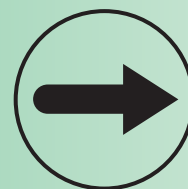


Learning Pathways 14-19 Guidance

National Assembly for Wales
Circular Number: 37/2004
Date of Issue: July 2004

Guidance
Circular



Support For
Young People



www.dysgu.cymru.gov.uk
www.learning.wales.gov.uk

Adran Hyfforddiant ac Addysg
Department for Training and Education



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

- Title of Document:** Learning Country: Learning Pathways 14-19 Guidance
- Audience:** Headteachers, curriculum managers and governing bodies of maintained schools; local education authorities; diocesan authorities; 14-19 Networks; further and higher education institutions; teacher and other associations and unions; teacher training institutions; awarding bodies; training providers; employer bodies; employers; voluntary organisations; and all partners concerned with 14-19 provision.
- Overview:** This guidance aims to provide details about how Learning Pathways 14-19 will work in practice to benefit young people, the economy and communities in Wales. It builds on the Action Plan 2003 and is part of a series which will continue to build on the experience and expertise of all concerned.
- Action required** This guidance substantiates the actions agreed in 'The Learning Country: Learning Pathways 14-19 Action Plan'. It is the basis for implementation of Learning Pathways from September 2004.
- Further information :** Enquiries about this guidance should be directed to:
Russell Dobbins
Youth and Pupil Participation
Welsh Assembly Government
Cathays Park
Cardiff
CF10 3NQ
Tel: 029 2082 5854
Fax: 029 2080 1051
Email: 14-19@wales.gsi.gov.uk
- Additional copies :** This guidance is available on the internet at **www.learning.wales.gov.uk** and can be copied from there. Alternatively, from September 2004, copies will be available in loose leaf format from Russell Dobbins, using the contact details above.
- Related documents :** Wales: A Better Country. 2003
The Learning Country: A Paving Document. 2001
Learning Country: Learning Pathways.
Consultation Document. 2002
Learning Country: Learning Pathways 14-19. Action Plan. 2003
All full list of related documents and strategies available at Annex F

Artwork on the front cover produced by Natasha Thaladi of Whitchurch High School, Cardiff, as part of her 2004 GCSE Art coursework.

LEARNING COUNTRY: LEARNING PATHWAYS 14-19

GUIDANCE

Contents	Page
Foreword	3
Executive Summary	5
Section 1: Learning Pathways	7
KEY ELEMENT 1: Individual Learning Pathway	9
KEY ELEMENT 2: Wider Choice and Flexibility	13
KEY ELEMENT 3: The Learning Core 14-19	17
- Work Focused Experience	23
- Community Participation	27
Section 2: Support For Learners	31
KEY ELEMENT 4: Learning Coach	35
KEY ELEMENT 5: Personal Support	39
KEY ELEMENT 6: Careers Advice and Guidance	41
Section 3: How The 6 Key Elements Will Be Achieved	43
14-19 Networks	43
Funding Learning Pathways 14-19	49
Annexes:	
Annex A: Members of 14-19 groups 2003/4	51
Annex B: Skills: Definitions	57
Annex C: Planning Grid for balanced Learning Pathways	59
Annex D: Possible Job Description of a Learning Coach	61
Annex E: Role of the 14-19 Networks	63
Annex F: Related documents and strategies	65

MINISTERIAL FOREWORD

Learning Country: Learning Pathways 14-19



The Welsh Assembly Government affirmed a commitment to transforming 14-19 provision for Wales in our strategic agenda 'Wales: A Better Country'. We recognise how important this phase is to our main priorities for better health, better jobs, better skills and safer, stronger communities. This work began with 'The Learning Country' (2001) and continued with 'Learning Country : Learning Pathways 14-19' (2002). It is now at the stage where we can issue detailed guidance about delivery.

This guidance has been developed through partnership between all those engaged in providing for young people in the 14-19 age group, together with young people themselves. As a result we have all the ingredients to help us achieve our goal that:

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

We've been determined from the start that we should build on the good practice that already exists for some learners in some settings, and make sure that we apply that to an entitlement for all learners wherever they are learning.

I've been greatly impressed by the commitment, enthusiasm and creativity of the 170 people from all sectors who have contributed to the seven task and finish groups that have helped shape this guidance. Hundreds of others took advantage of the open way in which it was developed to offer the benefit of their experience. That helped to ensure we have a model that will really work for the learners of Wales. I am very grateful to everyone who contributed to what has been a hugely important process.

The partnership approach will continue. The Overarching Steering Group will advise me on the implementation of, and future guidance for Learning Pathways 14-19. Young people themselves have had the opportunity to make their contribution throughout. They will continue to do so as part of the Overarching Steering Group. They will also be valuable members of the local 14-19 Networks set up to implement the local development plans.

The transformation of 14-19 provision depends on achieving a balance between national and local development. We shall work closely with the 14-19 Networks to ensure that valuable local experience and development is taken account of in the implementation of national policy.

Learning Pathways will transform young people's options and opportunities. They will do so by extending choice and flexibility; securing individually tailored learning pathways that meet learners' needs, and providing richer opportunities and experiences which will help learners develop the wider skills they need for life and work. They will take full account of evidence from 'Future Skills Wales'

about what learners need for employability, as well as what they need to live fulfilling and successful lives.

The unique blend of support to be put into place will ensure that all learners have the advice and guidance they need to make good choices and to overcome barriers to learning. It will enable them to appreciate that their physical, social and emotional health is as essential to realising their potential as their intellectual development.

This guidance will help put into place Learning Pathways for all learners. We shall continue to build on experience gained from the pilot programmes, from the experiences of 14-19 Networks, from learning settings and from learners.

However, this guidance represents a major step forward. Over time, it will ensure that a very much wider range of options is available for learners across the board. It puts a progressive transformation of learning opportunities at 14-19 well within our grasp. It represents another substantial step towards making Wales a 'Learning Country'.

A handwritten signature in black ink, reading "Jane Davidson". The signature is written in a cursive style and is enclosed in a thin black rectangular border.

Jane Davidson AM
Minister for Education and Lifelong Learning

LEARNING PATHWAYS 14-19: Executive Summary

What is to be achieved

The Welsh Assembly Government is committed to transforming 14-19 provision in Wales. We want:

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

Learning Pathways consist of a blend of six key elements which, in combination, will ensure that, over time, all learners receive the appropriate balance of learning experiences that best meet their needs. The key elements also enable learners to receive the support and guidance they need to realise their potential. The six key elements are:

- Individual Learning Pathways to meet the needs of each learner;
- Wider choice and flexibility of programmes and ways of learning;
- A Learning Core which runs from 14 through to 19 wherever young people are learning;
- Learning coach support;
- Access to personal support;
- Impartial careers advice and guidance.

Learning Pathways 14-19 will encourage more young people to achieve their potential so they are increasingly better equipped for the world of work and to become better informed and more active citizens. It will do this by contributing to an improvement in qualifications, supporting an improvement in the proportion of 16 year olds progressing to further learning in education and training, widening choice, promoting equality of opportunity and supporting the achievement of *'Extending Entitlement'*.

How it will be achieved

Learning Pathways: Key Elements 1, 2 and 3

- There will be a progressive roll out of entitlement to Learning Pathways, the pace to be confirmed following consultation with the Overarching Steering Group. This will take account of available funding and capacity analysis, and 14-19 Network development plans.
- Enhanced choice and flexibility will be available in option menus from September 2004 onwards supported initially by a Welsh Assembly Government grant of £50,000 to each 14-19 Network.
- There will be greater opportunities for community participation and work focused experience within a Learning Core as set out in further guidance from September 2005, with capacity building activities work, supported by the Welsh Assembly Government, from September 2004.

Support For Learners: Key Elements 4, 5 and 6

- Personal support and learning coach support will be introduced in targeted areas from September 2004 as part of a pilot programme; good practice in these aspects outside the targeted pilots will also be gathered to inform additional guidance in summer 2005.
- Careers information, advice and guidance will be part of the package of support for learners.
- There will be a progressive roll out of entitlement to Education Maintenance Allowances for 16-18 year olds from September 2004.

Making it work: 14-19 Networks

- 14-19 Networks, working with the local Community Consortium for Education and Training (CCET) and Young People's Partnership (YPP) in each local authority area, will identify the priorities for their area and produce their first development plan for implementation from September 2004, including proposals for taking forward Learning Pathways.

These developments will also reflect lessons to be learnt from the Welsh Baccalaureate Qualification (WBQ) pilots, the development of the Credit and Qualifications Framework for Wales (CQFW), the review of the Key Stage 4 (KS4) national curriculum requirements, *'Extending Entitlement'*, and arrangements for the education and training of young offenders.

SECTION 1: LEARNING PATHWAYS

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

What Learning Pathways are:

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

The 6 key elements of Learning Pathways are:

<i>Learning Pathway</i>		
1	INDIVIDUAL LEARNING PATHWAY	Individually tailored Learning Pathway (which recognises statutory requirements) leading to approved qualifications and awards of credit, appropriate learning at the right level(s) at the right time for the learner to meet needs, aptitudes and interests and running from 14-19 and beyond
2	WIDER CHOICE AND FLEXIBILITY	Wider choice of relevant options from a range of domains ¹ , and greater flexibility to vary speed and direction of pathway
3	THE LEARNING CORE	Wider learning consisting of the skills, knowledge, understanding, values and experiences that all 14-19 year olds will need, whatever their Learning Pathway.
<i>Support for Learners²</i>		
4	LEARNING COACH	Entitlement to learning support: opportunity to discuss learning and progress on a regular basis
5	PERSONAL SUPPORT	Access to personal support when needed: self-referral or by agreement with learner, referral by someone else
6	CAREERS ADVICE AND GUIDANCE	Impartial careers advice and guidance to inform the individual's Learning Pathway.

1: See page 13

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

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

What we want to achieve

1.1 Learning Pathways 14-19 will:

- lift the proportion of 16 year olds with level 2 and the proportion with level 3 qualifications at 19;
- reduce the number of young people leaving full time education with no qualifications;
- improve the proportion of 16 year olds progressing to further learning, full time or work-based;
- reduce the number of 16-18 year olds not in education, employment or training (NEET);
- increase attendance, reduce exclusion and improve retention;
- enable more young people to realise their potential;
- provide a positive focus on achievement where young people's success is celebrated;
- support young people's capacity to be more independent, make choices and participate in the democratic process;
- impact positively on basic skills, workforce skills and sustainable employment.

1.2 Learning Pathways 14-19 will also contribute to enhancing employment opportunities; to supporting the development of equal opportunities; to increasing real Gross Domestic Product (GDP); to reducing poverty, including in Community First areas; to reducing anti-social behaviour and criminal activity; and supporting improved health.

1.3 Learning Pathways 14-19 will contribute to the aims of 'Iaith Pawb' by seeking to:

- offer provision in the language of choice wherever possible;
- place an emphasis on developing young people's bilingual skills;
- equip young people with skills in Welsh and English which will enable them to learn and work within a bilingual society.

Key Element 1: An Individual Learning Pathway

What an individual Learning Pathway is:

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

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

1.5 A Learning Pathway should:

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

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

How Learning Pathways Will Be Delivered: 6 Elements To Transform 14-19 Learning In Wales

Essential element		Delivery	Who
P A T H W A Y	Individually tailored Learning Pathway (which recognises statutory requirements) leading to approved qualifications and awards of credit, appropriate learning at the right level(s) at the right time for the learner to meet needs, aptitudes and interests and running from 14-19 and beyond	Individual learning setting/14-19 Network	Learning Coach
	Wider choice of relevant options from a range of domains', and greater flexibility to vary speed and direction of pathway	Option Menu	14-19 Networks
	The Learning Core: wider learning consisting of the skills, knowledge, understanding, values and experiences that all 14-19 year olds will need, whatever their Learning Pathway, to develop key and other essential skills (Annex B)	Option Menu Work focused experience Community participation Activities/experiences within and outside lead learning setting	14-19 Networks
S U P P O R T	Entitlement to professional learning support: opportunity to discuss learning and progress on regular basis	Learning coach support for all learners, though not necessarily on individual basis	Learning settings 14-19 Networks
	Access to personal support when needed: self-referral or by agreement with learner, referral by someone else	Personal support networks with backup from specialist services	14-19 Networks
	Impartial careers advice and guidance to inform the individual's Learning Pathway	Careers Wales working with 14-19 Networks	Careers Wales 14-19 Networks

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

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

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

INFORMAL - wider experiences normally without formal recognition.

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

An Illustrative Planning Grid For Balanced Learning Pathways

LEARNING PATHWAY	Year 9	Year 10	Year 11	Year 12	Year 13	Beyond Year 13
	National Requirements	Curriculum/Statutory Requirements	Statutory requirements in school	Continuation of learning toward credit achievement, qualifications or personal goals. Negotiated extension of time to complete qualifications. Lifelong Learning in Further and Higher education		
FORMAL Organised learning opportunities leading to approved qualifications	Assessment/Learning styles identified: range of taster activities					
NON-FORMAL Organised programmes leading to accreditation but normally outside the NQF	Approved qualifications from list in applied and general forms	Approved qualifications from list in applied and general forms	Approved qualifications from list in applied and general forms	Approved qualifications from list in applied and general forms	Approved qualifications from list in applied and general forms	Approved qualifications from list in applied and general forms
	GCSEs/NVQs/GNVQs/BTEC etc	GCSEs/NVQs/GNVQs/BTEC etc	GCSEs/NVQs/GNVQs/BTEC etc	GCSEs/NVQs/GNVQs/BTEC etc	GCSEs/NVQs/GNVQs/BTEC etc	GCSEs/NVQs/GNVQs/BTEC etc
	Specific requirements of the Learning Core (see page 17)	Specific requirements of the Learning Core (see page 17)	Specific requirements of the Learning Core (see page 17)	Specific requirements of the Learning Core (see page 17)	Specific requirements of the Learning Core (see page 17)	Specific requirements of the Learning Core (see page 17)
	AS/A levels/WBQ Core	AS/A levels/WBQ Core	AS/A levels/WBQ Core	AS/A levels/WBQ Core	AS/A levels/WBQ Core	AS/A levels/WBQ Core
	Work based learning leading to approved qualifications	Work based learning leading to approved qualifications	Work based learning leading to approved qualifications	Work based learning leading to approved qualifications	Work based learning leading to approved qualifications	Work based learning leading to approved qualifications
	Duke of Edinburgh's Award bronze/silver/gold	Duke of Edinburgh's Award bronze/silver/gold	Duke of Edinburgh's Award bronze/silver/gold	Duke of Edinburgh's Award bronze/silver/gold	Duke of Edinburgh's Award bronze/silver/gold	Duke of Edinburgh's Award bronze/silver/gold
	ASDAN and similar awards	ASDAN and similar awards	ASDAN and similar awards	ASDAN and similar awards	ASDAN and similar awards	ASDAN and similar awards
	Millennium Volunteers/CSV	Millennium Volunteers/CSV	Millennium Volunteers/CSV	Millennium Volunteers/CSV	Millennium Volunteers/CSV	Millennium Volunteers/CSV
	First aid/Food Hygiene certificates etc	First aid/Food Hygiene certificates etc	First aid/Food Hygiene certificates etc	First aid/Food Hygiene certificates etc	First aid/Food Hygiene certificates etc	First aid/Food Hygiene certificates etc
	OCN levels 1/2/3	OCN levels 1/2/3	OCN levels 1/2/3	OCN levels 1/2/3	OCN levels 1/2/3	OCN levels 1/2/3
Music Exams	Music Exams	Music Exams	Music Exams	Music Exams	Music Exams	
INFORMAL Wider experiences normally without accreditation	Residential experiences	Residential experiences	Residential experiences	Residential experiences	Residential experiences	Residential experiences
	Hobbies/sport activities	Hobbies/sport activities	Hobbies/sport activities	Hobbies/sport activities	Hobbies/sport activities	Hobbies/sport activities
	Membership of clubs/societies	Membership of clubs/societies	Membership of clubs/societies	Membership of clubs/societies	Membership of clubs/societies	Membership of clubs/societies
Part Time Employment (recognising legal requirements)	Part Time Employment (recognising legal requirements)	Part Time Employment (recognising legal requirements)	Part Time Employment (recognising legal requirements)	Part Time Employment (recognising legal requirements)	Part Time Employment (recognising legal requirements)	Part Time Employment (recognising legal requirements)
Babysitting/caring skills	Babysitting/caring skills	Babysitting/caring skills	Babysitting/caring skills	Babysitting/caring skills	Babysitting/caring skills	Babysitting/caring skills

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

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

A blank full-page planning grid is produced as Annex C (see page 59)

Further guidance on what constitutes an individual Learning Pathway will be issued early in 2005.

Key Element 2: Wider Choice and Flexibility

What wider choice and flexibility means

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

Securing extended provision for choice and flexibility

1.8 The 14-19 Network should work to ensure co-operation between partners to secure a **broad and balanced range of opportunities**, recognising statutory requirements, from which learners can develop their own broad and balanced individual Learning Pathway. An audit of current provision may show that in many areas a wide choice already exists. In order to ensure a **basic level of choice and flexibility** across Wales, provision should be analysed and developed within the following framework.

1.9 **OPTION MENUS** contain the **range of choices** made available through the co-operation of partners in the 14-19 Network from which young people can choose formal aspects of their pathway. A **Prospectus of Activities** should be developed to cover the range of **non-formal and informal opportunities** available within an area.

1.10 For the **formal aspects** the framework below will ensure that learners have access to appropriate breadth, balance and relevance with flexibility to meet their individual needs. Provision in the **14-19 Network area** should include programmes at **each level, from entry to level 4, in applied and general forms**, to recognise different learning styles in the **DOMAINS** shown in the diagram below.

1.11 Domains are intended as a means of securing the necessary range of provision. They do not indicate or demand any specialism or provide a framework for learner choice in themselves. They seek to underpin a **minimum level of provision**. They recognise that practicality, logistics and economies of scale will influence the eventual range of provision possible. **Cross border collaboration**, underpinned by technological developments such as the Broadband Lifelong Learning Network, will extend the range of choice where appropriate in some areas and for some learners.

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

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

Illustrative Domains Framework for 14-19 Options Provision

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

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

What the learner will gain through designing their Learning Pathway

1.13 Learning coaches (see page 35) will work with individual learners on a one-to-one basis or in small groups, to **establish goals** and to **develop a Learning Pathway** for each learner that will include formal, non-formal and informal opportunities phased over time. It will take into account experiences outside the learning setting, and which help in realising individual ambitions.

1.14 Learners will need to have access to the widest possible choice but will need to understand that for some goals there will be specific pre-requisites for access, for example Mathematics and English GCSE A*-C for teaching. Support from the learning coach and careers adviser will help develop this understanding

1.15 Learners aged 14-16 will have Learning Pathways that include programmes from several domains through the statutory national curriculum requirements at Key Stage 4 (KS4). Future developments in the statutory requirements will reflect the nature of developments in Learning Pathways themselves.

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

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

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

16-19 statutory requirements:

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

Further Education: Careers Education and Guidance

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

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

Further guidance on Learning Pathways will be issued early in 2005

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

Key Element 3: The Learning Core

What the Learning Core 14-19 is:

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

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

1.18 The detailed model for the Learning Core as set out on page 14/15 has been designed to:

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

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

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

1.21 The volume has to be manageable and avoid overload, particularly in terms of learning time, content and assessment. For learners aged 14-19 the Learning Core must **reflect statutory requirements** (see page 14) rather than adding to them. The Qualification, Curriculum and Assessment Authority for Wales' (ACCAC) advice on the review of the KS4 curriculum assessment and qualifications is designed to ensure consistency between the KS4 requirements and the Learning Core.

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

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

1.22 The Learning Core contains those aspects of wider learning which can be consistently applied for learners aged 14-19 in all settings. It does not, therefore, include important statutory requirements which apply only in schools, such as Religious Education (RE) and science as a national curriculum subject at KS4. They remain essential elements of the school curriculum.

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

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

Specific requirements of the Learning Core 14-19

Aspects of Learning	Minimum	Enhancements
<p>Skills</p> <p>The Key Skills of: Communication (Welsh and English) Application of Number Information and Communication Technology Problem solving Improving own learning and performance Working with others</p> <p>Welsh language skills</p> <p>Other work-related skill</p>	<p>All 14-16 year olds should develop all 6 Key Skills (or follow appropriate entry/pre-entry level programmes for learners working below level 1 in the National Qualifications Framework) at the level appropriate to their programmes. Post-16, communication plus a minimum of 2 other Key Skills (or appropriate entry/pre-entry level programmes) should be required at the level appropriate to the programme.</p> <p>All 14-16 year olds should be taught Welsh/Welsh Second Language as part of the National Curriculum requirements.</p> <p>All 14-19 learners should develop skills relevant to the workplace. Post-16 learners on work-based routes will develop the skills required by the sector within which they are being trained. ACCAC's frameworks for CEG and WRE set out the minimum, including entrepreneurship, for full time learners in schools and colleges.</p>	<p>All post-16 learners should have access to the remaining Key Skills as enhancements. For some learners, additional Key Skills will be required within their programmes e.g. the WBQ and some modern apprenticeships.</p> <p>All post-16 learners should have access to the continued study of Welsh as an enhancement.</p>
<p>Knowledge and understanding</p> <p>Wales, Europe and the World</p> <p>Personal, social, sustainability and health matters</p> <p>Careers education/guidance</p>	<p>All 14-16 year olds should be taught the Curriculum Cymreig/Wales, Europe and the World as part of the revised requirements for KS4.</p> <p>All 14-16 year olds should be taught personal, social, sustainability and health matters, based on the ACCAC framework.</p> <p>It is a statutory requirement on schools and colleges in Wales to provide a programme of careers education and guidance for all their full and part-time learners 13-19. The ACCAC framework provides clear guidance on what should be provided.</p> <p>Learners on work-based provision also have a statutory entitlement to careers guidance.</p>	<p>All post-16 learners should have access to opportunities to expand their knowledge and understanding of Wales, Europe and the World as an enhancement. Wales, Europe and the World would remain a requirement for those taking the WBQ.</p> <p>All post-16 learners should have access to personal, social sustainability and health matters as an enhancement. PSE would remain a requirement for those taking the WBQ.</p> <p>There is a statutory requirement for learners in further education to receive careers education and guidance.</p>
<p>Attitudes and values:</p> <p>Respect for self, others and for diversity</p> <p>Responsibility for personal and social, development, sustainability and health</p>	<p>Progressive development of these values should be a requirement for all learners 14-19. They are critical to the development of the whole person. Learning providers would need to determine the mechanisms that would enable individual learners to integrate their learning experiences and set goals for personal development.</p>	
<p>Common experiences:</p> <p>Work-focused experience (see page 17)</p> <p>Community participation opportunities (see page 20)</p> <p>Cultural/sporting/aesthetic/creative experiences</p>	<p>This should be a requirement for all 14-19 learners. Learners on Modern Apprenticeships are based in the workplace. For learners in schools and colleges, the minimum requirement should be based on the ACCAC WRE framework.</p> <p>(These should be voluntary activities so are not included in minimum requirements)</p> <p>All 14-16 year olds should be taught PE as part of the National Curriculum requirements.</p>	<p>Many learners should have opportunities for extended relevant work focused experience above the minimum required for WRE. This might include recognition of part time employment</p> <p>All learners 14-19 should have access to this as an enhancement. It would be a requirement for learners taking the WBQ post-16.</p> <p>All learners 14-19 should have access to cultural/sporting/aesthetic/creative experiences as enhancements</p>

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

Moving towards full implementation of the Learning Core

Implementing the Core

1.24 The full implementation of the Learning Core for all 14-19 year olds will take time and preparation. The model has explicitly taken account of other major developments in curriculum and qualifications including the school curriculum 14-16, the WBQ and, Modern Apprenticeships (MAs). There is a need for further developments in these areas to maximise consistency with the Learning Core. However, in the immediate future, 14-19 Networks and learning providers can make considerable progress to implement as much of the Learning Core as they find manageable under present arrangements.

1.25 Much of the Learning Core may already be an integral part of learners' existing programmes. Learning providers should build on what is already in place and identify what additional provision is needed to deliver more of the Learning Core to more learners. 14-19 Network Development Plans should reflect this.

Assessment and certification

1.26 For the Learning Core to become well-established, its **assessment and certification** will need to be safeguarded through being linked to a qualification that recognises achievement across an integrated programme, like the WBQ or a MA. Such developments will draw fully on the Credit and Qualifications Framework for Wales. This is all part of the Welsh Assembly Government's plans.

1.27 In the immediate future, however, for learners who are not following integrated programmes like the WBQ or a MA, learning providers should make use of existing forms of assessment and certification which are appropriate and manageable for their learners' needs.

ACCAC will be issuing further guidance on how to plan, implement, assess and accredit the Learning Core in summer 2005.

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

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

Key Element 3: The Learning Core: Work-focused Experience

What work-focused experience is

Work-focused experience provides opportunities for learners to improve their knowledge and understanding of, and skills for, the world of work, enterprise and entrepreneurship based largely on learning by doing, generally within a vocational setting. Business and industry provides a context for an important part of the Learning Core for 14-19 year olds. It includes all aspects of work focused experience from Work Related Education as a minimum entitlement to full time work based learning, with various combinations between them.

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

1.29 Examples of work focused experience include:

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

1.30 14-19 Networks will need to develop a **prospectus of work focused experience** opportunities in their area. They will also have an important role in **quality assurance** in deciding which activities should be included.

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

1.31 Work focused experience can contribute to formal, non-formal and informal aspects of an individual's Learning Pathway. For example:

Formal significant structured work based learning from the Prospectus of Activities, for example 1- 2 days a week, or a continuous block of experience leading to an approved qualification.

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

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

1.32 The formal aspect of Learning Pathways will be supported by the development of **structured curriculum plans** in partnership with employers through Sector Skills Councils (SSCs)

The benefits work focused experience can provide

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

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

How work focused experience will be delivered

1.35 Current arrangements for work focused experience are often limited in range, quantity and quality. Although there are good examples of practice across Wales there are significant challenges in extending and enhancing this experience. These include:

- developing **relationships with employers** to enhance employer capacity and quality experience and support;
- development of a **national database of work experience placements**;
- making best use of the limited **capacity of Small and Medium Enterprise (SME)** organisations, especially in rural areas;

- working with SSCs to develop **structured curriculum requirements** for formal work focused experience leading to approved qualifications;
- ensuring sufficient **work focused experience** through the **medium of Welsh**;
- cost effective **transport arrangements**, especially in sparsely populated areas and in areas of economic deprivation;
- resource implications of **staff supervision** and preparation and for **taster sessions**;
- securing appropriate **insurance, health and safety and child protection** arrangements;
- capacity to ensure access to work focused experience for all **learners with additional needs**.

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

Further guidance on work focused experience to be issued in summer 2005

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

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

Key Element 3 The Learning Core: Community Participation

What community participation is

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

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

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

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

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

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

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

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

- Millennium Volunteers;
- Open College Network (OCN) accreditation.

1.40 14-19 Networks will need to develop a Prospectus of Activities of community participation opportunities in their area, and ensure they use local knowledge and evidence to secure high quality experience.

How community participation will be developed

Recognising existing experience

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

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

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

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

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

Role of the Young People's Partnership (YPP)

1.45 For those learners who do not have access or opportunity to engage in community participation, the YPP will play an important role in **creating and organising relevant activities** that will become part of the non-formal and informal aspects in a Prospectus of Activities.

1.46 The **voluntary sector** has an essential role to play in community participation. The Council for Wales Voluntary Youth Service (CWVYS) and County Voluntary Councils are represented on all 22 YPPs and will be instrumental in encouraging the development of **high quality community participation opportunities** with their members.

1.47 The **maintained youth service** also has an essential role in providing a wide range of informal and accredited opportunities for young people to engage in community participation.

1.48 Providing opportunities for community participation on such a wide scale has significant implications for **capacity development** in all sectors.

Further guidance on community participation will be issued in summer 2005

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

SECTION 2: SUPPORT FOR LEARNERS

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

What support for learners is:

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

2.1 All young people have the right to **high quality impartial information, advice and guidance** to enable them to make informed and realistic choices and help them remain in learning.

2.2 The elements of advice, support and guidance, in a combination that meet the needs of the individual learner, are key components of an individual Learning Pathway. They support and build on existing arrangements already available in schools, colleges, work based learning, and for those elsewhere whether they are employed or not engaged in education, training or employment.

2.3 All learners will have a **basic entitlement** to learning coach support and careers advice and guidance, and to access to personal support, with enhanced provision for those with greater need. Support should be **flexible** enough to meet the needs of individual learners whether in school, other learning setting or elsewhere, recognising institutional and local contexts.

2.4 Parents or other carers should be made aware of the support available for learners and will be important partners in helping learners realise their potential.

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

SUPPORT FOR LEARNERS

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

Footnotes.

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

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

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

Key Element 4: Learning Coach Support

What specialist learning coach support is:

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

2.5 The main role of the learning coach is to help the learner to **identify goals** and **develop a learning pathway** to meet them. Learning coaches will need a wide range of skills and knowledge and will put the learner's learning needs at the heart of all their work. The implementation of learning coach support relies on the integrity of prospective learning coaches from all professional backgrounds to act **impartially** in the interests of the learner.

2.6 Learning coach support is not necessarily a single person but may be delivered through a **team approach** enabling learners to access support at different times in different ways and in different places.

Who might become a learning coach

2.7 A range of professionals may have the skills and knowledge set to provide learning coach support. These include teachers, careers service staff, youth workers, those with social work training, counsellors, teaching assistants, classroom support workers and work based trainers. Others from outside education and social services may also be able to demonstrate the necessary skills and knowledge set.

2.8 All those seeking to become learning coaches should undertake an **accredited part time qualification for the learning coach role**. Development of this qualification will be piloted from September 2005. At least in the early stages of development, learning coaches will need to be able to follow this course after taking up the role. It is essential that anyone assuming the role is allocated **sufficient time and training** to provide learners with quality learning coach support. The time commitment and caseload for learning coaches will be refined from information from the pilot projects and further guidance will be developed for summer 2005.

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

A possible job description for a learning coach is set out in Annex D.

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

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

How learning coach support will be delivered

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

How the learning coach will support the learner

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

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

2.12 Learning coaches provide a **complementary service** to existing teachers, lecturers, trainers and others providing services to young people and their families outside learning settings such as social and youth services, the Education Welfare Service, community and voluntary workers and Careers Wales advisers. Learning coach support should work in **partnership** with pastoral support systems within learning settings and in other aspects of young people's lives where applicable.

Role of schools, other lead learning settings and other providers

2.13 They will need to:

- clearly **define the role** of the learning coach in the learning setting;
- support their own **staff** in **understanding** the role of the learning coach through appropriate briefing and training;
- establish procedures for **learner referral** to the learning coach and allocation of learning coach to learners;
- provide **adequate time, space and facilities** for regular meetings between learning coaches and individual learners, both one-to-one and in group sessions;
- establish **procedures** for learners with other organisations and parents/carers, as appropriate, that support the needs of the learner;
- establish systems for **setting targets** and for **tracking the progress** of individual learners that are negotiated with the learner and reflect information and learning protocols and 'Keeping in Touch' guidance for YPPs;

- contribute to the development of well organised **record keeping systems**;
- within established arrangements for the organisation, provide them with access to **professional development and training** including the opportunity to undertake an accredited qualification for the role of learning coach.

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

How young people will access learning coach support

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

Further guidance will be issued on the learning coach role in summer 2005

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

Key Element 5: Access To Personal Support

What personal support is

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

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

How personal support will be provided

2.16 There is already a wide variety of existing personal support work provided by a range of organisations including schools and colleges. Much of the existing support is provided by partners in the YPP which will be key in developing a strategic approach to **enhancing personal support services** as part of Learning Pathways.

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

2.18 Young people may require different levels of support at different times in their lives and according to need. They may need intensive support for short periods of time to overcome issues concerned with their welfare such as those concerned with bullying, health and relationships or support to build levels of self esteem and confidence. They may however require less intensive support in order to access information from a relevant source e.g. the internet.

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

2.20 Young people should be provided with the **information** they need to be able to seek personal support themselves. In some cases, with their consent, they might be referred by a learning provider, learning coach, or other worker, or, in exceptional cases, the parent/carer of the young person. Ways will need to be found to ensure that personal support is available and accessible to all learners and particularly to disengaged learners 14-16 or those not engaged in education, employment or training post 16, and other hard to reach groups.

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

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

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

Who will provide personal support

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

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

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

Further guidance will be issued on personal support in summer 2005

Key Element 6: Careers Information, Advice and Guidance

What careers information, advice and guidance consists of

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

Specialist careers advice

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

Working with learning coaches

2.25 Some careers advisers will act as learning coach, particularly for those learners outside formal learning settings. They will be encouraged, alongside other professionals, to undertake the specific learning coach qualification that is being developed.

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

Links with personal support for young people

2.27 Youth Gateway provides a model for those young people in most need of support. The Youth Gateway Adviser acts as careers adviser, learning coach and offers personal support for small groups of young people and individuals. For the vast majority of young people, personal support will be obtained from other sources.

Careers Wales Online

2.28 From September 2004, learners will be able to access a wide range of **information online**, together with the option of their own web-space to contain their CV and other information. **Progress File** will also be available online.

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

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

2.29 Careers Wales will also:

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

Careers education in schools and colleges

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

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

SECTION 3: HOW THE SIX KEY ELEMENTS WILL BE IMPLEMENTED

14-19 Networks

What 14-19 Networks are

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

3.1 14-19 Networks build on the **funding and organisation axis** of the **local authority and ELWa** in equal measure but can only be delivered with the cooperation and collaboration of the range of partners providing for and supporting young people in the area. They complement, not replace, the work of the CCET and the YPP and should not be designated a sub set of either group. These groups are responsible for important aspects of Learning Pathways but neither group has a specific focus on 14-19 learning provision. ELWa's Learning Networks of the future will inter-relate with these developments.

3.2 14-19 Networks will coordinate a **strategic approach** to 14-19 provision in an area and will influence, and be influenced by, the partners and by the views of learners, but will not have power of direction over partner organisations. The driving force in the strategic development of the 14-19 Networks should be the **interests of learners**. The benefits of coordination and collaboration should over time help to overcome the inevitable tensions in partnership working.

3.3 In the long term, the current specific grant funding for Learning Pathways 14-19 will become part of mainstream funding and will be distributed through the existing **main funding routes**. In the short to medium term, additional funding made available for Learning Pathways development will be channelled through one or more of the major partners and will fund the **identified priorities** of the 14-19 Network in taking forward the 14-19 agenda. Individual learning settings which may be the recipients of additional funding will need to demonstrate how they are contributing to the **strategic development** of the key elements of Learning Pathways in their area.

What 14-19 Networks aim to achieve:

3.4 The main aims of 14-19 Networks are to work with all relevant partners to promote the development of Learning Pathways through:

- **extending the choice and flexibility** available for all learners in their area;
- ensuring that as far as is reasonably practicable all learners have **access to options** for their Learning Pathways which help them realise their potential;
- developing arrangements to make sure that all learners can **access the learning, personal and careers support** to which they are entitled.

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

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

3.5 Mechanisms should be developed to avoid duplication and ensure partnerships work for the benefit of learners. 14-19 Networks should also develop arrangements for securing **cross border access** to provision.

3.6 The role of 14-19 Networks is set out in the Learning Pathways Action Plan 2003, and can be found at Annex E.

Who should be represented on 14-19 Networks

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

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

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

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

How 14-19 Networks will work

3.9 14-19 Networks do not have legal status and therefore cannot hold funds in themselves. It will be essential to develop **good working relationships** between partners and 14-19 Networks should consider the following:

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

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

What 14-19 Networks will do from 2004-2007

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

- proposals for the spending of the £50,000 grant available from the Welsh Assembly Government for taking forward Learning Pathways developments in 2004/5;
- the first 14-19 Network Development Plan linked to YPP annual delivery plans and CCET annual recommendations and the Regional Statement of Needs and Priorities;
- in collaboration with the local YPP, plan to produce an annual Prospectus of Activities for 14-19 year olds including leisure activities, work focused experience and community participation -web based as well as published.

By **September 2005** they will have:

- audited provision in the area by gathering information from schools, colleges and training providers, ELWa, the local YPP, employers' organisations and other appropriate local partners to produce and extend the option menu;
- completed the prospectus of activity and devised arrangements for regular review;
- audited skills of learning providers and considered a training strategy to meet need;
- completed the second 14-19 Network Development Plan based on analysis of provision and learners' needs and begun strategic planning for the longer term;
- worked together to plan the implementation of learning coach and personal support mechanisms based on guidance in Summer 2005;
- prepared plans for expanding work focused experience opportunities and community participation;
- adopted health and safety protocols for 14-16 year olds and post 16;
- begin to work with employers, Sector Skills Councils, Careers Wales, ELWa and other partners to develop high quality programmes for work focused experience and community participation based on guidance in Summer 2005.

by **September 2006** they will have:

- completed the third 14-19 Network Development Plan and consolidated longer term planning;
- agreed protocols for the additional support needed to enable young people with special educational needs and others such as black and minority ethnic groups to access their entitlement to the whole range of opportunities in their own Learning Pathway;
- developed transition protocols for learners moving from one learning coach to another.

by **September 2007** they will have prepared for wider implementation of Learning Pathways 14-19 by:

- working with partners to harmonise timetable provision and other means to secure flexibility for learners;
- analysing existing and other choices and developing enhanced option menus including opportunities in each of the domains of learning;
- introducing 'taster' opportunities at the KS3/4 transition as part of the process of helping young people set goals and make choices at 14;
- developing a variety of provision for work focused experience using training providers, Further Education college and other training facilities.

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

Timescales for full implementation

3.10 The action plan for full implementation of Learning Pathways for all learners will be subject to further detailed work by the Overarching Steering Group, and **revised timescales** will be issued in summer 2005 to help 14-19 Networks and the Welsh Assembly Government undertake realistic and practical long term planning.

Quality assurance

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

Using local knowledge and expertise

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

3.13 YPPs, 14-19 Networks and lead learning settings will need to be sure that they provide **high quality, safe experiences** for all young people. Organisations contributing to the option menus and Prospectus of Activities within a 14-19 Network area will need to demonstrate their compliance with **health and safety, child protection and information sharing legislation**. 14-19 Learning Pathways Guidance in 2005 will include advice for 14-19 Networks on these issues. YPPs are already developing protocols for information sharing which will be relevant to 14-19 Networks

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

Listening to young people

3.15 **School Councils, Youth Forums** and other groups for young people will be useful mechanisms to consult young people on their views on provision. All learning providers should develop ways to receive feedback from learners in their settings. 14-19 Networks should make sure that the **communication methods** used offer the necessary breadth and balance of views from learners. They should consider strategies to ensure that all sections of the community of young people are able to contribute, are heard and receive a report back.

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

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

Estyn area inspections

3.17 The Education Act 2002 enables Estyn to undertake **area inspections** of provision for 14 year olds onwards. As these inspections develop they will provide valuable information on the quality, range and outcomes of aspects of Learning Pathways, in particular the standards achieved by learners.

Monitoring and evaluating performance

3.18 The radical approach to Learning Pathways set out in this guidance implies a shift in what we value in terms of performance. The '*Learning Pathways 14-19 Action Plan*' (2003) promised the development of a **basket of targets and performance indicators** which would drive policy and enable local and national level monitoring and evaluation. This work is in hand.

Further guidance on targets and performance indicators will be issued in spring 2005.

Further guidance on aspects of quality assurance, particularly child protection and health and safety will be issued in summer 2005.

Funding Learning Pathways 14-19

What we have done so far

3.19 A review of funding issues for Learning Pathways 14-19 was carried out by the financial modelling group as one of the task and finish groups from September 2003 to May 2004.

3.20 In the financial year 2004-5 a **£50,000** grant has been made available from the Welsh Assembly Government for each 14-19 Network to take forward Learning Pathways developments. A further **£140,000**, to be match funded locally, has been made available across Wales for **learning coach and personal support pilot work**. Further funding is being co-ordinated by the Welsh Assembly Government for capacity building in the areas of community participation and work focused experience.

What we propose to do next

3.21 In spring 2005 the **learning coach and personal support pilot projects** will be evaluated and further guidance will be issued. Further guidance will also be issued following the **capacity building developments in work focused experience and community participation**. This guidance will include information on financial aspects.

3.22 Work will continue on **costing the proposals** as each 14-19 Network develops its option menu and Prospectus of Activities for formal opportunities, and non-formal and informal aspects of learning and as the scale of collaboration and co-operation across learning settings becomes clearer. Specific work will involve the costing of transport and accessibility issues.

3.23 Implementing Learning Pathways will have financial implications for all sectors, but full implementation will also require the **analysis and evaluation of existing funding** for provision for 14-19 year olds and how this can be better utilised to meet the aspirations of Learning Pathways by **enhancing choice and flexibility and avoiding competition and duplication**.

3.24 The availability of funding to support Learning Pathways 14-19 from April 2005 will be subject to the Assembly Government decisions in the 2004 Budget Planning Round.

3.25 Local authorities and ELWa will be consulted on the arrangements for the allocation and distribution of further grants for taking forward 14-19 developments and reflecting the different funding arrangements pre and post 16.

3.26 The possibility of **European Social Fund (ESF)** finance for Learning Pathways from April 2005 will be pursued by the Welsh Assembly Government in consultation with partners in the 14-19 Networks, local authorities and ELWa.

MEMBERSHIP OF GROUPS

Overarching 14-19 Steering Group

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

Learning Pathways Group

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

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

Financial Modelling Group

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

Learning Coach Group

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

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

Community and Voluntary Experience

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

Continuum of Learning Group

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

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

Work Focused Experience Group

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

Personal Support Group

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

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

Welsh Assembly Government 14-19 Project Team

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

Definition of Skills

Basic Skills

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

Key Skills

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

Generic Skills or Transferable Skills

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

Vocational Skills

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

Job-Specific Skills

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

Essential Skills

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

As defined by the Future Skills Wales Taskforce 2000

Planning Grid for Learning Pathways

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

THE LEARNING COACH

POSSIBLE JOB DESCRIPTION (for adaptation locally)

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

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

Key objectives of the role

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

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

ORGANISATION

The learning coach will:

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

To be further refined in light of the pilot projects in 2004-5

Role of the 14-19 Networks

Modified from Learning Country: Learning Pathways 14-19 Action Plan 2003

- settle the **way in which they will work**, to relate development at 14-16 with that post-16 devised by CCETs and YPPs for example;
- **incorporate relevant CCET annual recommendations** and the aspects of **YPP annual delivery plans** without supervening over or duplicating the functions of CCETs or YPPs themselves, ensuring planning coordination between 14-19 Networks, CCETs and YPPs;
- ensure the 14-19 development plans reflect **other planning documents** such as the Regional Statement of Needs and Priorities (RSNP), Education Strategic Plan (ESP), etc.;
- engage with young people to develop provision that **motivates and inspires** them;
- show how **specific aspects** of this Action Plan will be **implemented** at local level;
- establish common timetables and consider other means to secure **flexibility for learners** within the area such as 'learner groups' rather than 'year groups', and including access and transport;
- analyse existing option choices, develop innovative options and develop an **Option Menu** for their locality, taking account of choice for learners in rural areas, demonstrating increased choice for learners, especially in more practical and applied options, and avoiding duplication of provision;
- create opportunities – and time built in - for **young people to experience tasters** – extended if necessary - in KS3 or at the beginning of KS4 before making choices as part of an agreed strategy to help young people set goals and make choices at 14;
- seek to develop provision in **specific training centres** including local authority centres, private training providers and FE college facilities to enable more 14-16 year olds to experience high quality work focused learning;
- consider **health and safety** implications in providing wider experiences for 14-16 year olds;
- work with employers, Sector Skills Councils, Careers Wales, ELWa-NC and other partners to develop **programmes for work and community participation** which secure high quality provision for young people;
- seek to encourage the **involvement of employers** and take up of the Basic Skills Pledge;
- consider ways to address the **training needs of learning providers** at local level;

- work with the YPP in creating and extending the **range of wider opportunities and experiences** for young people to develop and apply essential skills, including outdoor and residential experiences;
- plan the implementation of **Learning Coach** and **personal support** mechanisms for young people from September 2005 based on the recommendations of the relevant working and sub groups;
- demonstrate how **Welsh medium provision for wider options** in the area will be secured;
- consider how flexibility and choice can be extended for **learners with special educational needs**;
- each 14-19 Network should also have in place by Sept 2006 agreed protocols for the **additional support** needed to enable young people with special educational needs and others such as black and minority ethnic groups to access their entitlement to the whole range of opportunities in their own learning pathway;
- consider and **monitor option choices and achievement** for learners from black and ethnic minorities and in relation to gender stereotyping;
- develop **transition protocols** for learners moving from one Learning Coach to another, or one learning setting to another by 2006;
- **monitor and evaluate developments** to inform the Overarching 14-19 Steering Group;
- develop a **communications strategy**, in partnership with the Overarching 14-19 Steering Group, to inform all partners of local and national developments; and
- in close collaboration with the local YPP, produce an annual **Prospectus of Activities for 14-19 year olds** from September 2004 including learning and leisure activities and web based as well as published.

Related documents and strategies

Wales: A Better Country. September 2003

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

The Learning Country. A Paving Document. September 2001

<http://www.wales.gov.uk/subieducationtraining/content/learningcountry/tlcontents-e.htm>

Learning Country; Learning Pathways. Consultation Document. October 2002

<http://www.wales.gov.uk/subieducationtraining/content/Consultation/learning/learning-country-e.htm>

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

<http://www.wales.gov.uk/subieducationtraining/content/Consultation/learning/learning-country-e.htm>

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

<http://www.wales.gov.uk/subieducationtraining/content/sfyp/contents-e.htm>

Community Focused Schools 2003

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

Future Skills Wales 2003. Generic Skills Survey 2003

<http://www.futureskillswales.com/eng/content.php?CID=5&PID=1&ZID=58>

Well Being in Wales 2002

http://www.wales.gov.uk/healthplanonline/health_plan/content/well-being-in-wales-e.pdf

An E-Learning Strategy For Wales 2001

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

Skills And Employment Action Plan 2002

<http://www.wales.gov.uk/subieducationtraining/content/employment/skillsemployment-actionplan-e.pdf>

Consultation Document on the Skills and Employment Action Plan 2004

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

Credit and Qualifications Framework For Wales: July 2003

www.elwa.ac.uk/creditframework

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

http://www.accac.org.uk/download_pdf/adobe_files/PSE.htm

Iaith Pawb 2003

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

A framework for Work Related Education for 14-19 year olds in Wales
http://www.accac.org.uk/download_pdf/adobe_files/WRE.htm

A framework for Careers Education & Guidance for 11 to 19 year-olds in Wales
http://www.accac.org.uk/qualifications/careeres_education/careers.htm

CEG: Supplementary Guidance
http://www.accac.org.uk/qualifications/careeres_education/careers.htm

Links between PSE, CEG and WRE in secondary education
http://www.accac.org.uk/download_pdf/links_between_pse_ceg_wre_e.pdf