities for disaffected young people. Based on the LSDA's 'Back on track' study of learning provision for disaffected young people, they are supported by examples from case study organisations and quotations from young people. Six principles of good practice are described, from strategies to reach and engage young people, through to accountability within a project or programme. Each principle has a brief introduction and a summary of the key elements, followed by 'Questions to ask', helping the reader either as an individual or as a member of a group, to review practice and plan for improvement.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=ISBN1853386189

Reference type: Book

Record number: 11

Author: Tait T, Frankland G, Smith D and Moore S

Year: 2001

Title: Curriculum 2000+1

ISBN: 185338612X

Label: Curriculum 2000

Abstract: This publication has been produced by the LSDA as part of its remit to support schools and colleges in the implementation of Curriculum 2000. Curriculum 2000+1 looks at the challenges institutions are likely to face when preparing for a second year of A-level programmes as well as a new round of Year 1 programmes.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=ISBN185338612X

Reference type: Report

Record number: 12

Author: (eds), Taylor S and Cameron H

Year: 2002

Title: Attracting new learners: international evidence and practice

Label: Demand for learning – motivation

Notes: You may be enjoying learning, but how do you convince others that learning can be both useful and fun? How can the UK attract more people into education and training? What can we learn from the experience of other countries? An international research seminar held in the UK in June 2001, 'Attracting new learners', brought together researchers and policy-makers to address these questions. This publication presents the key messages. Introductory chapters look at what triggers participation in post-16 learning in the UK, and compare the UK's performance with that of other countries. Three important sources of new demand, or 'triggers, for learning are then considered: society and community, learning programmes and qualifications, and the workplace. Seven case studies follow, based on research and practice in several countries. The publication ends by proposing strategies to promote increased demand in the UK and directions for new research.

URL: www.lsd.org.uk/files/pdf/R1159.pdf

Reference type: Report

Record number: 13

Author: Smeaton B, Hughes M and Hall G

Year: 2002

Title: From competence to excellence: developing excellence in vocational skills

Label: Excellence

Notes: Prompted by the need to pursue vocational excellence, LSDA, UKSKILLS and FESCC have been collaborating in an action research project which aimed to secure more effective practice in developing vocational knowledge and skills. The project piloted examples of how an enhanced curriculum experience might develop excellence in vocational learning, as well as improving success in skills competitions; this experience provided students entering the world of work with a greater awareness of the skills levels and attributes required to sustain employability.

URL: www.lsd.org.uk/pubs/dbaseout/download.asp?code=1375

Reference type: Report

Record number: 14

Author: MacAteer D and Fletcher M

Year: 2002

Title: Impact of education maintenance allowances

Label: EMAs

Abstract: In September 1999 the government began piloting education maintenance allowances (EMAs) to see whether this type of financial support would improve access and widen participation in further education. This project researched colleges' views of the scheme, to assess its usefulness and to point up ways it could be improved.

URL: www.lsd.org.uk/pubs/dbaseout/download.asp?code=RPM252RF1

Reference type: Book

Record number: 15

Author: Moore S, Tait T, Frankland G and Smith D

Year: 2002

Title: Curriculum 2000+2: tracking institutions and learners' experiences

ISBN: 1853387614

Label: Curriculum

Abstract: Curriculum 2000+2 tracks the experience of institutions and learners in the 18 months since the Qualifying for Success reforms were introduced. Through a series of case studies, schools, sixth form and FE colleges describe the issues they faced in implementing Curriculum 2000 in Years 1 and 2 and how they tackled them. Topics covered include key skills, progression, raising achievement, the examination process and assessment. The book also includes a summary of comments made by Curriculum 2000 students who participated in LSDA focus groups and a discussion of how the reforms will shape institutions' work in the future.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=ISBN1853387614

Reference type: Book

Record number: 16

Author: Tait T, Frankland G, Moore S and Smith D

Year: 2002

Title: Curriculum 2000: innovations, opportunity and change

Series title: Vocational Learning Support Programme

Publisher: LSDA

ISBN: 1853387347

Label: Curriculum

Abstract: This publication illustrates the innovative work being carried out in schools, sixth form and general FE colleges and the challenges they face in implementing the new curriculum. The book is aimed at senior managers, curriculum managers, teachers in schools and colleges and those involved in 14–19 education at local, regional and national levels. Find out how institutions have forged links with other organisations, revised the tutoring role and brought flexibility to the curriculum to ensure that Curriculum 2000 is a success.

URL:

www.lsda.org.uk/pubs/dbaseout/detailed.asp?title=14%2D19&B1=Search&seriesid=%25&catID=%25&author=&downloadable=%25&year=%25&resultsorder=year+DESC&ref=&offset=20

Author's address: Policy & Communications Unit

Learning & Skills Development Agency

Regent Arcade House

19--25 Argyll Street

London W1F 7LS

Reference type: Report

Record number: 17

Author: Edem A, Spencer P and Fyfield B

Year: 2003

Title: Organisation of provision of post-16 education and training: a report to the DfES to inform the design of guidance on the conduct of Strategic Area Reviews

Label: Strategic area reviews

URL: www.lsda.org.uk/files/pdf/1431.pdf

Reference type: Report

Record number: 18

Author: Savill-Smith C and Kent P

Year: 2003

Title: The use of palmtop computers for learning

Label: Technology

Pages: 45

Date: 2003

Abstract: This report is a literature review conducted by the LSDA during the m-learning project, which has its focus on portable technology for learning. The report highlights pedagogic and technological issues associated with the use of mobile learning technologies to engage and motivate young people in the learning process.

URL: Hard copy

Reference type: Report

Record number: 19

Author: Davies P

Year: 2003

Title: Rising to the challenge: widening participation and raising achievement in sixth form colleges

Label: Achievement

Abstract: The research project aimed to identify the key features of student achievement at sixth form colleges, with a view to informing strategies to maintain and improve their performance. It complemented earlier LSDA research by extending more general studies of influences on student achievement in the college sector to focus specifically on the circumstances of sixth form colleges.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=RPM442RF1

Reference type: Report

Record number: 20

Author: Hughes M and Smith V

Year: 2003

Title: Making the difference: provider support for learner retention and achievement in work-based learning

Label: Modern Apprenticeships

Abstract: This publication is based on research commissioned by the LSDA, reporting in the autumn of 2002. It aimed to explore the factors that enabled work-based learning providers to secure high rates of retention and achievement.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=1392

Reference type: Report

Record number: 21

Author: Owen J, Robson A, Yarrow D and Appleby A

Year: 2003

Title: Learning excellence: how do learning providers measure up to the benchmarks of service excellence?

Label: Excellence

Abstract: If learning providers can become learning organisations their services will be delivered more and more effectively. With this in mind, the LSDA selected PROBE, a tool that has assisted 3000 organisations across the world to review their performance and practices, and worked with its creators to develop Learning PROBE, a version for the learning and skills sector. This publication explains how PROBE was developed and adapted for the sector, resulting in the use of Learning PROBE and its small business version by almost 100 colleges and work-based learning providers by April 2003. It also reflects the lessons learnt by the first 48 learning providers to complete the Learning PROBE benchmarking process.

URL: www.lsda.org.uk/files/pdf/1444.pdf

Reference type: Book

Record number: 22

Author: LSDA

Year: 2003

Title: E2E delivery models: approaches to the delivery of E2E

Series editor: E2E

Series title: E2E

ISBN: 1853388475

Label: Implementation

Notes: E2E: getting started offers practical advice to local Learning and Skills Councils, learning providers and Connexions staff on planning and implementing Entry to Employment (E2E). It is not a statement of everything that needs to be done, but it should give readers an idea of the scale and scope of E2E and what the new learning framework entails.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=1671

Reference type: Book

Record number: 23

Author: LSDA

Year: 2003

Title: A summary of the E2E learning framework

ISBN: 1853388548

Label: E2E

Notes: The E2E learning framework provides guidance on implementing E2E programmes. This summary of the learning framework contains the key points from the full document, which is contained in the E2E prospectus. The paragraph numbers used are those used in the full document, making cross-referencing easier. The full E2E prospectus is available at www.lsc.gov.uk

URL: www.lsc.gov.uk/files/pdf/ISBN1853388548.pdf

Reference type: Book

Record number: 24

Author: LSDA

Year: 2003

Title: E2E: getting started – a guide for local LSCs, providers and Connexions developing effective practice in Entry to Employment

Series title: Work Based Learning

ISBN: SBN1853388475

Label: E2E

Notes: E2E: getting started offers practical advice to local Learning and Skills Councils, learning providers and Connexions staff on planning and implementing E2E. It is not a statement of everything that needs to be done, but it should give readers an idea of the scale and scope of E2E and what the new learning framework entails.

Reference type: Book

Record number: 25

Author: LSDA

Year: 2003

Title: Summary of the E2E pathfinder dissemination conferences

Series title: Work based learning

ISBN: 1853388432

Label: E2E

Notes: This report summarises the outcomes of the three E2E conferences held in London (28 November 2002), Manchester (3 December 2002) and Birmingham (5 December 2002). The conferences, organised by LSDA as part of its E2E support and development programme, disseminated information about the E2E learning framework and the progress of the pathfinders to a wider audience comprising local LSCs, Connexions staff and providers. This report provides a useful guide to the new framework.

URL: www.lsc.gov.uk/files/pdf/ISBN1853388432.pdf

Reference type: Report

Record number: 26

Author: LSDA

Year: 2003

Title: Learner guidance and support: models used and staff views of effects on retention

Label: Advice and guidance

Abstract: This report provides the findings of the West of England Learning and Skills Research Network (WoE LSRN) project on learner guidance and support: models used and staff views of effects on retention.

URL: www.lsc.gov.uk/files/pdf/1437.pdf

Reference type: Report

Record number: 27

Author: LSRC

Year: 2003

Title: Prospects for growth in further education – interim report

Label: Demand for learning

Abstract: In May 2002, the Learning and Skills Research Centre (LSRC) embarked on a comprehensive research programme to investigate demand in the learning and skills sector. The overall aim of the Prospects for Growth project is to gain a clearer picture of the likely scope and extent of growth or contraction in learner numbers and volume of activity in the English learning and skills sector in the medium to longer term. The LSDA, which is managing the project, intends that this will help the LSC and DfES with planning for the post-16 learning and skills sector.

URL: www.lsda.org.uk/files/pdf/Unpprosprogrwinfeintrp.pdf

Reference type: Report

Record number: 28

Author: LSRC

Year: 2003

Title: The impact of financial circumstances on engagement with post-16 learning: a systematic map of research

Abstract: The systematic map described in this report provides a reliable and transparent overview of research on the topic area. It sets out the extent and nature of the literature identified in pursuit of the review question, which is about the impact of financial circumstances on students' ability to engage with post-16 learning. In summary, the map provides information about areas of the review question where there has been relatively more, or less, research activity.

URL: www.lsda.org.uk/files/pdf/1481.pdf

Reference type: Report

Record number: 29

Author: Macleod JWDD

Year: 2003

Title: Prospects for growth in further education: a review of recent literature for the 'Prospects for Growth' project

Pages: 59

Label: Demand for learning

Abstract: The LSRC Prospects for Growth project is designed to help all those concerned with lifelong learning gain a better understanding of the likely extent and nature of growth in post-compulsory education and training. The review identifies the targets and aspirations set out in official documents that inform public policy, and examines the evidence on factors that help explain participation.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=1499

Reference type: Audiovisual

Record number: 30

Author: Key Skills Support Programme

Year: 2003

Title: Good practice and teaching and learning CD-ROM

Label: Implementation

Keywords: The Key Skills Support Programme has produced four Good Practice Guides and three Teaching and Learning Guides, all of which can be found on this CD-ROM. The Key Skills Support Programme provides support for teachers and lecturers in schools with post-16 provision and FE colleges in England.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=GPGcd

Reference type: Journal article

Record number: 31

Author: Increased Flexibility Support Programme

Year: 2003

Title: Increased Flexibility Support Programme

Journal: Increased Flexibility Support Programme News

Label: Implementation

Abstract: Newsletter of the Increased Flexibility Support Programme. This issue includes network news, managing 14–19 learners and students speak out.

URL: www.llda.org.uk/files/pdf/IFSPnewsMay02.pdf

Reference type: Report

Record number: 32

Author: Rennie S

Year: 2003

Title: Impact of inspection on practitioners

Label: Vocational

Abstract: This project explored the impact of the new inspection arrangements on practitioners in FE colleges. The project was selected at a time when the Office for Standards in Education/Adult Learning Inspectorate (Ofsted/ALI) Common Inspection Framework was being implemented in full college inspections.

URL: www.llda.org.uk/files/pdf/RPM426cRF1.pdf

Reference type: Report

Record number: 33

Author: Tait T

Year: 2003

Title: LSDA reports: credit systems for learning and skills – current developments

Pages: 18

Label: Credit

Notes: This publication reflects on credit developments over the past 10 years and reviews current developments in England, in particular as they relate to the learning and skills sector. It considers ways in which a credit system could and does support a range of priorities in terms of government policy. It sets out LSDA's views and current approach to developing a credit system and sets out key recommendations for taking forward a credit based system in the future.

URL: www.llda.org.uk/files/PDF/1466.pdf

Reference type: Report

Record number: 35

Author: Taylor S

Year: 2003

Title: Widening adult participation: ways to extend good practice

Pages: 68

Type: A research report for the Learning and Skills Council

Label: Widening participation

Abstract: This report identifies and illustrates key characteristics of good practice in widening adult participation in further education colleges. It results from research conducted for the LSC in 2002 and was designed to inform a national strategy to extend existing good practice and promote new development. The report includes a literature review, statistics and practical examples drawn from case studies of colleges. Also available on the LSDA website is the report by S Taylor *Widening adult participation: ways to extend good practice. Research summary and recommendations* (2002).

URL: www.llda.org.uk/pubs/dbaseout/download.asp?code=Unpwidadpartresrep

Reference type: Report

Record number: 36

Author: Taylor S

Year: 2003

Title: Widening adult participation: ways to extend good practice – a research report for the Learning and Skills Council

Label: Widening participation

Notes: This report identifies and illustrates key characteristics of good practice in widening adult participation in further education colleges. It results from research conducted for the LSC in 2002 and was designed to inform a national strategy to extend existing good practice and promote new development. The report includes a literature review, statistics and practical examples drawn from case studies of colleges.

URL: www.lsc.gov.uk/files/pdf/1391.pdf

Reference type: Book

Record number: 37

Author: Tait T, Frankland G, Smith D and Moore S

Year: 2003

Title: Curriculum 2000: making an impact

Series title: Vocational Learning Support Programme

ISBN: 1853388289

Label: Curriculum

Abstract: This book contains summaries of 10 projects that the LSDA funded to enable a range of organisations to examine and develop their Curriculum 2000 activities. Topics covered include adding breadth to the curriculum, partnership arrangements, using ICT to deliver courses, and ways to promote enrichment and key skills programmes. The summaries show that Curriculum 2000 is changing provision and practice in institutions in powerful ways and providing direction for the government's 14–19 policy.

URL: www.lsc.gov.uk/files/pdf/ISBN1853388289.pdf

Reference type: Magazine article

Record number: 38

Author: Anderson A, Gormley H and Hemsworth D

Year: 2004

Title: An outline guide for teachers: NVQs and VRQs at Key stage 4

Label: Curriculum

Abstract: This guide is aimed at school teachers – practitioners, curriculum leaders and senior managers – involved in planning and delivering National Vocational Qualifications (NVQs) and Vocational Related Qualifications (VRQs) at Key stage 4. It is timely, given the introduction of the work-related education as a national curriculum requirement for all, and the piloting of the new Young Apprenticeships for 14–16 year olds, from September 2004.

URL: www.lsc.gov.uk/pubs/dbaseout/download.asp?code=1692

Reference type: Report

Record number: 39

Author: Beckley A, Gormley H and Hull L

Year: 2004

Title: What's the best you...can offer?

Abstract: The Increased Flexibility Programme is now in its third year of operation and throughout this period there has been a rapid increase in the numbers of schools that are now offering some level of vocational curriculum, usually through Increased Flexibility partnerships. The greatest interest has been in the GCSEs. This booklet has been produced to help head teachers and their staff to be more aware of the opportunities offered by the Increased Flexibility Programme, which provides other learning possibilities for students. A full list of approved qualifications can be found in section 96.

Reference type: Magazine article
Record number: 40
Author: Bloom N
Year: 2004
Title: Increased Flexibility Support Programme News July 2004
Magazine: Increased Flexibility Support Programme News July 2004
Date: July 2004
Label: Implementation
Keywords: Tomlinson
Abstract: Tomlinson's interim report (February 2004) explained:
Notes: Aimed at grasp for uninitiated sector – practitioners
URL: www.llda.org.uk/pubs/dbaseout/download.asp?code=1643

Reference type: Report
Record number: 41
Author: Connor H and Little B
Year: 2004
Title: Vocational higher education – does it meet employers' needs?
Pages: 70
Label: Meeting employers' needs
Abstract: More than half a million students are studying vocational higher education courses in English colleges and universities – more than 460,000 in HE institutions (mostly universities) and about 130,000 in FE colleges. Many of these are sub-degree courses – vocational undergraduate studies that do not lead to an honours degree qualification. These include Higher National Diplomas (HNDs) and Certificates (HNCs), Diplomas in Higher Education (dominated by nursing), foundation degrees and a wide range of professional qualifications. These sub-degree students – most of them studying part time – represent about two-thirds of all undergraduates in higher education. The LSDA research – a six-month study carried out between January and June 2003 – set out to explore how well existing education and training provision at this level met employers' skills needs at higher technician and associate professional levels. It also sought to discover the views of students on how they think employers value qualifications, plus the views of careers advisers and course tutors in colleges and universities.
URL: www.llda.org.uk/pubs/dbaseout/download.asp?code=1538

Reference type: Report
Record number: 42
Author: Parry G, Davies P and Williams J
Year: 2004
Title: Difference, diversity and distinctiveness: higher education in the learning and skills sector
Label: Excellence
Abstract: This report considers some of the main characteristics of the HE programmes and higher level qualifications provided by further education establishments. In so doing, it makes broad comparisons with courses in higher education institutions (HEIs); and examines the claims made for the distinguishing features of HE in the post-16 sector. The sources of evidence include national statistics and the findings of small-scale exploratory studies in further education colleges (FECs) and HEIs.
URL: www.llda.org.uk/pubs/dbaseout/download.asp?code=1535ed2

Reference type: Book
Record number: 43
Author: Hemsworth D and Anderson A
Year: 2004
Title: Employer resource pack: approaches to the delivery of E2E
Label: Employability

Notes: This pack provides local LSCs with guidance on how to engage employers in the design and delivery of E2E programmes. It covers: the role of employers in supporting positive progression from E2E to apprenticeships or employment, the wider community needs that need to be taken into account if E2E is to be successful in engaging all those young people who can benefit from the programme.

URL: www.lsga.org.uk/files/pdf/1677.pdf

Reference type: Report

Record number: 45

Author: LSDA

Year: 2004

Title: Ofsted's Framework for the Inspection of the Initial Training of Further Education Teachers: a response from the LSDA and the Centre for Excellence in Leadership

Label: Inspection

Abstract: The LSDA and the Centre for Excellence in Leadership (CEL) welcomes this consultation as an initiative to address the quality, coherence and consistency of teacher education across the FE sector. We begin by highlighting a number of specific aspects of the learning and skills context which have implications for the new inspection framework; for example, the creation of the Lifelong Learning Sector Skills Council. The paper goes on to discuss specific criteria for inspection raised in the consultation document.

URL: www.lsga.org.uk/pubs/dbaseout/download.asp?code=RespOfstedFramInspTr

Reference type: Audiovisual

Record number: 46

Author: LSDA

Year: 2004

Title: Post-16 citizenship: what? why? how?

Type: Video and CD-ROM

Abstract: At the end of the third year of the post-16 citizenship development programme, we have produced a video and CD-ROM, with explanatory booklet, for use in staff development for post-16 citizenship. The package draws on the effective and interesting practice coming from the projects and can be used in all the different 16–19 contexts: sixth forms, colleges, training organisations, voluntary groups and youth services. Each project will receive a free copy of the package. Some copies will be available for providers not yet in the programme.

URL: www.lsga.org.uk/pubs/dbaseout/download.asp?code=Video_DVD_P16Citizen

Reference type: Report

Record number: 47

Author: LSRC

Year: 2004

Title: Learning together: age mixing in FE colleges

Label: Mixed age learning

Abstract: Mixed age learners are a long-standing, but almost unresearched feature of FE. This study aims to inform the debate on whether to segregate age-groups in post-16 education by looking at the extent, nature, costs and benefits of age mixing in FE colleges.

URL: www.lsga.org.uk/pubs/dbaseout/download.asp?code=Unplearningtogether

Reference type: Report

Record number: 48

Author: LSRC

Year: 2004

Title: Participation by 17 year olds: a systematic review of the factors that influence participation in the second year of post-compulsory education or training.

Pages: 31

Label: Participation

Abstract: This review of research arises from interest at ministerial level about participation in education and training by young people in England aged 17. It marks an important step beyond our understanding of participation by 16 year olds – the age group for which education ceases to be compulsory.

URL: www.lsrc.ac.uk/publications/index.asp

Reference type: Report

Record number: 49

Author: LSRC

Year: 2004

Title: Learners' experiences: a training resource on the Disability Discrimination Act

Label: Vocational Offer – DDA

Abstract: This training resource explores the experiences of learners with a range of disabilities. It focuses on the impact that staff may have on the experiences of learners in a variety of different learning settings. Their stories raise a number of issues and have particular relevance for staff within the context of the implementation of the Disability Discrimination Act. It contains a DVD and a CD-ROM of notes for facilitators. The first, short version is approximately 9 minutes long and offers a short but powerful stimulus to discussion, which can be shown in its entirety to raise awareness. It is the version which was used at the DDA and beyond conferences in 2004. The second, longer, version is approximately 26 minutes long, and contains the same material but offers greater background to some of the issues.

Reference type: Report

Record number: 50

Author: LSRC

Year: 2004

Title: Emerging policy for vocational learning in England

Label: Vocational system

Abstract: This report analyses recent policy initiatives in England relating to vocational learning, and compares them with policies in Wales, Scotland and Northern Ireland. It describes key policies with respect to problems that have been anticipated, as these initiatives are implemented, and provides some tentative ideas about future scenarios for vocational learning system. The report should be of interest to policy-makers, teachers, employers and others who are engaged in the vocational learning system.

URL: www.lsrc.org.uk/pubs/dbaseout/download.asp?code=1657

Reference type: Journal article

Record number: 51

Author: LSRC

Year: 2004

Title: Learning styles and pedagogy in post-16 learning: a systematic and critical review

Pages: 45

Label: Personalised learning

Abstract: This report critically reviews the literature on learning styles and examines in detail 13 of the most influential models. The report concludes that it matters fundamentally which instrument is chosen. The implications for teaching and learning in post-16 learning are serious, and should be of concern to learners, teachers and trainers, managers, researchers and inspectors.

URL: www.lsrc.ac.uk/publications/index.asp

Reference type: Report

Record number: 52

Author: LSRC

Year: 2004

Title: Should we be using learning styles?: What research has to say to practice

Pages: 84

Label: Vocational

Abstract: Learning style instruments are widely used. But are they reliable and valid? Do they have an impact on pedagogy? This report examines 13 models of learning style, and concludes that it matters fundamentally which model is chosen. Positive recommendations are made for students, teachers and trainers, managers, researchers and inspectors.

URL: www.lsda.org.uk/files/pdf/1540.pdf

Reference type: Report

Record number: 53

Author: LSRC

Year: 2004

Title: Do summative assessment and testing have a positive or negative effect on post-16 learners' motivation for learning in the learning and skills sector?: A review of the research literature on assessment in post-compulsory education in the UK

Pages: 60

Label: Assessment

Notes: We know a great deal about the impact of assessment on the formal school sector and pupil knowledge, understanding and motivation. We know considerably less about such impact post-16, particularly in less formal learning and accreditation situations. This research review suggests there is considerable work to be done on the impact of forms of assessment post-16.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=1610

Reference type: Report

Record number: 54

Author: LSRC

Year: 2004

Title: Post-16 pedagogy and thinking skills: an evaluation

Pages: 184

Label: Thinking skills

Notes: This report examines methods of developing thinking skills for post-16 teaching and learning, and explores the merits and disadvantages of different approaches to teaching and thinking skills. It identifies areas in which knowledge is extensive or widely accepted, and areas where knowledge is limited, non-existent or highly contested.

URL: www.lsrc.ac.uk/publications/index.asp

Reference type: Report

Record number: 55

Author: LSRC

Year: 2004

Title: Thinking skills for post-16 learners: what do we know?

Pages: 7

Label: Pedagogy – Thinking skills

Abstract: This is a summary of two reports on thinking skills for post-16 learners. The first report looked at thinking skill frameworks, identifying and assessing the most influential of those found in the literature (bibliography available here). The second report looked at what is known about the impact of thinking skill interventions on teaching and learning.

URL: www.lsrc.ac.uk/publications/index.asp

Reference type: Report

Record number: 56

Author: LSRC

Year: 2004

Title: Thinking skill frameworks for post-16 learners: an evaluation.

Pages: 160

Label: Pedagogy – Thinking skills

Abstract: What is a ‘thinking skill’? How are thinking skills identified and classified? What kinds of thinking are needed in post-16 learning environments? This report evaluates 35 attempts to classify the skills and abilities used in thinking and makes recommendations for teachers, learners and policy-makers.

URL: www.lsrc.ac.uk/publications/index.asp

Reference type: Report

Record number: 57

Author: LSRC

Year: 2004

Title: Learning styles and pedagogy in post-16 learning: a systematic and critical review

Label: This report critically reviews the literature on learning styles and examines in detail 13 of the most influential models. The report concludes that it matters fundamentally which instrument is chosen. The implications for teaching and learning in post-16 learning are serious and should be of concern to learners, teachers and trainers, managers, researchers and inspectors.

URL: www.lstda.org.uk/files/pdf/1543.pdf

Reference type: Report

Record number: 58

Author: LSRC

Year: 2004

Title: Outcomes and processes vocational learning; a review of the literature

Abstract: The government has embarked on a series of policy initiatives that aim to improve the vocational learning system. These policies embrace a number of purposes, are directed at different age-groups, and support delivery of vocational learning programmes in a broad variety of institutions. The vocational learning system is in flux, as recent changes to the institutional architecture and new policy initiatives are still being implemented. As implementation proceeds, it is important to understand the processes used in the current system and their outcomes, as this information can help to inform the design of vocational learning programmes as well as help to justify government expenditure.

Notes: Section 3 and 4 14-16 and Post-16

URL: www.lstda.org.uk/files/pdf/1689.pdf

Reference type: Report

Record number: 59

Author: Hughes M, Smeaton B and Hall G

Year: 2004

Title: A cut above: customising a curriculum for excellence in skills development

Label: Excellence

URL: www.lstda.org.uk/files/pdf/1627.pdf

Reference type: Report

Record number: 60

Author: Kapoor S, Doyle L and Greenwood M

Year: 2004

Title: Can unitised programmes improve the participation and performance of certain groups of 16–18 year olds? A review of activity through selected case studies

Pages: 74

Keywords: components of learning, units, credit

Abstract: This report reviews patterns of participation in unitised programmes through 10 case studies. Learning providers deliver unitised learning to serve two main purposes – to motivate disengaged learners and to provide additionality at the top end of the spectrum. Small and medium-sized enterprises indicate that they like the unitised approach as it offers the

opportunity for their recruits to develop skills in small pertinent chunks rather than the need to pursue whole qualifications. The report identifies issues required if scalability were to be considered.

URL: In draft format only

Reference type: Report

Record number: 61

Author: Sharples R and Hall B

Year: 2004

Title: Induction and initial assessment: approaches to the delivery of E2E

Pages: 56

Label: Employability

Abstract: This publication for practitioners and managers responsible for delivering E2E programmes will help to identify more effective approaches to induction and initial assessment using methods developed by providers during the first full year of E2E. It includes guidance on the induction and initial assessment processes within E2E, the implications of the E2E Framework, the principles for effective practice, practical tips for practitioners, and identifying areas in which induction and initial assessment processes might require revision

URL:

www.lsd.org.uk/pubs/dbaseout/detailed.asp?title=framework&B1=Search&seriesid=%25&catID=%25&year=%25&author=&ref=&downloadable=%25&resultsorder=year+DESC

Reference type: Report

Record number: 62

Author: Sharples R and Voyce I

Year: 2004

Title: Referral and recruitment: approaches to the delivery of E2E

Label: Employability

Notes: The role of Connexions' personal advisers and other support agencies is vital to the success of E2E. This publication explores the ways in which E2E partnerships identify and refer young people onto E2E.

URL: www.lsd.org.uk/files/pdf/1673.pdf

Reference type: Report

Record number: 63

Author: Smith V and Natrins L

Year: 2004

Title: Rethinking the process: strategies for integrating on-and off-the-job training

Label: Apprenticeships

Abstract: How can providers in the work-based learning (WBL) sector increase the number of full framework achievements? This report suggests practical ways of promoting greater integration of on-the-job and off-the-job training as a way to increase full framework achievements in WBL. With illustrative case studies it shares the lessons learnt from a number of action research projects. Particular attention is paid to increasing employer involvement in WBL, integrating key skills and whether technology can provide one response to this challenge. This report forms part of a suite of publications to emerge out of the action research projects commissioned by the LSDA in 2002/03 and funded by the Learning and Skills Council. Each publication synthesises the strategies tested and gives other providers in the sector clear guidance on how to improve learner outcomes.

URL: www.lsd.org.uk/pubs/dbaseout/download.asp?code=1605

Reference type: Report

Record number: 64

Author: Smith V and Maynard J

Year: 2004

Title: Practical ways of improving success in Modern Apprenticeships

Label: Employability

Abstract: How can providers in the work-based learning sector improve success in Modern Apprenticeships? This report suggests practical ways of promoting achievement and progression in WBL. With illustrative case studies, it shares the lessons learnt from 12 projects that explored different approaches to working collaboratively. Useful appendices include a sample questionnaire for a progression guidance interview and a manual called '50 ways to retain your learner'. This report forms part of a suite of four publications to emerge from action research projects commissioned by the LSDA in 2002/03 and funded by the LSC. Each publication synthesises the strategies tested and gives other providers in the sector clear guidance on how to improve learner outcomes.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=1606

Reference type: Report

Record number: 65

Author: Smith D and Liggins M

Year: 2004

Title: Focused progression: approaches to the delivery of E2E

Label: Employability

Notes: This project links into the recent announcements in respect of E2E's role in preparing young people for apprenticeships and has informed the LSC/QCA guidance on the pre-apprenticeship offer within E2E. Working with a range of providers, this project focuses on the characteristics and approaches of an E2E programme designed for learners with an achievement profile relatively close to that required for entry to Apprenticeship.

URL: www.lsda.org.uk/files/pdf/1675.pdf

Reference type: Report

Record number: 66

Author: Attewell J

Year: 2005

Title: Mobile technologies and learning: a technology update and m-learning project

Notes: The aims of this publication are twofold: to provide an update on the development of mobile phone technologies with the potential for supporting and/or delivering some elements of teaching and learning processes; and to report briefly on the work and key findings of the m-learning research and development project, which completed three years of work in September 2004.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=041923RS

Reference type: Report

Record number: 67

Author: Hughes M and Monteiro H

Year: 2005

Title: Making work based learning work: effective entry to work-based learning

Institution: LSDA

Pages: 52

Call Number: unpublished

Label: Employability

Keywords: Draft version

Abstract: The LSDA has been investigating the effectiveness of processes for securing entry into work-based learning and how these could be improved. The research examined the roles of key players in the promotion of WBL to young people. LSDA investigated the recruitment process to WBL and the related career advice and guidance given to young people.

Reference type: Report

Record number: 68

Author: Little B

Year: 2005

Title: Vocational ladders or crazy paving?

Abstract: This report is part of a suite of research projects on apprenticeships under the overall theme 'Making work-based learning work'. The research is being carried out by the LSDA and is funded through the LSC core contract. The research for this report began before the apprenticeships reforms of May 2004, but has aimed to address the issues about Modern Apprenticeships as progression routes to higher education, and in particular to foundation degrees. The research findings are of particular interest at a time when there is a major review being carried out of the 14–19 curriculum and the importance of developing vocational qualification routes for young people in the workplace and in education (DfES 2004a).

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=041702RS

Reference type: Report

Record number: 69

Author: LSDA

Year: 2005

Title: LSDA responds: tackling social exclusion through innovation in technology

Abstract: This is a response to a consultation by the Social Exclusion Unit to inform their project into social exclusion (ODPM 2005). We provide evidence from LSDA's work, for example, research on the potential of mobile learning, the development of learning centres and the National Learning Network.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=Respincluinnova05

Reference type: Report

Record number: 70

Author: LSDA

Year: 2005

Title: LSDA comments: the review of the future role of FE colleges

Abstract: This paper is LSDA's contribution to the review of the future role of FE colleges, undertaken by Sir Andrew Foster in 2004/05. We believe that this review could have a vital role in assessing whether current arrangements for the funding, planning and regulation of colleges will enable the government to achieve its ambition of creating a stronger and more responsive frontline capable of meeting customers' needs more innovatively and effectively. In the paper, we suggest that there are a number of critical issues that need to be addressed as the basis for the work of the review.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=IsdaresprevroleofFE

Reference type: Report

Record number: 71

Author: Ratcliffe M

Year: 2005

Title: Developing effective partnerships: approaches to the delivery of E2E

Abstract: This document is intended to support managers and practitioners in E2E providers as they develop E2E multi-agency partnerships including local LSCs and Connexions. It offers advice and practical suggestions on how partners might develop and sustain E2E partnerships and shape the partnership to allow for the needs of their learners and the local labour market to be met. The document highlights 'critical success factors' for partnership working with appropriate 'steps to achieve' success.

URL: www.lsda.org.uk/pubs/dbaseout/download.asp?code=022025EO

4. Development programmes

This section looks at the programme and developmental synthesis of LSDA's research and support activity as they apply to a distinctive 14–19 year phase of learning. Overall, the synthesis pulls together various strands of work from across LSDA, to show the publications available covering this age group.

The LSN currently delivers a range of activities related to 14–19 learning, some of which are integrated into sector-wide programmes, and has produced a range of publications and other audiovisual resources for various stakeholders including teachers, parents, young people and employers. In particular, with the developmental programmes much of the literature is generated electronically and is available for download from the LSN website (www.LSNeducation.org.uk) or from individual dedicated programme sites such as www.vocationallearning.org.uk/teachers/nvq_vrq/resources/

Increased Flexibility Support Programme

The Increased Flexibility Support Programme (IFSP) helps schools and colleges introduce and implement GCSEs in vocational subjects, work-related learning and increased flexibility in the curriculum for 14–16 year olds. It is funded by the DfES. Current publications and activity include:

- **regionally-focused briefings and up-dates** for key stakeholders who provide, influence and potentially enhance vocational learning at Key stage 4
- **customised training and in-depth consultancy** designed to respond to expressed professional development and training needs; it continues to be available free to centres that are part of an IFP partnership or IFSP-funded networks
- **over 160 local networks with over 2000 stakeholders** as part of a commitment to fund and develop local networks, which is at the heart of LSDA IFSP activities in order to introduce flexibility at Key stage 4
- **resources** through the vocational learning website, which provides a focus on the both the IFSP and VLSP and their related activities; the IFSP also provides a host of publications in CD-ROM and paper formats
- **supporting the promotion and delivery of vocational qualifications in schools** by raising the achievement of vocational qualifications within the 14–16 age group through coordinated messages from those responsible for taking forward policy and the provision of appropriate support to inform teachers and advisers.

Vocational Learning Support Programme

The Vocational Learning Support Programme (VLSP) focused on the introduction of the new curriculum for A-levels and the Vocational Certificate in Education (VCE), the purpose of the programme being to sustain the VCE. Previous experience of implementing curriculum changes (such as Curriculum 2000) underlines the need for a national support programme for practitioners. Key features of the programme include:

- ensuring that the programme reflects policy developments and changes to the demands of user groups
- involving vocational experts from colleges such as those with CoVE status
- involving schools and colleges that have been identified by LSDA, LSC, Ofsted and awarding bodies as having effective practice in delivery and management of VCEs.

Key Skills Support Programme

The main purpose of the Key Skills Support Programme (KSSP) is to help practitioners in schools and colleges to improve the quality of key skills provision and to support the preparation of young people for the key skills qualifications. The Programme aims to:

- raise the confidence and competence of training providers and employers, particularly in terms of their ability to manage and deliver key skills programmes and to develop and assess key skills
- establish and promote the value of all six key skills units
- act as a national focus for the development and dissemination of effective practice.

The Programme achieves these aims by providing teachers, lecturers and managers with training, information, advice and materials. This is a large-scale programme, which is in its sixth year of operation. Over 30,000 managers and practitioners have accessed our free training for schools and colleges since May 2000.

KSSP and the 14–19 reforms

Those involved with the 14–19 reforms will know that key skills are recognised components of the vocational offer and aspects of the curriculum reform as proposed by Mike Tomlinson (2003) and the White Paper (2005). Learners have the opportunity to develop and evidence skills similar to those currently found in existing key skills through functional maths, literacy and communication, and ICT; common knowledge, skills and attributes; the extended project; and some supplementary learning.

KSSP publications and resources

KSSP publications were produced in the lifetime of the programme, which spanned the five-year period 1999 to 2004. They provide practical advice on teaching and learning key skills and guidance on reviewing key skills provision in colleges and schools against a set of key skills criteria. The full range of resources is available at the website (www.keyskillssupport.net/supporting/resources/shared/).

There are various KSSP guides available, including:

- *Top tips 2*
- *Good practice guide: key skills and the role of the tutor*
- *Good practice guide: integrating key skills and basic skills*
- *Good practice guide: using IT in delivering key skills*
- *Teaching and learning: Problem Solving*
- *Teaching and learning: Working With Others*
- *Identifying good practice in the teaching and learning of key skills*
- *Key skills practice tests CD-ROM*
- *Key skills in A-levels CD-ROM*
- *Wider key skills – enhancing learning (DVD and video).*

The Good Practice Guides and the Teaching and Learning Guides are established as a recognised brand, are aimed at key skills practitioners and give concise information for sharing inspiring case studies from schools and colleges. They are designed in a user-friendly format and give clear guidance to teachers and students. KSSP completed the series of key skills Teaching and Learning Guides by publishing guides on the key skills Problem Solving and Working With Others.

Guides published by KSSP in 2003/04



Some KSSP publications are described below.

Key skills and the role of the tutor

This reinforces the role of a personal tutor in the delivery and management of key skills. It explains how the role of a tutor varies in different institutions and what responsibilities the tutor may have in providing key skills support and assistance.

Integrating key skills and basic skills

This guide is for readers who work across the two sectors or are seeking more effective ways to coordinate delivery of Adult Literacy and Numeracy alongside key skills. Examples of integration of Adult Numeracy and Literacy and key skills from colleges illustrate how embedding key skills and basic skills improves the quality of teaching and enhances students' learning experience.

Working with others

This handbook is useful as a source of ideas at Levels 1–3 in schools and colleges. It shows how to learn and develop skills for working with others with the aim of understating both the role of the group and the part an individual plays within the group activities. The publication takes a reader through the process of developing students' interpersonal and personal qualities and preparing a portfolio.

Problem solving

This guide provides advice on how to develop the effective methods and personal qualities needed for tackling problems in work and everyday life. It emphasises the importance of the skills required for problem solving and the ways to develop them.

Top tips 2



Top tips 2 replaced the *Top tips* publication that appeared early in 2001, which incorporated A4 cards presented in a plastic folder, and provided brief and straightforward advice and guidance on points asked about in training sessions. It proved to be very popular with key skills practitioners. *Top tips 2* covers:

- developing a key skills policy
- developing and managing portfolios
- internal verification and moderation
- making the most of the KSSP website
- planning and delivering induction
- preparing students for the external tests
- promoting key skills
- specialist teaching of key skills
- standards moderation
- success in key skills
- writing assignment briefs.

Electronic materials

Electronic materials produced by KSSP



KSSP produced two CD-ROMs: *Key skills practice tests*, to help learners with on-screen key skills tests, and *Key skills in A-levels*, with activities for teaching key skills in A-levels. The most recently published DVD and video on the wider key skills responded to the increased interest in the delivery of the wider key skills. This publication is for practitioners who want to understand how the wider key skills can be developed in schools and colleges, mainly as part of the tutorial, the main programme, work experience and enrichment processes.

Post-16 Citizenship Development Programme

The Post-16 Citizenship Development Programme was set up in September 2001 and managed by LSDA, funded by DfES. The aim of the programme has been to see what works in different educational contexts and to supply the DfES, the LSC and post-16 providers with important information and experience of citizenship good practice. An entitlement to citizenship development was recommended by the report of the advisory group, 'Citizenship for 16-19 year olds in education and training' (FEFC 2000),

The Post-16 Citizenship Development Programme had its beginnings in the Crick report (Advisory Group on Citizenship 1998), which had three strands:

- political literacy
- learning social and moral responsibility
- community involvement.

The Crick report can be downloaded at www.qca.org.uk/downloads/6123_crick_report_1998.pdf

In England, all school pupils between the ages of 11 and 16 have some education for citizenship in schools. They are encouraged to gain the knowledge, understanding and skills they need to play an effective role in society. When they reach the age of 16, young people follow a variety of different routes in education and training and take on many different responsibilities at home, at work, at college and in their communities. This is the time when they should be given the opportunity to participate actively in those groups, and put their citizenship learning into practice.

The Programme supports a range of development projects involving over 144 projects with around 17,000 young people across a range of educational settings including colleges, schools, training providers and informal settings such as youth clubs. These development projects are testing out different approaches to encouraging young people to become active citizens. The approaches include youth councils, volunteering schemes, special debates and events and community campaigns. The programme was extended to:

- build on the lessons of the first three years of the Programme and spread good practice within and beyond organisations
- carry out research on areas of post-16 citizenship development, identified by the external evaluators (the National Foundation for Educational Research), in order to inform decisions for 2005/06 onwards (see www.dfes.gov.uk/research/data/uploadfiles/RB507.doc)

- use the post-16 citizenship guidance developed by QCA, in partnership with members of the programme (see www.qca.org.uk/citizenship/post16)
- provide information on the support necessary for the development of a 14–19 continuum for active citizenship.

Post-16 Citizenship Development Programme publications and resources

Some of the Post-16 Citizenship Development Programme publications are described below. They can be obtained from the LSDA website (www.lsda.org.uk/pubs/).

Agree to disagree: citizenship and controversial issues

The activities in this pack can be used with staff within a training and development session, or with learners as part of their citizenship programme. They aim to introduce participants to the meaning of ‘controversy’, to provide techniques for dealing with controversy, and to build the knowledge, skills and attitudes necessary to use these techniques effectively. Each activity has suggestions for assessment of citizenship learning, to be used with young people and focused on the relevant learning objectives.

2005; resource pack; available at www.lsda.org.uk/cims/order.aspx?code=052275&src=XOWEB

Citizenship News: issue 1

The newsletter of the 16–19 Citizenship Development Programme. In this issue: ‘Citizenship from four perspectives’, ‘Active citizenship by accident or design?’, ‘Campaigning in the community’, ‘Our issues – our views’.

2002; newsletter; available at www.lsda.org.uk/cims/order.aspx?code=021274&src=XOWEB

Citizenship News: issue 2

The newsletter of the 16–19 Citizenship Development Programme. In this issue: ‘Influencing transport policy’, ‘MUNGA in Gothenburg’, ‘A better sense of community’, ‘Citizens of all abilities’, ‘Challenging imagery’.

2002; newsletter; available at www.lsda.org.uk/cims/order.aspx?code=021344&src=XOWEB

Citizenship News: issue 3

The newsletter of the 16–19 Citizenship Development Programme. In this issue: ‘Hearing, questioning and voting’, ‘Citizens at work’, ‘Pushing back the boundaries’, ‘A forum for our views’, ‘Tutoring for citizenship’.

2003; newsletter; available at www.lsda.org.uk/cims/order.aspx?code=021971&src=XOWEB

Citizenship News: issue 4

The newsletter of the 16–19 Citizenship Development Programme. In this issue: ‘The youth voice in West London’, ‘Positive choices’, ‘Citizenship questions and answers’, ‘In the council chamber’, ‘Learning to let go’, ‘A right to be heard’.

2003; newsletter; available at www.lsda.org.uk/cims/order.aspx?code=031833&src=XOWEB

Citizenship News: issue 5

The newsletter of the 16–19 Citizenship Development Programme. In this issue: ‘Some for all – more for some’, ‘What have we achieved?’, ‘Controversy in citizenship is inevitable!’, ‘From the personal to the public’, ‘A focus on political literacy’, ‘Models and methods’.

2003; newsletter; available at www.lsda.org.uk/cims/order.aspx?code=031834&src=XOWEB

Citizenship News: issue 6

The newsletter of the 16–19 Citizenship Development Programme. In this issue: 'Political pride in the city', 'Celebrating success', 'Approaches to assessment' and 'New media – new opportunities'.

2003; newsletter; available at www.lsda.org.uk/cims/order.aspx?code=031479&src=XOWEB

Citizenship News: issue 7

The newsletter of the 16–19 Citizenship Development Programme. In this issue: 'Effective citizens', 'Wider horizons', 'Learners and local democracy', 'Inner city youth action', 'Staff development for citizenship – the way forward'.

2004; newsletter; available at www.lsda.org.uk/cims/order.aspx?code=041593&src=XOWEB

Citizenship News: issue 8

The newsletter of the 16–19 Citizenship Development Programme. In this issue: 'Your voice, your view', 'Getting active through the web', 'Rising to the challenge', 'Have your say', 'Whose right is it anyway', 'Society through the lens'.

2004; newsletter; available at www.lsda.org.uk/cims/order.aspx?code=041800&src=XOWEB

Citizenship News: issue 9

The newsletter of the 16–19 Citizenship Development Programme. In this issue: 'Sheffield and London conferences', 'Post-16 Citizenship: where next?', 'Sessions – are you being served?', 'Let young people decide', 'The big conversation' and 'Eyes wide open'.

2004; newsletter; available at www.lsda.org.uk/cims/order.aspx?code=041668&src=XOWEB

Citizenship News: issue 10

The newsletter of the 16–19 Citizenship Development Programme. In this issue: 'Citizenship – some key questions', 'Reality seekers', 'a focus for involvement', 'Citizenship artists', 'Bad lads made good?' and 'European supplement' (PDF file online).

2004; newsletter; available at www.lsda.org.uk/cims/order.aspx?code=041701&src=XOWEB

Citizenship News: issue 11

The newsletter of the 16–19 Citizenship Development Programme. In this issue: 'Operation black vote', 'Your voice – your opinion', 'The tsunami and citizenship', 'Every election has a silver lining' and the voting supplement.

2005; newsletter; available at www.lsda.org.uk/cims/order.aspx?code=041932&src=XOWEB

Citizenship News: issue 12

The newsletter of the 16–19 Citizenship Development Programme. Included young person's supplement and resource supplement (PDF – 1.8MB). In this issue we report on the growing body of successful and inspiring work in the development programme. The young person's supplement was written and designed by students; the politics of food resource supplement reported on the issues raised by Jamie Oliver's recent campaign about the quality of school meals.

2005; newsletter; available at www.lsda.org.uk/cims/order.aspx?code=052113&src=XOWEB

Citizenship News: issue 13

This issue of the 16–19 Citizenship Development Programme newsletter is the first to reach a much-increased audience across the post-16 sector as the task of disseminating the lessons of the development programme, now in its final months, begins. The newsletter continues to feature innovative, varied work from local projects and reports on national research and development. This issue also contains a supplement on globalisation and a CD featuring a successful citizenship through music project.

2005; newsletter; available at www.lsda.org.uk/cims/order.aspx?code=052267&src=XOWEB

Get up stand up: citizenship through music

This resource pack, a booklet and CD, aims to introduce citizenship education to post-16 learners through the medium of music, song, poetry or rap. It contains background information on the history of protest music, as well as activities that have been based on a workshop programme, trialled with young people in the LSDA post-16 citizenship programme. The pack is intended for teachers, lecturers, instructors and youth leaders working with young people, who may or may not have experience of writing music or lyrics.

2005; resource pack; available at www.lsda.org.uk/cims/order.aspx?code=052112&src=XOWEB

Making it click: an interactive guide to practice

This interactive CD-ROM offers a comprehensive guide to post-16 citizenship. It has been developed to support staff interested in offering citizenship in education and training organisations and in community groups. It offers information, activities, resources and downloadable materials and can be used by individuals for self study or by trainers with groups of staff.

2005; resource pack; available at www.lsda.org.uk/cims/order.aspx?code=052274&src=XOWEB

Make it happen: effective practice in post-16 citizenship

This package of video and DVD has been produced as a staff development tool and is a follow up to our first resource package *Post-16 citizenship: what? why? how?*. It uses as its framework the recently published QCA guidance for post-16 citizenship. The examples shown on the video are intended to support the planning of post-16 citizenship programmes. We are grateful to the members of staff and students, trainees and learners from the projects for allowing us to use their experiences.

2005; resource pack; available at www.lsda.org.uk/cims/order.aspx?code=052035&src=XOWEB

More than words, citizenship through art

Citizenship through art aims to introduce citizenship education to post-16 learners through the medium of art. It is intended to be a fun and comprehensive guide for those directly involved in citizenship provision voluntary organisations, the youth service, training organisations, schools and colleges. It takes into account that some citizenship facilitators may have little or no knowledge of art.

2005; resource pack; available at www.lsda.org.uk/cims/order.aspx?code=052071&src=XOWEB

Post-16 citizenship: what? why? how?

An introductory video and CD-ROM package, with explanatory booklet, for use in staff development for post-16 citizenship to address the questions of what citizenship is, what the benefits are and how to deliver it.

2004; resource pack; available at

www.lsda.org.uk/cims/order.aspx?code=041831&src=XOWEB

The real picture: citizenship through photography

This pack encourages an active exploration of society, aiming to explore issues, challenge opinion and share conclusions through the medium of photography. The pack is based on the work of learners taking part in an active citizenship project.

2004; resource pack; available at

www.lsda.org.uk/cims/order.aspx?code=041648&src=XOWEB

Staff development for post-16 citizenship: guidance and materials for citizenship co-ordinators and staff developers

Staff development plays an essential part in effective post-16 citizenship in all types of organisation. Whether you work with learners in a training organisation, students in a school or FE college, or with young people in the Youth Service or through voluntary organisations, staff will expect personal development and support as they introduce and develop citizenship, irrespective of the size of your team. This pack is a brief and practical introduction to help you and your team get started with staff development for citizenship. Designed to be used by people in all types of organisation, it gives practical suggestions for planning, delivering and evaluating successful staff development.

2005; resource pack; www.lsda.org.uk/cims/order.aspx?code=052300&src=XOWEB

Entry to Employment

Entry to Employment (E2E) is the framework of provision for those young people not yet ready or able to undertake a Modern Apprenticeship. It is designed as a flexible provision within an overarching framework, which will allow young people to progress onto a Foundation Modern Apprenticeship, employment (preferably with training) or further education and learning. E2E is Entry to Level 1 of the National Qualifications framework.

The E2E programme had its beginnings in the Cassels report (Modern Apprenticeship Advisory Committee 2001), which advised the secretary of state on a three-year action plan for the development, promotion and delivery of Modern Apprenticeships. The full report can be obtained from the DfES website (www.dfes.gov.uk/ma.consultation/docs/MA_The_Way_to_Work.pdf).

Publications and resources

There is a host of LSDA publications on the database at www.lsda.org.uk/programmes/E2E/index.asp?section=2

There is a series of guides called 'Approaches to the delivery of E2E' and the *Summary of the E2E framework* and *Getting started*. Titles in the 'Approaches to the delivery of E2E' include: *Referral and recruitment, Induction and initial assessment, E2E delivery models, Key and basic skills, Focused progression, Employer resource pack*.

The impact of different modes of assessment on achievement

by Harry Torrance, Helen Colley, Dean Garratt, Janis Jarvis, Kathryn Ecclestone, David James.
LSRC: 2005; <https://www.lsda.org.uk/cims/order.aspx?code=052284&src=XOWEB>

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