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POLICIES FOR 14-19 EDUCATION AND TRAINING IN ENGLAND, 1976 TO THE PRESENT DAY: A CHRONOLOGY

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Introduction

This paper aims to provide a chronological overview of policies for 14-19 education and training in England from 1976 to the present day. Policy documents and programmes included in this chronology:

- Make substantive policy proposals (as opposed to pure discussion documents);
- Are “influential” – they result in significant policy developments or are referred to in or have a clear influence on later policy documents.

We focus on national level policies – documents and programmes – initiated by relevant central government departments (mostly Department for Education and Skills, Department for Trade and Industry, Department for Work and Pensions and their predecessors) or non-departmental public bodies. Given our substantial remit we can only identify key proposals, and may not reflect the complexity of some documents and programmes.

Documentary evidence examined includes:

- White and green papers;
- Reports and reviews commissioned by relevant central government departments;
- Legislation;
- Policy documents from non-departmental public bodies.

This paper does not attempt to analyse developments in detail, but assigns ‘themes’ which can be traced over time. The choice of themes inevitably has a degree of arbitrariness, given the multiple dimensions of the issues under consideration and the length of the period surveyed. It was attempted to identify themes that would give a good coverage of policy initiatives since 1976, but without engaging in the more distinct debates about standards, relevance, aims and purposes of education etc.

The final framework consists of five broad themes:

- Curriculum – which includes pathways; courses and content; core skills; careers education; relevance for the world of work.
- Qualifications and assessment: formal qualifications; examinations and assessment; diagnostic testing; records of achievement; standards of attainment; attainment targets; key skills.
- Providers: institutional structures for education and training; types of schools; teacher development and teaching quality.
- Governance and management: (new) institutions and bodies involved with governance/ management; school governing bodies; new interest groups (e.g. parents); funding; school inspection; school performance; league tables.
- Social inclusion and participation: special groups (special educational needs; unemployed; ethnic minorities; disaffected pupils); lifelong learning and adult education; increasing participation in post-compulsory education; diversification of choice (for increased participation); issues of access (e.g., assisted places scheme).

Chronology

A= Curriculum B=Qualifications and Assessment C=Providers D=Governance and Management E=Social Inclusion and Participation

		A	B	C	D	E
Late 1960s	Peterson proposals Alex Peterson, in a number of books and articles from the late 60s onwards, recommended reforms to the structure of A-Levels: content of A-Level syllabus reduced so student could study 4 subjects spanning arts and sciences. Proposals were rejected, but ideas became the foundation of the International Baccalaureate (IB).		✓			
1976	Education Act <ul style="list-style-type: none"> Required LEAs to submit proposals for the introduction of comprehensive schooling. Direct-grant grammar schools gradually phased out. 			✓		
1976	Sex Discrimination Act Prohibited sex discrimination in school admissions, teacher appointments and curricular and other provision.					✓
1976	Race Relations Act Prohibited discrimination on grounds of ethnicity in school admissions, teacher appointments and curricular and other provision.					✓
1976	Callaghan's Speech at Ruskin College, Oxford. <ul style="list-style-type: none"> Launched "great debate" on education. In response to concerns about falling standards and irrelevance of schooling to the world of work. Advocated "a basic curriculum with universal standards." Goal of education to equip "children to the best of their ability for a lively constructive place in society and also to fit them to do a job of work." Responding to complaints from employers that school leavers "sometimes do not have the basic tools to do the job." Called for teachers to explain activities more clearly to parents. Advocated greater parental input into running of schools. 	✓			✓	
1976	Unified Vocational Preparation (UVP) pilot scheme launched, jointly sponsored by Manpower Services Commission (MSC) and Department of Education and Science (DES). Aimed at young employees who left school age 16 with little further education or systematic training. Learning programme for each scheme locally designed and funded against financial estimates funded by its designers.	✓				✓
1976	Certificate of Extended Education (CEE) introduced to meet needs of 'non-traditional' sixth formers – i.e. CSE graduates. Keohane Group (1979) supported introduction of modified examination on CEE lines.		✓			
1977	Green Paper (DES): Education in Schools. A Consultative Document. Proposals include: <ul style="list-style-type: none"> DES takes more active role in curriculum planning: LEAs to carry out review of curricular arrangements in own are in consultation with teachers, and in the light of these reviews the Secretaries of State to seek to establish "broad agreement with their partners [LEAs and teachers] in the education service" on a framework for the curriculum and on 	✓	✓		✓	

	<p>whether part of the curriculum should be protected because of aims common to all schools and pupils at certain stages.</p> <ul style="list-style-type: none"> • Industry, Trades Unions and commerce should be involved in curriculum planning process. • Schools and firms should establish links at local level industry: e.g. potential contribution of industry and TUs in careers education, improving pupils' understanding of productive industry, work experience and work observation. • Careers education for all pupils from not later than age 13. • Consideration of appointment of people with experience in management and Trade Union representatives as school governors – pending Taylor Report on school government later that year. • DES to discuss with Schools Council the possibility of fitting work on a “grouped certificate” for 16+ assessment into the current programme: “There is no intention of abandoning single-subject examining.” • Ideas of diagnostic testing to measure student performance. But reject idea of “rigid and uniform” tests for all children at certain ages. 					
1977	<p>Warnock Report: <i>Special Educational Needs</i></p> <ul style="list-style-type: none"> • Recommended abolition of statutory categories of handicapped children and introduction of the term “children with learning difficulties.” • Recommended greater integration of these children into mainstream schools after a detailed assessment of their needs. • Recommendations enacted in 1981 Education Act. 					✓
1977	<p>Taylor Report: <i>A New Partnership for our Schools</i></p> <ul style="list-style-type: none"> • Argued governing bodies should exercise the power and perform the functions outlined in 1944 Act but largely ignored. • Proposed ¼ membership should be drawn from the community, including local employers. 				✓	
1977	<p>Further Education Curriculum Review and Development Unit (FEU) Study group established by DES to consider range of full-time pre-employment courses available.</p>	✓				✓
1978	<p>Youth Opportunities Programme (YOP) introduced</p> <ul style="list-style-type: none"> • 6 months “employment programme” – work experience, training and work preparation courses for unemployed school leavers. • Designed to “stagger” entry of school leavers into labour market. 					✓
1978	<p>Waddell Report: <i>School Examinations</i></p> <ul style="list-style-type: none"> • Recommended single examination at age 16 to replace the GCE and the CSE. • Syllabus development work on a joint basis by GCE and CSE boards. • Schools free to chose between syllabus of examination groups in its territory and outside, but envisages most would chose local group. • Envisages greater teacher responsibility for assessment and continued teacher role in syllabus development. • “Discussion about replacing O-Level and CSE by a common system of examining at 16+ has been going on for many years and it seems to us desirable to end the uncertainty soon.” • Argues new syllabuses could be introduced by Autumn 1983, first examinations in 1985. 		✓			

1978	<p>White Paper (DES): <i>Secondary School Examinations: a single system at 16 plus</i></p> <ul style="list-style-type: none"> Proposes single new examination – General Certificate of Secondary Education (GCSE) – at 16+, to cater for top 60% of ability range in each subject (same group who take GCE and CSE). No timescale for implementation: 1985 as earliest date that pupils will start to sit new exam. To be run by four or five regional groups of present examination boards (8 GCE and 14 CSE boards) in England and Wales. 		✓			
1979	<p>Education Act: Conservatives repeal the obligation for LEAs to submit proposals for the introduction of comprehensive schooling.</p>			✓		
1979	<p>Education Bill</p> <ul style="list-style-type: none"> Requirement for local authorities to make examination results available to parents. Proposals for local appeals system for parents who feel their choice of schools has been ignored by their local authority. Proposals for assisted places scheme. 				✓	
1979	<p>Keohane Report: <i>Proposals for a certificate of extended education</i></p> <ul style="list-style-type: none"> Recommends development and introduction of single subject Certificate of Extended Education (CEE) (still at a pilot stage) for 17 year olds staying on in school for one year after school leaving age. Recommend changes to Schools Council proposals for CEE to make the exam more acceptable to employers: including proficiency tests in reading, writing, spoken English and numeracy – “basic skills” – for all subjects; more vocationally oriented containing linked work with industry and work experience. Schools Council should co-ordinate the examination nationally, and act jointly with FEU to bring structure and content of CEE courses closer to FE courses. 		✓			
1979	<p>Further Education Unit: <i>A Basis for Choice</i></p> <ul style="list-style-type: none"> Proposed a common core of vocational preparation with profile assessment and records of achievements rather than examinations for 16-17 year olds. Proposed a broad pre-vocational education. Did not propose detailed syllabus content but identified objectives and learning processes that had relevance whatever the preferred content (influenced development of CPVE). Proposals not for “a new course to replace or add to existing schemes, but rather a set of criteria that present and future schemes might satisfy.” Proposed that courses should contain a ‘common core of learning’ to occupy 50-60% of course time. Common core should be specified as “a checklist of: (a) those experiences from which students should have had the opportunity to learn; (b) the nature and level of performance students should be expected to achieve.” “Performance” interpreted as demonstration of a skill, ability to use a concept, exhibition of certain knowledge, or demonstration of certain attitude. 	✓	✓			

1979	<p>DES initiated consultations on education and training of 16-18 year olds:</p> <ul style="list-style-type: none"> • Education and Training for 16-18 Year Olds. A Consultative Paper (Feb 1979). Identified a number of topics for discussion and debate: varied educational and training needs of young people; requirements of employers; implications of demographic trends; best use of available resources; arrangements for curriculum development and coherence; careers education/information and guidance; progression from one learning opportunity to another; distribution of responsibility (e.g. between MSC and FE system); vocational preparation and day release for young employees; pattern of local educational provision. Annex – “A Brief survey of education and training for 16-18 year olds”: covering these topics. • <i>Providing Educational Opportunities for 16-18 Year Olds</i> (April 1979). On patterns of local educational provision. 	✓	✓	✓	✓	✓
1979	<p>DES: A Better Start in Working Life. Vocational Preparation for Employed Young People in Great Britain. A Consultative Paper.</p> <ul style="list-style-type: none"> • Seen as step towards Labour’s commitment to “universal scheme of education and training opportunities” for all 16-18 age group – to be fulfilled during 1980s. • Proposes development of “Traineeships” for young people in their early months at work: formally recognised in same way as apprenticeships but shorter duration. Vocational preparation through “integrated programme of education and education and training both on and off the job, combining elements of induction, basic job skills and knowledge, and social and life skills.” • “Vocational preparation traineeships should be a joint enterprise between the training and education services.” ITBs to be focal point for developing traineeship programmes for their sectors, FE sector to provide off-the-job training element, MSC and Education Department to ensure adequate resources available. • Initially pump priming grants “to help employers participate” (covering main elements of their costs) on model of MSC’s key training grants to employers for apprenticeships. Eventually should be financed “in the same way as other education and training for those employed.” • National advisory machinery to act as focus for views of different interests who will need to cooperate for programme. 	✓				✓
1980	<p>White Paper (DES): Special Needs in Education Set out Government’s proposals following the recommendations of the Warnock Committee (1978).</p>					✓
1980	<p>Cabinet Office, Central Policy Review Staff: Education, Training and Industrial Performance Looks at education and training from perspective of needs of the economy, making recommendations which can be achieved at no additional cost:</p> <ul style="list-style-type: none"> • Vocational alternatives to CEE should be encouraged. Recently established vocational examining boards should take over technician qualifications from Joint Council and integration of professional qualifications into their system. • Education Departments and LEAs should examine ways of making school references more informative for employers. • Skills, knowledge ad attitudes needed by employers should be taken into account as a matter of course when courses are designed. 	✓	✓			

1980	<p>Education Act.</p> <ul style="list-style-type: none"> Strengthened representation of parents on school governing bodies: schools required to have 2 parents as governors. Introduced parental preference for schools: parents given the right to choose the school they wanted (though LEAs could refuse on grounds of inefficient use of resources). Introduced assisted places at independent schools. 			✓	✓	✓
1981	<p>Education Act.</p> <ul style="list-style-type: none"> Following recommendations of Warnock Committee required that provision for special education should be made available in mainstream schools “as far as us reasonably practicable.” Provision for children with special educational needs to be based on the needs of the individual child (in place of former categories of ‘handicapped children’). 					✓
1981	<p>Employment and Training Act Led to abolition of 16 ITBs.</p>				✓	
1981	<p>White Paper (DE): New Training Initiative</p> <ul style="list-style-type: none"> Set out objectives for future of industrial training, two concerning young adults: 1) Develop skills training to enable young people to acquire “agreed standards of skill appropriate to the jobs available” and “provide them with a basis for progress through further learning”; 2) Aim for all young people under age 18 to either continue in full-time education or “enter a period of planned work experience combined with work-related training and education.” “10 point programme of action”: 1) YTS: 1 year FT foundation training for unemployed 16-year olds; 2) incentives for employers to provide better training for young employees; 3) improved access to technical training; 4) working group to explore ways of developing YTS; 5) recognised standards of all main craft, technical and professional skills; 6) better preparation for work during FT education; 7) vocationally relevant courses during full-time education; 8) closer co-ordination of training and vocational education provision; 9) fund for development schemes; 10) possibilities for sharing costs of training between tax-payer, employer and trainee. 	✓				✓
1981	<p>MSC Consultative document: New Training Initiative MSC produced set of strategic objectives for training in the UK: three main objectives 1) reform and modernisation of craft apprenticeship; 2) introduction of YTS; 3) increased training opportunities for adults in work.</p>	✓				✓
1981	<p>Rampton Report: West Indian Children in our Schools Recommendations on education of ethnic minorities.</p>					✓
1982	<p>DES: 17+ a new qualification</p> <ul style="list-style-type: none"> Proposals for a new pre-vocational qualification – the Certificate of Pre-vocational Education (CPVE). Broad programme of general education, development of personal attributes, counselling to help students find out what sort of work they would be suited to. Options available for those drawn to technical or clerical work. Certificates to record assessments and all completed work (seen as valuable information for employers). To be administered by a consortium of several examining and validating bodies. 		✓			

1982	<p>DES: Examinations at 16-plus: a statement of policy</p> <ul style="list-style-type: none"> • Discusses plans to amalgamate GCE and CSE into single certificate (GCSE). • Outline of methods and standards for examination and assessment, national criteria for course content to be established for each subject. 		✓			
1983	<p>Secondary Examinations Council and School Curriculum Development Committee formed to replace Schools Council for Curriculum and Examinations.</p>	✓	✓		✓	
1983	<p>Youth Training Scheme (YTS) Replaced Youth Opportunities Programme. One year's foundation training for all otherwise unoccupied 16-17 year old school leavers. Later extended to two years.</p>					✓
1983	<p>Business and Technician Education Council (BTEC) established. Merger of BEC (Business Education Council) and TEC (Technician Education Council).</p>				✓	
1983	<p>Technical and Vocational Education Initiative (TVEI) Announced by the Prime Minister Nov 1982. Projects to offer full-time students aged 14-18 “a four year course combining general with technical and vocational education” in schools. Aim to make what taught in schools relevant to world of work and local employers. First time schools to bid for funding (from MSC).</p>	✓				
1983	<p>Science and Art Committee: Education and Training, 14 to 19 year olds Minutes of evidence of enquiry to address the purpose, scope, resourcing and development of the New Technical and Vocational Education Initiative (NEVTI) – TVEI – which aimed to provide stimulus to the extension of technical and vocational education for 14-18 year olds “across the ability range”. Scheme intended to commence September 1983.</p>	✓				
1983	<p>White Paper (DES): Teaching Quality</p> <ul style="list-style-type: none"> • New criteria for approval of initial teacher training (ITT) courses: 1) at least 2 full years course time to subject studies “at a level appropriate to Higher Education” (in 1st degree for PGCE students, as part of content and structure of course for BEd); 2) “adequate attention to teaching methods in the chosen subjects, differentiated by age of intended pupils” for secondary courses and “sufficient, and substantial, element concerned with language and mathematics development” for primary courses; 3) studies to be linked with practical experience in schools, and to involve active participation of experienced practising schoolteachers. • Government money to be made available for in-service training and induction courses for teachers. Priority areas for spending: 1) management training for heads and other senior staff (top priority); 2) mathematics teaching (focussing on recommendations of Cockroft Report); 3) teaching 16-19 year olds; 4) Special Educational Needs in “ordinary schools”; 5) bilingual needs in Wales. • Advocates further development of self-assessment by schools and teachers to “improve school standards.” Alongside formal assessment of teacher performance – classroom visits by head of school or head of department – to appraise both pupils’ work and the teacher’s contribution to the life of the school. 			✓		

1983	Government launched Certificate of PreVocational Education (CPVE) following recommendations of Keohane report and FEU's <i>A Basis for Choice</i> . Rejected single subject model of CEE for vocationally biased course, allowing students to sample different 'vocational areas'. Evolved into DoVE (administered by CGLI) offered at 3 levels), which was replaced by GNVQs.	✓	✓			
1984	Green Paper (DES): Parental Influence at School <ul style="list-style-type: none"> • Proposal (following recommendations of the Taylor Committee) to change the law to: 1) give parents elected by fellow parents the right to form a majority of the school governing body; 2) clearly define the functions of all governing bodies of county, voluntary controlled and maintained special schools in relation to LEAs, heads and other teachers. • No alteration to basic structure of dual system of county and voluntary schools. • Not intended to affect position of voluntary aided schools. • Claim that changes would "do much to raise standards in our maintained schools." 			✓	✓	
1984	DE: Training for Jobs <ul style="list-style-type: none"> • Reviews developments since 1981 <i>NTI</i>. Proposes education should be focused towards future employment. • MSC designated as "main agency through which the government institutes action and monitors progress in training." Cut in budget for 'Work Related Non-Advanced Further Education' paid to LEAs, funds to MSC. 	✓				
1984	Education (Grants and Awards) Act Education Secretaries empowered to grant central government money to local authorities for approved projects.				✓	
1985	White Paper (DES): Better Schools <ul style="list-style-type: none"> • Government "does not propose to introduce legislation affecting the powers of the Secretaries of State in relation to the curriculum." • Proposes need for broad agreement – between Secretary of State, LEAs and schools – about objectives and content of curriculum: calls for "broad, balanced, relevant and differentiated" curriculum. • Suggests elements of choice in curriculum for 14-16 year olds, but 85% curriculum should be compulsory or liable to constrained choices (English, maths, science, PE, humanities and arts, some technology and religious education). • Recommends linking of education and training for 14-18 year olds with principle function of preparation for employment, Approved TVEI. 'Broad programmes' for up to age 16, 'explicitly vocational' programmes post-16. • LEAs to be responsible for formatting and implementing curricular policy. Governing body to determine "a statement of the school's curricular aims and objectives." • Aim for 80-90% of all 16 year olds to attain at least grade 4 CSE. • Details main features of forthcoming GCSEs (to replace CSEs, O-Levels and Joint 16-plus examinations in 1988), with pre-vocational courses pre-16 (eg City and Guilds) to be continued as complement to GCSE. • Announces establishment of working party to draft national criteria for pre-vocational and vocationally oriented examination courses leading to the CPVE for pupils not pursuing A-Levels (intended to replace courses by C&G, BTEC, RSA, CEE etc). • Announces introduction of Advanced Supplementary Levels (AS-Levels): involving ½ time occupied by A-Levels, could either complement or contrast with them. AS-Levels introduced 1987, first examined 1988. 	✓	✓	✓	✓	

	<ul style="list-style-type: none"> • Commitment to development of records of achievement (still a pilot scheme): intended to give credit to pupils for what they achieve “beyond the results of public examinations.” • Government intention to preserve dual system of county and voluntary schools. • Announces intention to introduce Bill to reform composition, functions and general powers of school governing bodies (equal proportion of LEA appointed, parent elected and teacher nominated governors; ultimate responsibility for use of allocated money to rest with governing body (who allocate money to headteacher, who is then accountable to governing body for expenditure of this money); governing bodies to issue annual report to parents of all pupils and to call annual meeting of parents. 					
1985	<p>White Paper (DES/DE): <i>Education and Training for Young People</i></p> <ul style="list-style-type: none"> • Review of developments and progress since 1981 White Paper <i>New Training Initiative</i>. • Announces major expansion of YTS to “[ensure] that unemployment among young people becomes a thing of the past.” • Highlights existence of hundreds of vocational qualifications and announces review of vocational education. 					✓
1985	<p>Swann Report: <i>Education for All</i></p> <p>Report of the Committee of Inquiry into the Education of Children from Ethnic Minority Groups: an investigation into the way in which the education service responds to ethnic diversity (including issues of racism, achievement and underachievement, multiculturalism, religion, language needs, educational needs of children of different ethnic origins).</p>					✓
1986	<p>Introduction of General Certificate of Secondary Education (GCSE). First proposed in 1978 White Paper <i>Secondary School Examinations: a single system at 16 plus</i>. Introduction announced in <i>Examinations at 16-plus: a statement of policy</i> (1982), details outlined in White Paper <i>Better Schools</i> (1985). For all 16 year olds, superseded O-Level and CSE. First awards 1988.</p>		✓			
1986	<p>De Ville Report: <i>Review of Vocational Qualifications in England and Wales</i></p> <ul style="list-style-type: none"> • Concluded existing vocational qualifications too confusing, diverse and variable. • Recommended setting up of National Council of Vocational Qualifications (NCVQ) to report to the Secretary of State for Education. No statutory powers, not an examining or awarding body (should accredit certifying bodies). • Recommended NCVQ work with established examination and awarding bodies to establish new qualifications based on national standards defined by industry, to develop a new national qualification framework (NVQs) at Levels 1 to 5 based on assessment of competence. Framework of NVQs introduced 1986 following this report and White Paper (1986) <i>Working Together</i>. • Recommended assessment of all three elements of “competence” – skills, knowledge and understanding, and ability to apply knowledge and understanding – should be stated as essential requirement for an award in NVQ design criteria. • Recommended NCVQ and MSC take the lead in ensuring specification of standards of competence across all occupations by appropriate industry bodies. 		✓		✓	

1986	<p>Education (No. 2) Act</p> <ul style="list-style-type: none"> Introduced formula for the membership of governing bodies (determining how many parents, voluntary body and LEA representatives should be included – LEA representation reduced and parental representation increased): specific set of powers for each school size and status. Governing bodies required to adopt a curriculum policy, and to provide an annual school report and annual meeting for parents. Ended corporal punishment in maintained schools and for those on assisted places in independent schools. Political issues must be taught in a “balanced” way. 	✓			✓	
1986	<p>Introduction of Certificate of Pre Vocational Education (CPVE): one-year course administered by a Joint Board for Pre-Vocational Education set up by BTEC and City and Guilds. Joint Board dismantled 1990-91, from then CPVE administered only by CGLI. Included common core, options for developing skills in selected occupational areas, “job seeking and enterprise skills.”</p>		✓			
1986	<p>BTEC offered its own First Diploma (strongly vocationally-oriented, with less emphasis on the pre-vocational than CPVE). Initially available in FE Colleges but not in schools.</p>		✓			
1986	<p>White Paper (DE/DES): Working Together – education and training On development of vocational education and training in schools, non-advanced further education and YTS, for all up to age 18 at least.</p> <ul style="list-style-type: none"> Announces national extension of TVEI beginning Autumn 1997. Announces creation of new framework of National Vocational Qualifications in England, NI and Wales to be developed and supervised by a new National Council for Vocational Qualifications. 	✓	✓		✓	
1987	<p>Parliamentary Education, Science and Arts Committee: Special Educational Needs: Implementation of the Education Act 1981.</p>					✓
1987	<p>Govt established Schools Examination and Assessment Council (SEAC) to scrutinise and approve all syllabuses and examinations leading to public awards to age 16 with right to extend powers to post-16 examinations, approval to be endorsed by Secretary of State.</p>		✓		✓	
1987	<p>Green Paper (DE): Teachers’ pay and Conditions. A Consultative Document.</p> <ul style="list-style-type: none"> Proposes establishment of Teachers’ Negotiating Group – with teachers’ side and management side – charged with conducting negotiations on pay and conditions of schoolteachers in England and Wales (to replace ‘Burnham arrangements’ of Standing Joint Committee of teacher and local authority representatives in a national forum). Possibility of arbitration if no settlement is reached (i.e. majority on each of teachers’ and management sides are in agreement) possibility of arbitration. New provision for the management side to break the deadlock by implementing its proposals subject to the approval of Parliament. 				✓	

1987	<p>Teachers' Pay and Conditions Act</p> <ul style="list-style-type: none"> Removed teachers' rights to independent negotiating procedures over pay and working conditions and authorised Secretary of State (advised by a School Teachers Review Body) to impose pay and working conditions. Attempt to end industrial dispute by establishing teachers' professional duties, including requirement to work 1250 hours of annual "directed time." 				✓	
1988	<p>Education Reform Act</p> <ul style="list-style-type: none"> Explicit duties for LEAs to provide full-time education for those who need it to age 19 (including those with special educational needs and/or learning difficulties). Progressive introduction of a national curriculum – to be in operation in all schools in England and Wales by Sept 1992 (almost no reference to TVEI). Attainment targets and national testing age 7, 11 and 14. Open enrolment. Governing bodies can move to opt out of LEA control and become grant maintained schools (GMS). Set up mechanisms for establishment of City Technology Colleges. Local management of schools: control of budgets delegated to all secondary and larger primary schools, LEAs required to delegate 'hiring and firing' of school staff to school governing bodies. Abolition of ILEA. Further education defined as all provision outside schools for 16+ of education up to and including A-level and its equivalent. Reorganised funding of further and higher education: abolition of University teachers' tenure, provided for greater delegation of budgets to newly constituted governing bodies for FE colleges (became corporate bodies from 1989). Established National Curriculum Councils, School Examination and Assessment Councils, Further Education Funding Councils for England and Wales. 	✓	✓	✓	✓	✓
1988	<p>White Paper (DE): Training for Employment</p> <ul style="list-style-type: none"> All existing programmes for adult unemployed (age 18+) to be combined into "a single, unified training for employment programme." To run from Sept 1988. Training Commission budget for this programme – almost £1.5 billion – to provide for training for 600,000 people a year. Refocus of resources: priority to helping "longer-term unemployed"; shift emphasis of provision from temporary employment to "providing, through training, the motivation and skills to help them get jobs;" resources to persuade employers to become more involved in training longer-term unemployed. Programme to incorporate a broad range of training: motivational training, rehabilitation, basic skills, skills needed for high technology areas, skills to start up small businesses. Restart courses for those who need extra confidence building/motivational training before entering training course. Training in different contexts and locations: Practical training (in working situations) through projects and training for employers; project-based training (on Community Programme model) for those unemployed for more than 12 months; employer-based training (on YTS model); "directed training" with FE colleges or other education and training organisations or by Training Managers. 					✓

1988	<p>White Paper (DE): <i>Employment in the 1990s</i></p> <ul style="list-style-type: none"> Government policy that state responsible for individual's education to age 16, from 16 to 18 joint responsibility of industry and government, after 18 up to individual and employer. Call for employers to treat training and vocational education as a commercial investment (as with Research and Development). Argued formalised structure of uniform training levy under ITBs ineffective so remaining ITBs should be phased out. Proposed voluntary system of employer contributions, and local control and delivery of VET through a network of c.100 Training and Enterprise Councils (TECs) in England and Wales. TECs to be private companies, mainly staffed by private sector employers (with local education and training, economic development, TU and voluntary body representatives). TECs to be responsible for encouraging and promoting training for employed and unemployed, adults and young people and training and development for small business. Self-regulation of TEC provision. 				✓	
1988	<p>Local Government Act Teaching the acceptability of homosexuality as a "pretended" family relationship made unlawful (Section 28).</p>					
June 1988	Introduction of National Record of Vocational Achievement for young people training on government's Youth Training programme. To be used as planning instrument and for recording achievement beyond success in examination courses.	✓	✓			
1988	MSC – founded 1974 within DfEE – abolished (after TUs refused to enforce ET) to be replaced by a series of interim bodies – UK training system became more employer dominated.				✓	
1988	<p>Higginson Report: <i>Advancing A-Levels</i></p> <ul style="list-style-type: none"> Argued A-Level system too narrow and specialised, and should be broadened to become more like the French Baccalaureate. Recommended 5 'leaner and tougher' subjects rather than 3 and more assessment by coursework. Proposal rejected by Conservatives. 	✓	✓			
1988	<p>Black Report: <i>National Curriculum Task Group on Assessment and Testing</i> Recommended structure of testing and school league tables.</p>		✓			
1989	<p>Elton Report: <i>Discipline in Schools</i> Response to concerns about lack of discipline in schools.</p>			✓		
1989	All ITBs (with exception of construction) wound up and replaced with Non Statutory Training Organisations (NSTOs) expected to be resourced by local employers. Later renamed Industrial Training Organisations (ITOs) under aegis of NCVQ.				✓	
1989	Level 5 added to the National Qualifications Framework.		✓			
1990	Youth Training replaced YTS.					✓
1990	Reabsorption of Training Agency into Training, Enterprise and Education Directorate (TEED) at Department of Employment – DE takes on responsibility for central co-ordination of training policy.				✓	

1990	National Curriculum Council (NCC) recommended six 'core skills': 1) communication, problem solving and personal skills; 2) numeracy, IT, and a modern foreign language.	✓				
1990	80 TECs established: employer-dominated bodies with responsibility for funding and promoting training, and 'labour market planning'/stimulating local enterprise. TEC funded training was not inspected till late 1990s.	✓			✓	
1991	White Paper (DES): <i>Education and Training for the 21st Century</i> Dealt with education and training for 16-19 year olds. <ul style="list-style-type: none"> Recommended the development of "general NVQs" by NCVQ to cover broad occupational areas. GNVQs intended both as route to further study and route of access to world of work. Proposed framework of vocational qualifications with clearer paths between them. Effectively recommended triple track of educational provision: 'academic', 'general vocational', and 'vocational/occupational.' Announced aim by 1996 to provide training credits for all 16-17 year olds leaving full-time education (idea of giving young people power to chose what they want to do). 		✓			
1991	NCVQ policy group: <i>GNVQs: Proposals for the New Qualifications A Consultation Paper</i> Went out to consultation during autumn 1991. Set out the proposed criteria for GNVQs and the basic characteristics of the qualification.		✓			
1991	DoVE (Diploma of Vocational Education) introduced by CGLI as successor to CPVE. More occupationally-specific than CPVE but with opportunities to develop core skills. Three level framework proposed (Foundation for the age range 14 to 16 years; Intermediate for a one year post 16 course; and National for a two year post 16 course): highest level never developed. By the mid-90s largely taken by 14-16 year olds.		✓			
1991	<i>School Teachers' Pay and Conditions Act</i> <ul style="list-style-type: none"> Introduced teacher appraisal. School Teachers' Review Body established to determine pay and conditions of teachers. 				✓	
Feb 1991	Launch of National Record of Achievement (NRA) following pilot schemes 1986-88 leading to <i>Record of Achievement National Steering Committee Reports</i> 1989 and 1991. Introduced into schools in England, Wales and Scotland 1991 and Northern Ireland 1992. Originally to be free for all, high take up led to it being free only for 16 year old school leavers from 1992. Subsequently became free to all trainees on Government funding training (including Modern Apprentices). DES and Welsh Office issued regulations requiring schools to use the format of the National Record of Achievement to school leavers in 1993.	✓	✓			
1992	Responsibility for Science transferred to Cabinet Office's Office of Public Service: DES renamed <i>Department of Education</i> .				✓	
1992	Introduction of <i>GNVQ</i> pilots in 5 areas. Intended to be of equal standing to academic qualifications at same level. Introduced nationally in 1993. (Announced in 1991 White Paper <i>Education and Training for the 21st Century</i>).		✓			

1992	<p>Education (Schools) Act</p> <ul style="list-style-type: none"> • Introduces new independent inspectorate (Ofsted) to replace HM Inspectorate. Ofsted formally established 1993. • Use of private teams to inspect schools once every four years. Teams must include at least 1 ‘lay’ inspector (i.e. not involved professionally with education). • Introduces parents’ charter. • Introduces league tables of school performance. • Schools required to provide annual reports on children and governors required to provide annual report on school’s performance. 				✓	
1992	<p>Further and Higher Education Act</p> <ul style="list-style-type: none"> • New Further Education Funding Council (FEFC) and Higher Education Funding Council (HEFC) set up. FEFC inspectorate to report on quality of provision. No remit for planning of provision. • Sixth Form Colleges and FE colleges given corporate status, no longer under LEA control. So different funding arrangements for students in schools and incorporated colleges. 			✓	✓	
1992	<p>White Paper (DES): Choice and Diversity</p> <ul style="list-style-type: none"> • Schools should be encouraged to opt out of local authority control and become grant maintained. • Proposed establishment of a Funding Agency for Schools to allocate funds to grant maintained schools. • Proposed LEAs retain responsibility for education of children with special needs and school transport. • Proposed National Curriculum Council (NCC) and School Examination and Assessment Authority (SEAC) merge to form School Curriculum and Assessment Authority (SCAA). 			✓	✓	
1992	<p>White Paper (DE): People, Jobs and Opportunity</p> <ul style="list-style-type: none"> • Proposed change to employment law to enable individuals to get more comprehensive information about terms and conditions of their employment, including information about training they will receive. • Consultation on law relating to training contracts between employer and employee. • Encourage spread of more flexible ways of learning “at their own pace in their own time.” • Proposal for learning credits for unemployed people for purchase of open learning materials and support • Initiative to provide credits for adults in workforce to purchase “skill check” – take stock of existing skills and experience (with advice and guidance) and identify how can improve skills and map out future career options. To be run by local TECs. 					✓
1993	<p>Education Act:</p> <ul style="list-style-type: none"> • Established Funding Agency of Schools (FAS) to administer funding for GM schools (came into operation 1994). • Simplified ‘opting out’ procedure to make it easier for schools to become GM. • Provided framework within which LEAs might share admin of schools with FAS after a certain proportion of schools had ‘opted-out.’ • Introduced methods to deal with ‘failing schools’ when identified by Ofsted inspectors. • Set up the Special Educational Needs Tribunal and time limits on SEN statements introduced. • NCC and SEAC replaced by single body: SCAA. 			✓	✓	✓

1993	<p>Dearing Report: <i>The National Curriculum and its Assessment</i></p> <ul style="list-style-type: none"> • Recommends national curriculum should be slimmed down (with c.20% teaching time to be freed up for use at the discretion of schools) and that time given to testing should be reduced. • Recommends further discretion for the school at KS4 (14-16), with art, geography, history and music to be made optional. • Recommends National Curriculum Council (NCC) and Schools Examination and Assessment Council (SEAC) become one body – the Schools Assessment Authority (SCAA). 	✓	✓		✓	
1994	Pilot of Modern Apprenticeship programme (at Level 3). Rolled out fully in 1995.		✓			
1994	<p>Education Act</p> <ul style="list-style-type: none"> • Arrangements for teacher training, including establishment of Teacher Training Agency (TTA) for England and Wales. • Schools to be more centrally involved in delivery of courses for initial and in-service training of teachers. 				✓	
1994	<p>Code of Practice on the Identification and Assessment of Special Educational Needs came into force:</p> <ul style="list-style-type: none"> • To ensure schools match provision to needs of children. • Transition Plan (at 14+ annual review) for young people with a statement of their special educational needs. 					✓
1994	<p>White Paper (DTI): <i>Competitiveness: Helping Business to Win</i></p> <ul style="list-style-type: none"> • Three track system: A and AS Levels; “Vocational A Levels” (GNVQs); NVQs/Modern Apprenticeship (work-based). • Announces establishment of new ‘General Diploma’ in England and Wales to ensure pupils have good GCSE passes in essential subjects (English, Mathematics, Science, Welsh in Welsh medium schools) plus two other “good GCSEs or their vocational equivalents.” • Announces introduction of “new pre-vocational options” for 14-16 year olds. • Announces review of content and structure of NVQs and SVQs by April 1996 (see Beaumont Review 1996). • Introduction of Modern Apprenticeships for 16-17 year olds “to help remedy the UK’s historic skills weakness in ... technicians, craftsmen and supervisors”. Government providing support and “challenging industry to provide places.” £100m over three years for “accelerated Modern Apprenticeship” for 18-19 year olds with vocational or academic A-Levels. • Enhanced levels of careers guidance at ages 13, 15 and 17 (extra £87m for this). • Extra £23m over three years to education business links to ensure all 15-16 year olds receive work experience. • Announces consultation on learning credits for all 16-19 year olds in education or in work (to purchase education and training courses direct from providers). To give young people “a greater say in the choice of their education and training”, and to lead them to “appreciate the vital importance of investing in skills.” • Changes in funding arrangements for work-related further education. TECs to administer new Competitiveness Fund to help colleges meet labour market needs (e.g. for up-to-date equipment). 	✓	✓		✓	
1995	Employment Department and Department of Education merge to become Department for Education and Employment (DfEE) .				✓	

1995	<p>Capey Report: <i>GNVQ Assessment Review</i></p> <ul style="list-style-type: none"> • Criticises complex and time-consuming assessment and grading procedures. • Recommends simplification of assessment and grading of portfolios and unit tests, and more reliance on external assessment. (Revised GNVQ developed and piloted from 1997). • Notes positive attitude of students and teachers to GNVQ philosophy and structure. 		✓			
1995	<p>Beaumont Report: <i>Review of 100 NVQs and SVQs: a report</i></p> <ul style="list-style-type: none"> • Criticisms of NVQs include: too bureaucratic, paper-heavy, couched in unfriendly language, lack of information for end users, poor communication between different agencies involved in NVQ administration and delivery. • Recommends that the focus of funding for NVQs should be shifted from whole qualifications to individual units (because individual units often more important for employers and individuals than whole qualifications). 		✓			
1995	<p>White Paper (DTI): <i>Competitiveness: Forging Ahead</i></p> <ul style="list-style-type: none"> • Government endorses NACETT’s updated education and training targets for 2000. • Proposals to encourage small firms to invest more in training: including Skills for Small Business to enable firms to develop and implement training plans (focused on NVQs); Small Firms Training Challenge with prize fund. • Focus on increasing opportunities for young people to undertake training at “key NVQ and SVQ level 3, as technicians, craft workers, or junior managers.” • Proposes introduction of measures for “more consistent approach to funding methodologies across sectors” to remove financial distortions between providers and make it easier for new providers to get started. • Proposes to legislate to improve careers education and guidance in maintained schools and colleges: to secure provision of careers education, to make schools and colleges responsible for working with careers services, to ensure young people receive information on work-based and FE options. • Policies to enhance links between schools/colleges and employers: e.g. new framework of objectives for education business links; funding “is available” to allow all pupils in last week of compulsory schooling to have at least one week’s work experience; development of FE Competitiveness Fund. • “Action is in hand to embed ... key themes [of TVEI] in the work of all schools.” 		✓	✓		
1996	<p>White Paper (DfEE): <i>Self-government for Schools</i></p> <ul style="list-style-type: none"> • Proposes to give GM schools greater freedom to manage own affairs: eg allow them to start own sixth forms or nursery units, allow them to select up to 50% pupils by ability or aptitude without needing central approval. • Technology and language colleges to have right to select up to 30% pupils by ability or aptitude, 20% for other LEA schools. • Proposes to give Funding Agency for schools power to set up new GM schools, including grammar schools, but only in areas where new schools are needed. • Extends proportion of money LEAs must pass to schools under local management. • Role of LEAs no longer to control or run schools but role in “promoting quality in schools, coordinating school 			✓	✓	

	<p>networks and developing good practice.”: organising education outside schools, planning supply of places, allocating and monitoring school budgets etc.</p> <ul style="list-style-type: none"> • Extension of specialist school programme to include specialisms in sport and the arts. 					
1996	<p>Dearing Review: <i>Review of Qualifications for 16-19 Year Olds</i></p> <ul style="list-style-type: none"> • Advocates six ‘core skills’ to be incorporated into post-16 curriculum. Subdivided into Key Skills (Application of Number, Communication, Information Technology) and Core Skills (referred to as including interpersonal skills in team working, presentation skills - including oral and personal presentation - and wider personal skills such as problem-solving and self management of learning). • Recommends introduction of National Traineeship as high-quality work-based option for school leavers and employees, building on design features of Modern Apprenticeship but focused on NVQ Level 2. • Recommends applied and vocational courses should be available to pupils age 14+ who did not find school relevant. • Recommends review, restructuring and relaunch of National Records of Achievement (NRA not seen as relevant to their recruitment processes by employers and universities as much as had been hoped). • Recommends introduction of national framework for qualifications at four levels – Entry Level, Foundation Level, Intermediate Level and Advanced Level – to cover the “main pathways”: ‘A Level and GCSE’, ‘Applied Education’ (GNVQ) and ‘Vocational Training’ (NVQ) pathways. 	✓	✓			
Dec 1996	<p>White Paper (DfEE): <i>Learning to Compete: Education and Training for 14-19 Year Olds</i></p> <ul style="list-style-type: none"> • Proposes introduction of “employer-designed and led” national traineeships from Sept 1997 (to replace Youth Training, building on MA concept). • Relaunch plan for disaffected 14-19s to give them key skills for employment. • Part One GNVQs in all schools wishing to provide them from 1998. • “more innovative” approached to vocational education for 14-16s to complement national curriculum. • External inspection for work-based training providers. • Proposes introduction of learning credit entitlement for all 14-21 covering further education, training and careers guidance up to and including level 3. Idea of plastic ‘credit card’. No corresponding entitlement to financial support was proposed. • Common principles for funding schools, colleges and private trainers – idea of creating more level playing field in funding between different sectors. • Outlines programme of rationalisation of examining bodies in 14-19 sector. 	✓	✓		✓	✓
1996	<p><i>New Framework and Handbook for School Inspection for England. Aims to make Ofsted inspection process less paper-based and bureaucratic.</i></p>				✓	
1996	<p><i>Jobseekers Act</i></p> <p>Number of hours for which a student could study without losing their entitlement to JSA benefit reduced from 21 ‘supervised’ hours to 16 ‘guided learning’ hours. Hours regulation now limited to staff-supervised learning and excluded private study time, provided students remained available for and actively sought work.</p>					

July 1996	<i>Nursery and Grant Maintained Schools Act</i> Grant Maintained schools to be enabled to borrow money from private sources.			✓		
Nov 1996	<i>Education (Schools) Act</i> <ul style="list-style-type: none"> • Funding powers to be transferred to Trusts and Governing bodies of GM schools, City Technology Colleges, and CCTAs (City Colleges of Technology and Arts). • Entitlement of children to broad and balanced education which should prepare them for FE and training or the job market. • Restates principle that pupils are to be educated in accordance with parental wishes and provides for parental choice of school. • LEAs to contribute towards spiritual, mental, moral and physical development and promote ‘high standards of education.’ • Duties of LEAs regarding home to school/college transport provision for over-16s. • LEAs required to make arrangements for provision of suitable education at schools or elsewhere for children of compulsory school age who might not receive a suitable education for reasons of illness or exclusion. • Further clarification of duties of FAS. 	✓		✓	✓	✓
1997	<i>Education Act (last piece of educational legislation by the Conservative Government)</i> <ul style="list-style-type: none"> • Further powers to GM schools and powers to expand and to select pupils by ability without having to gain central approval. • Baseline assessment age 5, school performance targets. • Secretary of State given further powers e.g. to set timing of assessments. • Ofsted given powers to inspect LEAs. • Clauses to regulate the way careers education should be carried out in schools and FE colleges. • Detailed clauses governing setting up of QCA (merger of SCAA and NCVQ). • Assisted places scheme extended to prep schools (40 institutions). • Plans for increased budgetary delegation to schools outlined in white paper abandoned. • Sets legal framework for establishment of National Qualifications Framework (NQF introduced 1998, accreditation of qualifications for inclusion in NQF started 1999). 	✓	✓	✓	✓	✓
1997	<i>Education (Schools) Act (Labour government)</i> Ended scheme of assisted places.				✓	
1997	Introduction of FMA at L2 replacing most youth training provision at this level. (Modern Apprenticeship renamed AMA).		✓			
1997	New Key Skills qualification piloted in range of schools, colleges and training providers (1997-99).		✓			

1997	<p>DfEE Guidance to FEFC</p> <ul style="list-style-type: none"> Proposed priority of widening participation for those aged 19+ and to expand provision for 16-18 year olds (including starting ‘Investing in Young People’). Proposed fairer balance between state and employer contributions to employer-led provision. 				✓	✓
1997	<p>Initiatives announced:</p> <ul style="list-style-type: none"> ‘Investing in Young People’: initiative to increase participation and to reduce drop-out post-16 by tackling variable quality and relevance of some post-16 education and training, with long-term aim of getting as many young people as possible to NVQ Level 2 standard. ‘New Start’ (part of Investors in Young People): to bring back into learning 14-17 year olds who have dropped out, or are at risk of doing so, by encouraging multi-agency partnerships to develop co-ordinated approaches to tackling youth disaffection. Partnerships in England had to include the Careers Service, schools, FE colleges, TECs, local authorities, the Youth Services and voluntary organisations. 17 bids were successful. 					✓
1997	<p>Consultation Document (DfEE): A Passport to Learning Proposed introduction of learning credits.</p>					✓
1997	<p>Green Paper (DfEE): Excellence for all Children: Meeting Special Educational Needs</p> <ul style="list-style-type: none"> Commitment to inclusion in mainstream schools of “all children who will benefit from it.” Special schools to become ‘centres of excellence’: working directly with children with complex SEN and also providing support to mainstream colleagues. Proposals for children with SEN who exhibit behavioural problems e.g. outside school for older pupils. Proposals to make framework of statutory assessment and statementing work better, to support children rather than divert resources into bureaucracy. 					✓
1997	<p>White Paper (DfEE): Excellence in Schools Proposals for first term of Labour government:</p> <ul style="list-style-type: none"> Announced setting up of a Standards Task Force, and of a Standards and Efficiency Unit at the DfEE; Schools to set pupils according to ability and further development of innovative approaches to pupil grouping; Education Action Zones – targetted support and development “where most needed” in inner city areas (City Technology Colleges preserved – within family of schools in EAZs); Teachers: national qualification for headship for new headteachers, ‘fast track’ to headship, faster disciplinary and dismissal procedures for teachers, proposal to establish General Teaching Council – composition at present undecided; Announced establishment of General Teaching Council to represent teaching profession; Introduction of annual league tables of schools’ performance; LEAs back to more central role in monitoring, maintaining and improving standards. Especially in intervening in schools ‘at risk’ of failure. Set targets for schools. LEAs to be inspected by Ofsted; 	✓	✓	✓	✓	

	<ul style="list-style-type: none"> • DfEE to consult more widely on future of LMS scheme: retain principle of delegating as much as possible to schools but recognition LEA to retain enough to carry through education development plan and supervisory duties; • Proposals for phasing out of GM schools and introduction of new system of 3 categories of school: 1) aided, 2) community, 3) foundation. Proposals for extensive network of specialist schools. Plans for abolishing 163 remaining grammar schools deferred; • National strategy for ICT in schools, proposal for National Grid for Learning; • First time white paper has chapter on parental roles in education: Family learning schemes, home-school contracts, better information for parents, greater representation of parents on governing bodies and LEAs, better school-business links; • Proposes pupils not able to leave till taking GCSE; • Proposals for “accelerated learning.” 					
1997	<p>Green Paper (DfEE): <i>The Learning Age</i></p> <ul style="list-style-type: none"> • Recommends need to increase post-16 participation: “chance to learn” for extra 800,000 in FE and HE by 2002. • Recommends removing barriers to participation e.g. though Individual Learning Accounts (originally to include capacity for student and employer as well as state contributions). • New system of FE student support to replace LEA discretionary awards. • National Skills Task Force. • University for Industry (part of call for more flexible education and training provision) – became operational in 2000. • Improved information and guidance: more focused careers service, “Learning Direct” telephone helpline. • FEFC asked to secure greater employer investment (an additional £20m). 					✓
1997	<p>Kennedy Report: <i>Learning Works: Widening Participation in Higher Education</i></p> <ul style="list-style-type: none"> • Calls for overhaul of post-school funding and a shift in policy to focus on people who left school with few or no qualifications. • Supports development of new national credit framework for adults. 					✓
1997	<p>Fryer Report: <i>Learning for the 21st Century: continuing education and lifelong learning</i></p> <ul style="list-style-type: none"> • Principle of shared responsibility for Lifelong Learning between individual, employer and state (programmes such as ILA and New Deal to enhance sense of shared responsibility). • Recommends FEFC and others should amend funding methodologies to make widening participation a priority, and should engage in outreach and development work. • Recommends work on new national credit framework. • Highlights need for improved data and more sophisticated measures of “learning activity.” • Calls on government to set out a strategic framework for Lifelong Learning, and to review fiscal and taxation policies in order to provide incentives for participation, and to encourage learners to invest themselves. 		✓			✓

1997	<p>Dearing Report: <i>Higher Education and the Learning Society</i></p> <ul style="list-style-type: none"> • Historic boundaries between academic and vocational should be broken down, better links between higher education and industry should be established. • Some institutions would be research oriented and others teaching oriented. • All new full-time university staff should receive training in teaching and competence in teaching should become a requirement for promotion. • Proportion of young people entering higher education should be increased. 	✓				✓
1997	<p><i>Qualifications and Curriculum Authority (QCA) established.</i> Merged NCVQ with the Schools Curriculum and Assessment Authority (SCAA).</p>				✓	
1998	<p><i>School Standards and Framework Act</i></p> <ul style="list-style-type: none"> • LEAs have power to make payments to new FE or HE students starting after Sept 1999 if wish to use it (amends 1996 Education Act). Revised power also allows LEAs to continue to make maintenance payments to 16-19 year olds in schools. If LEA does not take up this power (must decide annually) any student is entitled to apply for support and the LEA needs to show it had clear mechanisms for making payments and considering exceptional circumstances. • Increases delegation of budgets from LEAs to FE colleges. • Every LEA required to produce an education development plan, LEAs have statutory duty to raise standards. • Code of practice defining roles and responsibilities of LEAs to be introduced. • LEAs banned from setting up assisted-places style schemes. • More parents on governing bodies and LEA committees. • Established Education Action Zones (to be run by local authorities and businesses) – June 1998 25 EAZs announced for England (first 12 to be operation by beginning of new academic year). • Abolition of GM schools and of FAS. New framework for maintained schools – community, voluntary and foundation schools – with regulations for their establishment, finance, staffing, admissions and selection systems. • Ballots for local parents to abolish grammar school status. • Partial selection allowed to continue where it already exists and specialist schools to be allowed 10% selection by aptitude. 			✓	✓	
1998	<p><i>Teaching and Higher Education Act</i></p> <ul style="list-style-type: none"> • Established General Teaching Councils for England and Wales. • New system of HE student loans and fees, largely abolishing student grants. • HEIs able to waive fees of unemployed part-time students and rights to access funds extended to some part-time students • Power of LEAs to make discretionary awards to FE and HE students (under 1962 Education Act) removed. • Right to time off work for study regulation (from Sept 1999): all employers required to provide time off to train/study for 16/17 year olds who have not yet attained Level 2. 				✓	✓

1998	Education (National Curriculum) (Exceptions at Key Stage 4) Regulations Schools permitted (under certain circumstances) to disapply aspects of the National Curriculum at KS4 in order to provide opportunities for wider use of work-related programmes for 14-16 year olds.	✓				✓
1998	Regional Development Agencies Act <ul style="list-style-type: none"> Regional Development Agencies set up with 5 statutory purposes: 1) To further economic development and regeneration; 2) to promote business efficiency, investment and competitiveness; 3) To promote employment; 4) To enhance development and application of skill to employment; 5) To contribute to sustainable development. RDAs formally launched in eight English regions on 1 April 1999, 9th (London) established July 2000 following the establishment of the Greater London Authority (GLA). 				✓	
1998	From September 1998 schools have statutory duty to provide programme of careers education for 16-18 year olds. All pupils under 19 have statutory right to free careers guidance. Schools required to run careers education programmes for years 9-11.	✓				
1998	Select Committee on Education and Employment (Fifth Report): Disaffected Children Focus on 14-19 age group.					✓
1998	Green Paper (DfEE): Teachers: meeting the challenge of change <ul style="list-style-type: none"> Proposal to create ‘fast-track’ with accelerated promotion for ‘high flyers’. Introduced idea of performance-related pay. 				✓	
1998	DfEE: Further Education into the New Millennium Government response to the Kennedy Report (1997). Endorsed Report’s calls for widening participation in FE.					✓
1999	White Paper (DfEE): Learning to Succeed: a new framework for post-16 learning <ul style="list-style-type: none"> Proposes reform of structure of post-16 education and training and TECs into single structure, including sixth forms: “Creation of a single body to oversee national strategies for post-16 learning, the funding to provide the focus needed and the emphasis on quality to lever up standards.” TECs to be superseded by Local Learning and Skills Councils (LLSCs) in April 2001. Plans to create single advice and support service to steer 13-19 year olds through the system. Investors in Young People further developed and renamed ConneXions. Extension of New Start programme. Refocus of careers service provision on “those in greatest need.” Measures to tackle truancy and exclusion from school. Right to time off, Learning Gateway, and Youth Service to be audited. 				✓	✓
1999	SEU PAT 12 Report: Bridging the Gap: New Opportunities for 16-18 Year Olds Not in Education, Employment or Training Sets out government’s “action plan”. Proposals include extending pilot EMAs to homeless and disabled young people.					✓

1999	Moser Report: <i>A Fresh Start: Improving Literacy and Numeracy</i> Pointed to deficit in basic skills by end of compulsory education. Target of number of functionally illiterate adults of working age to be cut in half by 2010, and 95% 19 year olds should have adequate literacy and 90% adequate numeracy levels by 2010. Proposed National Strategy for Adult Basic Skills.	✓				✓
1999	<i>Qualifying for Success</i> consultation Aim to broaden education beyond 16, encourage wider skill acquisition, and bring UK in line with other countries: <ul style="list-style-type: none"> • New AS qualification to be equivalent to first half of full A-Level; • Broader A-Level syllabus and new ‘synoptic’ assessment at A-Level and limits on amount of assessment by coursework; • Revisions to GNVQ (including more external assessment); • Separate certification of ‘Key Skills’ in GNVQ; • New Key Skills qualification available for all. 		✓			
1999	<i>Draft Regulations</i> to enable 14-16 year olds at risk of disaffection to spend part of the week in FE college or gaining work experience.					✓
1999	<i>Special Educational Needs Bill</i> Proposed means to speed up decisions about education of children with physical, emotional and behavioural difficulties.					✓
1999	<i>Education Bill</i> Proposed all post-16 education and training be placed under a new Learning and Skills Council (to replace FEFC and TECs).				✓	
1999	16-17 ‘Learning Gateway’ introduced: <ul style="list-style-type: none"> • Individual action plan with student learning at own pace. • Designed to lead to National Traineeship and Modern Apprenticeship. 		✓			✓
1999	<i>Excellence in Cities</i> initiative announced (implemented 2000) Targetted at KS 3-5, aimed to improve standards in inner-city areas: <ul style="list-style-type: none"> • Develop and expand number of Beacon and Specialist schools and network of City Learning Centres; • Extend opportunities for gifted and talented children; • Encourage setting by schools; • Provide learning mentor for every young person who needs one (single point of contact to tackle any barriers to learning); • Learning support units; • New Education Action Zones to focus on low performance in small clusters of schools. 			✓		✓
1999	<i>Educational Maintenance Allowance</i> piloted in order to test its ability to increase participation, retention and achievement amongst 16-19 year olds. Payment of EMA contingent on satisfactory attendance and adherence to a learning agreement between pupil and school/college. From Sept 2000 variants of EMA tested on homeless and disabled young people.					✓

2000	Prime Minister Tony Blair asked the Chancellor of the Exchequer Gordon Brown to chair a new high-level Cabinet Committee on Children and Young People’s Services with the task of co-ordinating policies to prevent poverty and underachievement among children and young people up to19. Tony Blair also and created the post of Minister for Young People .						✓
2000	DfEE launched campaign for 16-year olds: “ Don’t quit [school] now! ”						✓
2000	QCA proposed National Diploma for 18-year olds on the same lines as high school graduation in the US. This proposal has now been dropped (unenthusiastic response to the idea of a graduation diploma in the <i>14-19 Extending Opportunities</i> consultation).		✓				
2000	Curriculum 2000 <ul style="list-style-type: none"> Announced May 1999 – following <i>Qualifying for Success</i> consultation. Slimmed down version of National Curriculum. Framework including GCSEs, GNVQs, Key Skills qualification, broader A-Level structure with simplified progression between AS Levels (renamed A1) and A-Levels (renamed A2). Aim to broaden curriculum and encourage mixing of academic and vocational subject choices. 	✓	✓				
2000	House of Commons Education and Employment Select Committee: <i>The Role of Private Sector Organisations in Public Education</i>			✓	✓		
2000	<i>Citizenship for 16-19 Year Olds in Education and Training. Report of the Advisory Group</i> <ul style="list-style-type: none"> Citizenship as link between education and employment: enable individuals to develop skills to become effective in their work and aware of rights and responsibilities as employees. “Citizenship development” rather than teaching for this age group. Recommends citizenship be acknowledged as key life skill, and recognition of ‘citizenship skills’ be addressed by LSC and QCA. 	✓					
2000	<i>Learning and Skills Act</i> <ul style="list-style-type: none"> Unifies and simplifies post-16 planning and funding structures through creation of Learning and Skills Council and 47 Local LSCs. LSC and Local LSCs given statutory duty to boost workforce development. Basis of funding for education and training changed to units of not less than 30 learning hours. 16 hour time-frame (see Job Seekers Act 1996) now irrelevant. New youth service – ConneXions – established. Reformed inspection arrangements: established Adult Learning Inspectorate (ALI) and extended Ofsted’s remit to include post-16 provision outside the school. 					✓	
2001	Modern Apprenticeship divided into Advanced Modern Apprenticeship (AMA) at L3 and Foundation Modern Apprenticeship (FMA) at L2. Many other GST schemes wound down and ‘rebadged’ as FMA.		✓				

2001	Learning and Skills Council operational with 47 Local LSCs. Responsible for funding and planning all post-16 provision (except schools sixth forms and Universities). Employment Service (now incorporated within DWP) set up.				✓	
2001	Two inspectorates: Ofsted for all full-time 16-19 provision and ALI for all non-university post-19 provision.				✓	
2001	DfEE becomes Department for Education and Skills (DfES) . Employment functions transferred to newly created Department of Work and Pensions (DWP).				✓	
2001	DfES: Skills for Life Argues for a national strategy for improving adult literacy and numeracy skills.					✓
2001	Green Paper (DfES): Schools: Building on Success <ul style="list-style-type: none"> Proposed “earned autonomy” of successful schools. Proposed expansion of specialist school network to extend diversity within secondary system. Promotion of new pathways for pupils beyond 14 better suited to talents and aspirations of individuals: particularly those of high academic ability and those wishing to proceed on vocational and work-based routes. 	✓		✓	✓	
2001	White Paper (DfES): Schools: Achieving Success <ul style="list-style-type: none"> Expansion of private sector role (policy of permitting and if necessary instructing LEAs to involve outside partners to help failing schools). Extension of specialist and beacon school programmes – at least 40% schools to have (or be working towards) specialist status by 2005. Proposal to allow for all age City Academies and schools on City Academy model in disadvantaged rural areas. Deregulatory measures proposed – within framework of accountability – to allow flexibility for governance, extended autonomy (on pay and conditions and curriculum) for “successful” schools, legislation to remove barriers to movement of teachers and pupils between institutions (e.g. schools and FE). Plans for legislation to enable “excellent schools” to “support and partner” weak/failing schools. Changes to school admissions procedures to stop parents hanging on to several “first choices”. Minimum performance levels for GCSE attainment: at least 25% pupils in all schools should obtain 5 GCSE A*-C by 2006. Strategy for improving standards in lower years of secondary school: league tables for 14 year-olds (KS3), extension of literacy and numeracy lessons into lower secondary school. In order to meet needs of more 14-19 year olds education system must increase opportunities through more vocational routes and enhancing status of vocational awards, priority to basic literacy and numeracy where underperformance. Review of 14-19 education – with greater curricular flexibility at KS4 and possibility of pupils opting out of GCSE – announced. Proposal to amend legislation to enable more students to take KS3, GCSE and advanced qualifications earlier in their school lives. 	✓	✓	✓	✓	

2001	<p>Cassells Report: <i>Modern Apprenticeships: The Way to Work</i></p> <ul style="list-style-type: none"> • Suggests prime responsibility for developing, promoting and delivering Modern Apprenticeship be assigned to LSC (from DfES). • Proposes LSC develop a national framework for Modern Apprenticeship to include: (a) signed apprenticeship agreement between employer and apprentice; (b) individual training plan and 8 week probation period; (c) minimum permitted durations of 1 year (FMA) and 2 years (AMA). • Recommends less duplication of content between different elements of framework (eg between NVQ and Key Skills components) • Recommends introduction of technical certificates into MA framework. • Recommends clearer delivery and funding structure. • Relevant NTOs to issue diplomas marking successful completion of framework. • Recommends new Entry to Employment (E2E) programme for young people “not yet ready to enter apprenticeship or other employment.” • Target of 28% young people age 16-21 entering apprenticeship by 2004, and 35% by 2010. 		✓		✓	
2001	<p>DfES: <i>Meeting the Sector Skills and Productivity Challenge</i></p> <ul style="list-style-type: none"> • In response to <i>Building a Stronger Network</i> consultation on the future of National Training Organisations (NTOs) published Jan 2001. • Proposes “smaller and stronger” network of Sector Skills Councils (SSCs) to give employers “a stronger voice in the planning and delivery of learning and skills” to replace network of 71 NTOs. To be developed, run and owned by employers “and others” in the sector. “Areas of activity” to include: developing skills and productivity agenda and “action plan” for sector; secure commitment to skills agenda from employers in sector and others; promote employer skills and innovation; build effective employer network; define key sector occupational skills and promote career opportunities; promote learning and qualifications relevant to the sector. • Sector Skills Development Agency (SSDA) to be set up to fund and support SSC network and to ensure skill and workforce development functions (such as national occupational standards) carried out in sectors where SSC not established. • DfES promise up to £1m per annum to cover core activities of each SSC. Employers also expected to make private investment. 				✓	
2002	<p>DfES: <i>Success for All: Reforming Further Education and Training</i></p> <ul style="list-style-type: none"> • Strategy for raising quality and effectiveness in the “learning and skills sector” – FE colleges and training providers. • Funding reform: e.g. 19% increase in real terms in total planned funding for FE colleges by 2005-6; targeted funds for pay and staff training to be consolidated into core funding; increase in core funding for colleges 2003-4 for agreeing plan with targets with the LSC (subsequent funding increases to be linked to performance). • LSC funding arrangements to be linked to performance targets: floor targets, three year funding arrangements between LSC and providers with funding tied to college development plans, for FE colleges extra funding linked to achievement of improvement targets. Less frequent inspection for colleges achieving “beacon status.” 			✓	✓	

	<ul style="list-style-type: none"> • Increase in direct capital investment in learning and skills sector to over £400m in 2005-6. Priorities for spending: <ul style="list-style-type: none"> ○ Development of 400 Centres of Vocational Excellence (CoVEs) by 2006. CoVEs should meet employer and sectoral needs and to establish stronger relationships with employers; ○ Upgrade and refurbishment of buildings, improved ICT facilities; ○ Develop new facilities for 14-16 year olds outside school. • Strategic Area Reviews (StARs) to be undertaken by each Local LSC from April 2003 to ensure that there is the “right mix of provision ... to meet learner, employer and community needs” and a collaborative network of providers in each part of the country. • DfES Standards Unit established to improve quality of teaching and learning: to identify and disseminate good practice, learning materials and training programmes. Government investment over next three years rising to over £100m in 2005-6. Priority curriculum areas identified – to be tackled first. • E-learning: development of infrastructure (staff training, equipment) and content. • Target for majority of full-time and part-time college teachers and lecturers fully qualified by 2005-6; to be extended to other providers in sector over time. Leadership College for learning and skills sector to be launched from 2003. 					
2002	<p>White Paper (DfES): <i>The Future of Higher Education</i> Universities free to increase tuition fees (if can satisfy ‘access regulator’ they are doing more to attract disadvantaged students), re-introduction of maintenance grant for poorest students. Defer repayment of tuition fees till after graduation.</p>				✓	✓
2002	<p>Green Paper (DfES): <i>14-19: Extending Opportunities, Raising Standards</i></p> <ul style="list-style-type: none"> • Long-term proposal of new matriculation diploma – overarching award – for all to aspire to age 19, to be based around existing national qualifications eg GCSE, A-Level, Modern Apprenticeship. Common strand of literacy, numeracy and ICT to L2, main qualifications and programmes at different levels (Intermediate L2, Advanced L3 and Higher ‘broader and more advanced achievement’), and ‘potentially’ participation in “active citizenship, wider interests and work-related learning”. Matriculation certificate. Working group to be set up to look at this. • Shorter-term proposals: Greater flexibility 14-16 (compulsory elements restricted to English, Maths, Science, ICT with citizenship, RE, PE, careers education, sex and health education, work-related learning). More vocational qualifications for this age group including vocational GCSEs and hybrid qualifications (combine traditional subjects with vocational qualifications). 16-19: continued implementation of C2000 reforms. • Better support and guidance at end KS3 – schools and ConneXions to have a role – with possibility of individual learning plans. • Fast track for high achievers – possibility of omitting GCSEs and moving straight to AS-Levels in certain subjects. • Closer collaboration between schools, colleges, training providers (different collaborative arrangements to be tested in 14-19 Pathfinder projects). • Flexible delivery through ICT and e-learning. 	✓	✓		✓	

2003	<p>DfES: <i>A New Specialist System. Transforming Secondary Education</i></p> <ul style="list-style-type: none"> • Expansion of specialist schools to include new specialisms in music and humanities. • Proposes development of “strong leadership teams to lead school improvement.” • Schools demonstrating strong and successful leadership awarded with greater flexibility around curriculum, and teacher’s pay and conditions. • Partnerships between school, parents, employers, community etc. • Reduction of national curriculum commitment at KS4 and “new requirement” for app pupils to undertake work-related and enterprise learning. 	✓		✓	✓	
Jan 2003	<p>White Paper (DfES): <i>14-19: Opportunity and Excellence</i></p> <ul style="list-style-type: none"> • More choice for students: e.g. flexibility in GCSE, institutions work together to provide more options. • Proposals for 14-16 year olds: reduce compulsory national curriculum to English, maths, science, ICT, work and enterprise (entitlement to study language, humanities subject, arts subject, design and technology). • Entitled to study literacy, numeracy and computer skills till 19 to Level 2. • Vocational GCSEs and hybrid GCSEs. • “...more manageable assessment, which recognises all of the young person’s achievements.” • Proposal of developing unified framework in long-term. Overarching award of some sort but no matriculation diploma (Universities and employers not convinced of value of matriculation diploma). • Appointment of 14-19 Working Group under Mike Tomlinson. 	✓	✓			
April 2003	<p><i>A Level Standards, Third Report of the House of Commons Select Committee on Education and Skills</i></p> <ul style="list-style-type: none"> • Review of procedures following ‘A-Level exams crisis’ Summer 2002. • ‘Crisis’ put down to lack of transparency leading to confusion throughout the system, and “lack of communication and understanding” between Government, exam boards and QCA. Ministers’ decision to rush in introduction of A2 exams without pilot scheme (ignoring advisers at QCA) cited as “single biggest factor in last summer’s crisis.” • Concluded no decline in A-Level standards though change in curricula and assessment methods. Noted improvements in teaching quality and teaching resources. • Recommends period of stability following recent reforms. 		✓		✓	
July 2003	<p><i>Working Group on 14-19 Reform: Principles for Reform of 14-19 Learning Programmes and Qualifications</i></p> <ul style="list-style-type: none"> • Progress report three months into life of working group: intended to identify key principles for reform and broad design features for curriculum planning, assessment and qualifications framework – “not a detailed blueprint for reform.” • Working group terms of reference: to work on developing 1) a coherent 14-19 learning programmes; 2) 14-19 assessment arrangements; 3) a unified framework of qualifications; 4) stronger structure and content of vocational programmes. 	✓	✓			

	<ul style="list-style-type: none"> • ‘Climbing frame’ (free standing but linked courses and qualifications) and ‘baccalaureate’ (emphasis on whole programme) as key styles of qualifications frameworks. Preference of group for baccalaureate style, but need to incorporate flexibility and opportunities for progression of climbing frame approach. • Unified framework should recognise different types of learning, promote progression, differentiate achievement, reinforce breadth of knowledge and skills. • Common template for all 14-19 programmes: general core, specialist learning, supplementary learning. • Framework of diplomas at: entry level, Level 1 (Foundation), Level 2 (Intermediate) and Level 3 (Advanced). • Better balance between learning time and assessment: move towards less external assessment, more emphasis on internal assessment – utilising “professional judgement” of teachers and trainers (with careful monitoring and staff training). • Aim to reinforce role of advanced vocational and occupational learning as viable route into HE as well as employment. 					
July 2003	<p>White Paper (DfES et al.): <i>21st Century Skills: Realising our Potential</i></p> <ul style="list-style-type: none"> • Proposes all 14-19s follow balanced programmes of learning: include literacy, numeracy and ICT, specialist academic or vocational knowledge alongside ‘supplementary learning’ e.g. mathematics or languages to support specialist study. • Diploma to cover whole learning programme to replace current system of individual qualifications. Different types and levels of diplomas. • Diploma to contain mix of specialist, general and supplementary learning divided into range of components or modules, also possible recognition of e.g. sports, voluntary work. • Reduction of number of written examinations, more importance to assessments by lecturers, teachers, trainers. 	✓	✓			
2003	<p>House of Commons Select Committee on Education and Skills: <i>Secondary Education: Pupil Achievement, seventh report of the session 2002-03</i></p> <ul style="list-style-type: none"> • Concerns about evidence informing decision to expand the specialist schools programme. • Central target setting has served its purpose of setting government expectations for schools and raising levels of achievement in primary and secondary schools. Recommends move to targets set by individual schools, “based on individual progress plans for their pupils”, subject to review by LEAs and Ofsted. • Poverty identified as single biggest indicator of low educational achievement – recognises lack of educational resources in the home for children from deprived backgrounds. • Plea for no more initiatives from Govt till existing ones properly evaluated e.g. evaluation of KS3 strategy look at standards in schools involved from the start with comparable ones not in original pilot scheme. • Distinction between “low-achievement” (those who have worked hard to fulfil potential but not got high results) and “under-achievement” (those who could have achieved more) often lost in current focus on “under-achievement” for all. • Some high achieving schools under-performing in relation to pupil intake whereas low achieving schools doing well in relation to theirs, situation should be publicly clear. 		✓	✓	✓	✓

Feb 2004	<p><i>Interim Report of the Working Group on 14-19 Reform</i></p> <ul style="list-style-type: none"> • Advocates group award offered at different levels to replace current separate qualifications: common core to be studied by all, and different options to be selected by students, overarching award at the end supplemented by detailed transcripts of achievement. • Advocates greater flexibility (according to ability) over age at which elements at particular levels can be taken. • Final report of Working Group due Autumn 2004. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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