

**Organisation of
the education system in

the United Kingdom –
England, Wales and
Northern Ireland**

2009/2010

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1. Political, Social and Economic Background and Trends

This section provides information about the political, social and economic background to the education system in England, Wales and Northern Ireland.

1.1. Historical Overview

Origins and development of the parliamentary system

Parliament is an essential part of UK politics (see 1.2.) which developed as a political institution over hundreds of years. Its origins date back to the 12th century when barons and archbishops took part in King's Councils. They advised the sovereign on political matters and were involved in taxation and legal judgments. These meetings were known as Parliament from the early 13th century. By the 14th century, Parliament had two distinct houses – the Commons and the Lords. The Commons consisted of representatives from counties, towns and cities and the Lords of members of the nobility and clergy. In the 15th century, Henry V placed the Commons on an equal footing with the Lords.

From 1642 to 1649 supporters of Parliament and the monarchy fought a civil war caused, in part, by King Charles I's erosion of parliamentary powers. This culminated in the king's execution in 1649. Oliver Cromwell then established a commonwealth which lasted until the restoration of the monarchy in 1660. Following further struggles between Crown and Parliament, the 1689 Bill of Rights established Parliament's authority over the monarch and from then on Parliament was responsible for passing and repealing laws.

Acts of Parliament in the last century (1911 and 1949) increased the authority of the Commons over the Lords by removing the Lords' power to amend Bills concerning money; and reducing the amount of time they could delay a Bill. The UK joined the European Union (EU) in 1973. As a member of the EU, the UK is bound by European Community legislation and wider policies based on a series of treaties since the 1950s.

Parliament and Scotland, Wales and Ireland

Between 1535 and 1542, the Laws in Wales Acts annexed Wales as a part of England and Welsh representatives sat in Parliament. Following the 1707 Act of Union between England and Scotland, the two nations' individual parliaments were replaced by a single Parliament of Great Britain which sat in London. In 1800, Parliament expanded further following an Act of Union with Ireland.

Following the Government of Ireland Act in 1920, southern Irish representatives no longer attended Parliament which subsequently became the Parliament of the United Kingdom of Great Britain and Northern Ireland. Scotland, Wales and Northern Ireland were granted devolved powers in 1998, and elections for the devolved authorities took place in 1999. The Assembly in Northern Ireland was suspended in October 2002 due to the political situation; however, following the election of a four-party Executive, devolution was restored in May 2007 (see 1.2. for further details).

1.2. Main Executive and Legislative Bodies

The United Kingdom consists of Great Britain (England, Wales and Scotland) and Northern Ireland. It has a constitutional monarchy and the Sovereign is Head of State and Head of Government. The UK Government comprises the Legislature (Parliament), the Executive (the Cabinet, which consists of about 20 Ministers, usually heads of the government departments and chosen by the Prime Minister) and the Judiciary. Parliament consists of the Queen, the appointed House of Lords and the elected House of Commons. Parliament passes laws, monitors government policy and administration, controls finance, enables the Government to levy taxes, protects and safeguards the rights of the individual, examines European Union (EU) proposals and debates current major issues. Most of the work of Parliament is conducted in the House of Commons which is composed of 646 elected members, known as Members of Parliament (MPs). Most MPs

belong to political parties. The main political parties are Labour, Conservative and the Liberal Democrats. Members of parties such as Plaid Cymru (the Welsh Nationalist Party), the Scottish Nationalist Party, Sinn Fein, and the Ulster Unionists represent some of the constituents in Wales, Scotland and Northern Ireland. The political party who wins the most parliamentary seats in a general election forms the next government (the Executive) which is led by the party leader who becomes Prime Minister. Following the May 2005 general election, the Labour Party is currently serving its third term of office. The next general election is likely to be held in May 2010.

Devolution for Scotland, Wales and Northern Ireland

In 1999, Scotland, Wales and Northern Ireland were granted devolved powers from the UK Government to administer their domestic affairs, although they still retain representation in the UK Parliament at Westminster. Westminster, as the sovereign parliament of the UK, retains the power to legislate about any matter, including devolved matters, but will not normally do so without the agreement of the devolved governments.

Following a referendum in 1997, the first Scottish parliament for 300 years was elected to administer Scottish affairs. The Scottish Parliament can legislate in the areas of health, education, local government, housing, social work, economic development, environment, most aspects of law and home affairs and all other devolved issues not reserved to Westminster. For more detailed information concerning Scottish governance and other related issues see the separate Scottish dossier.

The Government of Wales Act 1998 enabled the establishment of the National Assembly for Wales (NAfW). The Assembly has secondary legislation-making powers and responsibility for those policies and public services formerly exercised by the Welsh Office (WO). These include economic development, agriculture, industry and training, education, local government, health, social services, housing, environment, transport and the Welsh language. Responsibility for primary legislation however, remains with the UK Parliament in Westminster.

The Northern Ireland Assembly was elected in 1998. It gained full legislative authority in the fields previously administered by the Northern Ireland Departments, including agriculture, economic development, education, environment, finance and personnel, and health and social services. As a result of the political situation, the Assembly was suspended in October 2002 and returned to direct control by the Government at Westminster. An election to the Assembly was held in March 2007 and full power was restored to the devolved institutions in May 2007.

Government control of education

The Department for Children, Schools and Families (DCSF) and the Department for Business Innovation and Skills (BIS) (in England), the Welsh Assembly Government's Department for Children, Education and Lifelong Learning (DCELL) in Wales and, in Northern Ireland, the Department of Education (DE) and the Department of Employment and Learning (DEL) are the government departments responsible for education (see 2.7.). The management and administration of education at local level is the responsibility of the local authorities (LAs) in England and Wales and, currently, the Education and Library Boards (ELBs) in Northern Ireland. Education administration in Northern Ireland is currently being reformed and modernised. It is expected that a bill to establish a new Education Skills Authority which will assume the responsibilities of the five ELBs and other non-departmental bodies will come into effect in 2010.

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Department for Children, Schools and Families (DCSF)

Department for Employment and Learning (Northern Ireland) (DEL)

Department for Business, Innovation and Skills (BIS)

Department of Education (Northern Ireland) (DE)

National Assembly for Wales (NAfW)

Government of Wales Act 1998

1.3. Religions

In the UK, each person has a legal right to freedom of worship. There is no judicial separation between Church and State. The UK is predominantly Christian. Other important faiths include Islam, Hinduism, Sikhism and Judaism. The established church in England is the Church of England, which is Protestant Episcopal. The Sovereign is its temporal head. There is no established church in Wales or Northern Ireland.

1.4. Official and Minority Languages

The official language in England by custom and practice is English.

In Wales, both English and Welsh are treated on a basis of equality for official purposes. Welsh forms part of the National Curriculum in Wales for key stages 1 to 3 (ages 5 to 14) either as a joint or second language. In 1999, it became a compulsory subject at key stage 4 (ages 14 to 16). Every county in Wales provides education through the medium of Welsh for those pupils whose parents wish it. The Welsh Language Board was established under the terms of the Welsh Language Act 1993. Under the Government of Wales Act 1998, the Board has a statutory responsibility to advise the Welsh Assembly Government on matters regarding the Welsh language. The Board is responsible for Welsh language schemes prepared by local authorities, school and college governing bodies and other public bodies involved in education in Wales. In 2003, the Welsh Assembly Government published 'Iaith Pawb: a National Action Plan for a Bilingual Wales' (WAG, 2003a) which includes measures aimed at extending access to Welsh-medium education with initial emphasis on early years and post-16 (further and higher education) sectors.

In Northern Ireland, English remains the official language, however Irish is known to varying degrees by some 10 per cent of the population. Amongst the nationalist community, Irish is widely known although only a minority are regular users of the language. In 1998, the UK Government declared that commitments made in the Council of Europe Charter for Regional and Minority Languages will apply to Irish. In addition, following the Belfast agreement in the same year, the Department of Education for Northern Ireland established a council for Irish-medium education (IME); *Comhairle na Gaelscolaíochta*, and a development trust fund. Irish-medium provision is currently delivered through Irish-medium schools and through Irish-medium units within English-medium schools. The Department of Culture, Arts and Leisure (DCAL) promotes the use of both Irish and Ulster-Scots to safeguard the country's linguistic heritage.

Other regional minority languages in the UK which are less widely spoken include Scots, Ulster Scots, Cornish and Gaelic. Although Scots, Gaelic and Cornish are available at varying levels of education, Ulster Scots is not generally available or accepted.

There is a wide range of community languages which are sustained within immigrant communities in the UK. A survey of community languages conducted by CILT, the National Centre for Languages, found, that in England alone, there are at least 300 languages spoken by school pupils (CILT, 2005). The most predominant group are South Asian languages such as Punjabi, Urdu, Gujarati, Hindi and Bengali. Other community languages include Cantonese, Polish, Italian, Turkish and Greek. Whilst, not surprisingly, London is the most linguistically diverse area, the CILT survey found that there is growing diversity in parts of the country where previously few languages other than English were spoken.

Some schools now offer teaching in these languages, within or outside of regular school hours. Community groups also make provision for the study of their own languages. For further information on English language and classes for children from ethnic minority groups, see section 10.7.

[Iaith Pawb: A National Action Plan for a Bilingual Wales \(WAG, 2003a\)](#)

[Language Trends 2005 \(CILT, 2005\)](#) [Comhairle na Gaelscolaiochta](#)

[Department of Culture, Arts and Leisure \(Northern Ireland\) \(DCAL\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[CILT - National Centre for Languages](#)

[Welsh Language Board](#)

[Government of Wales Act 1998](#)

[Welsh Language Act 1993](#)

1.5. Demographic Situation

The land area of the United Kingdom is 242 495 square kilometres (National Statistics). In 2005, 14.43 per cent of the UK was urban land (this includes land not otherwise specified). (Source: Department for Environment, Food and Rural Affairs).

In 2007, the population of the UK was 60 975 000 of which 29 916 000 were men and 31 059 000 were women. The population of the United Kingdom has grown steadily since 1971 with an increase of 4.7 million people. The overall figure is projected to reach 71 100 000 by 2031 (2006-based projection). See section 1.7.1. for a full breakdown of the total population.

In common with most of the rest of Western Europe, the United Kingdom has an ageing population. In 2007, 16 per cent of the population were aged 65 and over. In contrast, there has been a decline in the number of under 16s. In 2007, there were 11.5 million children under 16 years in the UK, compared with 14.3 in 1971. This figure is expected to continue falling. In 2008 around 83 per cent of the population of Great Britain was from a white British ethnic background.

During 2008 there was a relatively small net loss of 7,800 people moving from England to other UK countries. Scotland gained 3,600 people, Wales 2,500 and Northern Ireland 1,600 people. The most movement overall was in Greater London which experienced a net loss of 46,600 people in 2008. The largest net gain was of 21,800 people to the South West. The North recorded a net loss in 2008 of almost 14,000 people.

[Annual Abstract of Statistics: 2009 Edition \(ONS, 2009\)](#)

[Social Trends 39 \(ONS, 2009a\)](#)

1.6. Economic Situation

In 2008, the Gross National Income of the United Kingdom (at market prices) was £1 474 243 million, and the Gross Domestic Product (at market prices) was £1 442 921 million.

Unemployment rates in the UK peaked in 1993 and between then and 2008 have generally been following a downward trend. Unemployment rates in Spring 2005 were at 4.8%, their lowest levels since 1975. However by the second quarter of 2006, rates had risen to 5.5%. They fell slightly again in 2007 to 5.4% and the unemployment rate in the second quarter of 2008 remained at 5.4%. Rates of unemployment vary between regions of the United Kingdom, occupations and ethnic and age groups. Further statistics are available in 1.7.3.

[Annual Abstract of Statistics: 2009 Edition \(ONS, 2009\)](#)

[Social Trends 39 \(ONS, 2009a\)](#)

1.7. Statistics

The Office for National Statistics (ONS) is the executive office of the UK Statistics Authority, a non-ministerial department which reports directly to the Parliament of the United Kingdom. It is charged with promoting and safeguarding the quality of official statistics which serve the public good. Please refer to the 'UK Statistics Authority' website for further details: <http://www.statistics.gov.uk>

Please see the sub-sections which follow for a range of key statistics compiled by the Office for National Statistics: 1.7.1. for population; 1.7.2. for births and deaths; 1.7.3. for workforce; 1.7.4. for trade of goods and national product.

Office for National Statistics (ONS)

1.7.1. Population statistics

Resident population mid-year estimates, United Kingdom (2007)

Persons	Male	Female
60 975 000	29 916 000	31 059 000

Source: NATIONAL STATISTICS (2009). *Annual Abstract of Statistics 2009*. (table 5.1). Available: http://www.statistics.gov.uk/downloads/theme_compendia/AA2009/AA09Webversion.pdf

Age distribution of estimated mid-year resident population, United Kingdom (2007)

Persons all ages	60 975 000
Under 1	756 000
1 - 4	2 837 000
5 - 9	3 424 000
10 - 14	3 704 000
15 - 19	4 016 000
20 - 29	8 107 000
30 - 44	13 141 000
45 - 59	11 728 000
60 - 64	3 483 000
65 - 74	5 058 000
75 - 84	3 424 000
Over 85	1 298 000

Source: NATIONAL STATISTICS (2009). *Annual Abstract of Statistics 2009*. (table 5.3). Available: http://www.statistics.gov.uk/downloads/theme_compendia/AA2009/AA09Webversion.pdf

Geographical distribution of population and land area, United Kingdom (2007)

	Area Sq Km	Mid-year population estimates
United Kingdom	242 495	60 975 000
England	130 279	51 092 000
Wales	20 733	2 980 000
Scotland	77 907	5 144 000
Northern Ireland	13 576	1 759 000
Government Office Regions (England)		
North East	8 573	2 564 000
North West	14 106	6 864 000
Yorkshire & The Humber	15 408	5 177 000
East Midlands	15 607	4 400 000
West Midlands	12 998	5 382 000
South West	23 837	5 178 000
East	19 109	5 661 000
London	1 572	7 557 000
South East	19 069	8 309 000

Source: NATIONAL STATISTICS (2009). *Annual Abstract of Statistics 2009*. (tables 1.1 and 5.5). Available: http://www.statistics.gov.uk/downloads/theme_compendia/AA2009/AA09Webversion.pdf

Migration into and out of the United Kingdom (2007)

	Persons	Males	Females
Inflow	527 000	286 000	241 000
Outflow	318 000	178 000	139 000

Source: NATIONAL STATISTICS (2009). *Annual Abstract of Statistics 2009*. (table 5.8). Available: http://www.statistics.gov.uk/downloads/theme_compendia/AA2009/AA09Webversion.pdf

1.7.2. Births and deaths

Births, United Kingdom (2006)

Live births	Male	Female	General Fertility Rate (per 1 000 women aged 15 – 44)
772 200	397 000	376 000	61.5

Source: NATIONAL STATISTICS (2009). *Annual Abstract of Statistics 2009*. (table 5.15). Available: http://www.statistics.gov.uk/downloads/theme_compendia/AA2009/AA09Webversion.pdf

Mortality rates, United Kingdom (2007)

Male	Female
274 883	299 797

Source: NATIONAL STATISTICS (2009). *Annual Abstract of Statistics 2009*. (table 5.19). Available: http://www.statistics.gov.uk/downloads/theme_compendia/AA2009/AA09Webversion.pdf

1.7.3. Workforce statistics

Distribution of the workforce, United Kingdom (2007)

	Mid June, seasonally adjusted
Workforce jobs (comprises employee jobs, self-employment jobs, HM forces and government supported trainees)	31 661 000
Of which, Males	16 908 000
Of which, Females	14 753 000
Claimant Unemployed (those claiming unemployment-related benefits)	902 400
Of which, Males	663 300
Of which, Females	239 100
Government-supported trainees	54 000
Of which, Males	32 000
Of which, Females	22 000

Source: NATIONAL STATISTICS (2009). *Annual Abstract of Statistics 2009*. (table 7.4). Available: http://www.statistics.gov.uk/downloads/theme_compendia/AA2009/AA09Webversion.pdf

Unemployment (all aged 16 and over) as a percentage of all economically active persons United Kingdom (2008)

United Kingdom	5.4%
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Source: NATIONAL STATISTICS (2009). *Annual Abstract of Statistics 2009*. (table 7.10). Available: http://www.statistics.gov.uk/downloads/theme_compendia/AA2009/AA09Webversion.pdf

Unemployment Rates by age group as a percentage of all economically active persons in the relevant age group, seasonally adjusted (2008)

Age Group	Men	Women
All aged 16 and over	5.8	4.9
16 - 17	28.2	23.6
18 - 24	14.5	10.2
25 - 34	5.0	4.9
35 - 49	3.6	3.5
50 - 64 (Men)	3.5	2.3
50 - 59 (Women)		
65+ (Men)	2.3	1.4
60+ (Women)		

Source: NATIONAL STATISTICS (2009). *Annual Abstract of Statistics 2009*. (table 7.10). Available: http://www.statistics.gov.uk/downloads/theme_compendia/AA2009/AA09Webversion.pdf

1.7.4. Trade of goods and National product

Trade of goods in the United Kingdom, on a balance of payments basis, seasonally adjusted (2008)

	(millions)
Exports	£251 088
Imports	£343 964
Balance on trade in goods	-£92 876

Source: NATIONAL STATISTICS (2009). *Annual Abstract of Statistics 2009*. (table 19.4 and 19.10). Available: http://www.statistics.gov.uk/downloads/theme_compendia/AA2009/AA09Webversion.pdf

National product, United Kingdom(2008)

2007 (millions)	Gross domestic product	£1 442 921
	Gross national income	£1 474 243

Source: NATIONAL STATISTICS (2009). *Annual Abstract of Statistics 2009*. (table 16.2). Available: http://www.statistics.gov.uk/downloads/theme_compendia/AA2009/AA09Webversion.pdf

2. Organisation of the Education System and Administration of Education

This chapter provides a description of the organisation and management of the education system at central, local and institutional level.

2.1. Historical Overview

See 2.1.1. for England and Wales and 2.1.2. for Northern Ireland.

2.1.1. England and Wales

Public funding of schools began in 1833 when Parliament voted in favour of assisting the provision and maintenance of church schools. A condition of grant was that schools were open to inspection and that they appointed local boards of managers to oversee their affairs. The Elementary Education Act 1870 provided for the establishment of locally elected School Boards to raise rates (funds) for the provision of elementary schools (board schools) in areas where voluntary provision was inadequate. These schools were required to provide Christian worship and instruction. Elementary school attendance was made compulsory in 1880 and, in 1890, became largely free.

The Education Act 1902 established local education authorities (LEAs) which assumed responsibility for both elementary and secondary education including board schools and voluntary (largely church) schools. The Act's main objective was to promote the expansion of secondary education and, although this was not provided free of charge, local authorities offered scholarships to pupils who passed an entrance examination.

The Education Act 1944 established three phases of education: primary (five to 11 years of age), secondary (11 to 15 – and later 16 years) and further education (which included what later became known as higher education). Secondary education was made available, free of charge, to all pupils based on age, ability and aptitude. Most local authorities set up grammar schools for the more able pupils, secondary modern schools and, in some areas, technical schools. The 1944 Act also established a single legal framework embracing different categories of publicly funded schools. The new framework enabled voluntary schools, many of which were in a poor state of repair, to gain access to funding for renovations by opting into the maintained system. Schools taking this route could opt for either voluntary controlled or voluntary aided status. In either case the school was able to retain its religious character and control of religious education and daily collective worship, but voluntary controlled schools had no financial responsibility. Voluntary aided schools had a majority of appointees on managing and governing bodies and independence in staff employment and pupil admissions in return for continuing to take some financial responsibility for building works. The 1944 Education Act also set out the roles of central and local government in the provision of education. Although the Minister of Education had a broad duty to 'promote the education of the people', the Ministry was not responsible for providing schools, employing teachers or prescribing curricula. The administration of schools was largely the responsibility of the LEA.

The legal framework for the school system remained substantially unaltered from the passing of the 1944 Education Act up to the beginning of the 1980s.

During the 1960s, there was growing support for the idea of 'comprehensive' secondary schools – schools which catered for all children regardless of ability. The movement for comprehensive schools was encouraged by the publication, by the Labour Government, of Circular 10/65 (DES, 1965), which called for local authorities to submit schemes for the reorganisation of education on comprehensive lines. Although most areas adopted this system, some areas of England did not and still retain grammar schools.

Although there were relatively few structural changes during this period, there were many changes in terms of curriculum and teaching approaches, particularly from the early 1960s. The teaching profession and schools, particularly primary schools – freed by the spread of comprehensive education from the constraints of exams at age 11 – began to develop curriculum innovations and informal child-centred approaches to teaching.

However the level of autonomy enjoyed by individual schools varied, as LEAs had a wide discretion in the constitution and operation of managing (primary) and governing (secondary) bodies. In some areas, each school had its own managing or governing body, while in others schools were grouped in large numbers under a single body. Some LEAs provided for parental representation on managing and governing bodies; others did not.

The 1980s saw an increase in legislation governing the schools system, the overall effect of which was to increase the power of central government, diminish the role of local education authorities and give more independence to schools.

The Education Act 1980 stipulated that every school should have its own governing body and that each school governing body should include two parent governors and one or two teacher governors depending on the size of the school. It allowed parents to express a preference for a school, which could only be refused if it was incompatible with efficient education or the efficient use of resources. Schools had to give parents information about their curriculum, rules and exam results.

The Education Act 1981 implemented changes to the provision of education for children with special educational needs (SEN) proposed by the Warnock Report (Warnock, 1978) (see 10.1. for more information).

The Education (No 2) Act 1986 revised the composition of school governing bodies, increased their powers and sought to reduce the dominance of LEAs.

The Education Reform Act 1988 (ERA) provided for the introduction of the National Curriculum and the delegation of budgets to schools, and first defined the key stages of compulsory education. The Act also allowed primary and secondary schools to opt out of local authority (LA) control as ‘grant-maintained schools’, although this change was subsequently reversed by the School Standards and Framework Act 1988. The ERA also made important reforms to higher education, taking polytechnics and higher education colleges out of LA control.

The Further and Higher Education Act 1992 took further education institutions out of LA control. It also made provision for new bodies to be responsible for funding and planning decisions for the whole higher education sector, including the former polytechnics, creating a single higher education sector.

In 1996, the principles and frameworks laid down in successive Acts governing school education from 1944 onwards were consolidated in the Education Act 1996 and the Schools Inspections Act 1996.

Since 1996, several major pieces of education legislation have been introduced in England and Wales including the following:

- Learning and Skills Act 2000
- Special Educational Needs and Disability Act 2001
- Education Act 2002
- Higher Education Act 2004
- Children Act 2004
- Education Act 2005
- Education and Inspections Act 2006
- Childcare Act 2006
- Further Education and Training Act 2007
- Education and Skills Act 2008

- Children and Young Persons Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009.

School leaving age

Attendance at school became compulsory in 1880 for children between five and 10 years of age, and the school leaving age was progressively raised to 14 by 1918. The Education Act 1944 raised the compulsory school leaving age to 15, although this did not take effect until 1947. In 1973, it was raised to age 16.

Since September 1997, young people have been required to stay at school until the last Friday in June of the school year in which they attain the age of 16. Prior to the 1997 reform, some 16-year-olds could legally leave school before the end of the school year - either at Easter or at the end of May, depending on their birth date.

[Special Educational Needs \(Warnock Report\) \(Warnock, 1978\)](#)

[The Organisation of Secondary Education \(DES Circular 10/65\) \(DES, 1965\)](#)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Childcare Act 2006](#)

[Children Act 2004](#)

[Children and Young Persons Act 2008 Chapter 23](#)

[Education \(No 2\) Act 1986](#)

[Education Act 1902](#)

[Education Act 1944](#)

[Education Act 1981](#)

[Education Act 1996](#)

[Education Act 2002](#)

[Education Act 2005](#)

[Education and Inspections Act 2006](#)

[Education and Skills Act 2008 Chapter 25](#)

[Education Reform Act 1988](#)

[Elementary Education Act 1870](#)

[Further and Higher Education Act 1992](#)

[Further Education and Training Act 2007](#)

[Higher Education Act 2004](#)

[Learning and Skills Act 2000](#)

[School Inspections Act 1996](#)

[School Standards and Framework Act 1998](#)

[Special Educational Needs and Disability Act 2001](#)

2.1.2. Northern Ireland

In the 19th century, what is now known as Northern Ireland was an integral part of the United Kingdom of Great Britain (England, Wales and Scotland) and Ireland. In Ireland, the system of education dates from the 1830s and, from the early days, it developed along denominational (Protestant and Catholic) lines.

The Intermediate Education (Ireland) Act 1878 established a Board whose purpose was the distribution of funds to intermediate schools.

The Government of Ireland Act 1920 partitioned the island of Ireland into Northern Ireland (the six north-eastern counties, which had a Protestant majority population) and southern Ireland. An early attempt by Lord Londonderry, Northern Ireland's first minister of education (1921-1926), to create a non-denominational system in Northern Ireland was strongly resisted, but agreement was reached with the three main Protestant churches – the Church of Ireland, Presbyterian and Methodist Churches – under which they eventually transferred their schools to the ownership of the state, in return for which they received key roles in the management of the education system. The Catholic Church retained ownership of its schools but, as a result of a series of negotiations over school management arrangements, Catholic-maintained schools can now have both their full recurrent and capital costs met from public funds in the same way as controlled schools. See 2.8.2.5..

The Education Act (Northern Ireland) 1947 introduced legislation similar to the 1944 Education Act in England and Wales. There were now primary and secondary (known as post-primary) schools. Secondary schools were of three types: intermediate, grammar and technical. Children were selected for grammar school on the basis of an examination taken at age 11, known as the 11+. Unlike most of the rest of the UK, Northern Ireland has retained a system of selection by academic ability at age 11. The Department of Education no longer supports selection but the matter continues to be a subject for debate (see 2.2.3.).

Subsequent legislation (the Education and Libraries (NI) Order 1986, the Education (NI) Order 1987, the Education Reform (NI) Order 1989, the Education and Libraries (NI) Order 1993, the Education (Northern Ireland) Order 1996, the Education (Northern Ireland) Order 1997 and the Education (Northern Ireland) Order 1998) has superseded the 1947 Act, and introduced similar, but not identical, reforms to those in England and Wales.

The Education (Northern Ireland) Order 2006, which became law in July 2006, provided the broad legislative framework to implement a revised statutory curriculum in Northern Ireland. See section 2.2.3. for further information.

School leaving age

The compulsory school leaving age was raised to 15 in 1957 and to 16 in 1972/1973.

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Education \(Northern Ireland\) Order 1987](#)

[Education \(Northern Ireland\) Order 1996](#)

[Education \(Northern Ireland\) Order 1997](#)

[Education \(Northern Ireland\) Order 1998](#)

[Education \(Northern Ireland\) Order 2006](#)

[Education Act \(Northern Ireland\) 1947](#)

[Education Act 1944](#)

[Education and Libraries \(Northern Ireland\) Order 1986](#)

[Education and Libraries \(Northern Ireland\) Order 1993](#)

[Education Reform \(Northern Ireland\) Order 1989](#)

[Government of Ireland Act 1920](#)

[Intermediate Education \(Ireland\) Act 1878](#)

2.2. Ongoing Debates and Future Developments

See the sub-sections which follow: 2.2.1. for England; 2.2.2. for Wales and 2.2.3. for Northern Ireland.

2.2.1. England

Every Child Matters (ECM) and the Children's Plan

In 2003, the Government published the 'Every Child Matters' Green Paper (HM Treasury, 2003a). This proposed a range of measures to reform and improve children's care and to provide children with the support they need to achieve the five 'Every Child Matters' outcomes to:

- be healthy
- stay safe
- enjoy and achieving
- make a positive contribution
- achieve economic well-being.

This Green Paper was the basis for the Children Act 2004, the focus of which was to integrate services provided for children, and to centre these services more effectively on the needs of children, young people and families. 'Every Child Matters: Change for Children' (DfES, 2004b) then set out the national framework for local change programmes to build such services and, in late 2007, 'The Children's Plan' (DCSF, 2007g) was published. This sets out the Government's long-term vision for improving schools and the integrated support services available to families by 2020. Key elements of the plan include ensuring that schools are the centre of communities, and that links between parents, schools, health services and other children's services remove barriers to the learning, health and happiness of every child. Specific targets include building or renewing up to 3,500 playgrounds nationally; improving the quality and range of places where young people can spend their free time; providing free childcare for two-year-olds from disadvantaged families; and reviewing the primary curriculum with a view to easing the transition from preschool to primary education, ensuring the focus on mathematics and English, and allowing teachers more flexibility in the school day (see below).

The Children's Plan also sets out a series of goals for children's achievement by 2020. These include:

- At least 90 per cent of children should be developing well across all areas of the Early Years Foundation Stage by age five (see section 3.2.1.).
- At least 90 per cent of children should be reaching expected levels of achievement in English and mathematics by age 11 and the transfer to secondary education.
- At least 90 per cent of young people should be achieving the equivalent of five GCSEs at grades A* to C by age 19; and at least 70 per cent the equivalent of two A-levels.

Children's Trusts are key to delivering the Government's ambitions in the Children's Plan. These are local partnerships which bring together the key local agencies working with children to help them to deliver services that meet the needs of children, young people and their families. The Children Act 2004 placed duties on local authorities and their statutory partners to co-operate in making arrangements to improve children's well-being across the five Every Child matters outcomes. The Apprenticeships, Skills, Children and Learning Act 2009 extends the list of statutory partners to include schools. The Act also introduces a statutory requirement to have a Children's Trust Board on which all key statutory partners are represented. The Boards

consist of the local authority, health services, police, schools and other services who are required by law to work together to agree and deliver a Children and Young People's Plan (see section 2.6.3.3.).

In 2009, the Government published 'The Children's Plan Two Years On: A Progress Report' (DCSF, 2009q), setting out progress since 2007 and charting the next steps. Further, detailed information on Every Child Matters and the Children's Plan is available online at: www.everychildmatters.gov.uk/ and www.dcsf.gov.uk/childrensplan/.

Early childhood education and care

Linked to Every Child Matters and the Children's Plan, the Childcare Act 2006 takes forward some of the key commitments from the Government's Ten Year Strategy for Childcare, published in 2004 (DfES et al., 2004b). The main provisions of the Childcare Act came into effect in September 2008 and include a requirement for local authorities to improve the five Every Child Matters outcomes (see above) for all pre-school children and reduce inequalities in these outcomes; secure sufficient childcare for working parents; and provide a better parental information service. The Act also reformed and simplified early years regulation and inspection arrangements, providing for a new integrated education and care quality framework for pre-school children and for a new Ofsted Childcare Register (see section 9.1.1.). It also introduced a new Early Years Foundation Stage, an integrated quality framework for both education and care, to support children's development from birth to age five. In early 2009, the Government published a five-year review of progress towards the commitments of the childcare strategy. 'Next Steps for Early Learning and Childcare' (HM Government, 2009) also contains proposals to improve support for parents, friends and relatives who care; to extend the right to request flexible working to parents of all children aged 16 and under; to further improve the availability of free early learning and childcare places; to ensure that, by 2015, everyone working in early learning and childcare has a relevant qualification; and to improve information and financial support for parents. See 3.2.1. for further information.

Primary curriculum

A fundamental review of the primary curriculum, aimed at helping create a smoother transition between early years and school education, and to boost standards, was launched in January 2008. The final report of the review was published in April 2009. Recommendations included that the study of a foreign language should become a standard part of the National Curriculum for primary school (see below). This and other recommendations of the report will be implemented from September 2011, subject to the passing of the Children, Schools and Families Bill, currently before Parliament (see 4.10.1.4.). Personal, Social, Health and Economic (PSHE) education, which includes sex and relationships education (SRE), will also become a compulsory subject in the new curriculum. There will be an age limit of 15 for parents' right to withdraw their children from SRE.

Foreign language learning in schools

The national languages strategy – 'Languages for All: Languages for Life' (DfES, 2002b) – outlined the Government's plans for the future of language teaching and learning, and included the introduction of an entitlement to language learning for seven- to 11-year-olds at primary level by 2010. Subsequently, following the removal of the statutory requirement for 14- to 16-year-olds to study a foreign language from September 2004, a review was undertaken to examine measures to encourage 14- to 16-year-olds to study languages (DfES, 2007c). The review recommended that the study of a foreign language should begin earlier, and should become a standard part of the National Curriculum for primary schools. This recommendation is being taken forward in the new primary curriculum to be implemented from 2011. See above and section 4.10.1.4.

National Curriculum assessment

In autumn 2008, changes were announced to the system of National Curriculum testing and assessment in schools. The externally set and marked tests (in English, mathematics and science) which had previously taken place at the end of key stage 3 (age 14) were discontinued and, since 2009, pupils in this key stage have been assessed through teacher assessment only.

At the same time as this announcement was made, the Secretary of State established an Expert Group on Assessment to provide further advice on a range of aspects of assessment. The Expert Group explored the purposes of assessment and considered the extent to which the current system meets those purposes. The Group's report was published in May 2009 (Expert Group on Assessment, 2009). It recommended that a national sample testing system should be introduced for pupils at the end of key stage 3 (age 14) and that whole cohort testing of science at the end of key stage 2 (age 11) should be discontinued. As a result, key stage 2 national curriculum science tests were discontinued with immediate effect. Compulsory national tests in English and maths at age 11 remain. The report also recommended that the Government continue its pilot of single level tests. These are short tests in reading, writing and mathematics at a single national curriculum level which pupils in key stage 2 (age 7 to 11) can take when their teacher judges them ready.

See section 5.2.1. for information about other developments in assessment, including assessment for learning (AfL).

Provision for children in care

In 2007, the Government published the White Paper 'Care Matters: Time for Change' (GB. Parliament. HoC, 2007) in response to concerns that outcomes for children and young people in public care (that is, in the care of local authorities) had not improved sufficiently, and that there remained significant gaps between the quality of life of these children and those of other children. In 2006, for example, only 12 per cent of children in care achieved five A*-C grades at GCSE (or equivalent) compared to 59 per cent of all children.

Legislation was passed for England and Wales in November 2008 in the form of the Children and Young Persons Act, to implement some of the measures recommended in the White Paper. The Act reforms the statutory framework for the care system and aims to ensure that children and young people receive high quality care and that the delivery of services is focused on the needs of the young person. Measures being introduced under the legislation include:

- improved stability for children and young people in care, which includes a requirement to ensure that such young people do not move schools in key stage 4 (the final two years of compulsory education)
- ensuring, as a statutory requirement, that children in care are supported by a designated teacher
- requiring local authorities to support those leaving care and moving to higher education with a bursary
- improved transparency and quality of care planning
- ensuring that young people are not moved out of care before they are ready and that they retain support and guidance as long as they need it.

BSF and the Primary Capital Programme

The Building Schools for the Future Programme (BSF) was announced in 2003. It aims to renew all 3,500 English secondary schools over the 15-year period 2005-2020, subject to future public spending decisions. It plans to entirely rebuild half the school estate, structurally remodel 35 per cent, and refurbish the rest. Refurbishment includes providing new ICT to recently built schools. Local authorities are responsible for commissioning and maintaining the schools. They were encouraged to use the private finance initiative (PFI) to procure new school buildings with the aim of providing better project management and maintenance. Partnerships for Schools (Pfs) was established in 2004 as both a company and an executive non-departmental public body (NDPB) to manage the programme centrally. The majority of LAs are now part of the programme.

Plans for the Primary Capital Programme were first announced in 2005. The programme commits to renewing at least half of all primary school buildings by 2022-23.

For more information see section 2.8.2.2..

Children, Schools and Families Bill 2009

The Children, Schools and Families Bill was published in November 2009 and is currently before Parliament. It contains legislative provisions to give effect to aspects of the June 2009 '21st century Schools White Paper' (Great Britain. Parliament. HoC, 2009a), and also to implement the recommendations of a number of independent reviews. The Bill's provisions include:

- 'Pupil and Parent Guarantees', which include a right to extra individual tuition for pupils who are struggling
- the introduction of a new primary curriculum by 2011 (see above)
- a licence to practise for teachers, which must be renewed periodically
- a new school report card, intended to provide parents with a well-rounded assessment of school performance
- widening the role of the 'School Improvement Partner' (SIP) to include brokering support (see 9.4.2.1.4. for the current role of the SIP)
- a new registration system for home education (see section 2.5.).

Efficient use of resources

In November 2009, in the face of a more challenging public finance situation, the Government published 'Securing our Future: using our Resources Well' (DCSF, 2009o) to promote the debate with the school system about how efficiencies in the use of resources can be achieved.

14-19 education and raising the participation age (RPA)

Education for 14- to 19-year-olds continues to be an area of reform. In 2002, the Green Paper '14-19: Extending Opportunities, Raising Standards' (DfES, 2002) followed, in 2003, by the document '14-19: Opportunity and Excellence' (DfES, 2003) outlined the first key elements of the Government's strategy to improve education provision for 14- to 19-year-olds in England. The Government also set up the Working Group on 14-19 Reform to focus on this specific area; its final report (Working Group on 14-19 Reform, 2004) (the 'Tomlinson report') was published in late 2004. The Government's response to the Tomlinson report was the White Paper '14-19 Education and Skills' (GB. Parliament. HoC, 2005) and the '14-19 Education and Skills Implementation Plan' (DfES, 2005).

New diplomas for 14- to 19-year-olds, combining both theoretical and practical learning, began to be introduced alongside existing qualifications in September 2008. In addition, the range of apprenticeships available is being expanded; and financial support measures for young people aged 16+ are being extended to ensure that young people from low income backgrounds are not deterred from participation.

The 'Delivering 14-19 Reform: Next Steps' implementation plan (DCSF, 2008e) provides an overview of the Government's overall 14-19 reform programme in the context of progress to date; further developments since 2005; and wider objectives for all aged 0-19 and beyond as set out in the Children's Plan (DCSF, 2007g) (see above). It also sets out the timetable of reform for 14-19 education and establishes four key strategic objectives:

- a high quality learning route for every young person that enables them to participate, achieve and progress
- the right support so that young people can access and make the most of their choice
- strengthening partnerships to deliver excellent learning and support for all young people
- establishing the delivery system at local, regional and national level to ensure excellent learning and support for all young people.

The Children's Plan (see above) made a commitment to raise the age of compulsory participation in education or training. The necessary legislation was provided by the Education and Skills Act 2008, which introduced a requirement for all young people to participate in education or training until their 18th birthday through either full-time education or training, including school, college or home education; work-based

learning; or part-time education or training. The minimum age at which young people can leave learning will be increased in two stages – to 17 from 2013 and to 18 from 2015. The first cohort to be affected by the changes began secondary education (age 11) in September 2008. The Act also includes provisions to offer adults the right to basic and intermediate skills training; provide better careers education in schools; and ensure greater flexibility in the regulation of independent (private) schools. The Government published a delivery plan for Raising the Participation Age (RPA) in December 2009 (DCSF, 2009k).

The Apprenticeships, Skills, Children and Learning Act 2009 (see below) provides the legislative basis for continuing reforms in this area. For more information on 14 – 19 reform see section 5.2.1...

Apprenticeships, Skills, Children and Learning Act 2009

The Apprenticeships, Skills, Children and Learning Act 2009 received Royal Assent in November 2009. A key element of the Act is the continued reform of 14 to 19 education and training. In line with proposals originally included in the March 2008 'Raising Expectations' White Paper (GB. Parliament. HoC, 2008b), the Act puts in place the underpinning legislation required to deliver this policy.

The Act transfers responsibility for funding education and training for young people over compulsory school age, but under 19, from the Learning and Skills Council (LSC) to local authorities. LAs will also take on responsibility for the education of young people in custodial establishments, and for the education and training of certain learners with learning difficulties or disabilities up to the age of 25. The Act creates the Young People's Learning Agency for England (the YPLA), which will support local education authorities in their new role. See section 2.6.3.3. for further information on the role of local authorities and section 2.6.1.3. for more information on the YPLA.

The Act also creates the Office of Chief Executive of Skills Funding. The holder of this office will head the Skills Funding Agency (SFA) and will be responsible for establishing and leading a new, demand-led system of skills provision for adults.

In addition, the Act also establishes the Office of the Qualifications and Examinations Regulator (Ofqual) as a new independent regulator of qualifications and assessments, while the Qualifications and Curriculum Authority (the QCA) continues to exercise its non-regulatory role under the new name of the Qualifications and Curriculum Development Agency (QCDA). The Act also includes measures to:

- improve behaviour in schools (see section 5.18.2.)
- improve the system for parents to complain to schools
- give Sure Start centres a statutory basis (see section 3.13.)
- make Children's Trust Boards statutory (see above)
- introduce the National Apprenticeship Service (see 2.6.1.8.)
- give employees the right to request time for training. (see 7.2.1.)

Social mobility White Paper

In early 2009, the Government launched a White Paper on social mobility. 'New Opportunities' (GB. Parliament. HoC, 2009) sets out the Government's plans for jobs for the future and for investing in families, communities and citizens throughout their lives to help realise their full potential. It details plans that cover the full range of government departments. Key proposed measures relating to education, children and young people include additional funding to extend free childcare for disadvantaged two-year-olds; monetary bonuses to encourage the most effective teachers to teach in the schools that need them most; an employment support programme for young people leaving care; and money for a back-to-work training entitlement for parents and carers.

Skills for Growth: The National Skills Strategy

Also In November 2009, the Government published Skills for Growth: The National Skills Strategy (BIS, 2009a), which outlines its strategy for achieving economic growth and individual prosperity. This sets an overarching

target that three-quarters of the population should participate in higher education, or complete an advanced apprenticeship or a course at an equivalent level by the age of 30. Proposals include:

- increasing the number of advanced apprenticeships
- investing in skills in the sectors of the economy which have most impact on economic growth and jobs
- improving skills accounts, which give access to training courses that are fully or partially-funded by the Government
- introducing 'light touch' monitoring arrangements for the best colleges and training institutions.

Higher Education

There are a number of debates and reforms in the area of higher education, including the independent review of higher education funding and student finance, launched in November 2009. These are outlined in section 6.2.. The March 2009 'Learning Revolution' White Paper (GB. Parliament. HoC, 2009) sets out the Government's strategy for informal learning. See section 7.2.1. for more information.

[14-19 Education and Skills \(GB. Parliament. House of Commons, 2005\)](#)

[14-19 Education and Skills Implementation Plan \(DfES, 2005\)](#)

[14-19: Extending Opportunities, Raising Standards \(DfES, 2002\)](#)

[14-19: Opportunity and Excellence \(DFES, 2003\)](#)

[Care Matters: Time for Change \(Cm 7137\) \(GB. Parliament. House of Commons, 2007\)](#)

[Choice for Parents, the Best Start for Children: A Ten Year Strategy for Childcare \(DfES et al, 2004b\)](#)

[Delivering 14-19 Reform: Next Steps \(DCSF, 2008e\)](#)

[Every Child Matters \(HM Treasury, 2003a\)](#)

[Every Child Matters: Change for Children \(DfES, 2004b\)](#)

[Languages for all: Languages for life. A strategy for England \(DfES, 2002b\)](#)

[Languages Review \(DfES, 2007c\)](#)

[New Opportunities: Fair Chances for the Future \(Cm. 7533\) \(Great Britain. Cabinet Office, 2009\)](#)

[Next Steps for Early Learning and Childcare: Building on the 10-Year Strategy \(HM Government 2009\)](#)

[Raising Expectations: Enabling the system to deliver \(Cm, 7348\) \(GB. Parliament. House of Commons, 2008b\)](#)

[Raising the participation age: Supporting local areas to deliver \(DCSF, 2009k\)](#)

[Report of the Expert Group on Assessment \(Expert Group on Assessment, 2009\)](#)

[Securing our Future: using our Resources Well \(DCSF, 2009o\)](#)

[Skills for growth: The National Skills Strategy. Cm 7641. \(BIS, 2009a\)](#)

[The Children's Plan Two Years On: a progress report \(DCSF, 2009q\)](#)

[The Children's Plan: Building Brighter Futures \(Cm 7280\) \(DCSF, 2007g\)](#)

[The Learning Revolution \(GB. Parliament. HoC, 2009z\)](#)

[World Class Skills: Implementing the Leitch Review of Skills in England \(DIUS, 2007\)](#)

[Your Child, your Schools, our Future: Building a 21st Century Schools System. Cm 7588. \(GB. Parliament. House of Commons, 2009a\)](#)

Learning and Skills Council (LSC)

Ofqual (Office of the Qualifications and Examinations Regulator)

Ofsted - Office for Standards in Education, Children's Services and Skills

Qualifications and Curriculum Development Agency (QCDA)

Skills Funding Agency (SFA)

Young People's Learning Agency for England (YPLA)

Apprenticeships, Skills, Children and Learning Act 2009

Childcare Act 2006

Children Act 2004

Children and Young Persons Act 2008 Chapter 23

Children, Schools and Families Bill 2009

Education and Inspections Act 2006

Education and Skills Act 2008 Chapter 25

Further Education and Training Act 2007

2.2.2. Wales

The Learning Country: 10-year strategy for education

Two years after its inception, the National Assembly for Wales published a comprehensive ten-year strategy document on education and lifelong learning. 'The Learning Country' (NAfW, 2001) provided the basis for a distinctive agenda for education and training in Wales. The overarching aim of the strategy is to deliver better outcomes in schools, colleges, universities and work based training by:

- building stronger foundations for learning by radically improving early years provision and support for special needs
- improving transition between primary and secondary school
- developing schools' working practices to be more flexible, innovative and responsive
- transforming provision for 14- to 19-year-olds
- ensuring that better services are developed for young people
- giving stronger support to practitioners
- strengthening careers information, advice and guidance
- promoting greater access to post-16 learning
- tackling skills deficits
- modernising the collaborative efforts of higher education.

'The Learning Country: Vision into Action' (WAG, 2006e), a strategic plan for education, lifelong learning and skills in Wales until 2010, was published in 2006. In addition to reviewing progress made on the targets identified above, the 2006 document highlights specific targets for action during the period to 2010/2011. These include taking forward initiatives to ensure that every child in Wales has a good start in life; continuing to improve outcomes for pupils in disadvantaged schools, or who are looked after by local authorities; and a comprehensive review of further education.

Early years provision and the foundation phase

A foundation phase of education for all children aged three to seven years is being introduced gradually. This follows the 2003 publication of the initial consultation document, 'The Learning Country: Foundation Phase

3-7 Years' (WAG, 2003), which proposed that preschool (early years) education in Wales should be combined with key stage 1 (five- to seven-year-olds). Implementation, following a pilot phase which began in September 2004, and in line with the publication 'Learning Country: Foundation Phase 3-7 Action Plan' (DELLS, 2006a), is via a rolling programme which started in September 2008. It is intended that the foundation phase will be fully implemented for all three to seven-year-olds by the end of the 2010/11 school year. See section 4.2.2. for further information.

School curriculum and assessment arrangements

In September 2008, the Welsh Assembly Government began to implement a revised curriculum for three- to 19-year-olds. This revised school curriculum aims to focus on the individual learner; ensure that skills development is woven throughout the curriculum; focus on continuity and progression from the age of three to the age of 19; support government policies on bilingualism (English and Welsh), food and fitness, sustainable development and global citizenship, and equal opportunities; and to continue to deliver a distinctive curriculum that is appropriate for Wales. The revised curriculum is expected to be fully implemented by September 2011. See sections 4.2.2. and 5.2.2. for further information.

Inspection

Estyn, Her Majesty's Inspectorate for Education and Training in Wales, is currently consulting on proposals for the next cycle of schools inspections in Wales to begin in September 2010 (see section 9.2.2.). The proposals include substantial elements of change and link to the new 'School Effectiveness Framework' (see below).

The School Effectiveness Framework

The School Effectiveness Framework has been developed by the Welsh Assembly Government as an overarching policy for school improvement. Building on existing good practice, it aims to bring coherence to all work aimed at improving well-being and learning outcomes for pupils in Wales. A key aim is to narrow the gap in outcomes – both within schools and between schools. The Framework sets out a vision and an implementation schedule for reforms at school level, local authority level, and central level. The School Effectiveness Framework is aligned with the new Common Inspection Framework which will form the basis of school inspections from September 2010 (see section 9.2.2.) and which will underpin school self evaluation and local authority monitoring from that date.

The Framework was launched in February 2008, piloted from September 2008, and will be rolled out across Wales in September 2010. It is outlined in 'School Effectiveness Framework: Building Effective Learning Communities Together' (DCELLS, 2008i).

Regulation of home education

The Children, Schools and Families Bill (see 2.2.1.) currently before Parliament extends to England and Wales, although much of the Bill applies in England only. It does, however, include framework powers to enable the Welsh Assembly Government to take forward the regulation of home education once a consultation exercise has been completed in Wales.

Review of 8 to 14 education

In February 2009, the Welsh Assembly Government appointed a 'Task and Finish Group' to conduct a review of the education of eight- to 14-year-olds, Its key recommendation is the development of a discrete eight to 14 phase of education. Details are provided in section 5.2.2..

14-19 education

In recent years the Welsh Assembly Government has been reviewing and reforming provision for 14- to 19-year-olds. The Learning and Skills (Wales) Measure 2009, which received Royal Approval in May 2009, creates a statutory basis for '14-19 Learning Pathways', which aim to enhance the range of study options available for this age group. Details are provided in section 5.2.2.

Further education

The need for a thorough policy review of the mission and purpose of the further education sector in Wales was identified in 'The Learning Country: Vision into Action' (WAG, 2006c). The 'Webb Review' produced its final report in December 2007 (Webb, 2007). It included analysis of developments in 14-19 education; responsiveness of the system to the skills needs of employers and the economy; adult learning; social justice and community engagement; the interface with higher education provision; and the needs of, and responsiveness to, post-14 learners in Wales.

The Webb Review provided the basis for the 'Skills that Work for Wales' strategy (WAG, 2008f), which sets the following priorities:

- improving the levels of basic literacy and numeracy skills in the workforce
- ensuring everyone has skills essential to take up employment and maintain their employability within the labour market
- increasing the demand for, and supply of, intermediate and high-level skills
- addressing skills gaps and shortages in priority sectors and supporting economic development through investment in post-19 skills
- establishing effective and efficient learning provision.

Higher education

There are a number of debates and reforms in the area of higher education, including the remodelling of the student finance system. See section 6.2..

[Learning Country: Learning Pathways 14-19. Action Plan \(WAG, 2003b\)](#)

[School Effectiveness Framework: Building effective learning communities together \(DCELLS, 2008i\)](#)

[Skills that work for Wales: A Skills and Employment Strategy \(WAG, 2008f\)](#)

[The Learning Country: A Comprehensive Education and Lifelong Learning Programme to 2010 in Wales \(NAfW, 2001\)](#)

[The Learning Country: Foundation Phase 3-7 Action Plan \(DELLS, 2006a\)](#)

[The Learning Country: Foundation Phase 3-7 Years \(WAG, 2003\)](#)

[The Learning Country: Vision into Action \(WAG, 2006e\)](#)

[The Report of the Independent Review of the Mission and Purpose of Further Education in Wales in the context of the Learning Country: Vision in to Action \(Webb, 2007\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Estyn](#)

[National Assembly for Wales \(NAfW\)](#)

[Children, Schools and Families Bill 2009](#)

[Learning and Skills \(Wales\) Measure 2009](#)

2.2.3. Northern Ireland**Strategic plan for education**

The Department of Education (DE) 'Strategic Plan for Education' (DE, 2006e), to which the DE and all other education partners align annual business plans, identifies four strategic themes, each with its own strategic aims, as follows:

- Valuing education
 - To promote the value of education.
 - To create a desire for learning.
- Fulfilling potential
 - To provide flexible learning opportunities that meet the varying needs and abilities of all young people.
 - To raise educational attainment for all young people.
 - To foster the personal development of young people, including an understanding of their rights and responsibilities within society.
 - To foster creativity and provide young people with the knowledge and skills for life, employment and further learning.
- Promoting equality and inclusion
 - To ensure equality of access to education and youth service provision and to facilitate parental choice as far as possible.
 - To promote respect for, and value of, diversity, equality and human rights.
- Resourcing education
 - To secure the necessary funding to deliver a high quality education and youth service.
 - To use resources efficiently, effectively and equitably to support and improve learning.
 - To have highly skilled and motivated teachers, youth workers and support staff.
 - To have high quality leadership and governance across the education and youth service.

Strategy for children and young people

A ten-year strategy for children and young people in Northern Ireland was also published in 2006. 'Our Children and Young People – Our Pledge' (OFMDFM, 2006) sets out a ten-year plan to improve the lives of all children and young people in Northern Ireland, and to narrow the gap between those who do best and worst. The strategy aims to deliver improved outcomes linked to six key areas (similar to the five Every Child Matters outcomes areas in England, see 2.2.1.). The six outcome areas in Northern Ireland are being:

- healthy
- enjoying learning and achieving
- living in safety and with stability
- contributing positively to community and society
- experiencing economic and environmental well-being; and
- living in a society which respects children's rights.

A Commissioner for Children and Young People has also been appointed (as in England and Wales) to lead the implementation of the strategy. Further information on the ten-year strategy for children and young people is available online: www.allchildrenni.gov.uk

Revised school curriculum and assessment arrangements

Following a period of extensive consultation, which began in 2000, proposals for a radical restructuring of the curriculum have been approved and are being implemented gradually during the period September 2007 to August 2010. The statutory basis for the new curriculum which, for pupils aged up to 14 is set out as curriculum areas rather than individual subjects, is the Education (Northern Ireland) Order 2006. There is also an increased emphasis on skills. The new statutory curriculum for pupils aged 14 to 16 is organised around four compulsory elements consisting of learning for life and work (education for employability, local and global citizenship, and personal, social and health education (PSHE)); physical education; religious education; and skills and capabilities. Statutory assessment arrangements for key stages 1 to 3 are also being changed, with the gradual introduction of computer based assessment in reading and mathematics at the start of the

school year, and the production of standardised annual reports to parents. In addition, a new foundation stage is being introduced to cover the first two years of primary school. Further information is provided in sections 4.2.3. (primary) and 5.2.3. (secondary).

Selective system of secondary education

Traditionally, there has been a selective system of secondary (post-primary) education in Northern Ireland. This system has been under review, and the DE has accepted the advice of the Post-Primary Review Working Group (Costello Report) (Post-primary Review Working Group, 2004) that academic selection should cease. The DE no longer supports selection of post-primary pupils on the basis of academic ability, and the last cohort of 11-year-olds took centrally-provided 'transfer tests' in November 2008 for entry to selective post-primary education in September 2009. However, academic selection is not prohibited, and many schools are continuing to select pupils for September 2010 entry on this basis, using tests provided by other bodies. The system for admitting pupils to secondary (post-primary) education continues to be a matter for debate.

School improvement

In April 2009, the Department of Education published, 'Every School a Good School: A Policy for School Improvement' (DE, 2009w). The policy is centred on six key areas:

- effective leadership and an ethos of aspiration and high achievement
- high quality teaching and learning
- tackling the barriers to learning that many young people face
- embedding a culture of self-evaluation and self-assessment and of using performance and other information to effect improvement
- focusing clearly on support to help schools improve
- increasing engagement between schools, parents and families, recognising the powerful influence they and local communities exercise on educational outcomes.

Reform of educational administration

Educational administration is the subject of significant reform following a major review of all public administration in Northern Ireland. At the heart of the plans for modernisation is the decision to create a single Education and Skills Authority (ESA), which will bring together the direct support functions currently undertaken by the five Education and Library Boards (ELBs), and other government-funded organisations such as the Council for Catholic-Maintained Schools (CCMS), the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA), and the Youth Council for Northern Ireland (YCNI). It is intended that the new Education and Skills Authority will also incorporate teacher support functions and act as a single employing authority for all teachers and other staff in grant-aided schools. Whilst the Department of Education (DE) will continue to be responsible for education policy and strategy, some of its operational functions will transfer to the ESA. In addition, a new Education Advisory Forum (EAF) will provide advice to the DE and a direct link between education sectors and the DE. An Education Bill to establish the Education and Skills Authority was first introduced in the Northern Ireland Assembly in November 2008, and the new arrangements were intended to take effect in January 2010. However, the legislation has not progressed and, as a consequence, implementation has been delayed. In December 2009, the Education Minister announced the interim management arrangements to be made to reduce duplication of management by converging activities. The existing organisations will continue their formal existence under existing legislation but will commission services via a regionally managed model.

[Every School a Good School: a Policy for School Improvement \(DE, 2009w\)](#)

[Future Post-primary Arrangements in Northern Ireland: Advice from the Post-Primary Review Working Group \(Post-primary review working group, 2004\)](#)

[Our Children and Young People – Our Pledge \(OFMDFM, 2006\)](#)

[Strategic Plan for Education April 2006 – March 2008 \(DE, 2006e\)](#)

Council for Catholic-Maintained Schools (CCMS)

Department of Education (Northern Ireland) (DE)

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

Youth Council for Northern Ireland

Education (Northern Ireland) Order 2006

Education and Skills Authority Bill (Northern Ireland) 2008

2.3. Fundamental Principles and Basic Legislation

Although the United Kingdom has no written national constitution setting out the fundamental principles on which the rights and responsibilities of citizens are derived, the Human Rights Act 1998 incorporated into law nearly all the rights contained in the European Convention on Human Rights, and gives citizens a clear legal statement of their basic rights and fundamental freedoms. The Act became fully operational in October 2000.

With regard to education, the Act states that children have a right not to be denied access to the educational system and a right to an effective education. Parents have a right to make sure that their religious or philosophical beliefs are respected when public bodies provide education or teaching to their children. This concept is reflected in current UK laws on education which allow for the existence of a wide range of educational establishments, whether funded by the state or otherwise. The Human Rights Act further states that the education provided by the state must balance the right not to be deprived of an education against spending limits. Consequently, parents and children may not have the right to the most expensive education if cheaper alternatives are available. That is, state-provided education must be efficient but also provided within public spending limits. Schools may also legitimately impose penalties on pupils as a form of discipline (provided that these do not amount to ill-treatment). A school that imposes a penalty on a pupil must demonstrate that such a penalty was necessary and a proportionate punishment.

Public bodies, including education authorities and individual education institutions, are also bound by a framework of equality legislation that operates across a number of social categories, including gender, sexual orientation, disability, age, race, and religion and belief. This legislation applies to their role as education providers and also to their role as employers. There is also a raft of employment legislation which education authorities and institutions must comply with in their role as employers.

For outlines of legislation applying specifically to schools, further education and higher education see subsections 2.3.1., 2.3.2. and 2.3.3. respectively.

Human Rights Act 1998

2.3.1. Schools

In England and Wales, in accordance with section 7 of the Education Act 1996, the basic principle underlying compulsory education is that it should provide efficient, full-time education which is suitable to a child's age, ability, aptitude and to any special educational needs (SEN) the child might have. Similar principles are stated in the Education Reform (Northern Ireland) Order 1989.

Section 78 of the Education Act 2002 confirms that, in England and Wales, compulsory education should provide children with a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares such pupils for the opportunities, responsibilities and experiences of later life.

The Education (Northern Ireland) Order 2006 includes a similar definition.

See section 2.5. for information on compulsory education and statutory school age.

The Education Act 1996 provides the basis for the management of schools in England and Wales, and the School Standards and Framework Act 1998 provides the legal framework for schools as institutions. This Act ended grant-maintained status, originally introduced by the Education Reform Act 1988. Further information on the categories of legal status for schools is provided in section **2.6.4.1.1.**

The Education Act 2002 restated the division of compulsory education into key stages, at the same time creating a legislative distinction between key stages 1 to 3 (age five to 14) and key stage 4 (age 14 to 16) of compulsory education, with the aim of facilitating increased flexibility in the curriculum for individual 14- to 16-year-olds. The 2002 Act legislated for the proposals outlined in the White Paper 'Schools Achieving Success' (GB. Parliament. HoC, 2001). Other provisions of the Act were: the incorporation of the foundation stage (in England) into the National Curriculum framework; the consolidation of earlier legislation on teachers; and the introduction of changes in how teachers and support staff are employed. The Act covered both England and Wales, but the National Assembly for Wales (NAfW) has discretion as to the application of many of its provisions in Wales.

With regard to qualifications, in England and Wales, under the provisions of the Education Act 1997 (as amended by the Learning and Skills Act 2000 for England), schools, institutions and employers may only offer a funded course leading to an external qualification to students under the age of 19, if this course has been approved and accredited by the appropriate government department. Similar provisions apply in Northern Ireland under the Education (Northern Ireland) Order 1998.

The Children Act 2004 aimed to maximise opportunities and minimise risks for all children and young people, by integrating children's services and focusing these services more effectively around the needs of children, young people and families. The Act introduced:

- integrated teams of health and education professionals, social workers and advisers based in and around schools and children's centres
- a clear framework of accountability at national and local level, by the appointment of a Director of Children's Services, responsible for education and social services in every local authority in England, and by the appointment of lead directors for children and young people's services in Wales (see section 2.6.3.2.)
- new Children's Commissioners to act as 'champions for young people'.

The Education Act 2005 provided the legislative framework to support the policy developments set out in 'A New Relationship with Schools' (DfES and Ofsted, 2004) and the 'Five Year Strategy for Children and Learners' (DfES, 2004c). The Act aimed to raise standards for all children by promoting greater autonomy and diversity in the education system. The key reforms introduced under the Act included a more efficient and effective school inspection system (see 9.4.2.1.1.); three-year budgets for all schools based around the academic year; the introduction of the 'School Profile', bringing together key information on a school in one short, accessible document (see 2.7.2.1.2.); an extension of the remit of the, then, Teacher Training Agency which became the Training and Development Agency for Schools (TDA) (see 2.6.1.8.); and the establishment of a common basis for the inspection of education and daycare services delivered in children's centres and extended schools (see sections 2.6.4.1.1. and 4.9.2.).

In England, the Education and Skills Act 2008 introduces a requirement for all young people to participate in education or training until their 18th birthday through either full-time education or training; work-based learning; or part-time education or training. The minimum age at which young people can leave learning will be increased in two stages – to 17 from 2013 and to 18 from 2015. The first cohort to be affected by the changes began secondary education (Year 7, age 11) in September 2008.

The Education and Inspections Act 2006, passed in November 2006, provided the legislative basis to implement the reform proposals set out in the White Paper 'Higher Standards, Better Schools for All' (GB. Parliament. HoC, 2005a). It included provisions to:

- introduce better discipline in schools by providing for a new power for teachers and other school staff to discipline pupils; extending the scope of parenting orders and parenting contracts; and requiring parents to take responsibility for excluded pupils in their first five days of exclusion
- place new duties on local authorities to promote the fulfilment by children of their educational potential, to promote diversity and choice in their provision of schools, to consider representations from parents about school provision in their area, and to identify children not receiving education
- introduce a revised curriculum entitlement for 14- to 19-year-olds and an entitlement to new diplomas
- place school organisation decisions (such as school expansion and new school establishment) with local authorities (see 2.6.3.3.) and abolish the former school organisation committees
- place a duty on governing bodies of certain foundation schools to establish parent councils, and on the governing bodies of all maintained schools to have regard to the views of parents
- introduce a new single inspectorate (in England) for children and learners (see section 2.6.1.6.)
- introduce a duty on school governing bodies to promote the well-being of their pupils, to promote community cohesion and to have regard to the Children and Young People's Plan (see section 2.6.3.3.)
- ban the practice of interviewing prospective new pupils and/or their parents, and require schools to 'act in accordance with' rather than 'have regard to' the new School Admissions Code (see section 4.2. and section 4.6. and its sub-sections)
- place a duty on local authorities to promote sustainable modes of travel to and from schools and other educational establishments, and to provide free transport for certain pupils in respect of their attendance at schools and other educational establishments
- introduce new nutritional standards for all food and drink supplied on school premises, and for food and drink provided by local authorities or governing bodies at other places (see 2.6.3.3.).

Whilst the Education and Inspections Act refers primarily to England, some provisions also apply in Wales. These include those relating to food and drink provided on school premises and to behaviour, discipline and exclusion. The Act also sets out 'framework powers' for Wales to develop policy as required in a number of areas including those of school admissions, school organisation and attendance.

In Northern Ireland, the Education (Northern Ireland) Order 2006, which became law in July 2006, provides the broad legislative framework to implement the revised statutory curriculum and assessment arrangements. See section 2.2.3.. For further information on the Northern Ireland Assembly and devolution see [2.6.1.](#)

[A New Relationship with Schools \(DfES and Ofsted, 2004\)](#)

[Five Year Strategy for Children and Learners \(Cm. 6272\) \(DfES, 2004c\)](#)

[Higher Standards, Better Schools for All: More Choice for Parents and Pupils \(GB. Parliament. House of Commons, 2005a\)](#)

[Schools: Achieving Success \(GB. Parliament. House of Commons, 2001\)](#)

[National Assembly for Wales \(NAfW\)](#)

[Training and Development Agency for Schools \(TDA\)](#)

[Children Act 2004](#)

[Education \(Northern Ireland\) Order 2006](#)

Education Act 1996

Education Act 1997

Education Act 2002

Education Act 2005

Education and Inspections Act 2006

Education and Skills Act 2008 Chapter 25

Education Reform (Northern Ireland) Order 1989

Education Reform Act 1988

Learning and Skills Act 2000

School Standards and Framework Act 1998

2.3.2. Further education

The principal pieces of legislation governing further education in England and Wales are the Further and Higher Education Act 1992, which took further education institutions out of local authority (LA) control, and the Learning and Skills Act 2000.

The Further and Higher Education Act 1992 defines further education as:

- full-time and part-time education suitable to the requirements of persons over compulsory school age (16 years), including vocational, social, physical and recreational training
- organised leisure-time occupation provided in connection with such education.

A similar definition appears in the Further Education (Northern Ireland) Order 1997.

Full-time education for 16- to 19-year-olds is available in further education institutions and in many, but not all, secondary schools. Where full-time further education for this age range is provided in schools which also educate pupils of compulsory school age, it is considered to be secondary education rather than further education. In addition, in England and Wales, the Learning and Skills Act 2000 allows secondary education to be provided in a school exclusively for 16- to 19-year-olds, which is maintained by a local authority (LA), where the school is established in accordance with the requirements of the School Standards and Framework Act 1998.

Under the Learning and Skills Act 2000, the Learning and Skills Council (for England) and the, then, National Council for Education and Training for Wales (known as ELWa) became responsible for securing the provision of, and funding, full- and part-time education and training for all persons over compulsory school age:

- in schools (via local authorities)
- in further education institutions
- in adult education centres
- via work-based training on employers' premises
- via private training providers and voluntary organisations.

The responsibilities of ELWa, an assembly-sponsored public body (ASPB), were taken over by the Welsh Assembly Government's Department for Education, Lifelong Learning and Skills (DELLS) (now the Department for Children, Education, Lifelong Learning and Skills, DCELLS) on 1 April 2006.

The Further Education and Training Act 2007 implements proposals outlined in the White Paper, Further Education: Raising Skills, Improving Life Chances (GB. Parliament. HoC, 2006). It includes provisions to:

- allow further education (FE) institutions in England catering for young people aged 16+ and adults to apply for certain degree-awarding powers
- allow the Learning and Skills Council (LSC) and Welsh Ministers to intervene in the management of unsatisfactory FE provision in their respective countries
- ensure that the LSC and FE institutions take account of the needs and views of employers and learners
- restructure the LSC by removing the 47 local LSCs and creating nine regional councils to oversee the work of local partnership teams
- allow the Secretary of State to require all college principals to hold a leadership qualification.

Further education is provided free of charge to home and European Union students under the age of 19 who have been ordinarily resident in the UK for the previous three years. Fees are commonly waived for other students in receipt of certain state benefits. Courses for those over the age of 19 may be subsidised - by their employers, for example, or paid for under government-funded training schemes such as the Apprenticeship programme, the New Deal or Train to Gain (see sections 7.10.7. and 7.10.8. for further information).

Following the passing of the Apprenticeships, Skills, Children and Learning Act 2009, there will be some significant legislative and organisational change in this area in England. Local authorities will have responsibility for commissioning and funding all education and training for young people up to the age of 19. Currently, the LSC is responsible for the planning and funding of all post-16 education. See section 2.2.1. for further information.

[Further Education: Raising Skills, Improving Life Chances \(Cm 6768\) \(GB. Parliament. House of Commons, 2006\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Learning and Skills Council \(LSC\)](#)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Further and Higher Education Act 1992](#)

[Further Education \(Northern Ireland\) Order 1997](#)

[Further Education and Training Act 2007](#)

[Learning and Skills Act 2000](#)

[School Standards and Framework Act 1998](#)

2.3.3. Higher education

Higher education is defined in the Education Reform Act 1988 (in England and Wales) and the Education Reform (Northern Ireland) Order 1989 as education provided by means of a course of any description that is of a standard higher than the standard of courses leading to General Certificate of Education Advanced-level (GCE A-level).

There is no single body of legislation dealing with higher education. However, the Further and Higher Education Act 1992 introduced major reforms in England and Wales, including the creation of a single sector for all higher education institutions. In Northern Ireland, the merger in 1984 of the Ulster Polytechnic with the New University of Ulster to form the University of Ulster had already removed the binary divide which separated universities from polytechnics and other higher education institutions.

The Teaching and Higher Education Act 1998 made new provisions with respect to teacher training and to student fees, grants and loans. The Higher Education Act 2004 introduced further changes, including allowing higher education institutions to charge variable tuition fees. The 2004 Act also gave the Welsh

Assembly responsibility for the higher and further education support system and the tuition fee regime in Wales. In Northern Ireland, the Higher Education (Northern Ireland) Order 2005 introduced similar provisions.

Higher education institutions (HEIs) in England, Wales and Northern Ireland are independent, self-governing bodies empowered by a Royal Charter or an Act of Parliament to develop their own courses and award their own degrees.

More detailed information is provided in section 6.3..

Education Reform (Northern Ireland) Order 1989

Education Reform Act 1988

Further and Higher Education Act 1992

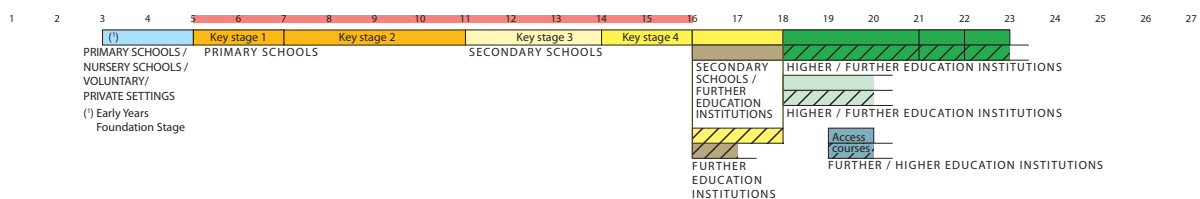
Higher Education (Northern Ireland) Order 2005

Higher Education Act 2004

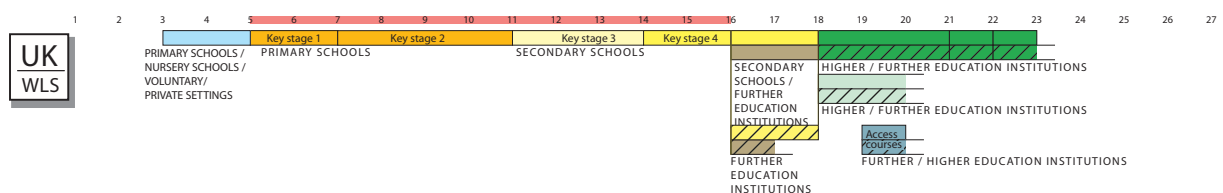
Teaching and Higher Education Act 1998

2.4. General Structure and Defining Moments in Educational Guidance

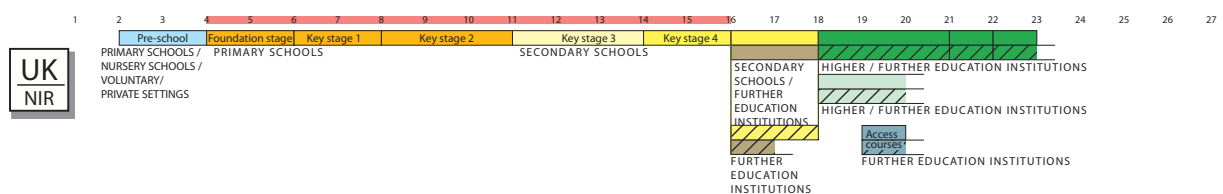
Organisation of the education system in the United Kingdom (England), 2009/10























Organisation of the education system in the United Kingdom (Wales), 2009/10



Organisation of the education system in the United Kingdom (Northern Ireland), 2009/10



 Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	 Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
 Primary – ISCED 1	 Single structure (no institutional distinction between ISCED 1 and 2)
 Lower secondary general – ISCED 2 (including pre-vocational)	 Lower secondary vocational – ISCED 2
 Upper secondary general – ISCED 3	 Upper secondary vocational – ISCED 3
 Post-secondary non-tertiary – ISCED 4	
 Tertiary education – ISCED 5A	 Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
 Compulsory full-time education	 Compulsory part-time education
 Part-time or combined school and workplace courses	 Additional year
 -/n/- Compulsory work experience + its duration	 >> Study abroad

Source: Eurydice.

Notes to the diagram: Organisation of the education system in England, Wales and Northern Ireland 2008/09

Voluntary and private pre-primary settings in receipt of government funding (such as day nurseries, pre-school groups or playgroups) are considered to be education-oriented, as they are required to provide an educational programme which follows government guidelines as a condition of funding. In England, the Early Years Foundation Stage (EYFS) is a framework to support children’s development, care and learning from birth to age five. However, only provision for children aged three and above is considered to be ISCED 0. In Wales, implementation of a new framework for children aged three to seven – the foundation phase – began in September 2008. This is expected to be fully in place by the 2010-2011 school year. Northern Ireland also started the gradual introduction of an extended foundation stage in 2007.

In England and Wales, as children attain compulsory school age at different points in the school year, schools provide a reception class (ISCED 0) for children who reach compulsory school age before the start of key stage 1 (ISCED 1). Places in this class may also be available for 4-year-olds for all or part of the year.

Secondary schools in England, Wales and Northern Ireland, often working in partnership with further education colleges and training organisations, now also offer some vocational (applied) and work-related courses to 14- to 16-year-olds.

Access courses prepare mature students (19+ but typically older), without formal qualifications, for tertiary (higher) education.

The Education and Skills Act 2008 introduces a requirement for all young people to participate in education or training until their 18th birthday through full-time education or training; work-based learning; or part-time education or training. The minimum age at which young people can leave learning will be increased in two stages – to 17 from 2013 and to 18 from 2015. The first cohort to be affected by the changes began secondary education (age 11) in September 2008.

Qualification frameworks

The organising structure for education other than higher education in terms of ages and phases is described in more detail in section 2.4.1.

The organising structure for higher education programmes is set out in section 6.15.

The organisation of education programmes in terms of the frameworks for the qualifications taken in schools and colleges from age 16 (but sometimes earlier) is set out below.

The National Qualifications Framework (NQF) was established in response to the recommendations of the Dearing review (Dearing, 1996) by the responsible bodies (see section 2.6.1.4. and its sub-sections for information on the bodies responsible for qualifications in England, Wales and Northern Ireland). The framework originally embraced general academic and vocational qualifications below the level of higher education at six levels (entry level to level 5) as follows:

- level 5 - higher level qualifications, NVQ level 5
- level 4 - higher level qualifications, NVQ level 4.
- level 3 - advanced level, e.g. GCE A-levels, A-level in applied subjects and NVQ level 3
- level 2 - intermediate level, e.g. GCSE grades A*–C and NVQ level 2
- level 1 - foundation level, e.g. GCSE grades D–G and NVQ level 1
- entry level, e.g. National Curriculum levels 1, 2 and 3.

The framework was revised in September 2004 to incorporate nine levels, entry level to level 8. There were no changes to entry level to level 3, but levels 4 and 5 were assigned to levels 4, 5, 6, 7 and 8. This was to allow clearer links with the separate framework for higher education qualifications (see section 6.15.). Qualifications were awarded against these new NQF levels from January 2006.

A new Qualifications and Credit Framework (QCF) began to be introduced from 2009/10. The QCF is a unit-based framework, underpinned by a system of credit accumulation and transfer into the system. It aims to enable learners to gain qualifications at their own pace along flexible routes. It recognises a wider range of learner achievement than the NQF and allows for the possibility for all units to be achieved through recognition of prior learning.

Like the NQF, every unit and qualification in the 9-level QCF has a level between entry level and level 8 which indicates the degree of difficulty. Every unit and qualification also has a credit value (with one credit representing 10 hours of study). For example, level 2 is equivalent to GCSEs (grade A* to C), level 3 is equivalent to A levels, and level 8 is equivalent to a doctorate.

There are three types of qualification within the QCF. The types represent the size of a qualification, not its level of difficulty:

- award (1 to 12 credits)
- certificate (13 to 36 credits)
- diploma (37 credits or more).

To date, the focus of the QCF has been on vocational qualifications, and it is planned that all vocational qualifications will be placed in the framework by the end of 2010. It is expected that academic/general qualifications will, in the future, also be placed on the QCF and that the framework will eventually provide the organising structure for all publicly-funded qualifications available in schools and colleges. Until that time, the NQF remains the framework for academic/general qualifications.

The Office of the Qualifications and Examinations Regulator (Ofqual), the Qualifications and Curriculum Development Agency (QCDA) and the Council for the Curriculum, Examinations and Assessment in Northern Ireland (CCEA) have completed the process of referencing the QCF to the European Qualifications Framework for lifelong learning (EQF), which is being established to make qualifications more readable across national boundaries. Further information on the QCF is available at: www.qcda.gov.uk/8150.aspx

In Wales, the QCF will form part of the existing Credit and Qualifications Framework for Wales (CQFW). Further information on the CQFW is available at:

wales.gov.uk/topics/educationandskills/learningproviders/creditqualificationsframework/?lang=en

Review of Qualifications for 16-19-year-olds (Dearing, 1996)

Council for the Curriculum Examinations and Assessments (CCEA)

Ofqual (Office of the Qualifications and Examinations Regulator)

Qualifications and Curriculum Development Agency (QCDA)

Education and Skills Act 2008 Chapter 25

2.4.1. Phases of education and transitions between phases

Pre-school education

The Education Act 2002 incorporated the foundation stage into the statutory National Curriculum in England. The foundation stage begins at the age of three and continues until the end of the school year in which a child becomes five. Foundation stage education is provided in state-maintained nursery schools and classes, and in voluntary and private settings. Most children spend all or part of the last year of the foundation stage in a primary school reception class. A new early years foundation stage (EYFS) was introduced in September 2008. This brings curricular requirements for children from birth to the age of five together into one single framework of standards for learning, development and care. The EYFS has the same legal status as the foundation stage.

In Wales, pre-school provision has, until recently, followed a broadly similar pattern to that in England, although the curriculum remained non-statutory. In September 2008, however, a statutory foundation phase covering ages three to seven began to be introduced in Wales. Implementation of the foundation phase began with three- to five-year-olds in September 2008 and will be completed by the end of the 2010-11 school year.

In Northern Ireland, the foundation stage which was introduced in September 2007 covers Years 1 and 2 of compulsory primary education (four- and five-year-olds in Northern Ireland).

Compulsory education in primary and secondary schools

In England, in accordance with the Education Act 2002 and earlier legislation, the period of compulsory education is divided into four key stages:

- key stage 1 for pupils aged five to seven years
- key stage 2 for pupils aged seven to 11
- key stage 3 for those aged 11 to 14
- key stage 4 for pupils aged 14 to 16 years.

Key stages in Wales are similar, but the introduction of a new foundation phase of education for three- to seven-year-olds, which began in September 2008 (see above), will change the organisation of key stages at primary level in Wales. See section 4.2.2. for further information.

Pupils transfer from primary to secondary school at age 11. The vast majority of secondary schools in England and all secondary schools in Wales accept pupils from the full ability range. These are often known as comprehensive schools (see 5.5.1.1.). Some secondary schools cater for pupils up to the age of 16 only, others for pupils up to the age of 19.

In some areas of England, pupils transfer at age eight or nine from a first school to a middle school, and subsequently to a secondary school (often known as a high school or upper school) at age 12 or 13. All such schools are legally categorised as either a primary or a secondary school, and all follow the same National Curriculum key stages as other schools. See section 5.5. for further information.

In Northern Ireland, in accordance with the Education Reform (Northern Ireland) Order 1989, as amended by the Education (Northern Ireland) Order 1996, compulsory education was, until recently, similarly divided into four key stages:

- key stage 1 for pupils aged four to eight years
- key stage 2 for pupils aged eight to 11
- key stage 3 for 11- to 14-year-olds
- key stage 4 for pupils aged 14 to 16 years.

However, the Education (Northern Ireland) Order 2006 made provision for the introduction of a new foundation stage covering Years 1 and 2 of primary education. As a result, since the foundation stage began to be introduced in September 2007, the key stages in Northern Ireland have been organised as follows:

- foundation stage, pupils aged four to six years
- key stage 1 for pupils aged six to eight years
- key stage 2 for pupils aged eight to 11
- key stage 3 for 11- to 14-year-olds
- key stage 4 for 14- to 16-year-olds.

Northern Ireland has traditionally operated a selective system of secondary education, in which pupils are selected for grammar school on the basis of academic ability. These arrangements are currently a matter for debate. See sections 2.2.3. and 5.7.1.2. for further information.

Post-compulsory education

At age 16, when education is no longer compulsory, the majority of pupils in England, Wales and Northern Ireland continue their studies, either at school, in a sixth form college (in England), or at a further education institution. It is currently more common for pupils wishing to undertake vocational education to transfer to a further education institution, although most schools offer a limited range of vocational courses. Most further education institutions offer both vocational and general academic courses.

From the age of 18+, students wishing to continue their studies move to institutions offering courses of higher education.

Communication of pupil information between phases of education

The Education (Pupil Information) (England) Regulations 2005, as amended in 2008, require schools to keep a curricular record on pupils, covering their academic achievements, other skills and abilities and progress in school. Other material, such as details of pupils' school attendance or family background, may be recorded, if desired. The curricular record and the additional material form the educational record. Schools must pass on a pupil's educational record at the request of any school or training establishment to which the pupil transfers.

Similar arrangements apply in Wales under the Education (Pupil Information) (Wales) Regulations 2004 (as amended by the Education (Pupil Information) (Wales) (Amendment) Regulations 2007), and in Northern Ireland under the Education (Pupil Records and Reporting) Regulations (Northern Ireland) 2009.

The tracking of pupils' progress through the school system and the transfer of pupil data from school to school is facilitated by a system of unique pupil numbers (UPNs). The system is intended to yield better information in schools, local authorities (LAs), and central government on pupil performance and the contextual factors affecting performance. UPNs have been in operation since 1999 in England, and have subsequently been introduced in Wales and Northern Ireland.

[Education \(Northern Ireland\) Order 1996](#)

[Education \(Northern Ireland\) Order 2006](#)

[Education \(Pupil Information\) \(England\) \(Amendment\) Regulations 2008](#)

[Education \(Pupil Information\) \(England\) Regulations \(2005\)](#)

[Education \(Pupil Information\) \(Wales\) \(Amendment\) Regulations 2007](#)

[Education \(Pupil Information\) Wales Regulations 2004](#)

[Education \(Pupil Records and Reporting\) Regulations \(Northern Ireland\) 2009](#)

[Education Act 2002](#)

[Education Reform \(Northern Ireland\) Order 1989](#)

2.5. Compulsory education

The statutory school age in England and Wales is from five to 16 years. Section 7 of the Education Act 1996 states that all children of statutory school age must receive efficient full-time education suitable to their age, ability, aptitude and to any special educational needs (SEN) they may have, either by regular attendance at school or otherwise. Parents are not currently required to register or seek approval from the local authority (LA) to educate their child at home (see below).

In England and Wales, children reach compulsory school age on a prescribed day following their fifth birthday. The actual prescribed dates are set by the Secretary of State and the National Assembly for Wales respectively and are normally: 31 August, 31 December and 31 March. Once they reach compulsory school age, children are required to start school when the new school term starts. However, in practice, most children start school between their fourth and fifth birthday.

Education is compulsory for all young people until the last Friday in June of the school year in which they become 16. This will change from 2013 in England. See section 2.2.1. for information on the raising of the participation age (RPA).

Parents are free to decide to provide education for their children at home instead of sending them to school. In 2007, the Government produced guidance to support local authorities in carrying out their statutory responsibilities in relation to children who are educated at home (DCSF, 2007a). These guidelines aim to clarify the balance between the responsibilities of local authorities and the rights of parents to educate their child at home. A government commissioned review of elective home education was completed in 2009 (Badman, 2010). The aim of the review was to assess the effectiveness of arrangements for parents who educate their child(ren) at home and of local authority systems for supporting children and families. The review recommended that the Department for Children, Schools and Families (DCSF) should establish a compulsory national registration scheme, locally administered, for all children of compulsory school age, who are, or become, electively home educated. This recommendation was accepted by the Government, and the Children, Schools and Families Bill, currently before Parliament, includes provision for introducing such a registration system. This provision has been the subject of considerable debate.

In Northern Ireland, the Education Reform (Northern Ireland) Order 1989 revised the definition of compulsory school age, so that each child receives 12 full years of full-time education between the ages of four and 16 years. A child who reaches the age of four on or before 1 July must start full-time education on 1 September of that year; and a child reaching the age of four after 1 July must start full-time education in the following school year. Pupils who reach the age of 16 between 1 September and 1 July (inclusive) may leave full-time education on 30 June in that academic year; a pupil reaching the age of 16 between 2 July and 31 August must continue receiving full-time education for the next academic year. For historical information on school leaving ages in Northern Ireland, see 2.1.2.. Northern Ireland legislation on elective home education is similar to that which applies in England and Wales.

Ensuring regular school attendance

In England, Wales and Northern Ireland, parents have a duty to ensure that children of compulsory school age receive an efficient full-time education suitable to their age, ability and aptitude, and to any special educational needs (SEN) they may have. Local authorities (LAs) (and Education Library Boards in Northern Ireland) have a range of powers available to them for use in instances where it appears that a child is not receiving a suitable education. LAs in England and Wales can, for example, issue a School Attendance Order requiring a parent to register their child at a school named in the Order (failure to comply is an offence); initiate legal proceedings against parents, where a registered pupil of compulsory school age is failing to attend school regularly; or may apply to the courts for an Education Supervision Order (Section 36 of the Children Act 1989) in relation to a particular child.

The school attendance enforcement functions of LAs are usually carried out by LA employees called Education Welfare Officers (EWOs) or, in some areas, Education Social Workers. EWOs work closely with schools and families on attendance and related pupil welfare issues. It is for each LA to decide how many EWOs to employ and how best to deploy them. There are two national associations representing the interests of EWOs: the Association for Education Welfare Management (AEWM) and the National Association of Social Workers in Education (NASWE).

In addition, the Education and Inspections Act 2006 placed a statutory duty on local authorities to make arrangements to establish the identities of children who are not receiving a suitable education/missing education in their area. This duty, which came into force in February 2007, means that local authorities must make arrangements to enable them to establish that every school age child is receiving a suitable education. Guidance for local authorities in the implementation of this responsibility was originally published in 2007 (DfES, 2007g) and has recently been revised (DCSF, 2009p). The updated guidance makes clear that parents' right to educate their child(ren) at home remains the same (see above) and that suitable home education can take many forms.

All schools are required to keep a central record of pupils in the form of an admission register, more commonly known as the 'school roll'. In addition, schools are required to maintain an attendance register on which the presence or absence of each pupil is recorded. The attendance register must be taken twice a day, once at the start of the morning session and once during the afternoon session. The attendance register must indicate whether the pupil was present, engaged on an approved educational activity, or was absent. Where a pupil of compulsory school age was absent, it is to be made clear whether the absence was authorised by the school or unauthorised. Guidance on how to classify different types of pupil absence is issued to all schools and LAs. Comparative tables for primary and secondary schools, which include the percentage of half-days lost through authorised and unauthorised absence, are published annually in England and are available on the Department for Children, Schools and Families (DCSF) website at <http://www.dcsf.gov.uk/cgi-bin/rsgateway/search.pl?keyw=002&q2=Search>. See also 4.18. and 5.21.

Regulations (the Education (School Attendance Targets) (England) Regulations), which became effective in September 2007, also require the school governing bodies of all maintained schools in England to set overall absence targets for the school year 2008/09 onwards. The School Attendance website provides information, case studies and opportunities for the sharing of good practice on school attendance as part of the Government's aim to raise educational standards for all. This website is available at: <http://www.teachernet.gov.uk/wholeschool/behaviour/>

[Elective Home Education: Guidelines for Local Authorities \(DCSF, 2007a\)](#)

[Report to the Secretary of State on the Review of Elective Home Education in England \(Badman, 2010\)](#)

[Statutory Guidance \(revised\) for Local Authorities in England to Identify Children Not Receiving Education \(DCSF, 2009p\)](#)

Statutory Guidance for Local Authorities in England to Identify Children not Receiving Education (DfES, 2007g)

Association for Education Welfare Management

Department for Business, Innovation and Skills (BIS)

Department for Children, Schools and Families (DCSF)

National Assembly for Wales (NAfW)

National Association of Social Workers in Education (NASWE)

Children Act 1989

Children, Schools and Families Bill 2009

Education (School Attendance Targets) (England) Regulations 2007 SI No. 2261

Education Act 1996

Education and Inspections Act 2006

Education Reform (Northern Ireland) Order 1989

2.6. General Administration

The United Kingdom (UK) is composed of Britain (England, Wales and Scotland) and Northern Ireland. This description refers to England, Wales and Northern Ireland only. There is a separate description for Scotland on Eurybase.

Education in England, Wales and Northern Ireland is administered at both national level (see 2.6.1. and its sub-sections), and local level (see 2.6.3. and its sub-sections). Please note that the devolved administrations in Wales and Northern Ireland which have responsibility for education are considered here as national rather than as regional level government.

The education system is characterised by its decentralised nature. Responsibility for different aspects of the service is shared between central government, local government, churches and other voluntary bodies, the governing bodies of educational institutions and the teaching profession.

2.6.1. General administration at national level

England and Wales

In England, central government in the form of the Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS) has powers and responsibility for the overall provision of the education service, for determining national policies and for planning the direction of the system as a whole. See section 2.6.1.1. information on the government ministers with responsibility for education, and 2.6.1.2. for information on the ministries (known in the UK as government departments) with responsibilities for education.

Information on other central level bodies is provided in section 2.6.1.3. (funding bodies); 2.6.1.4. (qualifications, curriculum and assessment bodies); 2.6.1.5. (awarding bodies); 2.6.1.6. (inspection bodies); 2.6.1.7. (diocesan and church authorities) and 2.6.1.8. (advisory bodies, umbrella organisations and others).

Local authorities (LAs) and individual institutions implement and administer the policies and also have their own statutory powers and responsibilities. Information is provided in section 2.6.3. and its sub-sections.

Arrangements in Wales are broadly similar, with the system being administered at both national level (through the Department for Children, Education, Lifelong Learning and Skill - DCELLS) and at local level. As in England, local authorities and individual institutions implement and administer policies determined at the national level. In Wales, special provision is made for teaching through the medium of Welsh (see 1.4.).

Formerly, all primary legislation for education in England and Wales was enacted by the United Kingdom (UK) Parliament at Westminster (London). Acts of Parliament give government ministers, or other authorities, the power to regulate administrative details by means of 'delegated' or secondary legislation, in the form of Orders and Regulations made by the Secretary of State, known as Statutory Instruments.

During the second half of the 20th century, the then Welsh Office progressively acquired responsibility for the implementation of education and training policy in Wales. The Welsh Office was a department of the Government in the UK with responsibility for Wales, headed by the Secretary of State for Wales. In 1998 the Government of Wales Act established the National Assembly for Wales (NAfW) and, as a result, powers were devolved from the Secretary of State for Wales to the Assembly on 1 July 1999. Under the Act, the Secretary of State for Wales, as a UK Parliament Cabinet member, continued to ensure that the interests and needs of Wales were fully considered in policy formation within the UK Government, and was responsible for taking through Parliament provisions in primary legislation which related particularly to Wales.

Under this arrangement, education legislation contained in Acts of Parliament generally applied to both England and Wales and, although the National Assembly for Wales did not have powers to enact primary legislation, it did have powers to enact secondary legislation. This included the implementation of policy in a range of areas including education and training. In practice this meant, for example, that the Assembly was (and remains) responsible for setting the content of the National Curriculum for Wales.

With the passing of the Government of Wales Act 2006, most of the 1998 Act was repealed. The aim of the 2006 Act was to ensure that further powers could more easily be granted to the National Assembly for Wales.

This Act, which came into force in May 2007:

- Separated the power of the Welsh Assembly Government between a legislative body – the National Assembly for Wales (comprising the 60 elected members of the Assembly (Assembly Members)), and an executive body - the Welsh Assembly Government (comprising the First Minister, Welsh Ministers, Deputy Welsh Ministers and the Counsel General, see below).
- Created a new power for the Assembly to make its own legislation on devolved matters such as health, education, social services and local government. Such laws are known as Assembly Measures.
- Provided for primary law making powers for the National Assembly for Wales, but these will not come into force unless approved in a referendum. The resultant laws will be known as "Acts of the Assembly".
- Created a Welsh Seal and a Keeper of the Welsh Seal (the First Minister).
- Created a Welsh Consolidated Fund.
- Created the post of Counsel General as a member of the Welsh Assembly Government and its chief legal adviser.
- Assigned to the Queen the ceremonial functions of formally appointing Welsh ministers and granting Royal Assent to Acts of the Assembly.

The role of the executive (the Welsh Assembly Government) is to make decisions; develop and implement policy; exercise executive functions; and make statutory instruments. The 60 Assembly Members in the National Assembly scrutinise the Assembly Government's decisions and policies; hold Ministers to account; approve budgets for the Welsh Assembly Government's programmes; and have the power to enact Assembly Measures on certain matters.

Northern Ireland

The education system in Northern Ireland has its own legislation and structure.

Following the suspension of the Northern Ireland Parliament in 1972, when direct rule from the UK Parliament at Westminster was substituted, the vast majority of Northern Ireland's primary legislation was in the form of Orders, laid before Parliament under the Northern Ireland Act 1974. Much of this legislation paralleled that for England and Wales, but some provisions were specific to Northern Ireland.

On 2 December 1999, power was devolved to the Northern Ireland Assembly and its Executive Committee of Ministers - the Northern Ireland Executive, giving the Assembly legislative authority in the fields previously administered, from Westminster, by the Northern Ireland departments. This included responsibility for education. The Secretary of State for Northern Ireland, appointed by the UK Prime Minister, remained responsible for matters not devolved to the Assembly, including international relations, and represented the interests of Northern Ireland in the UK Cabinet. However, when the Northern Ireland Assembly was suspended at midnight on 14 October 2002, the Secretary of State for Northern Ireland assumed responsibility for the direction of the Northern Ireland departments, including education. The Secretary of State retained these powers until 8 May 2007 when the Northern Ireland Assembly was restored. The Assembly can now once again pass its own legislation on devolved matters such as education.

Public education in Northern Ireland is administered centrally by the Department of Education (DE) and the Department for Employment and Learning (DEL), and locally by Education and Library Boards (ELBs). The Council for Catholic-Maintained Schools (CCMS), which was established by the Education Reform (Northern Ireland) Order 1989, has certain responsibilities for Catholic-maintained schools. Major reform of educational administration in Northern Ireland is planned (see 2.2.3.).

During the period of suspension of the Northern Ireland Assembly (from 14 October 2002 to 8 May 2007) the Secretary of State for Northern Ireland (appointed by the UK Prime Minister) had responsibility for the direction of the Northern Ireland departments. Now that the Northern Ireland Assembly has been restored, the Northern Ireland Executive has legislative authority in the fields previously administered by the Northern Ireland departments, including education. The Executive is led by the First Minister, supported by a Deputy First Minister.

Irish-medium education is available in Northern Ireland (see 1.4.).

Further information on devolution in the United Kingdom is available at:
www.dca.gov.uk/constitution/devolution/ukdev.htm.

[Council for Catholic-Maintained Schools \(CCMS\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Department for Employment and Learning \(Northern Ireland\) \(DEL\)](#)

[Department for Business, Innovation and Skills \(BIS\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[National Assembly for Wales \(NAfW\)](#)

[Education Reform \(Northern Ireland\) Order 1989](#)

[Government of Wales Act 1998](#)

[Government of Wales Act 2006](#)

[Northern Ireland Act 1974](#)

2.6.1.1. Ministers with responsibility for education

Ministers of the UK Government

Two Ministers represent education in the Cabinet: the Secretary of State for Children, Schools and Families and the Secretary of State for Business, Innovation and Skills. They are appointed by the Prime Minister and are responsible to the UK Parliament for controlling and giving direction to the public education system in England.

The Secretary of State for Children, Schools and Families is supported by two Ministers of State (a Minister of State for Schools and Learners, and a Minister of State for Children, Young People and Families) and by three Parliamentary Under-Secretaries.

The Secretary of State for Business, Innovation and Skills is supported by nine other Ministers, four of whom are joint appointments with other government departments. They include the Minister of State for Higher Education and Intellectual Property, and the Minister for Further Education, Skills, Apprenticeships and Consumer Affairs (who reports jointly to the Secretary of State for Children, Schools and Families).

Ministers of the Welsh Assembly Government

The Assembly Minister for Children, Education and Lifelong Learning is a member of the Cabinet and leads the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS). Responsibility for skills lies with the Deputy Minister for Science, Innovation and Skills.

Ministers of the Northern Ireland Executive

The Northern Ireland departments are led by Ministers of the Northern Ireland Executive – referred to in legislation as the Executive Committee of the Assembly. The Minister for Education leads the Department of Education (DE) and the Minister for Employment and Learning leads the Department for Employment and Learning (DEL).

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Department for Employment and Learning (Northern Ireland) (DEL)

Department of Education (Northern Ireland) (DE)

2.6.1.2. Ministries with responsibility for education

In England, the government departments responsible for education are the Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS) (see section 2.6.1.2.1.).

In Wales, the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS) is responsible for education (see section 2.6.1.2.2.).

In Northern Ireland, the government departments responsible for education are the Department of Education (DE) and the Department for Employment and Learning (DEL) (see section 2.6.1.2.3.).

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Department for Children, Schools and Families (DCSF)

Department for Employment and Learning (Northern Ireland) (DEL)

Department for Business, Innovation and Skills (BIS)

Department of Education (Northern Ireland) (DE)

2.6.1.2.1. Department for Children Schools and Families (DCSF) and Department for Business, Innovation and Skills (BIS) England

The Department for Children, Schools and Families (DCSF) is responsible for the education service in schools in England. It also has responsibility for children and families, for ensuring the provision of integrated services for children, and for bringing together all key aspects of policy relating to children and young people. It is responsible for leading the Government's strategy on family policy – including parenting – and, working with the Department for Work and Pensions (DWP) and HM Treasury, will take forward the Government's strategy for ending child poverty. It is responsible, together with the Department of Health (DH), for promoting the health of all children and young people, as well as the promotion of youth sport with the Department for Culture, Media and Sport (DCMS).

Although the DCSF is a UK government department, its responsibilities for education pertain only to England. There are a limited number of exceptions to this; the Department is solely responsible for school teachers' pay and conditions of service and pensions in England and Wales, and there are some areas for which it represents the UK internationally.

The DCSF's work focuses on six strategic objectives:

- securing the well-being and health of children and young people
- safeguarding the young and vulnerable
- achieving world class standards in education
- closing the gap in educational achievement for children from disadvantaged backgrounds
- ensuring young people are participating and achieving their potential to 18 and beyond
- keeping children and young people on the path to success.

The DCSF is staffed by permanent civil servants — headed by a Permanent Secretary who is responsible directly to the (UK Prime Minister-appointed) Secretary of State for Children, Schools and Families. The Department has three main policy directorates: Schools; Children and Families; and Young People.

DCSF was created in June 2007. It inherited its pre-19 education policy responsibilities from the former Department for Education and Skills (DfES).

The Department for Business, Innovation and Skills (BIS) was created in June 2009. It is responsible for further education, skills, higher education and science, which it inherited from the former Department for Innovation, Universities and Skills (DIUS), together with a range of other responsibilities, many of which were inherited from the former Department for Business, Enterprise and Regulatory Reform (BERR). DIUS was itself created in June 2007, bringing together responsibilities for higher education previously held by the Department of Trade and Industry and the DfES.

The Department's seven Departmental Strategic Objectives (DSOs) are to:

- foster a world-class science and knowledge base and promote the commercial exploitation of knowledge, global excellence in research and better use of science in Government
- increase innovation, enterprise and the growth of business, with a focus on new industrial opportunities and bringing benefits to all regions
- deliver free and fair markets, with greater competition
- ensure that Government departments and agencies deliver better regulation
- improve the skills of the population through excellent further education and world-class universities, to build a more economically competitive, socially mobile and cohesive society
- provide the professional support, capability and infrastructure needed to deliver our objectives and programmes, working effectively with our partner organisations to deliver public service excellence
- ensure that Government acts as an effective and intelligent shareholder, and provide excellent corporate finance expertise within Government

Although BIS is a UK government department, its responsibilities in respect of many aspects of further and higher education pertain only to England. However, UK science policy rests with BIS, as does the funding of the seven Research Councils (see 2.8.4.) which allocate public money to support research projects and teams in higher education institutions across the UK. BIS also takes a lead role in furthering initiatives relating to links between business and higher education.

The above government departments are assisted in their work by a number of non-departmental public bodies. Details of many of these are provided in sections 2.6.1.3., 2.6.1.4. and sub-sections, and 2.6.1.8. A full list of public bodies associated with the DCSF and BIS is available at [/www.dcsf.gov.uk/ndpb/](http://www.dcsf.gov.uk/ndpb/).

Department for Business, Innovation and Skills (BIS)

Department for Children, Schools and Families (DCSF)

Department for Culture, Media and Sport (DCMS)

Department for Work and Pensions (DWP)

Department of Health

HM Treasury

2.6.1.2.2. Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS)

The Department for Children, Education, Lifelong Learning and Skills (DCELLS) (formerly the Department for Education, Lifelong Learning and Skills - DELLS) is the Welsh Assembly Government's department with responsibility for education. The Department's aim is to improve children's services, education and training provision to secure better outcomes for learners, business and employers.

The Department operates through four groups, which are responsible for policy, planning, funding, and monitoring services in their respective areas. These are:

- the Children, Young People and School Effectiveness Group
- the Qualifications, Curriculum and Learning Improvement Group
- the Skills, Higher Education and Lifelong Learning Group
- the Business Improvement and Resource Investment Group.

DCELLS also has teams operating in four regions of Wales. Each 'area team' assists DCELLS in its relationship with local stakeholders and providers, and provides a source of local knowledge relevant to planning and to the configuration of provision.

DCELLS's key objectives include:

- promoting high expectations and performance for all learners and having effective regulation, inspection and support
- ensuring that all children and young people have a 'flying start' in life and the best possible basis for their future growth and development
- having properly accommodated, funded and well-governed education establishments which meet the demand for places, deliver high standards of education and offer facilities for the community
- promoting inclusion, reducing disadvantage and tackling poverty of educational opportunity
- ensuring that the education system in Wales has excellent practitioners who are supported and developed to deliver for learners
- funding and developing post-16 provision, except higher education, throughout Wales and targeting low (including basic), intermediate and high skill levels to enable more individuals, communities and employers to succeed in Wales

- securing high-quality higher education whilst maximising its economic, social and cultural impact on learners and the wider community
- delivering financial support to students and other learners in partnership with key stakeholders.

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

2.6.1.2.3. Department of Education and Department for Employment and Learning Northern Ireland

There are two departments with responsibility for education in Northern Ireland. These are staffed by permanent civil servants and each is headed by a Permanent Secretary

The Department of Education (DE) is responsible for the central administration of all aspects of education and related services in Northern Ireland, except the higher and further education sector, which is the responsibility of the Department for Employment and Learning (DEL). The DE's main areas of responsibility are in pre-school, primary, post-primary and special education; the youth service; the promotion of community relations within and between schools; and teacher education and salaries. Through the Education and Training Inspectorate (ETI), the Department is also responsible for evaluating and reporting on the quality of teaching and learning and teacher education.

The Department's key functions include advising ministers on education policy; framing legislation; accounting for the effectiveness of the education system; and allocating, monitoring and accounting for resources. The Department also aims to ensure that, through participation in school, children reach the highest possible standards of educational achievement.

The main responsibilities of the Department for Employment and Learning (DEL) include further and higher education; skills; vocational training; employment services; employment law and labour relations; student support, postgraduate awards and training grants. The Department's aim is to promote learning and skills, to prepare people for work and to support the economy. DEL's objectives are to promote economic, social and personal development through high quality learning, research and skills training; and to help people into employment and promote good employment practices. The Department's two main customer groups are individuals seeking to improve their level of skills and qualifications or seeking guidance towards employment or self-employment; and businesses. DEL's four key areas of activity are:

- enhancing the provision of learning and skills, including entrepreneurship, enterprise, management and leadership
- increasing the level of research and development, creativity and innovation in the Northern Ireland economy
- helping individuals to acquire jobs, including self employment, and improving the linkages between employment programmes and skills development
- the development and maintenance of the framework of employment rights and responsibilities.

Department for Employment and Learning (Northern Ireland) (DEL)

Department of Education (Northern Ireland) (DE)

Education and Training Inspectorate (Northern Ireland)

2.6.1.3. Funding bodies

Maintained schools in England and Wales are funded by local authorities (LAs), which receive their monies mainly from central government via local government. Academies (see 5.5.1.1.) are a type of school in England that is funded directly by the Department for Children, Schools and Families (DCSF).

In England, the body currently responsible for funding all post-16 education and training (other than higher education) is the Learning and Skills Council (LSC). The LSC is a non-departmental public body (NDPB). The

top tier of decision making in the LSC is the National Council, responsible for determining the LSC's national strategy for all of its functions. It comprises non-executive members including representatives of employers, trades unions, education and training providers, and community groups. The National Council is supported by nine Regional Councils. These Councils inform the LSC's decision making at a regional level. The nine Regional Councils were created under the Further Education and Training Act 2007, replacing 47 local Learning and Skills Councils. Day-to-day running of the organisation is the responsibility of a 'Management Group' and regional directors.

The LSC was created by the Learning and Skills Act 2000 and amended by the Further Education and Training Act 2007. It began work in 2001, taking over the roles of the former Further Education Funding Council (FEFC) and Training and Enterprise Councils (TECs). The LSC is currently operating under shadow arrangements in preparation for the new system coming in from April 2010 (see below).

Responsibility for commissioning and funding all provision for children in the 0-19 age range in England will transfer to local authorities in 2010/11. This will include funding for school sixth forms and sixth form colleges and all other post-16 provision currently funded by the LSC. LAs will become the strategic lead for all children's services from 0 to 19. The legislation for these changes is provided by the Apprenticeships, Skills, Children and Learning Act 2009. The Act also established the Young People's Learning Agency (YPLA). The YPLA comes into full operation in April 2010 as a new non-departmental public body with the purpose of supporting and enabling LAs to carry out their new planning and commissioning functions and to ensure funding and budgetary control within the system. The YPLA operates in a minimum of nine regional locations based on existing regional LSC locations.

The Apprenticeships, Skills, Children and Learning Act 2009 also created the office of Chief Executive of Skills Funding. The holder of this office heads the Skills Funding Agency (the SFA), which will be established by administrative means and which will start operating from April 2010. The SFA will be the successor organization to the LSC for post-19 education and training outside of higher education. It will oversee a new demand-led approach to adult education and training, which will be supported by strengthened advice and support services for adults and employers in the form of a new Adult Advice and Careers Service (AACS), National Employer Service and National Apprenticeship Service. The Skills Funding Agency will be an agency of the Department for Business, Innovation and Skills (BIS) and its staff will be civil servants.

In Wales, the body currently responsible for funding all post-16 education and training (other than higher education) is the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS). Within DCELLS, a Skills, Higher Education and Lifelong Learning Group now has responsibility for post-16 education and training, including higher education and skills development. Four regional teams advise the Department on matters relating to education and training in their areas of Wales.

DCELLS, then the Department for Education, Lifelong Learning and Skills (DELLS), took over responsibility for post-16 education and training on 1 April 2006 from the National Council for Education and Training for Wales (known as ELWa). ELWa was an assembly-sponsored public body (ASPB) created under the Learning and Skills Act 2000.

Higher education institutions in England and Wales receive their funding from a variety of public and private sources, but the largest source of income for the sector is provided by government. In England, the Department for Business, Innovation and Skills (BIS) provides funds through the Higher Education Funding Council for England (HEFCE), whilst in Wales, the Welsh Assembly Government provides funding through the Higher Education Funding Council for Wales (HEFCW).

In Northern Ireland, education institutions are funded by one of the two Departments of Education (the Department of Education, DE, or the Department for Employment and Learning, DEL), although some categories of school receive this funding via Education and Library Boards (ELBs). Higher education institutions are funded through the Department for Employment and Learning (DEL), on the advice of the Northern Ireland Higher Education Council (NIHEC).

In England, Wales and Northern Ireland, there is dual support for the funding of research in institutions of higher education. While the funding bodies (HEFCE in England, HEFCW in Wales and DEL in Northern Ireland) provide funding for research infrastructure, the Research Councils, funded by BIS on a UK-wide basis, provide grants for specific purposes and programmes (see 2.8.4.).

For further information on funding bodies and the financing of education, see section 2.8. and its sub-sections.

Department for Business, Innovation and Skills (BIS)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Department for Children, Schools and Families (DCSF)

Department for Employment and Learning (Northern Ireland) (DEL)

Department of Education (Northern Ireland) (DE)

Higher Education Funding Council for England (HEFCE)

Higher Education Funding Council for Wales (HEFCW)

Learning and Skills Council (LSC)

Northern Ireland Higher Education Council (NIHEC)

Skills Funding Agency (SFA)

Young People's Learning Agency for England (YPLA)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Further Education and Training Act 2007](#)

[Learning and Skills Act 2000](#)

2.6.1.4. Qualifications, curriculum and assessment authorities

England, Wales and Northern Ireland each have their own qualifications, curriculum and assessment authority or departmental/ministry division responsible for qualifications, curriculum and assessment. Although the bodies are separate, they work together particularly with regard to regulating external qualifications. See the sub-sections which follow: 2.6.1.4.1. for England, 2.6.1.4.2. for Wales and 2.6.1.4.3. for Northern Ireland.

2.6.1.4.1. England

Ofqual (the Office of the Qualifications and Examinations Regulator) was formally established as the new independent regulator of qualifications and assessments from 1 April 2010 by the Apprenticeships, Skills, Children and Learning Act 2009. Ofqual will be a Non-Ministerial Department, accountable directly to the UK Parliament and the Northern Ireland Assembly.

Ofqual will:

- regulate awarding bodies (see 2.6.1.5.) and the qualifications they award or authenticate in England
- regulate vocational qualifications in Northern Ireland
- regulate assessment arrangements for the National Curriculum
- keep under review the assessment arrangements for the Early Years Foundation Stage (EYFS) in England. Note: EYFS assessment is largely carried out by practitioners and teachers, with no formal tests.

Ofqual was established in an interim form within the existing legal framework on April 8 2008, as a result of a decision by the Secretary of State for Children, Schools and Families in September 2007 to separate the regulatory and non-regulatory functions for the curriculum, qualifications and assessment, both of which were previously held by the Qualifications and Curriculum Authority (QCA).

Ofqual will be governed by a board whose members and chair are appointed by the Secretary of State. The Chair will be known as the Chief Regulator of Qualifications and Examinations. Ofqual is managed on a day-to-day basis by an management team.

The Qualifications and Curriculum Authority (the QCA) will continue to exercise its non-regulatory role under the new name of the Qualifications and Curriculum Development Agency (the QCDA). The QCA is currently operating its non-regulatory functions under the name (QCDA). The legal entity will remain QCA until the formal process of becoming QCDA becomes complete by 1 April 2010.

QCA, operating as QCDA, is a non-departmental public body (NDPB), governed by a board whose members and chair are appointed by the Secretary of State. On a day-to-day basis, it is managed by an executive team.

QCDA's remit is to promote quality and coherence in education and training, from pre-school to higher vocational levels, and its prime duty is to advise the Government on all matters affecting the school curriculum, pupil assessment and publicly funded qualifications offered in schools, colleges and workplaces. Its remit does not extend to higher education.

QCDA has no responsibilities outside England. Previously, QCA had somewhat broader objectives than QCDA and had roles in Wales and Northern Ireland.

The Joint Advisory Committee for Qualifications Approval (JACQA) has been set up in England to advise the Government on the eligibility of public funding of qualifications for 14- to 19-year-olds, with the aim of making progress towards the long-term objective of a simpler and more streamlined qualifications system. The Committee is co-owned and jointly chaired by QCA (operating as QCDA), and the Learning and Skills Council (soon to become the Young People's Learning Agency, YPLA).

Historical Note: QCA was formed under the Education Act 1997 in October 1997 by the merger of the School Curriculum and Assessment Authority (SCAA) and the National Council for Vocational Qualifications (NCVQ).

[Joint Advisory Council for Qualifications Approval](#)

[Learning and Skills Council \(LSC\)](#)

[Ofqual \(Office of the Qualifications and Examinations Regulator\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

[Young People's Learning Agency for England \(YPLA\)](#)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Education Act 1997](#)

2.6.1.4.2. Wales

The Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS) is responsible for:

- advising the Welsh Assembly Government on matters relating to the curriculum, assessment and qualifications in schools
- ensuring quality and standards in external general and vocational qualifications
- keeping under review all aspects of the school curriculum and statutory assessment arrangements for maintained schools

- commissioning classroom materials to support the teaching of Welsh, other subjects through the medium of Welsh and Wales-specific aspects of the curriculum.

Within DCELLS, responsibility for these matters lies with the Qualifications, Curriculum and Learning Improvement Group. The Group is also responsible for the Credit and Qualifications Framework for Wales (CQFW) the modernisation of examinations, and the Welsh Baccalaureate qualification (see 5.17.2.).

Historical note: Prior to April 2006, responsibility for the curriculum, assessment and qualifications lay with the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC), an Assembly-sponsored Public Body (ASPB) accountable to the National Assembly for Wales (NAfW). On 1st April 2006, ACCAC's responsibilities became those of the Qualifications and Curriculum Group of the, then, Department for Education, Lifelong Learning and Skills (DELLS), now DCELLS.

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

National Assembly for Wales (NAfW)

Ofqual (Office of the Qualifications and Examinations Regulator)

Qualifications and Curriculum Development Agency (QCDA)

2.6.1.4.3. Northern Ireland

The Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) was established on 1 April 1994. It is a non-departmental public body (NDPB) reporting to the Department of Education (DE) in Northern Ireland. The remit of the Council is set out in the Education Reform (Northern Ireland) Order 1989 and the Education and Libraries (Northern Ireland) Order 1993, as amended by the Education (Northern Ireland) Order 1998. The Council is funded by the Department of Education and has a statutory responsibility to:

- keep under review all aspects of the curriculum, examinations and assessment
- give advice to the Department of Education (DE) about the curriculum, assessment, examinations and external qualifications
- publish and distribute information about the curriculum, assessment and examinations
- carry out consultation with the educational community in Northern Ireland about proposed changes to legislation governing the curriculum, examinations and assessment
- conduct and moderate examinations and assessment, ensuring that standards are equivalent in these areas to other parts of the UK.

The CCEA monitors the appropriateness of the curriculum and associated assessment, and manages curriculum development projects. It consults with teachers about proposed changes to the curriculum and to assessment, and produces information and guidance materials. The CCEA also conducts or commissions research on the curriculum and its assessment.

Under the Education (NI) Order 1998, CCEA's remit was expanded to include guidance and teaching materials for children aged between two and four years.

In addition, the CCEA has a remit for the development of educational technology and the production of multi-media resources. The CCEA has also produced materials for teachers' continuing professional development; guidance and advice for teachers on various aspects of the Northern Ireland Curriculum; and guidance materials to accompany new programmes of study.

The CCEA's functions will be transferred to the new Education and Skills Authority (ESA) when it is established (see section 2.2.3.)._Department of Education (Northern Ireland) (DE)

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

[Education \(Northern Ireland\) Order 1998](#)

[Education and Libraries \(Northern Ireland\) Order 1993](#)

[Education Reform \(Northern Ireland\) Order 1989](#)

2.6.1.5. Awarding bodies

England, Wales and Northern Ireland share a common system of external qualifications for all learning outside higher education. These qualifications are provided not by schools or education authorities, but by organisations known as awarding bodies (now also known as awarding organisations). Awarding bodies are independent organisations, though subject to statutory regulation, and funded mainly by examination fees. They provide qualifications for students in secondary schools, in further education institutions and in work-based learning. The role of the awarding body varies according to the type of qualification being offered but, in general, they are responsible for: developing qualifications; assessing and quality assuring qualifications; awarding qualifications and providing customer service to the centres offering courses leading to their qualifications, and to candidates taking the qualifications.

The five principal awarding bodies for the main qualifications offered in schools have regional roots, but now operate across England, Wales and Northern Ireland. Schools and colleges are free to choose examination specifications from any one of the five, which are:

- Assessment and Qualifications Alliance (AQA)
- Edexcel
- OCR (Oxford, Cambridge and RSA Examinations)
- WJEC (previously the Welsh Joint Education Committee)
- CCEA (Northern Ireland Council for the Curriculum, Examinations and Assessment).

These awarding bodies, along with City and Guilds, some Sector Skills Councils (see 2.6.1.8.), some professional bodies, and over 100 other awarding bodies also offer a vast range of vocational and other qualifications to examinations centres, which may be schools, further education institutions, adult education centres, training providers or higher education institutions.

The Joint Council for Qualifications (JCQ) is the central body representing the major awarding bodies for the whole of the United Kingdom. See section 5.17.1.1. for further information.

Universities and most higher education institutions are also awarding bodies in that they have the power to award their own qualifications. In addition to granting awards in respect of the programmes they offer on their own premises, some institutions franchise courses leading to their qualifications to other institutions (often in the further education sector or overseas); some validate individual programmes designed and offered in other higher education establishments, or by industrial or commercial companies; some license or accredit other institutions to offer programmes in their name; and some offer programmes through distance learning. In England, under the Further Education and Training Act 2007, further education institutions may also apply for powers to award their own foundation degrees. See section 6.3. for information on the legal basis for degree awarding powers.

[Assessment and Qualifications Alliance \(AQA\)](#)

[Edexcel Foundation](#)

[Joint Council for Qualifications](#)

[Northern Ireland Council for the Curriculum, Examinations and Assessment \(CCEA\)](#)

[Oxford, Cambridge, and RSA Examinations \(OCR\)](#)

[WJEC](#)

Further Education and Training Act 2007

2.6.1.6. Inspection bodies

There are three inspection bodies covering pre-school, primary, secondary and further education; one for each of England, Wales and Northern Ireland. There is a single quality assurance agency for higher education, which covers the whole of the United Kingdom.

In England, Ofsted – the Office for Standards in Education, Children’s Services and Skills, is the non-ministerial government department responsible for the inspection and regulation of daycare and children’s social care, and the inspection of children’s services, schools, colleges, initial teacher training, youth work, work-based learning and adult education. Ofsted took on this expanded, wide-ranging remit on 1 April 2007, under the provisions of the Education and Inspections Act 2006. (Previously, responsibility for the inspection and regulation of children’s social care was the responsibility of the Commission for Social Care Inspection (CSCI), and responsibility for the inspection of further education for people aged 19 or over; of employer-based training; and of government-supported training for young people and adults came under the former non-departmental public body the Adult Learning Inspectorate (ALI).)

Estyn is the office of Her Majesty’s Inspectorate for Education and Training in Wales. It is independent of, but funded by, the National Assembly for Wales (NAfW) and is responsible for inspecting publicly funded schools (including nursery schools and special schools); independent schools; further education; adult community-based learning; youth services; local education authorities; initial teacher training; and work-based learning.

In Northern Ireland, the Education and Training Inspectorate (ETI) (within the Department of Education, DE) provides inspection services for the DE, the Department of Culture, Arts and Leisure (DCAL), and the Department for Employment and Learning (DEL).

For higher education, the Quality Assurance Agency for Higher Education (QAA), which was set up in 1997, provides an integrated quality assurance service for all UK higher education institutions. The Agency is an independent body, funded by subscriptions from universities and colleges of higher education, and through contracts with the higher education funding bodies (see 2.6.1.3.).

Further details of the work of the inspectorates is provided in chapter 9..

Department for Employment and Learning (Northern Ireland) (DEL)

Department of Culture, Arts and Leisure (Northern Ireland) (DCAL)

Department of Education (Northern Ireland) (DE)

Education and Training Inspectorate (Northern Ireland)

Estyn

National Assembly for Wales (NAfW)

Ofsted - Office for Standards in Education, Children's Services and Skills

Quality Assurance Agency for Higher Education (QAA)

Education and Inspections Act 2006

2.6.1.7. Diocesan and church authorities

The majority of faith schools (schools designated as having a religious character) are set up by the Church of England or the Roman Catholic Churches. However, there are also schools set up by followers of other denominations or religions such as Methodism, Islam or Judaism. There is representation from the founding

body on the school governing body (board of governors in Northern Ireland). The majority of faith schools are maintained schools.

The Church of England and Church in Wales

The Church of England's Education Division is involved with the whole statutory system of schooling, in particular with Church of England schools, which may be voluntary aided schools, voluntary controlled schools, or independent schools with a Church of England foundation. Much of the work of the Church of England's Education Division is done in association with the National Society (for Promoting Religious Education). The National Society is a Church of England and Church in Wales education service.

The Church of England's Education Division and the National Society provide information and advice to children, students, teachers, school governors, and parents, and to clergy and parish, diocesan and local authority (LA) teams. They also provide in-service training and professional development for staff and offer a national Church vision on education matters through their contact with government networks and agencies.

There are also 11 Church of England colleges of higher education and universities.

The Catholic Church in England and Wales

The Catholic Education Service (CES) is the Catholic Bishops' Conference national education agency. It acts as an advisory body to the Bishops' Conference on all matters affecting Catholic primary and secondary schools and Catholic colleges of higher education, colleges of further education and universities. Each diocese is led by a bishop, who is responsible for Catholic schools within the diocese. Publicly funded Catholic schools are mostly voluntary aided schools. The CES negotiates with the Government and other national bodies on legal, administrative, professional and religious matters in education in order to promote, support and safeguard Catholic interests in education and contribute to Christian perspectives within educational debate at national level. The CES also acts as a bureau of information and advice on any educational matters to Catholic bodies and individuals.

The Catholic Church in Northern Ireland

The Council for Catholic-Maintained Schools (CCMS) was set up under the Education Reform (Northern Ireland) Order 1989 and is the advocate for the Catholic-maintained schools sector in Northern Ireland. Membership of the CCMS is by appointment and recommendation. There are four categories of members: Department of Education (DE) representatives (appointments); trustee representatives (recommendations by the Bishops); parents' representatives (drawn from the local community on a voluntary basis); and teachers' representatives (drawn from the teaching community on a voluntary basis).

The main purpose of the CCMS is to promote high standards of education in its schools and to ensure the coordination of the Catholic-maintained school system in Northern Ireland. It employs teachers and promotes the effective management and the rationalisation of school provision in the Catholic-maintained sector. It advises boards of governors on criteria for admissions; supports them in the determination and review of the curriculum; draws up schemes for exclusions; and ensures special educational provision for children with special educational needs. CCMS also has a wider role within the Northern Ireland education sector and contributes with education partners to policy on a wide range of issues such as curriculum review, selection, pre-school education, pastoral care and leadership.

The functions of the CCMS will be transferred to the new Education and Skills Authority (ESA) when it is established (see section 2.2.3.).

Catholic Education Service (CES)

Council for Catholic-Maintained Schools (CCMS)

Department of Education (Northern Ireland) (DE)

National Society (for promoting Religious Education)

Education Reform (Northern Ireland) Order 1989

2.6.1.8. Advisory bodies, umbrella organisations and others

There are many bodies which, in addition to their other functions, provide advice to government or represent the interests of particular groups or sectors and lobby government on their behalf. The list below (in **alphabetical** order) is a selection of the principal bodies; many are wholly or mainly government funded.

Founded in 1960, the **Advisory Centre for Education (ACE) Ltd** is a registered charity. It provides an independent national advice centre for parents and carers of children of compulsory school age, particularly when there are problems.

Becta is a government funded agency, operating on a UK-wide basis, whose remit is to lead the national drive to improve learning through technology. It leads the coordination, development and delivery of the Government's strategy to harness the power of technology to help improve education, skills and children's services. A key part of its role is to work closely with the Department for Children, Schools and Families (DCSF) and other partners to ensure that the potential of technology is taken fully into account in developing future policy.

CILT, the National Centre for Languages is the Government's recognised centre of expertise on languages with a mission to promote a greater capability in languages in all sectors of the UK population. CILT operates throughout the UK in partnership with sister organisations in Wales (CILT Cymru), Northern Ireland CILT and Scottish CILT. CILT was formed in 2003 through the merger of the Centre for Information on Language Teaching and Research, and the Languages National Training Organisation.

The **Committee of University Chairs (CUC)** provides a forum for discussion for university chairs. It aims to promote best practice in university governance.

There are separate **General Teaching Councils** in England, Wales and Northern Ireland. These are independent professional bodies for the teaching profession. All teachers wishing to teach in maintained schools are required to register with the appropriate Council. The Councils maintain a register of teachers and a Code of Practice for the profession.

GuildHE, formerly the Standing Conference of Principals (SCOP), is a representative organisation within the higher education sector. It performs a similar role to Universities UK (see below), but mostly represents non-university higher education institutions, such as higher education colleges and specialist institutions.

GuildHE and Universities UK (UUK) together own the **Higher Education Academy**, which exists to help higher education institutions, discipline groups and staff to provide the best possible learning experience for students.

Higher Education Wales (HEW) was established in 1996 to represent the higher education sector in Wales. Along with Universities Scotland and Universities England and Northern Ireland (the England and Northern Ireland Council), it constitutes one of the National Council members of Universities UK (see below). HEW's membership encompasses all the heads of the universities and higher education institutions in Wales. As such, it provides an expert resource on all aspects of higher education in Wales, promoting and supporting the sector, and representing the interests of its members.

The **Leadership Foundation for Higher Education** was established by Universities UK and GuildHE and is supported by the four UK higher education funding bodies. It provides a dedicated service of support and advice on leadership, governance and management for all the UK's universities and other higher education institutions.

The **Learning and Skills Network (LSN)** is a not-for-profit organisation offering services to policy-makers, practitioners and organisations funding, managing and providing post-16 and 14-19 education and training in England. The LSN's services fall into three broad categories: programmes to support learning providers; research; and training and consultancy. The Learning and Skills Network has an office in Northern Ireland where, known as the **Learning and Skills Development Agency for Northern Ireland (LSDA NI)** it offers similar services. Support in this area in Wales is provided by the Department for Children, Education, Lifelong Learning and Skills (DCELLS). The LSN was formed in April 2006 from the de-merger of the former Learning and Skills Development Agency in England (LSDA) into two separate organisations, the other being the Quality Improvement Agency (QIA).

The **Learning and Skills Improvement Service (LSIS)** in England aims to support excellence, leadership development and self-regulation in the further education sector. It is owned, directed and governed by further education colleges and further education and skills providers. It was established in October 2008 to replace the Quality Improvement Agency, QIA, which was itself formed in April 2006 from the de-merger of the former Learning and Skills Development Agency (LSDA) into two separate organisations, the other being the Learning and Skills Network.

Established in 1997, the **Local Government Association (LGA)** promotes the interests of the local authorities in England and Wales. Its members include county councils, metropolitan district councils, English unitary authorities, London boroughs, shire district councils and Welsh unitary authorities. The Welsh Local Government Association (WLGA) is a constituent part of the LGA, but has full autonomy in dealing with Welsh affairs. The LGA aims to promote better local government and to put local councils at the centre of the drive to improve public services. The LGA now works as part of the LGA Group, which is made up of six national bodies working together to support councils. The **Improvement and Development Agency (IDeA)** is part of the LGA Group. IDeA supports improvement and innovation in local government.

The **National Apprenticeship Service (NAS)** is a dedicated agency, launched in April 2009, which provides a single point of contact for employers who want to offer apprenticeships, and for prospective apprentices. The NAS is taking over the running of the apprenticeship programme from the Learning and Skills Council (LSC). NAS also manages the National Apprenticeship Vacancy Matching Service, which enables employers to advertise apprenticeships and give all potential apprentices access to information about available places across the country.

The **National Council for Educational Excellence** was established in July 2007. Chaired by the Prime Minister and the Secretary of State for Children, Schools and Families, the Council draws its membership from leaders in business, and the university and voluntary sectors, alongside school leaders. The Council's role is to advise the Government on education policy and priorities, strategy and measures to achieve world class education.

The **National Institute of Adult Continuing Education**, NIACE in England, and NIACE Dysgu Cymru in Wales, is a non-governmental organisation which acts as an advisory body and centre for information, cooperation and consultation in the field of adult continuing education. It receives funding from the Department for Business, Innovation and Skills (BIS), the National Assembly for Wales (NAfW), the Learning and Skills Council (LSC) and the Local Government Association (LGA). NIACE is also taking forward the work of the former Basic Skills Agency in England in relation to finding, developing and disseminating good practice in literacy, language and numeracy across all age ranges.

The **National Learner Panel** was set up by the Government in England to give learners a say in the development of further education at national level. See section 2.7.2.2. for further information.

The **National Student Forum**, established by the Government in February 2008, aims to ensure that the voice of students on higher education courses across England is heard at national policy making level. See section 2.7.2.3. for further information.

The **Northern Ireland Council for Integrated Education (NICIE)** was established in 1987. It is a voluntary organisation which was set up to develop, support and promote integrated education in Northern Ireland, and to assist parent groups in opening new integrated schools. Integrated education aims to bring together, in one school, students from both Catholic and Protestant traditions - and from other faiths or no faith. NICIE is funded by the Department of Education (DE) as part of its statutory responsibility to encourage and facilitate integrated education. NICIE will become part of the new Education and Skills Authority (ESA) in Northern Ireland when this is established (see 2.2.3.).

The **Northern Ireland Higher Education Council (NIHEC)** is a non-statutory advisory body to the Department for Employment and Learning (DEL). The Council's primary role is to advise the DEL on the planning and funding of higher education in Northern Ireland.

The **Office for Fair Access (OFFA)** is an independent, non-departmental public body in England, which aims to promote and safeguard fair access to higher education for under-represented groups in light of the introduction of variable tuition fees for higher education since 2006-07. See section 6.6. for more information.

Set up under the terms of the Higher Education Act 2004, the **Office of the Independent Adjudicator for Higher Education (OIA)** has operated an independent student complaints scheme in England and Wales since January 2005 (see section 6.3.).

A UK-wide network of 25 independent **Sector Skills Councils (SSCs)** was established in 2002. The SSCs bring together employers, trade unions and professional bodies to work with government to develop the skills that UK business needs. They have a strategic responsibility to identify and tackle skills, productivity and employability issues, and to develop apprenticeships and national occupational standards for the private, public and voluntary sectors they represent. Each SSC covers a specific sector across the UK. The SSCs are licensed by the Secretary of State for Business, Innovation Skills, in consultation with Ministers in Scotland, Wales, and Northern Ireland, and are funded and managed by the UK Commission for Employment and Skills (UKCES) (see below). SSCs are currently subject to an assessment and relicensing process being led by the UKCES. The **Alliance of Sector Skills Councils** is an organisation comprising all 25 Councils, whose role it is to represent the SSCs, promote their interests and help build the capability of the SSC system.

All sixth form colleges in England are members of the **Sixth Form Colleges' Forum**. Originally formed in 1992, the Forum is a lobbying organisation which represents specific sixth form college interests on a range of ministerial and/or Learning and Skills Council (LSC) working groups.

The **Specialist Schools and Academies Trust (SSAT)** is an independent, not-for-profit membership organisation and a registered charity. It aims to give practical support to deliver and develop the Government's specialist secondary schools and academies programme, by working with business and the wider community and by enabling schools to build networks and share practice. For further information see 5.5.1.1. and the SSAT website at: www.ssatrust.org.uk/.

The **Third Sector National Learning Alliance (TSNLA)** in England is a national alliance of voluntary and community organisations and social enterprises involved in learning and skills. It aims to provide a coherent national voice for such providers across government departments and other important bodies, and to provide a forum for developing third sector ideas and proposals.

The **Training and Development Agency for Schools (TDA)** is an executive non-departmental public body of the Department for Children, Schools and Families. It aims to ensure that schools have an adequate supply of good-quality newly qualified teachers; to enable schools to develop the effectiveness of their teachers and keep their knowledge and skills up to date; to enable schools to develop the effectiveness of their support staff; and to support schools to be effective in the management of the training and development of their workforce. Its responsibilities cover initial teacher training and continuing professional development. It was originally established under the Education Act 1994 as the Teacher Training Agency (TTA). The TTA's remit

was to raise standards in schools in England by attracting able and committed people to teaching and by improving the quality of teacher training. In September 2005, under the Education Act 2005, the TDA was established to take over the work of the TTA along with additional responsibilities for improving professional development and training for the wider school workforce – i.e. including support staff as well as teachers.

The **UK Commission for Employment and Skills (UKCES)** was established in April 2008 following the recommendations of the ‘Leitch Review of Skills’ (Leitch, 2006). The UK Commission was originally created by the merger of two predecessor organisations, the Sector Skills Development Agency and the National Employer Panel. Working across the four UK nations, the Commission is primarily an advisory body, but has some specific responsibilities which include funding and managing the performance of the Sector Skills Councils (SSCs) and assessing progress towards skills targets. An employer-led organisation, UKCES aims to provide advice on the strategies and policies needed to increase employment, skills and productivity. It is also currently responsible for an assessment and relicensing of the SSCs and is completing a full strategic review of the National Occupational Standards (see section 7.14.2.1.).

The Universities and Colleges Admissions Service (UCAS) is the central organisation responsible for managing and processing applications for full-time undergraduate courses at UK universities and colleges. For more information on UCAS and the admissions process, see section 6.6.2..

Universities UK is a membership organisation, consisting of the executive heads of all the universities of the UK, and paid for by the universities through an annual subscription. It represents the full range of university interests and speaks on behalf of all UK universities in their relations with other sectors of education, with industry and with the Government. It consists of three National Councils representing the constituent countries of the UK – Higher Education Wales, Universities England and Northern Ireland (the England and Northern Ireland Council), and Universities Scotland.

The **WJEC** (previously known as the Welsh Joint Education Committee) is a registered charity and a company limited by guarantee, which is owned by the 22 local authorities in Wales. As an awarding body (see 2.6.1.5.), it offers a range of academic and vocational qualifications (in Wales and England) and provides in-service training for teachers in relation to these qualifications. It also produces a range of educational resources including Welsh-medium and bilingual resources, and provides a national in-service training programme for teachers of Welsh and teachers teaching through the medium of Welsh.

The **Welsh Language Board** is a statutory organisation, sponsored by the Welsh Assembly Government. Established in 1993, under the terms of the Welsh Language Act, its main function is to promote and facilitate the use of the Welsh language. The Board has statutory powers to require public bodies to prepare language schemes, detailing how they will treat the Welsh and English languages on a basis of equality in providing services to the public. The Board’s main aim is to make it easier for people to use Welsh in all walks of life; to increase people’s confidence in their ability to use the language; to encourage more people to speak, read or write Welsh; and to pass on the language to their children.

A similar body was established by the Department of Education (DE) in Northern Ireland in 2000. **Comhairle Na Gaelscolaiochta** exists to promote Irish-medium education (IME); plan for new schools; promote good practice in schools; represent the sector; and to provide advice, assistance and information to groups setting up schools and Irish-medium education units. The body will become The functions of Comhairle Na Gaelscolaiochta will be transferred to the new Education and Skills Authority (ESA) when this is established (see section 2.2.3.).

[UK Skills: Prosperity for all in the global economy –world class skills \(Leitch, 2006\)](#)

[Advisory Centre For Education \(ACE\)](#)

[Alliance of Sector Skills Councils](#)

[British Educational Communications and Technology Agency \(Becta\)](#)

CILT - National Centre for Languages

CILT Cymru

Comhairle na Gaelscolaíochta

Committee of University Chairs (CUC)

Department for Business, Innovation and Skills (BIS)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Department for Children, Schools and Families (DCSF)

Department for Employment and Learning (Northern Ireland) (DEL)

Department of Education (Northern Ireland) (DE)

General Teaching Council for England

General Teaching Council for Northern Ireland

General Teaching Council Wales (GTCW)

GuildHE

Higher Education Academy (HEA)

Higher Education Wales

Leadership Foundation For Higher Education

Learning and Skills Council (LSC)

Learning and Skills Development Agency Northern Ireland

Learning and Skills Improvement Service (LSIS)

Learning and Skills Network (LSN)

Local Government Association

National Apprenticeships Service

National Institute of Adult Continuing Education (England and Wales) (NIACE)

National Learner Panel

National Student Forum

NIACE Dysgu Cymru

Northern Ireland CILT

Northern Ireland Council for Integrated Education (NICIE)

Northern Ireland Higher Education Council (NIHEC)

Office for Fair Access (OFFA)

Office Of The Independent Adjudicator (OIA)

Scottish CILT

Sixth Form Colleges' Forum (SFCF)

Specialist Schools and Academies Trust

Third Sector Learning Alliance

Training and Development Agency for Schools (TDA)

UK Commission for Employment and Skills

Universities and Colleges Admissions Service (UCAS)

Universities England And Northern Ireland

Universities Scotland

Universities UK

Welsh Language Board

WJEC

Education Act 1994

Higher Education Act 2004

Welsh Language Act 1993

2.6.2. General administration at regional level

The devolved administrations in Wales and Northern Ireland which have responsibility for education are considered as national rather than as regional level government. A description of their functions is therefore provided in: 2.6.1. (general overview), 2.6.1.2.2. (Wales) and 2.6.1.2.3. (Northern Ireland).

However in England, there are Government Offices for the Regions, which are responsible for managing and delivering some government plans and programmes within the field of education and skills. The nine Government Offices for the Regions (often known as Government Offices, GOs) are each headed by a regional director and work with a corporate centre – the Regional Coordination Unit (RCU). These ten offices operate as a network which aims to connect central government with local people and organisations (the RCU represents the GOs in Parliament); enhance national policy by ensuring that this takes account of the differing needs of each region; and integrate regional strategies. The GOs also aim to ensure the effective delivery of government programmes regionally and locally, working with regional partners, including local authorities, regional development agencies and other organisations to achieve the Government's aims. GOs bring together the activities and interests of 11 different government departments within a single organisation, which can take a cross-departmental approach to government programmes.

Regional Coordination Unit (RCU)

2.6.3. General administration at local level

The management and administration of education at local level encompasses the responsibilities of the local authorities (LAs) in England and Wales (see section 2.6.3.2. and 2.6.3.3.) and the Education and Library Boards (ELBs) in Northern Ireland (see section 2.6.3.4.). The functions of the ELBs will be transferred to the new Education and Skills Authority (ESA) when this is established (see section 2.2.3.).

2.6.3.1. Structure of local government in England and Wales

The 'local authority' (LA) referred to in this database is the tier of local government with responsibility for education.

In Wales, there is a single tier system, with all local authorities providing all public services, including education, for the area.

In England, in contrast, local government is organised in various different ways. There are single tier systems, in which the local authority – which may be a London borough, metropolitan borough or unitary authority – provides all public services in the area, including education. There are also two-tier systems, in which the county council – the top tier – provides the bulk of services such as education and social services, and smaller district councils provide other services such as housing and refuse collection.

Until recently, the function of the local authority in respect of education was described by the term 'local education authority' (LEA). The preferred term is now 'local authority', in line with government policy to improve outcomes for children by promoting greater cooperation between agencies delivering children's services. The new terminology also aims to correct perceptions that a local education authority has an identity of its own separate from the local authority.

Education legislation, however, still uses the term 'local education authority'.

2.6.3.2. Education decision-making in local authorities in England and Wales

Education decision making in local authorities (LAs) is shared between the local authority executive (the locally elected mayor or leader and the cabinet), scrutiny committees or panels and the full council of elected members.

The executive leads the planning process, consults on and draws up the annual budget for submission to the full council, and takes day-to-day decisions on resources and priorities to implement the strategies in accordance with the budget approved by the full council.

Scrutiny committees/panels consider and investigate broad policy issues and budget and other plans, and make recommendations to the executive or council. They also review decisions taken by the executive and how it is implementing council policy.

The full council agrees overall strategies, including key plans such as the Children and Young People's Plan (see 2.6.3.3.); determines budgets; makes appointments to council committees, sub-committees and the executive, according to the provisions of the council's constitution; and makes or confirms appointments of the council's chief executive and chief officers. Section 499 of the Education Act 1996 required local authorities to appoint representatives of the Church of England and the Roman Catholic Church to their committees dealing with education, while the School Standards and Framework Act 1998 provided for representatives of parent governors to be involved in such committees.

Until recently there was a statutory duty for LAs to have a Chief Education Officer (CEO), responsible to the elected members of the local council and subject to their direction and control. The management of the education service was delegated to this officer (sometimes known as the Director of Education) who was assisted by professional education officers, advisers and administrative staff. However, major changes have taken place in educational administration at local level in England. Following the introduction of the 'Every Child Matters' initiative and the Children Act 2004, LAs are no longer required to appoint a CEO, but must instead appoint a Director of Children's Services (DCS) who has responsibility for the former functions of the Chief Education Officer and also of the Director of Social Services. This duty commenced on 1 April 2005 and all Directors were in post by 1 January 2008.

A Lead Member for Children's Services must be appointed from amongst the elected members.

Although the requirement to appoint Directors of Children's Services to take over the responsibilities of Chief Education Officers and Directors of Social Services does not apply in Wales, and these latter functions remain, local authorities in Wales have appointed lead directors for children's and young people's services. The role

of these lead directors is to ensure cooperation between children's services authorities in Wales, key partner agencies and other relevant bodies.

The lead director for children's and young people's services is supported by a lead member for children's and young people's services, from amongst the elected members of the local authority.

See section 2.6.3.3. for detailed information on the role and responsibilities of local authorities. For information on the inspection of local authority services, see section 9.5.1..

[Children Act 2004](#)

[Education Act 1996](#)

[School Standards and Framework Act 1998](#)

2.6.3.3. Education functions of local authorities in England and Wales Commissioning of services and school organisation

The local authority is the commissioner of services for children and young people, acting on their behalf and on behalf of their parents and carers, to secure the best provision possible.

Under the School Standards and Framework Act 1998, the responsibility for ensuring that there are sufficient schools to provide efficient education to meet the needs of the population of their area and to deliver the National Curriculum rests with local authorities (LAs), although LAs are not required to provide all such schools themselves. There is also a duty on LAs, under the Act, to ensure that the provision of nursery education in their area is sufficient.

In England, under the Education Act 2002, where a new secondary school is required, the LA must advertise, so that any interested party, whether an LA, or other public, private or voluntary body such as community and faith groups, can publish proposals. The Education Act 2005 extended the circumstances in which LAs must invite proposals for new or existing secondary schools.

The Education and Inspections Act 2006 placed new duties on LAs in England to promote diversity and choice in their provision of schools, and to consider representations from parents about school provision in their area. The Act also re-enacted much of the existing law relating to school organisation for England and created a new statutory procedure for schools to acquire a foundation. It also placed school organisation decisions with local education authorities, abolishing the school organisation committee.

More information on school organisation in England is available from the DCSF's school organisation website at www.dcsf.gov.uk/schoolorg/.

In England, the LA's role as commissioner and services for children and young people will be extended from April 2010 when funding for school sixth forms and sixth form colleges and other post-16 provision currently provided through the Learning and Skills Council (LSC) is transferred to the LA. The LA will then be the strategic lead for all services for children and young people from 0 to 19, for young people up to age 25 where a learning difficulty assessment is in place, and for young offenders in youth custody. A draft National Commissioning Framework (NCF) sets out the core systems for planning, commissioning and funding education and training provision following the transfer. A final version of the framework is planned for publication by the Young People's Learning Agency in April 2010.

In Wales, the framework legislation for school organisation is provided by the School Standards and Framework Act 1998. Guidance on the factors that need to be taken into account by those bringing forward proposals to reconfigure schools is provided by the Welsh Assembly Government circular 021/2009 (WAG, 2009). The factors include the supply of, and demand for Welsh-medium education.

Promoting high standards

Local authorities (LAs) are responsible for quality assurance in the schools which they maintain and for taking initial action in failing schools. The School Standards and Framework Act (SSFA) 1998 and the Education and Inspections Act 2006 (see 2.3.1.) strengthened and clarified the role of the LA in these areas. The SSFA, for example, imposed a duty on every LA to exercise their functions with a view to promoting high standards of education for pupils of school age in their area.

In England, the Education and Inspections Act 2006 made LAs responsible, for the first time, for the fulfilment of every child's educational potential. In addition, it gave LAs new powers to intervene in poorly performing schools and to make decisions on issues such as school expansion and new school establishment, and required LAs to appoint School Improvement Partners (SIPs) (see 9.4.2.1.4.).

The SSFA also introduced a requirement for LAs to prepare an Education Development Plan (EDP), consisting of a statement of their proposals for developing the provision of education for children in their area. In Wales, the plan was known as an Education Strategic Plan (ESP).

In England, legislation on EDPs was repealed on 1st March 2005 by the Children Act 2004, which introduced the Children and Young People's Plan (CYPP): a single, strategic, overarching plan for all services affecting children and young people. In its CYPP, the LA must set out the improvements which it intends to make to the well-being of children and young persons in regard to the five Every Child Matters outcomes of: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being. The requirements are set out in the Children and Young People's Plan (England) Regulations of 2005 and 2007 and associated guidance (DCSF, 2009).

In Wales, in accordance with the Children and Young People's Plan (Wales) Regulations 2007, each LA must set out its three-year strategy for discharging its functions in relation to children and young persons in a comprehensive and overarching Children and Young People's Plan (CYPP).

Since May 2000, LAs in England have had a statutory duty to make unannounced visits to 10 per cent of the maintained schools in their area, conducting National Curriculum key stage tests, either before, during or after the test period. The aim of the visits is to ensure that schools are complying with the statutory arrangements for the tests.

For further information on the role of LAs in improving standards, see section 9.4.2.1.2..

Financial administration

Under the School Standards and Framework Act 1998, individual local authorities (LAs) finance all maintained schools within their area. See section 2.8.2. and its subsections for more information.

The School Standards and Framework Act 1998, as amended by the Education Act 2002, also requires each LA to establish a Schools Forum to represent the governing bodies and headteachers of their schools. The LA can decide to add representatives of other bodies, such as private, voluntary and independent providers of government-funded early years provision and faith bodies. The purpose of the forum is to advise the LA on matters relating to the schools' budget (that is, all expenditure on pupils). The forum must be consulted on the LA's funding formula for schools.

Staffing

Although the responsibility for deciding the number of teaching and non-teaching staff required, as well as for recruiting and selecting staff, is delegated to the school governing body of each individual school, the local authority (LA) remains the formal employer of staff in community schools, voluntary controlled schools and special schools which are community schools. The respective powers and duties of LAs and governing bodies for these categories of schools are set out in Schedule 16 of the School Standards and Framework Act 1998. In foundation schools and voluntary aided schools the school governing body is the employer.

School admissions

The admissions policy of individual schools is determined by the LA for most community schools and voluntary controlled schools. For all other schools, the admissions authority is the school governing body.

Under the School Standards and Framework Act 1998, admissions authorities within a particular area must consult each other on any proposed changes and, in England, must refer objections to the independent Office of the Schools Adjudicator (www.schoolsadjudicator.gov.uk/). In Wales, any disputes are referred to the NAFW. In England, LAs also report annually to the Schools Adjudicator on the fairness and legality of the admission arrangements for all schools in their area. As a requirement of the Education Act 2002, local authorities must also establish 'Admission Forums'. These aim to enable all local admissions authorities to discuss existing and proposed admissions arrangements, and to promote agreement on difficult admissions issues in the local area.

Under the School Information (England) Regulations 2008, and the Education (School Information) (Wales) Regulations 1999, as amended in 2002, LAs are required to publish a single prospectus offering parents details of the admissions policies of all LA-maintained schools in their area.

Since September 2005, coordinated admissions arrangements have been in place in England. These mean that parents fill in one admissions form for all the schools to which they are applying in the local authority area. All parents in the local authority area then receive one offer of a school place on the same day.

In admitting children to their schools, local authorities (and other admissions authorities) must act in accordance with the provisions of codes of practice on school admissions. LAs (and other admissions authorities) are also responsible for convening independent appeal panels to hear parental appeals against school placements. For more information see the sections on codes of practice for admissions and admissions appeals in England (section [4.6.1.1.](#)) and Wales (4.6.1.2)..

Ensuring regular school attendance

Local authorities are charged with ensuring that parents meet their responsibility to ensure that children of compulsory school age (five to 16 years) receive an efficient full-time education suitable to their age, ability and aptitude, and to any special educational need they may have, either by regular attendance at school or other wise. See section 2.5. for further information.

Support for special educational needs

Local authorities are responsible for assessing and making provision for the special educational needs (SEN) of children aged between two and 19 years, whether in mainstream schools, special units or special schools, see section 10.3.1.. LAs must also maintain an educational psychology service to assess the special educational needs of individual children (see section 10.3.).

The Education Act 1996 places a general duty on LAs to secure sufficient schools for primary and secondary school education, and requires them in particular to have regard to the need to ensure that special educational provision is made for pupils with special educational needs. It also places a general duty on LAs to have regard to the general principle that children are educated in accordance with their parents' wishes, so far as that is compatible with the provision of efficient education and training and the avoidance of unreasonable public expenditure. The Apprenticeships, Skills, Children and Learning Act 2009 requires LAs in England to secure enough suitable, full- and part-time, education and training opportunities to meet the reasonable needs of learners aged 19 or over, but under 25, who have (or should have had) a learning difficulty assessment under the Learning and Skills Act 2000.

The Education and Inspections Act 2006 requires LAs to consider and respond to parental representations when carrying out their planning duty to make sure that there is sufficient primary and secondary provision and suitable SEN provision in their area.

The Disability Discrimination Act 1995 requires LAs and schools to promote equality of opportunity for disabled people (children, staff and members of the public using their services), and to produce disability equality schemes showing how they will do this.

The Special Educational Needs and Disability Act 2001 (SENDA) imposes duties on LAs and schools to plan strategically, and to make progress in increasing accessibility to schools' premises and to the curriculum for disabled pupils. SENDA also requires schools to plan to ensure the ways in which information is provided to disabled pupils are appropriate.

LAs must record in their Children and Young People's Plan (CYPP) (see above) how services will be provided locally according to need including services for children with SEN and those who are disabled.

Dealing with complaints

Local Authorities (LAs) are required to set up a procedure for dealing with certain types of complaint, for example complaints about the curriculum or collective worship in a school.

Under the provisions of the Education and Inspections Act 2006, the powers of Ofsted's Chief Inspector in England (Ofsted is the Office for Standards in Education, Children's Services and Skills) have been extended to include those of investigating complaints from parents about schools. The Act also places a duty on local authorities to respond to representations from parents who are not satisfied with the local provision of schools.

School meals

The Education Act 1996 (as amended by the Education Act 2002 and the Education and Inspections Act 2006) places a duty on local authorities (LAs) or school governing bodies to provide school lunches for those pupils who wish to buy them. Children whose parents receive certain social security benefits must be provided with free school meals. Other pupils usually pay. However, the Education and Inspections Act 2006 gives local authorities the freedom to offer all pupils free meals, fruit, milk or other refreshments during the school day regardless of family income.

Funding for school meals is delegated from the local authority to all secondary schools. Primary schools can opt for delegation. Where a school has a delegated budget for meals, the school governing body takes on responsibility for their provision.

The LA or governing body must also provide facilities to enable those pupils not taking school meals to eat meals that they bring to school. The school cannot charge pupils for using these facilities, which must be supervised.

The School Standards and Framework Act 1998 provided the Secretary of State in England and the National Assembly for Wales (NAfW) with the power to set nutritional standards, or other nutritional requirements, for school lunches for registered pupils at maintained schools. In England, national nutritional standards for school meals were first issued in 2001 under the Education (Nutritional Standards for School Lunches) (England) Regulations 2000. Similar standards were introduced in Wales under the Education (Nutritional Standards for School Lunches) (Wales) Regulations 2001.

Since then new standards have been introduced in England under the provisions of the Education and Inspections Act 2006. The new standards are not just for school lunches, but cover all food sold or served in schools: breakfast, lunch and after-school meals, including food sold in vending machines and provided in after-school clubs. Interim standards for school lunches, which included a ban on 'junk food' introduced in England in September 2006. The standards for food other than lunch became statutory in September 2007. The interim standards for school lunches were replaced by nutrient-based standards in September 2008 for primary schools, and in September 2009 for secondary schools. Further information is available from the School Food Trust, a body originally set up by government in 2005 and now operating as a registered charity: www.schoolfoodtrust.org.uk/

In Wales, the Healthy Eating in Schools (Wales) Measure received Royal Approval in October 2009. This places a duty on schools and local authorities in Wales to promote healthy eating in schools. The Measure also imposes a duty on schools and local authorities to encourage the take up of school meals generally, and in particular with regard to children eligible for free school meals.

Grants and allowances

Under the Education Act 1996, local authorities (LAs) in England and Wales have the power to provide clothing for children who would otherwise be unable to take advantage of the education provided. LAs may also pay grants for the purpose of enabling pupils to take advantage, without hardship to themselves or their parents, of any education facilities available to them. These powers were originally bestowed on LAs by the Education Act 1944 and other post-war legislation but, apart from the provision of clothing allowances by some LAs, have largely fallen into disuse. Where local authorities do provide discretionary grants to help with the purchase of school uniforms, they set their own criteria for eligibility.

In Wales the Welsh Assembly Government has introduced School Uniform Grant. The scheme was introduced at the start of the 2005/06 school year to assist the families of pupils entering secondary school with the costs of school uniform. The grant, which is available to families on low incomes, is distributed by local authorities on behalf of the Welsh Assembly Government. As in England, many local authorities across Wales also offer their own financial assistance for the purchase of school uniform. If pupils do not meet the criteria for the Welsh Assembly Government grant, they may still be eligible for some assistance from the local authority towards the purchase of school uniform.

Other responsibilities

In addition to the responsibilities outlined above, local authorities (LAs) must:

- Provide transport free of charge for pupils who do not live within walking distance of the nearest suitable school. Walking distance is defined as two miles for children up to the age of eight and three miles for those aged eight and over. See sections 4.5. and 5.6. for further information on transport to school.
- Provide transport free of charge for pupils who have a special educational need or disability, which prevents them from walking even short distances to school.
- Compile returns and reports and respond to enquiries from the Department for Children, Schools and Families (DCSF), the Department for Children, Education, Lifelong Learning and Skills (DCELLS, Wales) and other statutory bodies, such as the Local Government Ombudsman and the Audit Commission.
- Set term and holiday dates for community schools and voluntary controlled schools.
- Establish and service a Standing Advisory Council for Religious Education (SACRE).
- Establish health and safety policies and procedures and ensure that school premises' regulations are respected.
- Secure the availability of governor training.
- Provide a youth service.

[Children and Young People's Plan Guidance 2009 \(DCSF, 2009\)](#)

[School Organisation Proposals: Guidance. \(WAG Circular 021/2009\) \(WAG, 2009c\)](#)

[Audit Commission](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Learning and Skills Council \(LSC\)](#)

[Local Government Association](#)

National Assembly for Wales (NAFW)

Office of the Schools Adjudicator (OSA)

Ofsted - Office for Standards in Education, Children's Services and Skills

School Food Trust

Young People's Learning Agency for England (YPLA)

Apprenticeships, Skills, Children and Learning Act 2009

Children Act 2004

Children and Young People's Plan (England) Regulations 2005

Children and Young People's Plan (Wales) Regulations 2007

Education (Nutritional Standards for School Lunches) (England) Regulations 2000

Education (Nutritional Standards for School Lunches) (Wales) Regulations 2001

Education (School Information) (Wales) Regulations 1999

Education Act 1944

Education Act 1996

Education Act 2002

Education Act 2005

Education and Inspections Act 2006

Healthy Eating in Schools (Wales) Measure 2009

Healthy Eating in Schools (Wales) Measure 2009

Learning and Skills Act 2000

School Information (England) Regulations 2008

School Standards and Framework Act 1998

Special Educational Needs and Disability Act 2001

2.6.3.4. Education functions of Education and Library Boards in Northern Ireland

In Northern Ireland, the local authorities which deal with education are the five Education and Library Boards (ELBs), each of which includes one or more of the 26 district council areas. ELBs are re-appointed every four years, following the district council elections. All 35 members of each ELB are appointed by the Minister for the contribution they can make on the basis of their interest, knowledge and experience. Forty per cent of the members of each ELB are made up of district councillors who have been nominated for appointment by their respective district council; 23 per cent represent the interests of the Protestant and Catholic churches; and the remaining 37 per cent are appointed by the Minister on the basis of their interest in the services for which the ELBs are responsible. For example, teachers, library and youth interests, trade unionists and business interests are all represented. ELBs are wholly funded by the Department of Education (DE).

Education and Library Boards are responsible for pre-school, primary and secondary education, for youth services and for library and information services in local communities. They must ensure that there are sufficient schools to meet local needs. ELBs employ teachers and are wholly responsible for the schools

under their management, which are known as controlled schools, although most schools have delegated responsibility for managing their own budget and for enrolment arrangements. However, ELBs have no powers to inspect the quality of education in the schools which they control. They are responsible for enforcing school attendance and provide a curriculum advisory and support service to all schools in their area. They are also required to prepare a statement of their arrangements for the education of children with behavioural difficulties.

The Special Educational Needs and Disability (Northern Ireland) Order 2005 imposed new duties on ELBs, including the requirement to prepare an accessibility strategy which has regard to improving the accessibility of school premises for disabled pupils; increasing disabled pupils' access to the curriculum; and ensuring information is provided to disabled pupils in an appropriate format.

Education and Library Boards are also responsible for providing transport to and from school; for paying School Uniform Allowance to pupils whose parents are in receipt of certain state benefits or whose earnings fall below a certain threshold; and for assessing students' eligibility for financial assistance (grants and loans) towards higher education tuition fees and living costs.

In addition, ELBs (and the boards of governors of voluntary grammar schools and grant-maintained integrated schools) provide school meals' services, free school meals services, and the facilities to consume school meals and other refreshments, in accordance with arrangements approved by the Department of Education (DE). The Department is responsible for formulating and developing policy on school meals and the necessary financial arrangements, whilst the day-to-day operation of the service is a matter for ELBs and boards of governors. The DE has introduced nutritional standards for school meals and other food provided in schools. These standards were initially issued to schools in June 2007 and came into effect in September 2007. In April 2008 this was extended to include all food and drinks provided in schools. Guidance is available on the DE website at: www.deni.gov.uk/index/85-schools/5-schools_meals/5-nutritional_standards_background.htm

The functions of the ELBs will be transferred to the new Education and Skills Authority (ESA) when this is established (see section 2.2.3.).

[New Nutritional Standards for School Lunches and Other Food in Schools \(DE, 2008f\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Special Educational Needs and Disability \(Northern Ireland\) Order 2005](#)

2.6.4. Educational institutions, administration, management

See the sub-sections which follow: 2.6.4.1. for the management and administration of schools; 2.6.4.2. for the management and administration of further education institutions; and 2.6.4.3. for the management and administration of higher education institutions.

2.6.4.1. Management and administration of schools

See section 2.6.4.1.1. for information about the different legal categories of schools.

Following the introduction of local management of schools (LMS) under the Education Reform Act 1988 and the Education Reform (Northern Ireland) Order 1989, most school administration and management functions are now delegated to school governing bodies (boards of governors in Northern Ireland) and headteachers (see section 2.6.4.1.2. for information on the composition and role of school governing bodies). The internal organisation, management and control of the school is the responsibility of the headteacher (see section 2.6.4.1.3.).

In order to make the self-management of schools effective, in England and Wales the Department for Children, Schools and Families (DCSF) and the Department for Children, Education, Lifelong Learning and

Skills (DCELLS) respectively recommend the use of a school development (or school improvement) plan. Some local authorities provide guidance to schools on the format this plan should take.

In Northern Ireland, school development plans are a statutory requirement for the boards of governors of grant-aided schools and are governed by the Education (School Development Plans) Regulations (Northern Ireland) 2005. Guidance on their formulation and revision is provided in Department of Education (DE) Circular 2005/19 (DE, 2005b) and in the booklet 'School Development Planning' (DE, 2005b). Arrangements are also in place to allow schools in Northern Ireland to take up to five school development days to provide non-teaching time for schools to devote to school development matters. In 2010, the Department of Education is consulting on draft revised school development planning regulations.

[School Development Planning \(DE Circular 2005/19\) \(DE, 2005b\)](#)

[School Development Regulations and Guidance \(DE Circulars; Circular 2005/19\) \(DE, 2005c\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Education \(School Development Plans\) Regulations \(Northern Ireland\) 2005](#)

[Education Reform \(Northern Ireland\) Order 1989](#)

[Education Reform Act 1988](#)

2.6.4.1.1. Legal status of schools

In England and Wales, publicly funded education for pupils of statutory school age (five to 16 years) is provided largely in maintained schools. Many secondary schools also provide for pupils aged 16 to 19.

The School Standards and Framework Act 1998 created a new legal framework for maintained schools:

- Community schools are run by local authorities (LAs). The school premises (land and buildings) are owned by the LA and the schools are fully funded by LAs for both revenue and capital expenditure. The LA employs the staff and is the admissions authority.
- Foundation schools, many of which were formerly 'grant-maintained schools', are owned either by the school governing body or by trustees of the school, but are funded by LAs in a similar way to community schools. The governing body is the admissions authority and employs the staff.
- Voluntary controlled schools and voluntary aided schools. These are owned either by school trustees or by the founding body of the school (such as the Church of England or the Catholic Church). Both types of school receive full funding for revenue expenditure, but voluntary aided schools are generally expected to contribute a small proportion of capital costs (usually around 10 per cent in England and 15 per cent for voluntary aided schools in Wales). In most voluntary controlled schools, the LA employs the staff and is the admissions authority, whilst in most voluntary aided schools it is the governing body which performs these functions.

In England, there are also the following additional legal categories of school: City technology colleges (CTCs), city colleges for the technology of the arts (CCTAs) and academies. These schools are largely publicly funded but they not maintained schools. They are designated as independent (private) schools. Further information is provided in section 5.5.1.1..

Within the above legal categories, there are can be different kinds of governance arrangements.

The following types of school sit within the legal framework outlines above.

Trust schools (in England) are a form of foundation school. Trust schools form a charitable trust with an outside partner such as a business or educational charity. Proposals for Trust schools were introduced in the October 2005 White Paper 'Higher Standards, Better Schools for All' (Great Britain. Parliament. HoC, 2005a) as part of the Government's aim to create a more diverse schools sector. They which began to be introduced in summer 2007 under the provisions of the Education and Inspections Act 2006

Extended schools (in England) were introduced under the Education Act 2002. This enabled schools to directly provide a range of community services and activities often out of traditional school hours for which they receive additional government funding. Extended schools and Sure Start children's centres are being established in all areas. Guidance has been provided on the governance arrangements for Sure Start children's centres and extended schools (DfES, 2007c). See sections 3.1., 3.13. and 4.9.2. for further information.

Federation (in England) is a governance structure established under the Education Act 2002 whereby one or more schools share a single governing body. This is sometimes called 'hard' federation. The Act also permits schools to operate a statutory collaborative governance arrangement involving a joint committee(s) with delegated powers to the governing bodies of one or more schools, sometimes referred to a 'soft' federation. Such federations – with formal and binding commitments - sit at one end of a whole spectrum of collaborative arrangements, which the Government is keen to encourage, in order to extend the reach of the best leaders, governors and schools. The Government declared its intention to make such arrangements central in the school system in its June 2009 21st Century Schools White Paper (Great Britain. Parliament. HoC, 2009). Further information on federations is available at www.standards.dfes.gov.uk/federations/.

The 2002 Education Act also permits groups of schools (in England) to join together to form a company. This is to allow them to procure goods and services collectively and therefore benefit from economies of scale. School companies may also provide services or sell their expertise to other schools.

In Wales, regulations have recently been made permitting governing bodies to federate if they choose to do so. They are the Collaboration Between Maintained Schools (Wales) Regulations 2008, and the Federation of Maintained Schools and Miscellaneous Amendments (Wales) Regulations 2010, which will come into force on 12 April 2010.

All categories of maintained schools enjoy a high level of autonomy, but the school governing bodies of voluntary aided and foundation schools have a greater number of responsibilities than those of community and voluntary controlled schools. (The former are, for example, responsible for staffing, admissions and premises.) The composition of governing bodies varies between the different categories of school, but voluntary aided, voluntary controlled and foundation schools must generally include representatives of the school's founding body, known as foundation governors. Foundation governors are appointed to make sure that the character of the school is preserved and developed. For voluntary aided schools, foundation governors must outnumber the rest of the governors on the governing body.

Publicly funded schools in Northern Ireland are known as grant-aided schools. The main categories of grant-aided schools in Northern Ireland are:

- Controlled schools. Controlled schools are owned by Education and Library Board (ELBs), which also fund them for capital and revenue expenditure and employ the staff. The school board of governors decides on admissions. Controlled schools mainly educate Protestant children.
- Controlled integrated schools. Like controlled schools, these are owned by ELBs, which also fund them for capital and revenue expenditure and employ the staff. The board of governors decides on admissions. Controlled integrated schools educate Protestant and Catholic children together.
- Catholic-maintained schools are owned mainly by the Catholic Church and are fully funded for revenue expenditure by the Education and Library Boards, but also receive capital funding direct from the Department of Education. The Council for Catholic-Maintained Schools (CCMS) employs

the staff and the school board of governors decides on admissions. Such schools educate mainly Catholic children.

- Grant-maintained integrated schools are owned by trustees or the school board of governors. They are fully funded for both revenue and capital expenditure by the Department of Education. The school board of governors employs the staff and decides on admissions. These schools educate Protestant and Catholic children together.
- Voluntary grammar schools are owned by trustees or the school's founding body. The school board of governors is the employer and the admissions authority. Most voluntary grammar schools are fully funded for revenue and capital expenditure by the Department of Education, but some contribute towards capital costs. Voluntary grammar schools may have either Roman Catholic or non-denominational management, and educate either Catholic or Protestant children.

Other maintained schools in Northern Ireland are in private ownership. They are fully funded for revenue expenditure by the ELBs and also receive capital funding from the Department of Education (DE). The board of governors decides on admissions.

[Governance Guidance for Sure Start Children's Centres and Extended Schools \(DfES, 2007b\)](#)

[Higher Standards, Better Schools for All: More Choice for Parents and Pupils \(GB. Parliament. House of Commons, 2005a\)](#)

[Your Child, your Schools, our Future: Building a 21st Century Schools System. Cm 7588. \(GB. Parliament. House of Commons, 2009a\)](#)

[Council for Catholic-Maintained Schools \(CCMS\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Collaboration between Maintained Schools \(Wales\) Regulations 2008](#)

[Education Act 2002](#)

[Education and Inspections Act 2006](#)

[Federation of Maintained Schools and Miscellaneous Amendments \(Wales\) Regulations 2010](#)

[School Standards and Framework Act 1998](#)

2.6.4.1.2. Role of school governing bodies

School governing bodies in England and Wales

All local authority (LA) maintained schools in England and Wales must have a school governing body. Set up by law as corporate bodies, responsibility lies with the whole governing body rather than individual members. Each school has an Instrument of Government which specifies the constitution of its governing body.

Governing bodies' current role originated in the Education Reform Act 1988, which introduced the concept of the locally managed school. Subsequent Acts – the School Standards and Framework Act 1998 and the Education Act 2002 – built on that model. Under these arrangements, governing bodies choose a model of between nine and 20 governors. All models must be based on guiding principles which aim to ensure a balance between a range of different stakeholders. Governing bodies include the following categories of governor:

- Parent governors, elected by parents of registered pupils at the school.
- Staff governors (including the headteacher, at least one teacher, and other members of staff if applicable), elected by the staff of the school.
- Local authority-appointed governors.

- Community governors, who are appointed by the governing body.
- Foundation governors or partnership governors. Foundation governors exist in foundation schools and voluntary controlled schools only and are appointed, for example, for the purpose of preserving the school's religious character. Foundation schools without a foundation have partnership governors. Trust schools, which are a form of foundation school established under the provisions of the Education and Inspections Act 2006 are able to choose to have a majority of governors appointed by the foundation.

Governing bodies may also appoint associate members including pupils. Associate members are not able to vote at full governing body meetings.

The Education Act 2002 repealed many of the detailed provisions concerning governing bodies, and gave the Secretary of State (in England) and the National Assembly for Wales (NAfW) the power to replicate and develop the current arrangements through regulations, orders and guidance. It also allowed school governing bodies in England and Wales to join together as 'federations'. See section 2.6.4.1.1. for further information. Governing bodies are responsible and accountable for all major decisions about a school and its future. Governors have a legal responsibility to conduct the school with a view to promoting high standards of educational achievement. The main roles of the governing body are to:

- Provide a strategic view. The school governing body decides the general direction of the school and its curriculum, subject to the requirements of the "**National Curriculum**". It must ensure that the National Curriculum is implemented and that religious education is taught. It also decides how the budget will be spent, determines the number and composition of the staff, and is responsible for selecting the headteacher and other members of the school's leadership group. The School Standards and Framework Act 1998 introduced a duty on governing bodies to conduct the school with a view to promoting high standards of educational achievement. As a result, since September 1998, all governing bodies have been responsible for ensuring that schools set a number of targets each year.
- Act as a 'critical friend' to the school. It does this by providing support, advice and information, and by monitoring and evaluating the school's effectiveness. It also acts as a link between the local community and the school.
- Ensure accountability. The headteacher and staff report to the governing body on the school's performance and, in turn, the governing body answers for its actions to parents and the wider local community. In England, the Education Act 2005 removed the requirements for governors to hold annual parents' meetings and to produce an annual report. The production of a governors' annual report remains a legal requirement in Wales, although some governing bodies may now be exempt from holding annual meetings for parents. Full details of exemptions are provided in The Annual Parents' Meeting (Exemptions) (Wales) Regulations 2005.
- Establish a written performance management policy for school teacher appraisal; monitor the operation and outcomes of performance management arrangements, and review the policy and its operation every year; and manage the performance of the headteacher. See section 8.2.9.1. for further information on performance management in schools.

The Education and Inspections Act 2006 also introduced new responsibilities for governing bodies in England to have regard to the local authority Children and Young People's Plan (see section 2.6.3.4.3.), and to promote well-being and community cohesion. This latter requirement came into effect in September 2007 and requires school governing bodies to provide opportunities for interaction between pupils from different backgrounds; consider how aspects of the school's work can support integration and community harmony; and to consider how community cohesion can contribute to promoting children's well-being. Guidance has been produced to assist governing bodies (DCSF, 2007b).

Governing bodies can delegate most of their functions to committees or individuals, but the governing body remains accountable for any decisions taken. In practice, the governing body delegates much of the

responsibility for the day-to-day management of the school to the headteacher, while retaining its strategic role in developing and monitoring the implementation of policy at the school.

The legal responsibilities of school governing bodies in England, and how these responsibilities fit in with those of the headteacher, the local authority and the Secretary of State for Children, Schools and Families are set out in 'A Guide to the Law for School Governors' (DCSF, 2010x).

The National Governors' Association is the representative body for school governors in England. It is a registered charity, established for general public benefit but in particular to improve the educational welfare of children by promoting high standards in schools, and raising the effectiveness of governing bodies. The National Governors' Association was established in 2006 from the merger of the National Governors' Council and the National Association of School Governors.

In England, the June 2009 21st Century Schools White Paper (Great Britain. Parliament. HoC, 2009a); announced plans to explore mandatory training for chairs of governing bodies, and the relaxation of the stakeholder model.

In 2009, the Enterprise and Learning Committee of the National Assembly for Wales identified a range of concerns in relation to the role of school governors. After exploring these issues further, it recommended in July 2009 (NafW Enterprise and Learning Committee, 2009) improved training and support for school governors.

Boards of governors in Northern Ireland

The Education and Libraries (NI) Order 1986 and the Education Reform (Northern Ireland) Order 1989 prescribe the membership, procedures and duties of the boards of governors of grant-aided schools, that is, those schools receiving financial support from the Department of Education (DE). The size and composition of boards of governors varies according to the size and category of the school. Each school has a scheme of management which specifies the constitution of its board of governors. boards of governors include the following categories of governor:

- in all schools, parent governors
- in all schools, teacher governors
- in controlled schools, representatives of the Protestant church authorities (often known as 'transferors') and of the Education and Library Boards (ELBs)
- in nursery schools, grammar schools and special schools which are controlled schools, representatives of the Education and Library Boards and the Department of Education (DE)
- in Catholic-maintained schools, representatives of the trustees, the Education and Library Boards and, in the case of schools which are entitled to 100 per cent capital funding, the DE
- in voluntary grammar schools, representatives of the trustees and the DE and, in some cases, Education and Library Boards
- in grant-maintained integrated schools, foundation governors and representatives of the DE.

The principal (headteacher) is also a non-voting member for all meetings of the board of governors.

As in England and Wales, there is also provision for members of the local business community to be co-opted on to the board of governors, but in Northern Ireland these members have no voting rights.

The roles and functions of boards of governors are broadly similar to those of governing bodies in England and Wales. boards of governors are required by law to prepare a governors' annual report, but no longer have a statutory duty to hold an annual parents' meeting (DE, 2006).

[A Guide to the Law for School Governors \(DCSF, 2010x\)](#)

[Annual Parents Meetings \(Circular 2006/19\) \(DE, 2006\)](#)

Guidance on the Duty to Promote Community Cohesion (DCSF, 2007b)

Role of School Governors 2009 (NAFW. Enterprise and Learning Committee, 2009)

Your Child, your Schools, our Future: Building a 21st Century Schools System. Cm 7588. (GB. Parliament. House of Commons, 2009a)

Youth Matters: Next Steps: Something to do, somewhere to go, someone to talk to (DfES, 2006k)

Department for Children, Schools and Families (DCSF)

Department of Education (Northern Ireland) (DE)

National Assembly for Wales (NAFW)

National Governors' Association

Annual Parents' Meeting (Exemptions) (Wales) Regulations 2005

Education Act 2002

Education Act 2005

Education and Inspections Act 2006

Education and Libraries (Northern Ireland) Order 1986

Education Reform (Northern Ireland) Order 1989

Education Reform Act 1988

School Standards and Framework Act 1998

2.6.4.1.3. Role of headteachers

Every school in England, Wales and Northern Ireland has a headteacher (often known as a 'principal' in Northern Ireland) who is responsible for the internal organisation, management and control of the school. With regard to the development of the school, headteachers operate within the framework set by the school governing body (in England and Wales), the board of governors (Northern Ireland), or determined by any other relevant authority, such as any foundation trust deed which may exist in relation to the school. They must, of course, abide by education legislation and the terms of their appointment. In carrying out their duties, headteachers must also consult, as appropriate, with the local authority (LA) in England and Wales (or the Education and Library Board (ELB) in Northern Ireland); the school governing body (or board of governors in Northern Ireland); the staff of the school; and the parents of its pupils. The headteacher usually delegates the management of specific aspects of curriculum organisation, teaching methods or pastoral care to senior members of the teaching staff, who form part of the school's 'leadership group'.

The professional duties of headteachers in England and Wales are set out in the current School Teachers' Pay and Conditions document (DCSF, 2009r), which is based on The Education (School Teachers' Pay and Conditions) Order 2009. Similar provisions are made for school principals in Northern Ireland under the Teachers' (Terms and Conditions of Employment) Regulations (Northern Ireland) 1987 No. 267 and amendments. In addition, National Standards for Headteachers in England and Wales further define the expertise required in the role and underpin the National Professional Qualification for Headship (NPQH) (see section 8.3.1.). Similar National Standards are in place in Northern Ireland, underpinning the Professional Qualification for Headship (Northern Ireland).

The professional duties of headteachers as determined by the School Teachers Pay and Conditions document (see above) include:

- **School aims:** formulating the overall aims and objectives of the school and policies for their implementation.
- **Appointment and management of staff:** responsibility for day-to-day staff management and leadership. Headteachers are responsible for assigning duties for all teachers, teaching assistants and all other staff and, although the school governing body has overall responsibility for all staff appointments and dismissals in school, they are also normally expected to take the lead in making decisions on appointments outside the leadership group/senior management team and in making initial decisions on staff dismissal.
- **Liaising with staff unions and associations:** maintaining relationships with organisations representing teachers and other persons on the staff of the school.
- **Curriculum:** determining, organising and implementing an appropriate curriculum for the school, having regard to the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school. Together with the school governing body (in England and Wales) and the board of governors (Northern Ireland), headteachers must ensure that the National Curriculum (or the Northern Ireland Curriculum) is implemented and its assessment procedures followed.
- **Review:** keeping under review the work and organisation of the school.
- **Standards of teaching and learning:** evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained.
- **Appraisal or review of performance, training, development and induction of staff:** supervising and participating in the appraisal or review of the performance of teachers in the school; participating in arrangements for the appraisal or review of his/her performance as headteacher; ensuring that all staff in the school have access to advice, training and developmental opportunities appropriate to their needs; ensuring that newly qualified teachers have access to adequate support; and being responsible for the supervision and training of teachers during their induction period.
- **Management information:** providing information about the work and performance of the staff employed at the school where this is relevant to their future employment.
- **Pupil progress:** ensuring that the progress of the pupils in the school is monitored and recorded.
- **Pastoral care:** determining and ensuring the implementation of a policy for the pastoral care of pupils.
- **Discipline:** encouraging good behaviour on the part of the pupils and ensuring that the standard of behaviour of the pupils is acceptable. Ensuring the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on school premises, and whenever pupils are engaged in authorised school activities, whether on the school premises or elsewhere. The headteacher (principal in Northern Ireland) is also responsible for decisions on excluding a pupil, although a decision to exclude must be reviewed by the school governing body's Discipline Committee (or by the board of governors in Northern Ireland), and parents have the right of appeal to an independent appeal panel. Note: a pupil may be excluded from school – either for a fixed period or permanently – where there is a serious breach of the school's behaviour policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- **Promoting good relations:** between the school and the parents of its pupils, by providing regular reports on pupil progress and information about the curriculum, organisation and other matters affecting the school. Headteachers also provide the governing body (board of governors in Northern Ireland) with the information, advice and recommendations it needs to carry out its role effectively and to understand how the school is performing. In addition, headteachers provide for liaison and cooperation with the maintaining authority (usually the local authority or Education and Library Board) and with other educational establishments and bodies.

- **Resources and premises:** allocating, controlling and accounting for those financial and material resources of the school which are under the control of the headteacher. Headteachers also make arrangements for the security and effective supervision of the school buildings and their contents and of the school grounds.
- **Absence:** arranging for a deputy headteacher or other suitable person to assume responsibility for his/her functions as headteacher at any time when he/she is absent from the school.
- **Teaching:** insofar as their other responsibilities allow, participating in the teaching of pupils at the school, including the provision of cover for absent teachers.

[School Teachers' Pay and Conditions Document 2009 \(DCSF, 2009r\)](#)

[Education \(School Teachers' Pay and Conditions\) Order 2009 \(SI. 2123\)](#)

[Teachers \(Terms and Conditions of Employment\) Regulations \(Northern Ireland\) 1987](#)

2.6.4.2. Management and administration of further-education institutions

Further education colleges, tertiary colleges and sixth-form colleges are autonomous institutions which currently receive funding from the Learning and Skills Council (LSC) in England, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales or, in Northern Ireland, from the Department for Employment and Learning (DEL). Adult education centres in England and Wales are largely operated by local authorities (LAs) but, under the Learning and Skills Act 2000, LAs apply for funding to the LSC (in England) or DCELLS (in Wales). Major changes will be introduced to funding arrangements in England from 2010/2011. See section 2.8.3. and sub-sections for further information.

See section 2.6.4.2.1. for information on the management and administration of further education institutions in England and Wales; section 2.6.4.2.2. for information on the management and administration of adult education centres in England and Wales; and section 2.6.4.2.3. for information on the management and administration of further education colleges in Northern Ireland.

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Department for Employment and Learning \(Northern Ireland\) \(DEL\)](#)

[Learning and Skills Council \(LSC\)](#)

[Learning and Skills Act 2000](#)

2.6.4.2.1. Further education institutions in England and Wales

In April 1993, under the Further and Higher Education Act 1992, most further education institutions became independent from local authorities (LAs) as further education corporations and designated institutions. These institutions included further education colleges (both general and specialist), tertiary colleges and sixth-form colleges. Under the Learning and Skills Act 2000, former voluntary aided schools which had joined the further education sector in 1992 as designated institutions also became incorporated. As public corporations, further education institutions are subject to company law. The members of the institution's corporation - usually called the governing body - have a role similar to the board of directors of a company. They are responsible, within the limits imposed by their statutory obligations, for all decisions affecting the institution.

In England, the regulations for the governance of institutions in the further education sector are laid down in Instruments of Government and Articles of Government. For historical reasons, there are slight differences in the regulations for further education colleges, sixth-form colleges and voluntary controlled colleges. Consequently, three key governance documents exist. These are available online: www.dfes.gov.uk/furthereducation/index.cfm?fuseaction=content.view&CategoryID=11&ContentID=26

The main business of governing bodies (or corporations) in the further education sector is to set the strategic direction, mission and educational character of the institution; ensure accountability; and monitor and evaluate performance. More specifically, the governing body approves the annual college budget; appoints the institution's senior management team and oversees its work; sets a framework for the pay and conditions of service of all other staff; and ensures that public money is spent appropriately and that the institution continues to be financially solvent. Day-to-day management, organisation and direction is the responsibility of the principal and the management team, working within the broad framework of policies and priorities determined by the governing body.

The principal is directly accountable to the governing body/corporation for the performance of the institution, in terms of both academic and financial matters.

Governing bodies, or corporations, of institutions in the further education sector usually consist of between 10 and 20 members. These include the principal; members drawn from local business, industry or professions relevant to the activities of the institution; co-opted members; staff members; student members; parent members; local authority members; and local community members. The members have a four-year term of office and should meet at least once a term. The governing body may set up committees and delegate functions to committees or to the chairman or the principal. Committees may advise on matters such as finance or employment policy.

In institutions other than sixth-form colleges, an academic board must be created to advise the principal on the standards, planning, coordination, development and oversight of the academic work of the institution, including the arrangements for the admission, assessment and examination of students, and the procedures for the expulsion of students on academic grounds.

There is no nationally recommended organisational structure for further education institutions, and institutions are free to adapt their structures to meet changing circumstances. Institutions may be organised into departments organised by area of study, or several departments may be grouped into faculties or schools.

The Association of Colleges (AoC) represents and promotes the interests of colleges in England, Wales and Northern Ireland. There is also the Sixth Form Colleges Forum (SFCF), which promotes the interests of sixth form colleges (all sixth form colleges in England are members), and Fforwm, which provides similar services as a national organisation representing the further education sector in Wales.

Association of Colleges (AoC)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

fforwm

Learning and Skills Council (LSC)

Sixth Form Colleges' Forum (SFCF)

Further and Higher Education Act 1992

Learning and Skills Act 2000

2.6.4.2.2. Adult education centres in England and Wales

Most adult education centres (sometimes known as adult education institutions or community colleges) are run by local authorities (LAs) although, under the Learning and Skills Act 2000, funding currently comes from the Learning and Skills Council (England) or the Department for Children, Education, Lifelong Learning and Skills (DCELLS) (Wales). LAs are permitted, but not obliged, to set up schemes for the local management of these institutions, delegating the management of the budget and staff to the institution.

Day-to-day management is delegated to the principal or director of the centre.

The organisation of adult education varies. Adult education centres may be organised along departmental lines. They may have one administrative centre with teaching spread across a number of sites, some of which may be on school premises which remain open in the evening. They typically have a small number of full-time staff who co-ordinate the work of a large number of part-time staff.

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Learning and Skills Council (LSC)

Learning and Skills Act 2000

2.6.4.2.3. Further education colleges in Northern Ireland

Under the Further Education (Northern Ireland) Order 1997 (as amended), the governing bodies of further education institutions are responsible for ensuring suitable provision of further education in their institutions, taking account of any other educational facilities in their area. They must also consider provision for people over compulsory school age with special educational needs (SEN).

Since April 1998, these incorporated governing bodies have had a legal status similar to that of public companies. These changes are broadly similar to those which took effect in England and Wales in 1993 (see 2.6.4.2.1.).

The membership and terms of appointment of the governing body are set out in an Instrument of Government. The Articles of Government define the respective roles and responsibilities of the principal and the governing body and its committees. Model Instruments of Government and Articles of Government for further education colleges are provided by the Department for Employment and Learning. These are available online:

www.delni.gov.uk/index/publications/pubs-further-education/fe-college-model-instruments.htm.

The governing body is responsible for securing the efficient and effective management of the college, having regard to the needs of industry, commerce and the community in which it is situated. It agrees and monitors the college's strategic direction, appoints the senior staff and ensures that the college acts as a responsible employer. The principal of the college has automatic membership of the governing body.

Day-to-day management is carried out by the principal and senior staff.

Further education colleges in Northern Ireland are organised along departmental lines similar to those in England and Wales (see 2.6.4.2.1.).

In addition to the AoC (see 2.6.4.2.1.), the Association of Northern Ireland Colleges (ANIC) acts as the representative body for the further education colleges in Northern Ireland, of which, until August 2007, there were 16. Following a major review and public consultation on the future of further education in Northern Ireland, the 16 colleges merged into six larger area based groupings in August 2007.

NOTE: There are no sixth-form colleges in Northern Ireland.

Association of Northern Ireland Colleges (ANIC)

Association of Colleges (AoC)

Department for Employment and Learning (Northern Ireland) (DEL)

Further Education (Northern Ireland) Order 1997

2.6.4.3. Management and administration of higher education institutions

Higher education institutions have diverse backgrounds and traditions and this is reflected in their varying constitutional arrangements. Institutions can, however, be divided into two broad groups:

- Post-1992 (or 'new') universities and higher education colleges. Post-1992 universities acquired university status as a result of the provisions of the Further and Higher Education Act 1992. Higher education colleges were incorporated under the provisions of the same Act.
- Pre-1992 universities. These had university status before the provisions of the Further and Higher Education Act 1992 came into force in England and Wales.

Whatever their legal basis, universities and higher education institutions are self-governing. All universities and some other higher education institutions have the power to award their own degrees.

As autonomous institutions, universities and other higher education institutions are responsible for their own internal organisation. They arrange their own administration and recruit staff as they consider appropriate. However, broadly similar patterns are followed by all.

Note: Most of the 'new' (post-1992) universities were previously polytechnics. Polytechnics were originally set up by charitable endowment while many of the other higher education institutions were originally established by local authorities (LAs).

Note: There are also over 600 colleges and other institutions which do not have degree awarding powers but which provide courses leading to degrees. Courses at these institutions are validated by institutions which have degree awarding powers.

Governing bodies

In post-1992 universities and higher education colleges, the body ultimately responsible for the affairs of the institution is known as the governing body. The authority and powers of the governing body in these institutions is laid down in, and limited by, the Education Reform Act 1988 (as amended by the Further and Higher Education Act 1992), together with the Instrument of Government and Articles of Government as made by each institution and approved by the Privy Council. In summary, the articles state that the governing body is responsible for:

- determining the educational character and mission of the institution and for the oversight of its activities
- the effective and efficient use of resources and safeguarding the institution's assets
- approving annual estimates of income and expenditure
- the appointment, grading, suspension, dismissal and determination of the pay and conditions of service of the chief executive, the clerk to the board of governors and other senior post-holders
- setting a framework for the pay and conditions of service of all other staff
- the appointment of external auditors.

In pre-1992 universities, the governing body is known as the council. Councils are diverse, and structures of governance, as laid down in the institution's instruments of incorporation (its Act or charter and statutes), vary. Typically, the charter and statutes define the objects of the institution; set out the role of the council as the governing body; determine the role of the court and the senate (see below); determine provisions concerning property and financial matters; and, in many cases, establish the status of the institution as an exempt charity.

In both pre-1992 and post-1992 institutions, the governing body normally has a majority of external members from whom the chair is elected. Many of the external members will be selected by a nominations committee from business and industry. Others will have experience in higher education policy issues. There will also normally be a representative from the local authority, and representatives of staff and students, as well as senior academic staff, and the finance director. The overall size of the governing body varies and the maximum length of service for external members is normally nine years.

All governing bodies have a duty to ensure institutional compliance with relevant legislation, and the requirements of the funding bodies.

Academic boards/senates

The academic board is the body with responsibility for general issues relating to research, scholarship, teaching and courses in post-1992 universities and higher education colleges. Its responsibilities include:

- criteria for the admission of students
- the content of the curriculum
- academic standards and the validation of courses (subject to the requirements of validating and accrediting bodies)
- policies and procedures for assessment and examination of the academic performance of students
- appointment and removal of internal and external examiners
- procedures for the award of qualifications and honorary academic titles
- procedures for the expulsion of students for academic reasons.

The Articles of Government require the governing body to approve the composition of the academic board, and the selection arrangements and period or appointment of its members.

In pre-1992 universities, the senate is the equivalent body to the academic board. It is responsible for the regulation, direction and oversight of the academic work of the university, and usually also for the awarding of degrees. The senate's powers are usually laid down in the statutes but, where this is not the case, the senate is generally regarded as having supreme authority over academic matters. Formally, the senate reports to the council (the governing body), and any decisions that it takes that have resource implications are subject to council approval. The senate is chaired by the vice-chancellor (see below) and usually comprises representatives of senior university officers and professors, together with elected staff and students. The size of senates varies considerably.

Like the academic boards in post-1992 universities, the senate's areas of responsibility include academic planning, academic standards and quality assurance; the promotion of research; the oversight of admissions and entrance criteria, assessment and examinations, the curriculum, and the awarding of degrees and other qualifications; and student discipline.

Pre-1992 universities also have a court, formerly part of the structure of governance, but now more of a consultative and representative body, providing a public forum for the discussion of issues affecting the university. In some universities the court appoints the Chancellor (see below). Some post-1992 institutions have also established courts. Courts are typically large, with a membership drawn from local government, other universities in the region, further education colleges, schools, local industry and professional associations, staff, students and alumni of the university. The court will usually meet once a year, as required by the statutes.

The Committee of University Chairs (CUC) shares good practice in governance across the sector (CUC, 2009). Further information is available via the CUC website: www2.bcu.ac.uk/cuc.

The Leadership Foundation for Higher Education provides a dedicated service of support and advice on leadership, governance and management for all the UK's universities and other higher education institutions. Further information on governance is available on its governance website at: lfhe.ac.uk/governance/.

Management structures

Management structures are a matter for the institution and arrangements vary widely.

The overall executive head of a university is usually known as the Vice-Chancellor and, in general, the head of the administrative section is called the Registrar. The Chancellor has a non-executive position as the titular and ceremonial head of the institution.

Related departments in universities may be grouped into faculties or 'schools' (for example, Faculty of Arts, Faculty of Science, School of Social Sciences, and so on) for administrative purposes. The head of a faculty is usually known as the Dean, and this post sometimes rotates among senior teaching members of the departments within the faculty; the term of office lasting for one, two or possibly three years. At some universities, the Dean devotes his/her whole time to faculty business and does not teach whilst in office; at others, a Dean may have a reduced teaching commitment. All members of the teaching staff are members of the appropriate faculty, and the faculty is required to take certain actions and decisions, such as approving new courses and formally awarding degrees. The precise function of the faculty varies between universities. There may also be administrative groupings within a faculty, such as a School of Modern Languages within a Faculty of Arts.

Other higher education institutions have similar internal divisions, although names for these may be different and structures are generally simpler. The title of Provost or Principal may be given to the head of the institution, and the head of administration may be known as either Registrar or Secretary.

[Guide for Members of Higher Education Governing Bodies in the UK: Incorporates the Governance Code of Practice and General Principle \(CUC, 2009\)](#)

[Committee of University Chairs \(CUC\)](#)

[Leadership Foundation For Higher Education](#)

[Education Reform Act 1988](#)

[Further and Higher Education Act 1992](#)

2.7. Internal and External Consultation

In the general day-to-day running of schools, headteachers consult, as appropriate, with external bodies such as the local authority (in England and Wales), the Education and Library Board (in Northern Ireland), and with other schools and educational establishments with which the school has a relationship. Schools also consult externally with parents, and internally with the school governing body (in England and Wales), the board of governors (in Northern Ireland), the staff of the school, and with pupils. See the sub-sections which follow for information on internal and external consultation in schools, colleges, adult and further education, and higher education.

2.7.1. Internal consultation

Consultation with stakeholders forms part of the conditions of employment for headteachers; in carrying out his/her duties, consultation must be carried with the local authority, the governing body, the staff of the school and the parents of its pupils, as appropriate (DCSF, 2009r).

Many schools also have school councils in which pupils, often representing individual year groups, can make an active contribution to the school environment and ethos. In Wales, the School Councils (Wales) Regulations 2005 made it a statutory requirement for all government-funded primary, secondary and special schools to establish school councils. The aim is for such councils to enable pupils to discuss any matters relating to their education, to make representations on these areas to the headteacher and school governing body, to have a say about decisions, and to play an active role in making their school a better place.

In England and Wales, in addition to external members, school governing bodies include staff governors (who may be teachers or other members of staff elected by the school). In addition, school governing bodies have the authority to appoint pupils as associate members. Associate members are not able to vote at full governing body meetings. Headteachers are also usually members of the school governing body, although in Northern Ireland they are not able to vote. In Northern Ireland, too, teacher governors are also elected (by

fellow teachers) to the board of governors. For further information on the role and composition of school governing bodies and boards of governors, see section 2.6.4.1.2.

In the further education sector, governing bodies or corporations include the college principal, along with staff and student members, see sections 2.7.2.2. and 2.6.4.2.1..

In higher education, there is no legislation requiring student representation on governing, management or administrative bodies, but many do have student representatives, although their role may be limited to a non-voting one. See sections 2.7.2.3. for further information. The Higher Education Academy (HEA) is supporting institutions in developing good practice in student engagement.

[School Teachers' Pay and Conditions Document 2009 \(DCSF, 2009r\)](#)

[Higher Education Academy \(HEA\)](#)

[School Councils \(Wales\) Regulations 2005](#)

2.7.2. Consultation involving players in society at large

Community participation in the education decision-making process is effected through various means:

- the election of councillors to local authorities (LAs) and their subsequent representation on the authority's scrutiny committees (England and Wales)
- parent governor representatives, headteachers and others to local authority scrutiny committees (see 2.7.2.1.1.) (England and Wales)
- the Schools Forum (or a Schools Budget Forum) which advises the LA on matters relating to the schools' budget and the funding formula (see 2.6.3.3.) (England and Wales)
- the admissions forum which considers existing and proposed admissions arrangements within a local authority area (see 2.6.3.4.1.) (England and Wales)
- the appointment of elected district councillors and representatives of local interest and community groups to the Education and Library Boards (Northern Ireland)
- governing bodies of institutions at all levels of education
- government consultation procedures preceding reforms
- national and local pressure groups
- a Ministerial Advisory Group for Education, Lifelong Learning and Skills (Wales)
- the National Council for Educational Excellence (NCEE), which advises the Prime Minister and the Secretary of State for Children, Schools and Families in England (see section 2.6.1.8.).

Accountability to the local and wider community is enhanced by the legal requirement to publish a wide range of information about individual institutions (see 2.7.2.1.2.).

See the sub-sections which follow for further information on community participation in school education - 2.7.2.1.; in further education - 2.7.2.2.; and in higher education - 2.7.2.3.

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

2.7.2.1. Community participation in school education

See the sub-sections which follow: 2.7.2.1.1. for parents' and pupils' rights and responsibilities; and 2.7.2.1.2. for the publication of information.

2.7.2.1.1. Parents' and pupils rights and responsibilities

In England and Wales, under Section 7 of the Education Act 1996, parents have a duty to ensure that children of compulsory school age (five to 16 years) receive an 'efficient full-time education suitable to their age, ability and aptitude, and to any special educational needs (SEN) they may have, either by regular attendance at school or otherwise'.

The School Standards and Framework Act 1998 made it a statutory requirement to have parental representation on local authority scrutiny committees dealing with education matters and, since the passing of the Local Government Act 2000, parent governor representatives have been able to vote in committee on all education matters.

The School Standards and Framework Act 1998 also required all schools to adopt a home-school agreement, drawn up in consultation with parents. The agreement must explain clearly the responsibilities of the school, and of parents, and what the school expects of its pupils. A parental declaration is used in conjunction with the agreement. However the signing of such a declaration must not be made a condition for admission to the school.

Children have a right to ‘a good education’ and parents have a right to know what their child is being taught at school. A variety of legislation gives parents certain rights. These include the right to:

- free education for their child at their preferred school, provided that the places have not been filled with pupils who have a stronger claim
- a written report on their child’s progress; a summary of the school’s inspection report; a performance table, providing the school’s attendance rates and examination/assessment results compared with those of other schools locally and nationally; a school prospectus; and the school profile (England) or governors’ annual report (Wales and Northern Ireland) – see 2.7.2.1.2.
- an assessment of their child’s special educational needs (SEN) (if any) by the local authority (LA), and appropriate education provided in accordance with the Education Act 1996
- stand for election as a parent governor or to vote for a person of their choice
- appeal on a number of issues, ranging from school admissions, SEN, examination results and exclusions from school.

In England, in areas where grammar schools exist, the School Standards and Framework Act 1998 also made provision for ballots of parents to be held, at the parents’ request, to determine whether grammar schools in that area should retain their selective admissions arrangements. (There are no grammar schools in Wales.)

The Education and Inspections Act 2006 permits parents in England to ask for new schools to be set up to reflect local need and demand, and commits local authorities to considering these requests as part of their role to promote choice, diversity and fair access. The 2006 Act also provides for the establishment of parent councils and makes such councils statutory in foundation schools where the founding body or the trust appoints the majority of governors. The aim of parent councils is to give parents more opportunity to have a say in school life and to express their views on issues such as extended activities, school meals, the curriculum and pupil behaviour.

The Education Act 2002 also introduced a requirement for LAs and school governing bodies to have regard to guidance issued by the Secretary of State or the National Assembly for Wales (NAFW) about consultations with pupils in connection with the taking of decisions affecting them.

Many schools also have a Parent-Teacher Association (PTA). PTAs are not statutory bodies and their activities vary from school to school. They may: raise funds to help the school provide “extras” for the pupils; run social events for parents and children; provide support for school trips and outings and other special events; and organise meetings to inform parents about education issues. Individual PTAs may belong to the National Confederation of Parent-Teacher Associations (NCPTA), which provides support to its members and promotes parental involvement in school life.

There are also lobby groups, such as the Campaign for State Education (CASE), which campaigns for: the right of all to experience the highest quality state education, regardless of race, gender, home circumstances, ability or disability; a fully comprehensive and locally accountable education system and the development of a partnership between home, school and the community.

Parents in Northern Ireland have broadly similar rights to parents in England and Wales.

Campaign for State Education (CASE)

National Assembly for Wales (NAfW)

National Confederation of Parent-Teacher Associations (NCPTA)

Education Act 1996

Education Act 2002

Education and Inspections Act 2006

Local Government Act 2000

School Standards and Framework Act 1998

2.7.2.1.2. Publication of information

A range of information about individual institutions is required by law to be made available to parents, prospective parents, and the wider community. It is intended to inform parents' decisions about their children's futures, as well as to make institutions more accountable to the communities they serve and to encourage them to improve their performance.

School profiles, prospectuses and governors' annual reports

School governing bodies of maintained schools in England must publish a school prospectus for parents and prospective parents. Following the Education Act 2005, the regulations for the school prospectus changed and the only statutory requirements relating to the prospectus are that it should include details of the school's special educational needs (SEN) and disability policies (such as admissions arrangements for pupils with disabilities, accessibility plans, and details of the school's policy for pupils with special educational needs). It is a matter for individual schools to decide on all other additional content in the prospectus. Governing bodies are expected to ensure that copies of the school prospectus are made available at the school and free of charge to parents, and prospective parents, on request. If necessary, the prospectus should also be made available in languages other than English or in alternative formats such as Braille.

Following the Education Act 2005, school governing bodies in England are also no longer required to produce governors' annual reports. Instead, the 'School Profile' has been introduced for all maintained schools (except maintained nursery schools, which must still continue to produce a governors' annual report). Designed to enable schools to communicate with parents about the school's progress, priorities and performance, School Profiles are completed and published online. There is a section for data updated annually by the Department for Children, Schools and Families (DCSF) and a summary of the latest inspection report on the school. The profile also contains narrative sections written by the school under the following headings:

- What have been our successes this year?
- What are we trying to improve?
- How have our results changed over time?
- How are we making sure that every child gets teaching to meet their individual needs?
- How do we make sure our pupils are healthy, safe and well-supported?
- What have we done in response to our Ofsted report (the inspection report from the Office for Standards in Education, Children's Services and Skills)?
- How are we working with parents and the community?

Further information on the School Profile is available online: schoolsfinder.direct.gov.uk/about-school-profile/.

In October 2008, the Secretary of State in England announced his intention to improve how schools' performance is reported to parents, communities and other stakeholders, by the introduction of a new School Report Card. The position of the School Report Card within the Government's plans for the school accountability system was set out in the June 2009 21st Century Schools White Paper (Great Britain. Parliament. HoC, 2009a). The Report Card, to be introduced from 2011, aims to provide, clear, balanced and comprehensive information on a school's performance and progress (including information on attainment and pupil progress); and on wider outcomes such as pupils' health, enjoyment and prospects of future economic well-being; along with information on parents' and pupils' views. Early decisions on the overall shape of the School Report Card are set out in 'A School Report Card: a Prospectus' (DCSF, 2009aa).

In Wales, the requirement to produce governors' annual reports has been retained, although the Education Act 2005 enables the Welsh Assembly to remove this requirement in the future should it so wish. School prospectuses must also be produced. Details of the requirements for school prospectuses and governors' annual reports in Wales are given in National Assembly for Wales (NAfW) Circulars 14/01 (NafW, 2001a) and 15/01 (NafW, 2001b).

In grant-aided schools in Northern Ireland, in accordance with the Education (School Information and Prospectuses) Regulations (Northern Ireland) 2003, schools are expected to provide a minimum amount of information in both their prospectus and governors' annual report to parents, and are also free to publish any information they feel is relevant for parents in addition.

Achievement and attainment tables

In England, information on the performance of pupils and students in national assessments and in qualifications is also published nationally. This is in the form of comparative tables, known as the 'School and College Achievement and Attainment Tables', which are published for all primary schools, secondary schools, special schools and independent schools. The tables also include results for further education institutions.

The information published includes:

- pupil performance in National Curriculum tests and teacher assessments taken at the end of key stage 2 (age 11 years)
- pupil performance in the main public examinations and vocational qualifications normally taken at age 16 and age 18
- measures to show how much 'value' each school has added, based on the progress made by individual pupils from one stage of their education to another, and taking account of contextual information including, for example, pupils' prior attainment, gender, ethnicity, age in year, or any special educational needs they may have
- overall absence rates.

The information provided in the achievement and attainment tables is intended to inform local authorities (LAs) and institutions, and to focus their attention on areas where action is needed, as well as to inform students' and parents' decisions about their own and their children's futures. The tables are available via the internet: www.dcsf.gov.uk/performance/tables/.

In Wales, performance information on individual schools is no longer presented in the form of comparative tables. Information on individual schools is, however, still available to parents in school prospectuses and governors' annual reports (see above). In addition, National Curriculum assessment and public examination results are published online, by local authority, and for the whole of Wales.

In Northern Ireland, until January 2001, information on the performance of pupils in secondary schools was also published in the form of comparative tables. However, following a Department of Education (DE) consultation, it was decided to cease publication of the tables. Performance data on individual schools is contained in the annual prospectus published by each school.

School inspection reports

When a school has been inspected, the governing body must provide information on the results of the inspection to parents. See section 9.4.2.1.1.

[A School Report Card: A prospectus \(DCSF, 2009aa\)](#)

[Governors' Annual Reports: Guidance for Governors \(NAfW Circular 15/01\) \(NAFW, 2001b\)](#)

[School Prospectuses: Guidance for Headteachers and Governors \(NAfW Circular 14/01\) \(NAFW, 2001a\)](#)

[Your Child, your Schools, our Future: Building a 21st Century Schools System. Cm 7588. \(GB. Parliament. House of Commons, 2009a\)](#)

Department for Children, Schools and Families (DCSF)

Department of Education (Northern Ireland) (DE)

National Assembly for Wales (NAfW)

Ofsted - Office for Standards in Education, Children's Services and Skills

[Education \(School Information and Prospectuses\) Regulations \(Northern Ireland\) 2003](#)

[Education Act 2005](#)

2.7.2.2. Community participation in further education

In England, community participation in further education is assured by representation of community and business groups on the Learning and Skills Council's (LSC's) national council and its regional councils. The LSC national council includes members appointed by the Secretary of State, drawn from business, industry, professional bodies and local authorities, as well as members from the field of further education. It consults widely before adopting new policies and procedures.

In England, Wales and Northern Ireland, community and business groups and other external stakeholders are also represented on the governing bodies of further education institutions. The corporation (governing body) of a further education institution usually has between 10 and 20 members and these can include representatives from business and industry, elected members of staff, elected student members, representatives of the local community, elected parent members and members representing the founding body of the institution.

In addition, in England, there is the National Learner Panel. Set up by government to give learners a say in the development of further education at national level, the Panel advises the Government, the Learning and Skills Council (LSC) and other organisations involved in making decisions regarding further education. Panel members, who are part-time, independent volunteers, provide a learner's perspective on policies, proposals and initiatives, and anyone who is currently in further education is eligible to apply to join the Panel. Members reflect the wide variety of learners in further education and are drawn from across the sector, including learners at college and in work-based learning.

[Learning and Skills Council \(LSC\)](#)

[National Learner Panel](#)

2.7.2.3. Community participation in higher education

Different sections of the community at national and local level are represented on the Higher Education Funding Councils, on the Northern Ireland Higher Education Council (NIHEC) and on the governing bodies of institutions.

Appointments to the Higher Education Funding Council for England (HEFCE) and the Higher Education Funding Council for Wales (HEFCW) are made on the basis of expertise in the field of higher education, or experience in industry or the professions. Members are appointed by the Secretary of State in England or the Welsh Assembly Government in Wales. In the case of the NIHEC, the membership reflects both UK national, academic and research interests and also local business and community interests.

The community in general is represented on the governing body of a university or other higher education institution. Governing bodies normally have a majority of external members, from whom the chair is selected. Many of these external members are selected by a nominations committee from business and industry. Others have experience in higher education policy issues. There will also normally be a representative from the local authority and representatives of staff and students, as well as senior academic staff, and the finance director.

Universities also have a Court, which performs an important public role as it has a large and varied membership. The Court can range in size from around 50 to more than 400 members; typical size is in the region of 200. It includes representatives of local authorities, Members of Parliament, and representatives of other universities, colleges and schools, and of the professions.

In addition, the National Student Forum (NSF) was set up by the Government in February 2008 with a view to ensuring that the voice of students on higher education courses across England is heard at national policy making level. The Forum consists of an independent Chair, two Vice-Chairs (elected by members), and up to 18 other volunteer members who reflect the diversity of the undergraduate and postgraduate population. The Forum produces an annual report, to which Government is committed to respond publicly.

Reports on higher education institutions

In England, Wales and Northern Ireland, comprehensive institutional level information on research, teaching and finance is published regularly. Information on teaching is published through the Quality Assurance Agency's external reviews, through the Higher Education Statistics Agency's annual publications, and through the Unistats website (www.unistats.com), which aims to bring together in one place authoritative, official information on higher education institutions. Information

[Higher Education Funding Council for England \(HEFCE\)](#)

[Higher Education Funding Council for Wales \(HEFCW\)](#)

[Higher Education Statistics Agency \(HESA\)](#)

[Northern Ireland Higher Education Council \(NIHEC\)](#)

[Quality Assurance Agency for Higher Education \(QAA\)](#)

2.8. Methods of financing education

England, the Government, through the Department for Children, Schools and Families (DCSF) and the Department for Business, Innovation and Skills (BIS), provides funds to the various statutory and non-statutory agencies for education including the Learning and Skills Council and the Higher Education Funding Council for England (HEFCE). Central government also provides funds to local authorities for education services in the local area.

In Wales, central funding is provided through the Welsh Assembly Government (WAG), which decides the sums to be spent on its various areas of activity, including education, and distributes resources to local authorities, and the Higher Education Funding Council for Wales (HEFCW).

The expenditure of the Northern Ireland Assembly is met from the Northern Ireland Consolidated Fund. This consists of the share of UK taxes attributed to Northern Ireland, the revenue raised by the Regional Rate, and

a grant-in-aid from the Exchequer. It is a matter for local decision by the responsible Minister, advised by the Department of Finance and Personnel, to determine how much of this funding is allocated for expenditure on education, health and other essential services. The Department of Education (DE) is responsible for the budget allocations to the five Education and Library Board (ELBs), which have statutory responsibility for the provision of services. The Department for Employment and Learning (DEL) is responsible for the funding of further and higher education.

UK science policy rests with the Department of Business, Innovation and Skills (BIS) as does the funding of the seven Research Councils, which allocate public money to support research projects and teams in higher education institutions across the UK (see 2.8.4.).

Financial audit

There are a range of organisations which audit government spending. These include the National Audit Office (NAO), which scrutinises public spending on behalf of Parliament; the Audit Commission – an independent public body which ensures that public money is spent economically, efficiently and effectively; the Wales Audit Office, which has a similar role to the Audit Commission; and the Northern Ireland Audit Office. See section 9.5.2. for further information.

All funding bodies (see section 2.6.1.3.) are responsible for monitoring the finances of the institutions they fund.

Audit Commission

Department for Business, Innovation and Skills (BIS)

Department for Children, Schools and Families (DCSF)

Department for Employment and Learning (Northern Ireland) (DEL)

Department of Education (Northern Ireland) (DE)

Higher Education Funding Council for England (HEFCE)

Higher Education Funding Council for Wales (HEFCW)

Higher Education Statistics Agency (HESA)

Learning and Skills Council (LSC)

National Assembly for Wales (NAfW)

National Audit Office

Northern Ireland Audit Office

Wales Audit Office

2.8.1. Methods of financing pre-primary education

In England, nursery education grant is provided by central government to local authorities (LAs) to fund part-time places for three and four-year-olds in maintained, private and voluntary sector settings that have been inspected by Ofsted (The Office for Standards in Education, Children's Services and Skills) and found satisfactory in terms of quality. All funds for nursery education grant in England are now provided through the Dedicated Schools Grant (see 2.8.2.1. below). The method of funding pre-primary education in England is changing. The Early Years Single Funding Formula (EYSFF) is intended to address inconsistencies in how the offer for three and four-year-olds is currently funded across the maintained and private and voluntary sectors. From April 2011, LAs will be required to use a single local formula for funding all early years

provision, with a number of pathfinder LAs implementing the change earlier. The legislation for the change was provided by the Apprenticeships, Skills, Children and Learning Act 2009.

Funds are available in Wales to permit local authorities to offer free, part-time pre-primary places to all three- and four-year-olds whose parents request one.

In Northern Ireland, also, the Government is expanding and developing publicly funded early years education by cooperation with the private and voluntary sectors. Providers of early years education in these sectors may be paid a grant for educating three- and four-year-olds in their immediate pre-school year, subject to meeting certain conditions and requirements.

Ofsted - Office for Standards in Education, Children's Services and Skills

Apprenticeships, Skills, Children and Learning Act 2009

2.8.2. Methods of financing primary and secondary education in schools

Schools receive funding for both recurrent expenditure and capital expenditure.

Recurrent expenditure is expenditure on teachers, other staff, books, equipment etc. Repairs and maintenance are also normally paid from recurrent expenditure.

Capital expenditure is expenditure that produces or protects an asset that will last a long time such as a building, machinery or large items of equipment.

In addition to receiving public funds, schools are free to raise extra funds through voluntary contributions from parents and others, or through a variety of activities such as renting out school premises or running additional activities that generate income. Schools are permitted to ask parents for a voluntary contribution towards the cost of: any activity that takes place during school hours; school equipment; or school funds generally. The contribution must be genuinely voluntary, and the pupils of parents who are unable or unwilling to contribute may not be discriminated against. This means, for example, that if there are not enough voluntary contributions to make an activity possible, and there is no way to make up the shortfall, then it must be cancelled.

See the sub-sections which follow: 2.8.2.1. for revenue funding for recurrent expenditure in England; 2.8.2.2. for funding for capital expenditure in England; 2.8.2.3. for revenue funding for recurrent expenditure in Wales; 2.8.2.4. for funding for capital expenditure in Wales and 2.8.2.5. for funding for both recurrent and capital expenditure in Northern Ireland.

2.8.2.1. Revenue funding for schools in England

The vast majority of schools' income comes via central government grants paid to local authorities.

Maintained schools receive their revenue (recurrent) funding for providing education for children from three to 16 from their local authority (LA). Schools currently receive their funding for pupils from 16 to 19 in sixth forms from the Learning and Skills Council (see 2.6.1.3.) via the local authority. Academies (see 5.5.1.1.) are a type of school in England that is largely publicly funded but is not maintained by the local authority; they are funded directly by central government.

Funding from central government to local authorities

The Dedicated Schools Grant (DSG) is passed from central government to local authorities; it is ring-fenced funding, which means it must be passed on to schools in full (except for funding certain schools-related services provided centrally by the LA – see below). A three-year DSG funding settlement for the period 2008/09 to 2010/11 was announced in 2007; previously the amount of grant provided to local authorities was agreed on an annual basis. The three-year DSG settlement is intended to enable local authorities to plan

further ahead, to take more long-term decisions and to use their budgets more efficiently and strategically over the three-year period.

The formula for the amount of DSG passed from central government to a local authority is based on projected pupil numbers; projected delegated budgets for individual schools; and projected budgets for other services for pupils provided by local authorities, such as special educational needs provision and pupil referral units. This methodology is under review. The review aims to establish a formula which distributes resources to LAs in line with relative need, recognising the different costs of educating particular groups of pupils and providing education in different areas. Ministers are expected to announce broad decisions on the new DSG formula in July 2010.

Funding from local authorities to schools

The DSG, ie the core funding that the LA receives from the Government for schools, is divided between the LA's centrally retained schools budget and the individual schools budget (ISB). LAs are also free to contribute to school funding from local taxation.

The LA's centrally retained budget provides for a number of local authority responsibilities for education as set out in regulations. Such responsibilities include those relating to special educational needs and access to education (such as expenditure on the administration of admissions).

The ISB is delegated to schools using a local funding formula, or 'scheme for financing schools'. The individual school allocations are known as 'budget shares'. Each LA develops its own scheme for financing schools, in accordance with the School Finance (England) Regulations 2008, as amended. LAs also have a statutory duty to consult with the local Schools Forum (see 2.6.3.3.) when determining and/or changing their scheme. The school finance regulations specify factors which must be taken into account and factors which may be taken into account. Pupil numbers, and a factor based on the incidence of social deprivation among pupils must be taken into account. Additional factors which may be taken into account are numerous. They include pupil-related weightings based on: age; special educational needs; whether they are following more practical and applied learning options; whether they have English as an additional language; the turnover of pupils other than as part of the general admissions process at a school; and prior attainment. Other factors that may be taken into account are the size and condition of a school's buildings and grounds relative to other schools; salaries at a school; or numbers of newly qualified teachers (NQTs).

Funding allocations to school sixth forms are currently paid by the Learning and Skills Council to local authorities (LAs) to pass on to schools. LAs may add to the LSC's allocations for sixth forms if they wish. LAs transmit LSC funding to school sixth forms in accordance with the School Finance (England) Regulations 2008, as amended. Funds from the LSC to school sixth forms include revenue costs only. From 2010/11, under the Apprenticeships, Skills, Children and Learning Act 2009, responsibility for funding for school sixth forms, sixth form colleges, and for the contribution of further education colleges to education for 14- to 19-year-olds will be transferred from the LSC to local authorities, making them the strategic lead for all children's services from 0 to 19. A new non-departmental public body, the Young People's Learning Agency (YPLA), will support and enable LAs to carry out their new duties.

Grants for specific education priorities

The Government's main channel for targeting funds towards national education priorities to be delivered by local authorities (LAs) and schools is known as the Standards Fund. Standards Fund grants include:

- School Development Grant: to be spent on any purpose to support improvements in teaching and learning in schools, leading to higher standards of attainment for every learner
- School Standards Grant and School Standards Grant (Personalisation) (to support personalised learning during and beyond the school day)
- An Area-Based Grant (ABG) (see below).

Local authorities are required to devolve minimum amounts of Standards Fund grants to schools, and are expected to consult their Schools Forums (see section 2.6.3.3.) on the arrangements for the allocation of such grants to schools.

Schools are free to spend their devolved Standards Fund funding on any purpose to support the improvement of teaching and learning, providing they deliver the outcomes and outputs of the grants for which they have an allocation. The aim is to ensure that schools have the flexibility to use the money to meet their own priorities for improvement. The only exceptions to this are two ring-fenced grants made under the Standards Fund. These are the Ethnic Minority Achievement Grant (EMAG) and the School Lunch Grant, which must be spent on ethnic minority achievement and school lunch provision respectively. EMAG is allocated on a needs based formula to all local authorities to narrow the achievement gaps for minority ethnic pupils, and to cover some of the costs of additional support to meet the specific needs of bilingual learners. The School Lunch Grant aims to assist schools in ensuring that the school lunches provided for pupils are healthy, but that the costs charged to parents are reasonable.

The Area-Based Grant (ABG) began to be introduced in the 2008/09 school year. It is paid by the Department for Communities and Local Government on a monthly basis. Local authorities are free to spend this grant as they see fit to support the delivery of local and national priorities in their areas, including those relating to education, such as, for example, extended schools provision (see 2.6.4.1.1.), school travel initiatives, and 14-19 education.

School Development Grant, School Standards Grant and School Standards Grant (Personalisation) are paid under Sections 14-18 of the Education Act 2002. Area-Based Grant is paid under Section 31 of the Local Government Act 2003.

Detailed guidance on the Standards Fund allocations for 2008-2011 is available (DCSF, 2008s).

[The Standards Fund 2008-2011 \(DCSF, 2008s\)](#)

[Department for Communities and Local Government](#)

[Learning and Skills Council \(LSC\)](#)

[Young People's Learning Agency for England \(YPLA\)](#)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Education Act 2002](#)

[Local Government Act 2003](#)

[School Finance \(England\) Regulations 2008 \(SI. 228\)](#)

2.8.2.2. Capital funding for schools in England

Local authorities (LAs) are responsible for the upkeep and maintenance of maintained schools, although voluntary aided schools are generally expected to contribute a small proportion of capital costs.

There are a number of different types of capital funding available from the Department for Children, Schools and Families (DCSF). Most capital funding is now allocated to schools and local authorities (LAs) by needs-related formulae, so that the LAs and schools themselves can decide how it should be invested. Most capital funding falls into the following three broad categories:

- **Funding for local authorities and schools** - Much of this funding is devolved directly to schools. There is a higher rate for schools that are un-modernised and a lower rate (50 per cent) for those that have had 80 per cent or more of their floor areas modernised over the last ten years. This category also includes funding allocated to local authorities to focus on national and local priorities

for modernisation, access and pupil places. This is allocated on the basis of relative need, the amount of modernised or un-modernised schools and pupil numbers.

- **Long term strategic programmes** - These include the Building Schools for the Future (BSF) programme for secondary schools and the Primary Capital Programmes. These programmes aim to rebuild and refurbish all secondary schools and at least half of all primary schools over the next 15 years. Other long term strategic priorities include the Government's Harnessing Technology Strategy. Funding available through the Harnessing Technology Grant can be used, for example, to upgrade schools' broadband connectivity to support pupil learning; support the introduction of systems to achieve improved use and integration of information to support learning; and for investment in a range of technologies to support classroom-based learning such as interactive whiteboards. School Travel Plan Grant is intended to assist schools in putting in place an active school travel plan by 2010. It can be used for on-site capital improvement in support of sustainable travel policies such as the provision of lockers for pupils, cycle storage, new paths, or improved drainage.
- **Targeted programmes** - These programmes support government priorities in local authorities with the highest need. They provide capital funding to support higher standards and diversity of provision including promoter projects, fresh starts (where a school causing concern is closed and a new school re-opened on the same site), new federations of schools, and the expansion of successful and popular schools. There is also funding earmarked to support the introduction of kitchens in areas of greatest need. This category also includes funding for local authorities yet to be involved in BSF, funding to support the introduction of diplomas (see 5.17.1.5.), and funding to improve buildings for children with special educational needs and disabilities.

Asset management

LAs are expected to use good asset management to ensure that funding and assets are used efficiently and effectively to support the Government's aims. The content and format of this guidance on asset management was revised in November 2008 and is now available at: www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/premises/sbamps/

Public Private Partnerships

The Government also encourages LAs and schools to fund some capital projects as part of public private partnerships; these are relationships formed between the private sector and public bodies with the aim of introducing private sector resources and/or expertise to help provide and deliver public sector assets. The concept of Public Private Partnerships (PPP) embraces partnerships including Private Finance Initiatives (PFI). PFI requires private sector consortia to raise private finance to fund projects, which must involve investment in assets and the long-term delivery of services to the public sector. PFI is the funding route favoured for new build projects in the Building Schools for the Future (BSF) programme (see above).

Capital funding for voluntary aided schools

Capital funding for voluntary aided schools is generally paid on a similar basis to other categories of school, but the governing body must usually pay at least 10 per cent of the costs of capital work. Responsibility for work to voluntary aided school premises is usually shared between the school governing body and the local authority. The local authority generally has responsibility for playing fields and the governing body is liable for all other capital expenditure.

Guidance on capital funding for voluntary aided schools is provided in 'the Blue Book — Capital Funding for Voluntary Aided Schools in England (2006-07 version)' (DfES 2006i)

[The Blue Book — Capital Funding for Voluntary Aided \(VA\) schools in England \(2006-07 version\) \(DfES, 2006i\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

2.8.2.3. Revenue funding for schools in Wales

Local authorities receive their funding in two principal ways. The Welsh Assembly Government provides around 80 per cent of funding to local authorities in the form of the Revenue Support Grant (RSG) and redistributed national non-domestic rates (NDR). The other 20 per cent of local authority funding is raised locally in the form of council tax which is set by each authority as part of its annual budget setting process.

The RSG and locally raised funding cover all local authority services including education. They are distributed in accordance with a needs based formula, and maintained and reviewed by a joint National Assembly for Wales/local government working group called the Distribution Sub Group.

Funding from central government to local authorities

The specific distribution of RSG and locally raised funds to education is governed by the Education (LEA Financial Schemes) (Wales) Regulations 2004. Although the distribution of monies from the local authority to schools is the prerogative of the LA, informed by consultation with Schools Forums (see section 2.6.3.3.), the Education Act 2002 gives the National Assembly for Wales (NAfW) the reserve power to require an LA to set an adequate budget for its schools. That is, although local authorities are free to decide how much of the total revenue resources available to them to devote to education, the National Assembly has the power to intervene to set a minimum schools' budget. Funding from local authorities to schools

Local authorities in Wales allocate their individual school budgets in the form of budget shares for each school in accordance with the Schools Budget Shares (Wales) Regulations 2004 (as amended), and with a local authority formula. The regulations state that:

- Schools Forums, headteachers and governors of maintained schools must be consulted about any proposed changes to the formula for determining school budgets.
- LAs must determine the formula to be used in determining schools' budget shares having regard to the factors, criteria and the requirements of the regulations.
- LAs must take account of pupil numbers, and at least 70 per cent of their individual schools budget must be allocated on the basis of pupil-led funding. There must also be a factor or factors based on social deprivation.

Additional factors or criteria, which may be taken into account in the calculation of an individual school's budget share, vary from authority to authority to reflect local needs and priorities. They can include the special educational needs of pupils; pupils for whom English or Welsh is not their first language; the turnover of pupils other than as part of the general admissions process at a school; the prior attainment of pupils entering a school; the size and condition of a school's buildings and grounds relative to other schools; salaries at a school; or numbers of newly qualified teachers (NQTs).

New school funding regulations are being introduced. The Welsh Assembly Government proposes to make the School Funding (Wales) Regulations 2010 in March 2010, to come into effect in the financial year 2011/12. The new regulations will amalgamate and replace the current regulations made under the School Standards and Framework Act 1998, and will also introduce three-year school revenue funding budgets to replace the current annual budgets.

Grants for specific education priorities

Grants are available through the 'Better Schools Fund', which is paid by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) under Section 14 of the Education Act 2002. The Better Schools Fund provides grant funding to help schools and authorities implement new initiatives and develop innovative approaches to raising standards of attainment in schools. The grant rate is 60 per cent, with LAs being required to make the remaining contribution. Circulars which set out the arrangements, are published annually setting out the arrangements (WAG, 2008). Priorities for Better Schools Fund grant allocations in 2009-10 include: effective transition; addressing basic skills; provision of modern foreign languages at key stage 2 (age seven to 11); the foundation phase; supporting teacher assessment; the revised curriculum three to 19; promoting attendance, positive behaviour and emotional health; safeguarding and child protection;

training on inclusion and equal opportunities; working in partnership with parents; raising standards in Welsh language; raising standards in Welsh-medium provision; ICT review; and developing and sharing good practice.

Minority Ethnic Achievement Grant (MEAG)

The Welsh Assembly Government also makes an annual grant available to local authorities for the promotion of minority ethnic achievement in education – the Minority Ethnic Achievement Grant (MEAG). It is used by local authorities to help support pupils (age three to 18) with an ethnic minority background, including asylum seekers and the children of migrant workers (particularly those for whom English, or Welsh, is an additional language). Allocations are decided by applying a formula to information provided by local authorities on their numbers of pupils from a minority ethnic background, the key stages of these pupils, and their levels of language acquisition. LAs use the grant primarily to fund English or Welsh as an additional language teaching and support, teacher training and classroom aids. Local authorities are required to submit a full end-of-year report on how the grant has been spent. The powers to pay and establish MEAG are set out in Section 14 of the Education Act 2002 and Sections 70 and 71 of the Government of Wales Act 2006.

This grant aims to assist schools in developing a community focus, and reflects the power conferred on school governing bodies by the Education Act 2002 to provide services, facilities and activities for pupils, their families and the local community. Detailed guidance is available (WAG 2005).

[Better Schools Fund 2009-2010 \(Circular 19/2008\) \(WAG, 2008\)](#)

[Guidance on the Welsh Assembly Government Community Focused Schools Grant. NAFW Circular 31/05 \(WAG, 2005\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[National Assembly for Wales \(NAFW\)](#)

[Education \(LEA Financial Schemes\) \(Wales\) Regulations 2004](#)

[Education Act 2002](#)

[Government of Wales Act 2006](#)

[School Funding \(Wales\) Regulations 2010](#)

[School Standards and Framework Act 1998](#)

2.8.2.4. Capital funding for schools in Wales General Capital Funding allocations

Annual capital funding allocations are not broken down into individual service sectors, and it is the responsibility of each local authority to determine how its available resources are allocated between services, taking account of its statutory responsibilities and its perception of local needs and priorities. The education element of the annual capital funding allocations provided to local authorities is known as General Capital Funding.

Local authorities can increase education capital investment by using their existing usable capital receipts; spending new receipts; spending revenue raised from council tax payers; and/or by prudential borrowing.

As set out in the National Assembly for Wales (NAFW) document 'Better Wales: Strategic Plan' (NAFW, 2000), local authorities are expected to develop an asset management plan (AMP) for their entire estate.

In addition to General Capital Funding, there is School Buildings Improvement Grant (SBIG) and the Voluntary Aided (VA) Schools Capital Grant Programme.

School Buildings Improvement Grant

The School Buildings Improvement Grant is a ring-fenced capital grant available to local authorities for capital investment in school buildings. Local authorities are able to propose works for use of their grant allocations within fairly broad criteria which are specified in regulations. It is for local authorities to decide which individual schools and projects should benefit in light of competing needs and local priorities.

Voluntary Aided Schools Capital Grant Programme

The Voluntary Aided (VA) Schools Capital Grant Programme provides financial assistance for the establishment and capital maintenance of schools in the voluntary aided sector, in partnership with school governing bodies and local authorities. Responsibility for the provision, repair and maintenance of a VA School is shared between the school governing body and the local authority. The school governing body is responsible for the fabric of the school. The local authority is responsible for repair and maintenance and for the initial provision of the kitchen, dining hall, medical inspection room, caretaker's house and playing fields. Under the School Standards and Framework Act 1998, the Welsh Assembly Government has the power to grant 85 per cent of the costs of the school governing body's approved expenditure, with the governing body required to meet the remaining 15 per cent.

[Better Wales: Strategic Plan \(NAfW, 2000\)](#)

[National Assembly for Wales \(NAfW\)](#)

[School Standards and Framework Act 1998](#)

2.8.2.5. Revenue and capital funding for schools in Northern Ireland

All grant-aided schools have their recurrent (revenue) costs fully funded by the Department of Education (DE), either direct or from the DE through the Education and Library Boards (ELBs).

The DE also provides 100 per cent grant-aid for capital costs for controlled schools which are owned by the ELBs, for Irish-medium school, and for grant-maintained integrated schools (GMI schools), which are privately owned. The DE also provide 100 per cent funding for Catholic-maintained schools and voluntary grammar schools which have entered into capital funding agreements under which the DE appoints one or more representatives to the board of governors. All other maintained schools and voluntary grammar schools, with very limited exceptions are grant-aided, for capital costs, by up to 85 per cent by the DE.

The total amount available from the DE for school recurrent funding comprises three elements:

- Centrally held resources attributed to schools – this to deliver expenditure for services that are delivered centrally and are the responsibility of the ELB to provide (such as home to school transport, school meals, curriculum advisory and support services, school library services).
- Resources held at centre – these include centrally held funds against which schools can make a call, such as replacement teacher cover, contingency and curriculum reserve funds, along with various initiatives which may be put in place, either by the DE or individual ELBs.
- Amounts delegated to schools under the local management of schools formula.

Local management of schools (LMS) introduced under the Education Reform (Northern Ireland) Order 1989, requires a high level of financial delegation to schools. That is, schools spend the funding they receive according to their own assessment of priorities. For maintained and controlled schools, this funding is allocated via the relevant ELB, which must ensure that it is passed on in full to the board of governors of schools in its area. Grant-maintained integrated and voluntary grammar schools receive their share of this funding directly from the Department of Education.

Since the start of the 2005/06 financial year, LMS funding have been allocate to schools according to a common funding scheme or forumula, which seeks to be responsive to the large array of factors that create any schools particular resource needs, such as pupil numbers and their ages, the size of premises, and pupil and social need. Prior to this, each ELB or funding authority operated a separate formula which conformed to a broad framework established by the DE. The Education and Libraries (Northern Ireland) Order 2003 enabled a common funding formula/scheme to be implemented. The common funding formula framework is desinged to ensure that schools of similar size and characteristics receive similar funding regardless of their geographical location.

Schools also attract additional grants from specific initiatives and raise funds through voluntary contributions

With the exception of voluntary grammer schools, which may charge small capital fees (up to a maximum of £140 per year), publicly funded schools do not charge for tuition, books and stationery, although individual schools may invite parents to make voluntary contributions for some activities.

Management of the schools' estate is the overall responsibility of the DE in conjunction with ELBs. The DE is directly responsible for overseeing, planning and grant-aiding capital works in schools in the voluntary mainsted, voluntary grammer, Irish-medium, and grant-maintained integrated sector. Grant-aided for capital works in schools for which the DE is responsible is paid directly to school authorities by the Department. However, as the ELBs are responsible for controlled schools, the Department allocates funding for these schools to the ELBS.

Public partnerships are also in place in Northern Ireland. See section 2.8.2.2..

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Education and Libraries \(Northern Ireland\) Order 2003](#)

[Education Reform \(Northern Ireland\) Order 1989](#)

[Education Reform Act 1988](#)

2.8.3. Methods of financing further education

See the sub-sections below: 2.8.3.1. for England 2.8.3.2. for Wales and 2.8.3.3. for Northern Ireland.

2.8.3.1. Funding for further education insitutions in England

The Learning and Skills Council for England (LSC) is currently responsible for funding the provision of full- and part-time education and training (except higher education) for students over compulsory school age (16 years). The LSC may fund formal and informal learning in further education institutions, adult education centres, school sixth forms, sixth form colleges, private training providers and voluntary organisations. The funding of work-based training on employers' premises is also within its remit.

The LSC's major tasks are to:

- raise participation and achievement by young people
- increase adult demand for learning
- raise skills levels for national competitiveness
- improve the quality of education and training delivery
- equalise opportunities through better access to learning
- improve the effectiveness and efficiency of the sector.

For information on the structure and legislative basis of the LSC see 2.6.1.3.. Information on the LSC's work and its statement of priorities are available from its website: www.lsc.gov.uk/aboutus/lscstrategy/statementofpriorities/.

From 2010/11, responsibility for funding for school sixth forms, sixth form colleges, and for the contribution of further education colleges to education for 14- to 19-year-olds is transferring from the LSC to local authorities, making them the strategic lead for all children's services from 0 to 19.

The successor organisation to the LSC for post-19 education and training outside of higher education is the Skills Funding Agency, which will start operating from April 2010. The Agency will oversee the new demand-led approach to adult education and training, which will be supported by strengthened advice and support services for adults and employers in the form of a new Adult Advice and Careers Service (AACCS), National Employer Service and National Apprenticeship Service. The legislative basis for these changes is provided by the Apprenticeships, Skills, Children and Learning Act 2009 (see section 2.2.1.).

Demand-led funding models for all post-16 education and training in England were introduced in August 2008 for 2008/09. There are separate funding models for 16–18 provision, adult learner-responsive provision and employer-responsive provision. Allocations for the three models apply the same national funding formula, but they have different contracts, targets, rates, eligibility, monitoring and payment methods. The national funding formula is based on standard learner numbers, provider factors and additional learning support factors. Standard learner numbers are based on learner enrolments. Provider factors are based on the qualifications/programmes on offer (different programmes have different weightings and additional monies are allocated dependent on achievement and/or retention rates by qualification/programme); on the additional costs of providing for disadvantaged learners; and on local area costs (which are significantly increased in London and the south east of England, for example). The 2009/10 funding arrangements are a refinement of the model used in 2008/9. Detailed funding guidance is published online by the LSC: www.lsc.gov.uk/providers/funding-policy/demand-led-funding/fundingpolicydocuments0910.htm

Historical note: Until April 2001, the funding of adult and community learning was the responsibility of local authorities.

Bodies which provide post-16 education and training also receive income from tuition fees. Education and training is provided free of charge to 16- to 19-year-olds but not to adults. Adults who are retired, or who receive unemployment or certain other state benefits, may have part or all of their fees waived. Providers must set fees, make awards and recover costs from students, employers etc. in accordance with criteria set by the LSC.

Capital funding for developments relating to new provision for 16- to 19-year-olds in schools and further education institutions is administered by the Learning and Skills Council, under the 16-19 Capital Fund. Some capital funding for this age group is also administered by the Department for Children, Schools and Families under its capital for schools building programmes (see section 2.8.2.2.). [Department for Children, Education, Lifelong Learning and Skills \(Wales\)](#) ([DCELLS](#)) [Learning and Skills Council \(LSC\)](#)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

2.8.3.2. Funding for further education institutions in Wales

The Department for Children, Education, Lifelong Learning and Skills (DCELLS) is responsible for funding formal and informal learning in further education institutions, adult education centres, school sixth forms, sixth form colleges, private training providers and voluntary organisations. The funding of work-based training on employers' premises is also within its remit.

A 'National Planning and Funding System' (NPFS) for all post-16 learning, excluding higher education, has been introduced by the Welsh Assembly Government. The NPFS was borne out of the 1999 Education and Training Action Plan (ETAP), which made recommendations about the need to rationalise and standardise aspects of planning and funding post-16 education and training. The planning element of the new system – the National Planning Framework – aims to strengthen the link between learning needs and learning delivery, whilst the funding element aims to ensure that schools, colleges and training providers are funded on an equitable basis. The NPFS methodology was introduced over a period of four years, ending in 2009. It

brings together into a single formula the funding of four sectors: further Education (FE) including Welsh for Adults; work based learning; school sixth forms; and Local Authority community learning.

Under the NPFS, every learning programme has a base Credit Equivalence Units (CEUs) value, and every subject attracts a weight to reflect the relative cost. If the learner comes from an educationally deprived or sparsely populated area, is aged 16-18, studies via the medium of Welsh, and attains an agreed outcome, they generate a number of additional CEUs which are added to the base CEU value. For more information on the NPFS see the Welsh Assembly Government's website: wales.gov.uk/topics/educationandskills/learningproviders/post16/npfs/?lang=en

Bodies which provide post-16 education and training must set fees, make awards and recover costs from students, employers etc. in accordance with criteria set by DCELLS. Education and training is provided free of charge to 16- to 19-year-olds but not to adults. However, adults who are retired, or who receive unemployment or certain other state benefits, may have part or all of their fees waived.

DCELLS is also responsible for providing capital funding for further education institutions in Wales. Criteria for capital spending include widening participation in further education and supporting the skills (shortage) agenda; providing access for disabled students; improving ICT infrastructure and equipment; and improving and updating buildings and equipment.

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

2.8.3.3. Funding for further and adult education institutions in Northern Ireland

Further education colleges in Northern Ireland provide full- and part-time education for adults, as well as for students between the ages of 16 and 19. They are funded directly – in terms of both recurrent funding and capital funding - by the Department for Employment and Learning (DEL).

The main recurrent funding block grant is allocated according to a model introduced in September 2007. This model is based on planned provision rather than historic provision as with the previous model and has the following three elements:

- College Development Plans, which set out each college's intended provision for the coming year. These are the basis for negotiation between colleges and the Department for Employment and Learning and, when agreed, are the basis for funding allocations
- Bilateral processes: through which the DEL agrees with each college the final amount and the types of provision to be funded.
- The Funded Learning Units (FLU) Distributive Mechanism, which converts actual and planned provision into Funded Learning Units (FLUs) in order to inform College Development Plans and the bilateral processes, and to determine funding allocations.

Department for Employment and Learning (Northern Ireland) (DEL)

2.8.4. Methods of financing higher education

Overview

Higher Education Institutions (HEIs) receive their funding from a variety of public and private sources, with the largest proportion provided by government.

In England, the Department for Business, Innovation and Skills (BIS) provides the majority of funding for teaching and research infrastructure through the Higher Education Funding Council for England (HEFCE).

In Wales, the Welsh Assembly Government (WAG) provides this funding through the Higher Education Funding Council for Wales (HEFCW).

HEFCE and HEFCW are non-departmental public bodies (NDPBs) established under the Further and Higher Education Act 1992. Their role is to distribute public money for teaching and research to universities and other institutions which provide higher education and, in so doing, they aim to promote high-quality education and research. The Councils also play a key role in ensuring accountability and promoting good practice.

In Northern Ireland, because of the relatively small size of the higher education sector, the Department for Employment and Learning (DEL) not only has responsibility for securing funding but also, in contrast to arrangements in other parts of the UK, disburses funds directly to institutions. DEL is advised on the planning and funding of higher education by the Northern Ireland Higher Education Council (NIHEC), a non-executive advisory body.

HEFCE, HEFCW and DEL (in this context) are collectively known as the higher education funding bodies. Institutions are accountable to the funding bodies for the use of government funds.

The methodology for distributing funding to individual institutions is determined by the funding bodies, within the policy framework set by government. Most funding is allocated by formula, using different formulae for research and teaching. The amounts allocated for research and teaching are then added together to produce a 'block grant' for each higher education institution. Institutions are free to spend this block grant on teaching, research and related activities according to their own priorities, within the broad guidelines provided by the funding bodies.

There are different arrangements for funding higher education provision delivered in further education colleges (see section 6.5.), funding for medical and dental education and research, and, in England, for funding initial teacher training.

Government funding for medical and dental education and research is distributed through a partnership between the relevant funding body and the National Health Service (NHS). For example, in England, HEFCE-allocated funds underpin teaching and research in university medical schools, whilst NHS funds support the clinical facilities needed to carry out these activities in hospitals and other parts of the health service. Funding for students in health-related subjects such as nursing, midwifery and allied health professions generally comes from the NHS.

In Wales and Northern Ireland, funding for initial teacher training programmes is provided by the higher education funding bodies. In England, it is provided by the Training and Development Agency for Schools (TDA)

Funding for teaching

In England, HEFCE's funding method for teaching takes account of the: the number of students and the subjects they study; student-related factors that recognise the additional costs of recruiting and supporting students from areas with low participation in higher education, disabled students and part-time students; and institutional factors such as the additional cost of institutions in London and those which have old and historic buildings. For a detailed account of the funding methodology for both teaching and research infrastructure, see 'Funding Higher Education in England' (HEFCE, 2008).

[Funding Higher Education in England: How the HEFCE allocates its funds \(HEFCE, 2008\)](#)

[Increasing Voluntary Giving to Higher Education: Task Force Report to Government \(Task Force on Voluntary Giving to Higher Education, 2004\)](#)

[The Future of Higher Education \(Cm. 5735\) \(GB. Parliament. House of Commons, 2003b\)](#)

[Arts and Humanities Research Council \(AHRC\)](#)

[Biotechnology and Biological Sciences Research Council](#)

Department for Business, Innovation and Skills (BIS)

Department for Employment and Learning (Northern Ireland) (DEL)

Economic and Social Research Council (ESRC)

Higher Education Funding Council for England (HEFCE)

Higher Education Funding Council for Wales (HEFCW)

Medical Research Council

Natural Environment Research Council

Northern Ireland Higher Education Council (NIHEC)

Research Councils UK

Science and Technology Facilities Council

Training and Development Agency for Schools (TDA)

Further and Higher Education Act 1992

2.9. Statistics

This section provides information on educational expenditure and an overview of the number of educational institutions in the UK.

Further statistical information is available in the following sections: 3.16. for pre-primary; 4.18. for primary; 5.21. for secondary; 6.19. for higher education; 7.17. for further and adult education; 8.7. for teaching staff; 9.7. for matters relating to evaluation and school inspection; 10.8. for special educational needs and 11.7. for matters relating to the European and international dimension in education. Chapter 1. provides a range of statistics relating to the political, social and economic background.

Educational expenditure

In the financial year 1 April 2008 to 31 March 2009, total education expenditure by central and local government in the UK was estimated at £79.9 billion, representing 6.1 per cent of gross domestic product (GDP).

This expenditure included: £4.7 billion on under-fives; £22.4 billion on primary education; £24.2 billion on secondary education; £8.8 billion on post-secondary non-tertiary education; £12.3 on tertiary (higher) education.

Of this expenditure, some £52.2 billion was estimated as local authority expenditure and £27.7 billion as central government expenditure.

Source: Annex A. Department for Children, Schools and Families (DCSF) (2009). *Education and Training Statistics for the United Kingdom 2009* (internet only). Available at: <http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000891/index.shtml>

Schools in the United Kingdom 2008/2009

	England	Wales	Scotland	Northern Ireland	UK - total
Public sector mainstream schools					
Nursery	438	28	2,645	98	3,209
Primary (includes middle schools deemed primary schools and primary schools with a nursery class)	17,064	1,478	2,153	873	21,568
Secondary (includes middle schools deemed secondary schools)	3,361	223	376	223	4,183
Non-maintained (private) mainstream schools	2,358	60	113	16	2,547
Special schools	1,058	44	234	42	1,378
Maintained	985	44	193	42	1,264
Non-maintained	73	-	41	-	114
Pupil Referral Units	458	53	-	-	511
All schools	24,737	1,886	5,521	1,252	33,396

Note: Maintained special schools are funded through the local authority (LAs). Non-maintained special schools are independently run non-profit-making schools which accept pupils funded by the LA. Pupil Referral Units are established and run by LAs specifically for pupils who cannot attend a mainstream or special school.

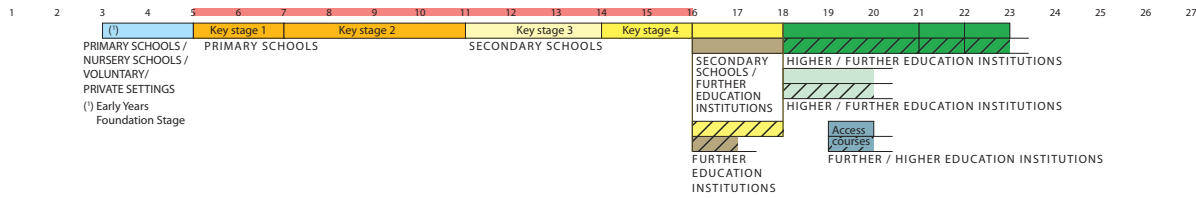
In 2007/8 there were 444 further education colleges in the United Kingdom, of which 95 were sixth-form colleges.

Source: Tables 1.1 and 2.1. Department for Children, Schools and Families (DCSF) (2009). *Education and Training Statistics for the United Kingdom 2009 (Internet Only)*. The full publication is available at: <http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000823/index.shtml>

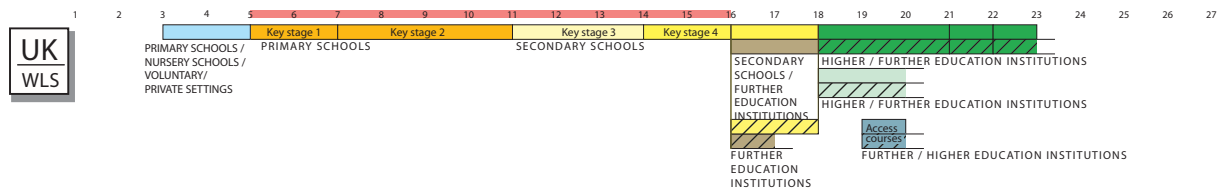
In summer 2009 there were 166 higher education institutions, of which 116 were universities, in the United Kingdom.

3. Pre-primary Education

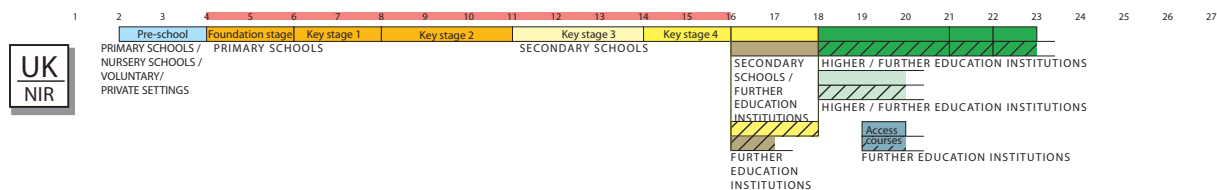
Organisation of the education system in the United Kingdom (England), 2009/10



Organisation of the education system in the United Kingdom (Wales), 2009/10



Organisation of the education system in the United Kingdom (Northern Ireland), 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0 ISCED 1 ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	Study abroad

Source: Eurydice.

In England, Wales and Northern Ireland, there is no general entitlement to early years education and care for children under the age of three, although parents can choose to pay privately for childcare using privately-run day nurseries, childminders or nannies. For children aged three and over, free, part-time provision is available from a broad range of providers of early years education and care, from the maintained (fully government-funded), private and voluntary sectors. Maintained provision can take the form of nursery

schools, nursery classes and reception classes within primary schools. Today, the majority of providers in the private and voluntary sectors receive some government funding (subject to meeting certain requirements) for provision for children aged three and over. Parents can choose to pay for additional provision on top of the free, part-time provision they receive.

3.1. Historical Overview

Pre-school education

Organised provision for the care and education of young children began to appear in the late eighteenth century, generally on a voluntary and philanthropic basis. Pre-school education has been influenced by the ideals of Robert Owen, Rousseau, Pestalozzi, Froebel and Montessori, among others, and these ideals have been incorporated into the training of teachers of young children.

Prior to the introduction of the School Standards and Framework Act 1998 in England and Wales, local authorities (LAs) were obliged only to secure appropriate provision for children aged between two and five who were identified as having special educational needs (SEN). Some LAs and school governing bodies made educational provision for children below statutory school age (five years, see section 2.5.) if they wished.

The 1998 Act imposed a new statutory duty on LAs to ensure the provision of pre-school education in their area. Initially, the Government set the target of providing a good-quality, free part-time place for all four-year-olds whose parents wanted it. As a result, from April 1999, all four-year-olds were offered five two-and-a-half hour pre-school sessions each week, and eligibility for free places was extended to three-year-olds from April 2004. In addition, since 1 April 2008, local authorities in England have had a duty to secure sufficient childcare to enable parents to work, or to undertake education and training leading to work. This duty was introduced under the Childcare Act 2006 (see **3.2.1.**) The Act also contains provisions that apply specifically to Wales, which include placing a statutory duty on local authorities to provide sufficient childcare in their area.

In Northern Ireland, there is no statutory requirement for the provision of nursery education. However, the Pre-School Education Expansion Programme in the late 1990s set targets to provide additional government-funded, part-time pre-school places in a range of settings. Since the 2003/04 school year, free part-time places have been available for all children in their immediate pre-school year whose parents want them, see 3.3.2.

Over recent years, the division between public and private provision at this level of education has become less distinct. Publicly-funded early years education is being expanded and developed by co-operation with the private and voluntary sectors, which receive government funding subject to meeting certain conditions and requirements.

In September 2000, the foundation stage of education was introduced in England. This was a distinct stage of education for children from the age of three until the end of the primary school reception class (usually aged five), which became a statutory part of the National Curriculum under the Education Act 2002. There was also a 'Birth to Three Matters' framework, intended for practitioners working in childcare and education environments with very young children from birth to three years of age, including those children with special educational needs.

A new Early Years Foundation Stage (EYFS) was introduced in September 2008, replacing the foundation stage and encompassing the 'Birth to Three Matters' framework. This supports children's development from birth to the August after their fifth birthday.

Only a few children remain at home during the EYFS, first attending school at the beginning of Year 1 (aged five+); the overwhelming majority of children attend some form of pre-school or nursery education, either full- or part-time. See 3.2.1. and 3.10.1. for further information.

Childcare

The Government has expressed a commitment to integrating early years education with pre-school childcare and out-of-school care (the care of pupils before and after school and during school holidays). The aim is to better meet the needs of children and their parents. In the late nineties, the first National Childcare Strategies (early education and daycare) were developed in England, Wales and Northern Ireland (DfEE, 1999d), (WO, 1998b), (DHSS and DENI, 1999). In England and Wales, the main aims of these strategies were to raise the quality of care, and to make childcare more affordable and more accessible by increasing places and improving information. The childcare strategy in Northern Ireland focused on the principles of inclusion, social justice, quality, affordability, flexibility, accessibility and partnership.

To take forward the Government's commitment to integrate early years education with pre-school childcare and out-of-school care, the then Department for Education and Skills (DfES) (now the Department for Children, Schools and Families - DCSF) established the Sure Start Unit in England in June 2003 (DfES and DWP, 2003). The Sure Start Programme set out to increase the availability of childcare for all children; improve health, education and emotional development for young children; and provide support to parents.

In addition, following the publication of the Green Paper 'Every Child Matters' (HM Treasury, 2003a), the Government passed the Children Act 2004 in November 2004 (see 2.3.1.). The Act aimed to develop more effective and accessible services focussing specifically on the needs of children, young people and families. To help meet this aim, it introduced a number of changes regarding both the planning and inspection of early education and childcare services.

The Act imposed a new statutory duty on all local authorities (LAs) to produce a single, overarching plan for all services affecting children and young people. These Children and Young People's Plans (CYPPs) replaced the Early Years Development and Childcare Plans, which LAs had formerly been required to produce on an annual basis. CYPPs were first published in April 2006 and are reviewed annually.

The 2004 Act also allowed for the creation of an integrated inspection framework and for inspectorates to carry out joint reviews of all children's services, including early years services, provided in an area. As a result, a new model for the inspection of nursery education in the voluntary and private sectors, and childcare, was introduced in April 2005. For further information, see section 9.4.2.1.1.

In December 2004, a ten-year strategy for childcare was published in the policy paper 'Choice for Parents, the Best Start for Children: a Ten Year Strategy for Childcare' (DfES et al, 2004b). Responsibility for the delivery of this strategy is shared between the UK Government in London and the devolved administrations in Wales and Northern Ireland. The key focuses of the strategy are choice and flexibility (to allow parents to balance work and family life); availability; quality; and affordability.

As part of this strategy, the Sure Start network of children's centres offering integrated early years education, childcare and related family support and health services has been further developed in England. These centres were initially established in the most disadvantaged areas. By March 2010, the Government will have reached its target of 3500 Sure Start Centres.

The Childcare Act 2006 introduced a range of provisions to integrate early years education and care and places additional duties on local authorities to secure childcare provision. See section 3.3.1. for further information.

In December 2007, the DCSF in England also launched the 'Children's Plan' (DCSF, 2007g), which set out the Government's vision for improving the lives of young people and the support available to families by 2020.

The Welsh Assembly Government published its own revised childcare strategy in 2005 (DfTE, 2005). See section 3.2.2. for further information.

The National Childcare Strategy for Northern Ireland 'Children First' was reviewed in 2005. The review gave recommendations that would inform any future childcare strategy, although no revised strategy has yet been produced. There are currently 32 Sure Start programmes in Northern Ireland. See section 3.2.3. for further information.

Children First: The Northern Ireland Childcare Strategy (DHSS and DENI, 1999)

Choice for Parents, the Best Start for Children: A Ten Year Strategy for Childcare (DfES et al, 2004b)

Every Child Matters (HM Treasury, 2003a)

Meeting the Childcare Challenge (DfEE, 1999d)

New Opportunities: Fair Chances for the Future (Cm. 7533) (Great Britain. Cabinet Office, 2009)

Next Steps for Early Learning and Childcare: Building on the 10-Year Strategy (HM Government 2009)

The Childcare Strategy for Wales: Childcare is for Children (DfTE, 2005)

The Children's Plan: Building Brighter Futures (Cm 7280) (DCSF, 2007g)

The National Childcare Strategy in Wales (WO, 1998b)

The Surestart Introductory Leaflet (DfES and DWP, 2003)

Department for Children, Schools and Families (DCSF)

Childcare Act 2006

Children Act 2004

Education Act 2002

School Standards and Framework Act 1998

3.2. Ongoing Debates and Future Developments

See the sub-sections which follow for further information: 3.2.1. for England; 3.2.2. for Wales; and 3.2.3. for Northern Ireland.

3.2.1. England

Childcare

In 2004, the then Department for Education and Skills (DfES) (now the Department for Children, Schools and Families – DCSF) published 'Choice for Parents, the Best Start for Children: a Ten Year Strategy for Childcare' (DfES et al, 2004b). The overall aim of the strategy is to provide parents with high quality, accessible and affordable childcare when and where they need it. Amongst the many targets outlined is the aim of increasing the early years entitlement for all three- and four-year-olds so that, eventually, all children in this age group will be able to benefit from 20 hours of state-funded pre-school education for 38 weeks each year. The Government has been working towards this target over a number of years. Increases in entitlement took place in 2004 and 2006 towards the current aim of all three- and four-year-olds receiving 15 hours of free early learning and childcare provision for 38 weeks each year by September 2010.

In January 2009, the Government published a five-year review of progress towards the commitments of the childcare strategy. 'Next Steps for Early Learning and Childcare' (HM Government, 2009) contains proposals:

- to improve support for parents, friends and relatives who care
- to extend the right to request flexible working to parents of all children aged 16 and under
- to further improve the availability of free early learning and childcare places

- to ensure that, by 2015, everyone working in early learning and childcare has a relevant qualification
- to improve information and financial support for parents.

The review stated that almost all children aged 3 and 4 are taking advantage of the offer of a free early learning place

Pre-school education

Following the Childcare Act 2006 (see 3.1. and 3.3.1.), the Early Years Foundation Stage (EYFS) was introduced in September 2008. The EYFS established a framework to support children's development from birth to the August after their fifth birthday. Previously, providers of care and education to under-fives followed standards set out in 'Birth to Three Matters' and in the National Curriculum guidance for the foundation stage (see 3.10.1. for further information). The EYFS is a single framework covering care, learning and development for children in all early years settings. There are four themes and principles underpinning the EYFS:

- a unique child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- positive relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- enabling environments – the environment plays a key role in supporting and extending children's development and learning.
- learning and development – children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

The EYFS Profile was also introduced in September 2008 (see section 3.12.). This is intended to provide a means of summing up each child's development and learning achievements at the end of the stage, and is based on practitioners' ongoing observation and assessments in the six areas of learning and development of the EYFS.

The Children's Workforce Development Council (CWDC) has recently developed national standards, set at graduate level, for those who work with children from birth to the end of the Early Years Foundation Stage (EYFS). Those who demonstrate these standards are awarded Early Years Professional Status (EYPS), which is equivalent in level to Qualified Teacher Status (QTS) (see 8.2.2.1.).

Further early years strategies

In December 2007, the DCSF launched the 'Children's Plan' (DCSF, 2007g) which sets out the Government's vision for improving the lives of young people and the support available to families by 2020. Key elements of the plan include:

- providing free childcare for many two-year-olds from disadvantaged families
- supporting parents to take a more active role in their children's education
- developing more effective links between schools and health, welfare and other community services
- building or renewing up to 3,500 playgrounds nationally.

Building on the Children's Plan, the Government introduced further policies in the January 2009 'New Opportunities' White Paper (Great Britain. Cabinet Office, 2009), including an extension of the offer of free learning and childcare places to 15 percent of the most disadvantaged two year olds in every local authority. The extended offer aims to provide:

- 10 or 15 hours of free, high-quality learning and childcare a week
- family support offering parents access to a range of activities, such as structured play with their child and parenting classes
- effective partnership working and outreach activity to engage families into childcare.

In December 2008, the Government, in consultation with an expert group composed of unions, representative organisations and those providing services, published the 2020 Children and Young People's Workforce Strategy (DCSF, 2008). This sets out the Government's vision that everyone who works with children and young people should be:

- ambitious for every child and young person
- excellent in their practice
- committed to partnership and integrated working
- respected and valued as professionals.

The first national 'Play Strategy' was also published in December 2008 (DCSF, 2008p). This sets out the Government's plans to improve and develop play facilities for children throughout the country. Based on extensive consultation with children and their parents, it aims to create safe, welcoming, interesting and free places to play in every residential community, and to give children and young people an active role in planning these areas.

The Government also provided extra funding for phonics training in early years settings and primary schools in the 2009/10 financial year, as part of its drive to ensure every child learns to read. It was intended that every local authority would have a specialist advisor to train and support early years practitioners and primary school teachers.

In January 2009, the Government also announced improvements to phonics training in early years settings and primary schools, as part of its drive to ensure every child learns to read. Every local authority will have a specialist advisor training and supporting early years practitioners and primary school teachers.

[2020 Children and Young People's Workforce Strategy \(DCSF, 2008\)](#)

[Choice for Parents, the Best Start for Children: A Ten Year Strategy for Childcare \(DfES et al, 2004b\)](#)

[New Opportunities: Fair Chances for the Future \(Cm. 7533\) \(Great Britain. Cabinet Office, 2009\)](#)

[Next Steps for Early Learning and Childcare: Building on the 10-Year Strategy \(HM Government 2009\)](#)

[The Children's Plan: Building Brighter Futures \(Cm 7280\) \(DCSF, 2007g\)](#)

[The Play Strategy \(DCSF, 2008p\)](#)

[Children's Workforce Development Council](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[Childcare Act 2006](#)

3.2.2. Wales

Over recent years, the Welsh Assembly Government has been working on plans to reform the pre-school curriculum. Following an initial consultation which took place in 2003, the National Assembly for Wales (NAFW) is introducing a statutory 'foundation phase', with a curriculum extending from the ages of three to seven years. In August 2004, the then Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) published a draft framework for the foundation phase (ACCAC, 2004a). This built on existing curricular guidance and outlined a system of learning based on well-structured play, practical activity and investigation. It also included a system of continuous assessment, based on assessment through observation. To support the phased introduction of the foundation phase, which began in September 2008, the statutory framework, the 'Framework for Children's Learning for 3- to 7-year-olds in Wales' (DCELLS, 2008c) was

published in early 2008. The statutory foundation phase is expected to be fully in place for all three- to seven-year-olds by the 2010-2011 school year; initial implementation is for the three to five age range (see 3.10.2.)

NB. ACCAC's responsibilities were taken over by the Department for Education, Lifelong Learning and Skills (now the Department for Children, Education, Lifelong Learning and Skills DCELLS) in April 2006.

The 'Flying Start' initiative, aimed at children from birth to three years, and which began in September 2006, includes a package of measures targeted specifically at children living in disadvantaged areas. Flying Start includes:

- free, centre-based childcare for two- to three-year-olds on a part-time basis
- health visitor support
- programmes designed to improve parenting skills
- an extension to the 'books for babies' initiative.

The programme targets the language, cognitive, social and emotional development of the children involved and also focuses on their physical health. Flying Start is provided either in integrated centres or in local primary schools.

[Framework for Children's Learning for 3 to 7-year-olds in Wales \(DCELLS, 2008c\)](#)

[The Foundation Phase in Wales: A Draft Framework for Children's Learning \(ACCAC, 2004a\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[National Assembly for Wales \(NAfW\)](#)

[Childcare Act 2006](#)

3.2.3. Northern Ireland

Following a 2004 review of pre-school education in Northern Ireland, the Department of Education (DE) confirmed that the focus of early years provision in Northern Ireland is integrated, family friendly services and early years support (from birth to four years of age).

A key initiative in the area is 'Sure Start' (see 3.13.). Sure Start centres in Northern Ireland are tailored to the individual communities in which they are based. They offer advice and support services to children aged up to four years and their parents, on issues as diverse as playing and learning, nutrition, behaviour and special needs. There are currently 32 Sure Start programmes in Northern Ireland.

Although there is no nationally prescribed curriculum for pre-school education in Northern Ireland, providers receiving government funding are expected to follow curriculum guidance issued by the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA, 2006). This curricular guidance for pre-school education was originally produced in 1997, and revised in 2006 to provide for progression to the new foundation stage of education in Northern Ireland – the first two years of primary education. See section 3.10.3. for further information.

[Curricular Guidance for Pre-School Education \(CCEA, 2006\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Northern Ireland Council for the Curriculum, Examinations and Assessment \(CCEA\)](#)

3.3. Specific Legislative Framework

See the following sub-sections: 3.3.1. for England, 3.3.2. for Wales, and 3.3.3. for Northern Ireland.

3.3.1. England

The School Standards and Framework Act 1998, as amended by the Education Act 2002, defines nursery education as full-time or part-time education suitable for children who have not attained compulsory school age (the term after a child's fifth birthday), whether provided at schools (normally nursery schools, nursery classes or reception classes in primary schools) or elsewhere. Other nursery provision may be made by voluntary or private bodies or groups of parents.

Prior to the introduction of the above Act, local authorities (LAs) only had to secure appropriate pre-school provision for children aged between two and five, who were identified as having special educational needs (SEN). The Act imposed a new statutory duty to ensure the provision of nursery education in their area, and to meet the needs of all resident children below statutory school age, but above an age specified in the regulations laid down under the Act. The LA does not have to provide the nursery places itself and the provision does not have to be full-time. The lower age limit was initially set at four years of age and later reduced to three.

To ensure the provision of pre-school education, the 1998 Act required LAs to set up early years development partnerships in their area. Such partnerships were expected to involve all pre-school education providers (including those from the private and voluntary sectors), who worked in collaboration with LAs. From April 1999, these partnerships also included local childcare partnerships to help plan and deliver both early education and childcare. Under the Education (Nursery Education and Early Years Development) (England) (Amendment) Regulations 2002, the partnerships were renamed Early Years Development and Childcare Partnerships (EYDCPs).

EYDCPs were obliged to submit Early Years Development and Childcare Plans to the respective education departments in England and Wales. These plans consisted of a statement of proposals outlining how LAs intended to work with voluntary groups, the private sector and employers to meet the statutory requirements for the provision of early years education and childcare.

Since 2003, the arrangements for the planning and delivery of pre-school education and childcare have been undergoing changes – this is linked to the Government's broader 'Every Child Matters' agenda which aims to develop more effective and accessible services focused on the needs of children, young people and families.

As a result, the Education (Nursery Education and Early Years Development) (England) (Amendment) Regulations 2003, which came into force in January 2004, removed the requirement for LAs in England to produce an Early Years Development and Childcare Plan. In its place, the Children Act 2004 introduced the Children and Young People's Plan (CYPP): a single, strategic, overarching plan for all services affecting children and young people. In accordance with the Children and Young People's Plan (England) Regulations 2005, as amended (by the Children and Young People's Plan (England) (Amendment) Regulations 2007), the first CYPPs were published in April 2006, and are reviewed annually.

Since October 1996, Ofsted (the Office for Standards in Education, Children's Services and Skills) has been inspecting publicly-funded nursery education for three- and four-year-olds provided by local authority day nurseries and private, voluntary and independent providers. In September 2001, following the introduction of the Care Standards Act 2000 (as amended by the Children Act 2004 and the Education Act 2005), Ofsted's Early Years Directorate also took over responsibility from local authorities, for registering and inspecting all providers of early years care and education including local authority day nurseries, independent and voluntary providers and home-based childminders. Ofsted assesses not only the quality of education but also the quality of childcare, including safety aspects. The Care Standards Act 2000 also introduced 14 national care standards against which all those involved in early years education and childcare in England were evaluated. The national care standards were first published in May 2001 and were amended to allow greater flexibility for providers in 2003 (DfES and Ofsted, 2003a). Since then, following the introduction of the Education Act 2005, a new model for the inspection of nursery education in the voluntary and private sectors, and for childcare, has been introduced. See section 9.4.2.1.1. for further information.

The Education Act 2002 also brought about significant changes regarding pre-school education in England. It introduced the foundation stage as a statutory part of the National Curriculum (the foundation stage began at the age of three and continued until the end of the reception class, children usually aged around five). It also formally established the foundation stage profile – a single, national scheme for monitoring young children’s progress, which took place at the end of the foundation stage. The foundation stage has now been replaced by the Early Years Foundation Stage (EYFS) and the foundation stage profile by the Early Years Foundation Stage Profile (EYFS Profile), see sections 3.10.1. and 3.12. respectively

The Childcare Act 2006 introduced a range of provisions, including improved access to free, quality early learning and care and early childhood services for all children under five, and places additional duties on local authorities to secure childcare provision. It also included provisions to reform the regulation and inspection regime for childcare and early years settings in England. The provisions include the establishment of an early years register for childcare for children up to the age of five and a register for childcare for children aged five and over (the Ofsted childcare register). See section 9.4.2.1.1. for further information.

[National Standards for Under 8s Day Care and Childminding \(DfES and Ofsted, 2003a\)](#)

[Care and Social Services Inspectorate Wales \(CSSIW\)](#)

[Estyn](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[Care Standards Act 2000](#)

[Childcare Act 2006](#)

[Children Act 2004](#)

[Children and Young People's Plan \(England\) \(Amendment\) Regulations 2007](#)

[Children and Young People's Plan \(England\) Regulations 2005](#)

[Education \(Nursery Education and Early Years Development\) \(England\) \(Amendment\) Regulations 2002](#)

[Education \(Nursery Education and Early Years Development\) \(England\) \(Amendment\) Regulations 2003](#)

[Education Act 2002](#)

[Education Act 2005](#)

[School Standards and Framework Act 1998](#)

3.3.2. Wales

In Wales, following the Children Act 2004, the four plans previously required by the statute (the Education Strategic Plan, the School Organisation Plan, the Behaviour Support Plan, and the Early Years Development and Childcare Plan) were replaced by a Single Education Plan. Since September 2008, each local authority in Wales has been required to produce a comprehensive and overarching Children and Young People's Plan similar to those introduced in England (see 3.3.1.).

Estyn (Her Majesty’s Inspectorate for Education and Training in Wales) inspects the educational aspects of provision in pre-school institutions in receipt of government funding. Inspection of the quality of care provided is the separate responsibility of the Care and Social Services Inspectorate Wales (CSSIW). See section 9.4.2.1.2. for further information.

The Education Act 2002 (see 3.3.1.) did not formally introduce the foundation stage in Wales, although it made provision for this to be done through a separate order. For information on the reform of early years education in Wales, see section 3.2.2.

The Childcare Act 2006 (see 3.3.1.) applies mostly to England, but also, in limited capacity to Wales. For example, it places a statutory duty on local authorities in Wales to secure sufficient childcare within their areas and to ensure that parents have access to adequate information on childcare and other children's services.

[National Standards for Under 8s Day Care and Childminding \(DfES and Ofsted, 2003a\)](#)

[Care and Social Services Inspectorate Wales \(CSSIW\)](#)

[Estyn](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[Care Standards Act 2000](#)

[Childcare Act 2006](#)

[Children Act 2004](#)

[Children and Young People's Plan \(England\) \(Amendment\) Regulations 2007](#)

[Children and Young People's Plan \(England\) Regulations 2005](#)

[Education \(Nursery Education and Early Years Development\) \(England\) \(Amendment\) Regulations 2002](#)

[Education \(Nursery Education and Early Years Development\) \(England\) \(Amendment\) Regulations 2003](#)

[Education Act 2002](#)

[Education Act 2005](#)

[School Standards and Framework Act 1998](#)

3.3.3. Northern Ireland

The Education (Northern Ireland) Order 1998 defines pre-school education as: education provided for a child (whether at a school or any other premises) at any time after he/she has attained the age of two years and before he/she has reached compulsory school age' (four years), 'other than in the reception class of a primary school'.

The provision of pre-school education in Northern Ireland is not a statutory requirement. However, in 1998, through the Pre-School Education Expansion Programme (DENI, 1998b), the Government set a target to provide one year of pre-school education for every child whose parents wanted it. The programme initially targeted children from socially disadvantaged circumstances and the oldest children in the pre-school cohort. It is now completed as the target for the expansion of provision has been met. Since the 2003/04 school year, free part-time places have been available for all children in their immediate pre-school year whose parents want them.

The Education (Northern Ireland) Order 1998 also introduced the requirement for Education and Library Boards (ELBs) to submit Pre-school Education Development Plans to the Department of Education (DE) (Northern Ireland). The plans are expected to detail how ELBs provide pre-school education for children resident in the local area. ELBs are also expected to establish partnerships (Pre-School Education Advisory Groups – PEAGs), comprising providers of pre-school education in all sectors (statutory, voluntary, private,

integrated and Irish-medium). Such partnerships collaborate on pre-school education provision and promotion of good practice.

[Investing in Early Learning \(DENI, 1998b\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Education \(Northern Ireland\) Order 1998](#)

3.4. General Objectives

In the late 1990s, the, then, Qualifications and Curriculum Authority (QCA) in England and the, then, Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) each developed goals for pre-school learning. These emphasised early literacy, numeracy and the development of personal and social skills. They remain the focus of the Early Years Foundation Stage (EYFS) framework in England, and the 'foundation phase' of education in Wales, which were introduced in September 2008. For further information, see 3.10.1. and 3.10.2. respectively.

NB. ACCAC's responsibilities were taken over by the Department for Education, Lifelong Learning and Skills (now the Department for Children, Education, Lifelong Learning and Skills, DCELLS) in April 2006, and the Qualifications and Curriculum Authority (QCA) became the Qualifications and Curriculum Development Agency (QCDA) in 2009.

The Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA), under the aegis of the Department of Education (DE) (Northern Ireland), produced the initial curricular guidance for pre-school education in 1997. This was revised in 2006 to provide for progression to the new foundation stage of education in Northern Ireland – the first two years of primary education. The overarching aim of the guidance is to help raise standards in all pre-school settings by providing children with a holistic and engaging pre-school curriculum based on opportunities for learning through play. See section 3.10.3. for further information.

The Governments in England, Wales and Northern Ireland also set targets, in the the late 1990s, to significantly increase the availability of pre-school places. In England and Wales, all three- and four-year-olds are currently entitled to a free part-time pre-school place. Similar provision is available to all children in their immediate pre-school year (age three) in Northern Ireland.

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Northern Ireland Council for the Curriculum, Examinations and Assessment \(CCEA\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

3.5. Geographical Accessibility

Until the end of the 1990s, the geographical distribution of publicly-funded provision for children below compulsory school age varied greatly from one area to another. However, since the introduction of the School Standards and Framework Act 1998, every local authority (LA) in England and Wales has had a statutory duty to ensure the provision of pre-school education in its area (see section 3.3.1.).

Local authorities (in England and Wales), and Education and Library Boards (ELBs) in Northern Ireland, along with their partner organisations (Pre-school Education Advisory Groups in Northern Ireland), plan provision locally and are expected to pay particular attention to provision in rural and disadvantaged areas. Places should be reasonably accessible to where children live and, when appropriate, to where their parents work.

Since 1st April 2008, local authorities in England have had an additional duty to secure sufficient childcare to enable parents to work, or to undertake education and training leading to work. This duty was introduced under the provisions of the Childcare Act 2006 (see section 3.3.1.).

The Childcare Act 2006 also contains provisions that apply specifically to Wales, which include placing a statutory duty on local authorities to provide sufficient childcare in their area. This takes forward the objective of the Childcare Strategy ('Childcare is for Children', DfTE, 2005) to ensure that childcare is widely available. In England and Wales, the Education Act 1996, as amended by the School Standards and Framework Act 1998, also gives LAs the power to provide assistance with transport to children receiving nursery education otherwise than at school. However, the LA may make assistance conditional upon the child's parent or nursery education provider making a contribution to the cost.

[The Childcare Strategy for Wales: Childcare is for Children \(DfTE, 2005\)](#)

[Childcare Act 2006](#)

[Education Act 1996](#)

[School Standards and Framework Act 1998](#)

3.6. Admission Requirements and Choice of Institution/Centre

In England, Wales and Northern Ireland, pupil participation in pre-school education is voluntary.

There is no general entitlement to pre-school education for children under the age of three, although parents can choose to pay for childcare using privately-run day nurseries, childminders or nannies.

For children aged three and over, free, part-time provision is available from a broad range of providers of early years education and care, from the maintained (fully government-funded), private and voluntary sectors. Maintained provision can take the form of nursery schools, nursery classes and reception classes within primary schools. Nursery schools and classes normally admit children from the age of three years in England and Wales, and two years in Northern Ireland, depending on the admissions policy and the number of places available. Further information regarding the age at which pupils move on to primary school is provided in sections 2.5. and 2.4.1.

See the sub-sections which follow for further information: 3.6.1. for England and Wales, and 3.6.2. for Northern Ireland.

3.6.1. England and Wales

In England and Wales, parents have a right to express a preference for a particular nursery institution for their child. Parents initially look to the local authority (LA) for guidance on the places available locally. Under the School Standards and Framework Act 1998, LAs have a duty to ensure sufficient provision of pre-school education in their area for children (see 3.3.1. for further details). These may be places in nursery education provided directly by the LA, or in other institutions in the voluntary or private sector. Since April 2004, free part-time places have been available for all three- and four-year-olds whose parents want one.

In cases where, in individual institutions, demand for places exceeds availability, institutions follow their admissions policy. LAs and school governing bodies are free to make their own admissions policies for nursery schools, and nursery classes and reception classes in primary schools. However, the Department for Children, Schools and Families (DCSF) and the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS) recommend that, in deciding on admissions policies to nursery schools and classes, priority is given to children with special educational needs (SEN), and to children from socially and economically deprived families. Parents may choose to send their children to private or voluntary run pre-schools, which also set their own admissions policies.

In England, the, then, DfES (now DCSF) produced a statutory 'Code of Practice on the Provision of Free Nursery Education Places for Three- and Four-Year-Olds' (DfES, 2006) for local authorities.

[A Code of Practice on the Provision of Free Nursery Education Places for Three- and Four-Year-Olds \(DfES, 2006\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[School Standards and Framework Act 1998](#)

3.6.2. Northern Ireland

In Northern Ireland, in accordance with the provisions of the Education (Northern Ireland) Order 1998, each Education and Library Board (ELB) makes arrangements for the parent of a child resident in the area of the ELB, to apply for the (full- or part-time) admission of the child to pre-school education at a school if he/she wishes to do so. The Education and Libraries (Northern Ireland) Order 2003 also imposes a requirement for parents to express, in order of preference, the nursery schools or classes they wish their child to attend. Since the 2004/05 school year, schools have had to comply with parental preference as far as their enrolment numbers allow. The child must have reached the age of two years, but not have attained the lower limit of compulsory school age (see 2.5.). The number of full- and part-time places at a school is determined by the Department of Education (DE) (Northern Ireland).

Education and Library Boards in Northern Ireland must publish the arrangements for the admission of children to pre-school education at each school in their area. Schools must publish criteria detailing how admissions decisions will be made in cases where applications exceed the number of places available. Guidance recommends that all grant-aided (publicly-funded) nursery schools and classes give preference, through their admissions criteria, to the oldest children in the final pre-school year; children from socially disadvantaged circumstances; and children with special educational needs. Circular 2009/05 (DE, 2009) provides full details of the pre-school admissions criteria in Northern Ireland.

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Education \(Northern Ireland\) Order 1998](#)

[Education and Libraries \(Northern Ireland\) Order 2003](#)

3.7. Financial Support for Pupils' Families

Parents of children below compulsory school age in maintained schools (either nursery schools, or nursery classes or reception classes in maintained primary schools) cannot be charged fees.

Many children below compulsory school age are enrolled in private and voluntary pre-school and childcare institutions which do charge fees.

The Government continues to expand and develop publicly-funded early years education by cooperation with the private and voluntary sectors. As a result, all three- and four-year-olds in England and Wales are now eligible for a free part-time nursery education place and, in Northern Ireland, all children in their immediate pre-school year (aged three to four) have a similar entitlement. Parents have to pay for childcare provision for children under the age of three and, if they choose, for additional childcare provision in addition to the free part-time provision described above.

In England, for example, providers of early years education in the publicly-funded, private and voluntary sectors receive funding from the Government for free nursery education places, subject to meeting the statutory requirements set out in the Code of Practice on the Provision of Free Nursery Education Places

(DfES, 2006). All free nursery education places are funded through the Dedicated Schools Grant (DSG). This is a grant from central government to local authorities (LAs), which LAs must spend on schools, other local delivery partners, and other schools-related provision. The basic grant is allocated to local authorities based on a guaranteed unit of funding for each three- or four-year-old in the authority, regardless of the setting they attend. This funding is then allocated to individual pre-school providers by the local authority. Further amounts may also be payable to local providers dependent on the LA's local circumstances. Further information on funding is provided in section 2.8.1. and on the Dedicated Schools Grant in section 2.8.2.1.1..

A range of additional financial support is available to help some parents with early education and childcare costs. Such benefits target, in particular, parents who are very young, those who are students, those who are lone parents, those who are entering training or work, and those already in work who want to use childcare. Some employers also provide assistance towards the early years education and childcare costs of employees.

[A Code of Practice on the Provision of Free Nursery Education Places for Three- and Four-Year-Olds \(DfES, 2006\)](#)

3.8. Age Levels and Grouping of Children

In England, Wales and Northern Ireland, there is no specific entitlement to pre-school education for children under the age of three, although parents can choose to pay for childcare for such children using privately-run day nurseries, childminders or nannies.

Children in nursery schools and nursery classes are normally aged between three and five years in England and Wales, and three and four years in Northern Ireland. They may be grouped according to age, depending on the number of pupils and the size of the classes. See the sub-sections which follow for further information: 3.8.1. for England and Wales, and 3.8.2. for Northern Ireland.

3.8.1. England and Wales

Until recently (see below), there were no legal requirements concerning the number of adults per child needed in a nursery class in a maintained school in England and Wales. The guidance on the Children Act 1989 (DoH, 1991) and DES Circular 2/73 (DES, 1973) recommended a minimum of two members of staff for every 26 children in nursery classes of maintained primary schools or in nursery schools, and a minimum of two members of staff for every 20 children where the teacher has other administrative duties to perform (for example, where he/she is also the headteacher). In both cases, one member of staff should be a qualified teacher and the other a qualified nursery assistant. Similar guidance applied to private nursery schools.

For day nurseries and playgroups, the Department of Health, with the approval of the then Department for Education and Skills (DfES) (now the Department for Children, Schools and Families, DCSF), recommended, in its advice on the Children Act 1989, a staffing ratio of one adult per four children in the two- to three-year-old age group and one adult per eight children in the three- to five-year-old age range.

In addition, the School Standards and Framework Act 1998 set the class size limit for reception classes (and key stage 1) at 30 children.

In **England**, the Early Years Foundation Stage (EYFS) (see section 3.2.1.), which came into force in September 2008, did, however, introduce new legal requirements for ratios of adults to children. These vary depending on the age of children, the type of early years setting, and the levels of qualification held by staff. The ratio requirements of all registered providers for children aged up to three in group settings are:

- one adult for every three children under two years of age
- one adult for every four two-year-olds.

The ratio requirements of all registered providers for three- and four-year-olds in any registered early years provision are:

- one adult for every eight children. This applies outside the hours of 8am and 4pm and at any time where a person with Qualified Teacher Status (QTS) early years professional status or another qualification of the same level (level 6) is not working directly with children. At least one member of staff must hold a full relevant level 3 qualification and at least half of all other staff must hold a full and relevant level 2 qualification (as defined by the Children's Workforce Development Council – CWDC).
- One adult for every 13 children. This applies between the hours of 8am and 4pm where a person with Qualified Teacher Status, early years professional status or another suitable level 6 qualification is working directly with children. At least one member of staff must hold a full and relevant level 2 qualification (as defined by CWDC).

Nursery Education (Circular 2/73) (DES, 1973)

The Children Act: Guidance and Regulations, Volume 2 (DoH, 1991)

Children's Workforce Development Council

Department for Children, Schools and Families (DCSF)

Department of Health

Children Act 1989

School Standards and Framework Act 1998

3.8.2. Northern Ireland

The recommended ratio of staff to pre-school children in grant-aided schools in Northern Ireland is two members of staff to 26 children in full-time attendance; one member of staff must be a qualified teacher, the other a qualified nursery assistant. Pre-school settings in Northern Ireland are also expected to ensure that there are at least eight children in teaching groups in the year immediately prior to compulsory primary education (three to four years of age), regardless of whether the place is government funded. This is because it is considered important for children in pre-school education to learn and play as part of a group of reasonable size.

Staffing requirements in voluntary and private settings involve a staff:child ratio of 1:8.

3.9. Organisation of Time

See the sub-sections which follow: 3.9.1. for organisation of the year and 3.9.2. for the weekly and daily timetable.

3.9.1. Organisation of the Year

In England, under the arrangements for the payment of government funding for free part-time, pre-school places for three- and four-year-olds, early years providers should offer all eligible children nursery education sessions for a minimum of 38 weeks of the year. This was increased on 1 April 2006 from the previous requirement of 33 weeks each year.

Providers in the maintained sector (nursery schools, and nursery classes and reception classes primary schools) tend to follow the same terms as primary schools, and are therefore open for 38 weeks of the year, Monday to Friday. Typically, the year runs from September to July and is usually divided into three terms. Day nurseries are typically open all year round.

The organisation of the year is similar in Wales and Northern Ireland. In Wales, all three- and four-year-olds whose parents would like one, have an entitlement to free, part-time provision, whilst in Northern Ireland, all

children in their immediate pre-school year (aged three to four) who want it, receive free provision for 38 weeks during the period September to June.

3.9.2. Weekly and Daily Timetable

In England, early years providers receiving government funding for free part-time, pre-school places for three- and four-year-olds are required to offer all eligible children a minimum of five sessions of nursery education each week for 38 weeks of the year, although parents may choose to take up fewer than five sessions if they wish. Each session of free nursery education should be at least two-and-a-half hours in length. Some local authorities currently offer 15 hours of free early education a week, and all local authorities will be required to do so from September 2010. This will be delivered flexibly over a minimum of three days.. In the longer term, the aim is for all children in this age group to benefit from 20 hours of state-funded pre-school education for 38 weeks each year.

Many providers offer longer hours than the minimum required by government funding. Most publicly-funded pre-school providers, such as nursery schools and classes, offer a core day running from around 9:00 am to 3:30 pm. Many other providers, such as day nurseries for example, are typically open all day from 8am until 6pm. Parents (especially those in employment) may choose to pay fees in addition, so that their child can stay for longer than the weekly provision offered through government funding.

The organisation of the weekly and daily timetable is similar in Wales and Northern Ireland.

In Northern Ireland, all children in their immediate pre-school year (aged three to four) who want it, receive free provision for 38 weeks during the period September to June, five days each week (Monday to Friday), and for at least two-and-a-half hours each day. The Education (Northern Ireland) Order 1998 defines full-time pre-school education as at least four hours and 30 minutes each school day, and part-time as less than this, but at least two hours and 30 minutes each school day. Only statutory nursery schools and nursery units attached to primary schools are currently allowed to admit full-time pupils. Voluntary or private sector providers receiving government funding to offer provision to three- to four-year-olds are funded only to offer part-time provision.

As in England, many providers in Wales and Northern Ireland are also open for longer hours than the funded minimum.

[Education \(Northern Ireland\) Order 1998](#)

3.10. Curriculum, Types of Activity, Number of Hours

See the sub-sections which follow: 3.10.1. for England, 3.10.2. for Wales and 3.10.3. for Northern Ireland.

3.10.1. Curriculum: England

Until 2002, the provisions of the National Curriculum did not apply to pre-school education in England. The early learning goals, which were first introduced in September 2000 to replace the previous curriculum guidelines for this phase (known as the desirable learning outcomes), formed a key part of the recommended curricular guidance for early years providers in receipt of government funding, but were not compulsory. This changed when the Education Act 2002 extended the National Curriculum to pre-school education and made the early learning goals a statutory requirement for those providers receiving government funding.

The early learning goals formed an integral part of the foundation stage (three- to five-year-olds) and covered the following six areas of development (QCA, 2000):

- personal, social and emotional development (including 'dispositions and attitudes', 'social development' and 'emotional development')

- communication, language and literacy, combining 'language for communication and thinking', 'linking sounds and letters', 'reading' and 'writing'
- mathematical development comprising 'numbers as labels and for counting', 'calculating' and 'shape, space and measures'
- knowledge and understanding of the world
- physical development
- creative development.

The above early learning goals and the foundation stage were replaced in September 2008 by the Early Years Foundation Stage (EYFS) framework (DCSF, 2008w). This promotes an integrated approach to care and education and forms a single framework of curricular requirements from birth to age five. It unifies previous welfare and early learning frameworks and requires every registered provider to support children's learning.

The framework is designed to ensure that children:

- receive the same high quality care and education regardless of their background or the type of setting they attend
- are safe and well cared for
- have their individual needs met
- experience a range of play-based activities appropriate to their age, helping them to develop physically, intellectually, socially and emotionally.

The EYFS brings together and builds on the previous 'National Curriculum for the foundation stage' (see above) and 'Birth to Three Matters' (the framework relating to very young children). It has the same legal status as the foundation stage under the National Curriculum. The framework includes 69 goals, which establish expectations for children to reach by the end of the stage (aged five). These goals cover six areas:

- personal, social and emotional development
- communication, language and literacy
- problem-solving, reasoning and numeracy
- knowledge and understanding of the world
- physical development
- creative development.

Guidance on the EYFS is provided (DCSF, 2008m).

The headteacher and staff decide on the timetable, as well as on matters such as classroom organisation. The time to be spent on each area of learning is not prescribed.

[Curriculum Guidance for the Foundation Stage \(QCA, 2000\)](#)

[Practice Guidance for the Early Years Foundation Stage \(DCSF, 2008w\)](#)

[Statutory Framework for the Early Years Foundation Stage \(DCSF, 2008m\)](#)

[Education Act 2002](#)

3.10.2. Curriculum: Wales

The introduction of a new statutory 'foundation phase' of education in Wales, for three- to seven-year-olds, began in September 2008. As a result, the pre-school curriculum and the curriculum for key stage 1, (five- to seven-year-olds) are being reformed. The new curriculum for the foundation phase (DCELLS, 2008c) offers a continuum of learning for children from the ages of three to seven. It is based on the Qualifications, Curriculum and Assessment Authority for Wales' (ACCAC's) original desirable learning outcomes for pre-school education, as revised in 2000 (see below), and on the programmes of study of the previous National Curriculum for key stage 1 (see 4.10.1.1.2.).

The curriculum for the foundation phase contains seven 'Areas of Learning' (AOLs). These are:

- personal and social development and well-being
- language, literacy and communication
- mathematical development
- bilingualism and multicultural understanding
- knowledge and understanding of the world
- physical development
- creative development.

The foundation phase is being implemented over four years as follows:

- 1 September 2008 for all 3- to 4-year-olds
- 1 September 2009 for all 4- to 5-year-olds
- 1 September 2010 for all 5- to 6-year-olds
- 1 September 2011 for all 6- to 7-year-olds.

This phased introduction means, for example, that, in the 2009/10 school year, 3- to 5-year-old children are experiencing the foundation phase curriculum based on the seven Areas of Learning above, whereas 5- to 7-year-olds are still following the National Curriculum requirements for key stage 1.

As in England, the time to be spent on each area of learning is not prescribed. The headteacher and staff decide on the timetable and classroom organisation.

Previous curricula

The desirable learning outcomes were the six key areas of learning or areas of experience which formed the basis of curricular guidance for pre-school education in Wales until the introduction of the foundation phase. They were non-statutory and were first drawn up by the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) in 1996. Following the 2000 review of the National Curriculum in Wales, they were republished in 2000 (ACCAC, 2000f). The six areas of experience outlined were complementary to the National Curriculum and aimed to facilitate children's entry to the statutory requirements of the National Curriculum when they reached five years old.

NB. ACCAC's responsibilities were taken over by the, then, Department for Education, Lifelong Learning and Skills (now the Department for Children, Education, Lifelong Learning and Skills – DCELLS) in April 2006.

[Framework for Children's Learning for 3 to 7-year-olds in Wales \(DCELLS, 2008c\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

3.10.3. Curriculum: Northern Ireland

No nationally prescribed curriculum exists for children from birth to three in Northern Ireland. However, early years providers for children aged three and above who receive government funding are expected to follow curriculum guidance issued by the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This curricular guidance for pre-school education was originally produced in 1997. A revised version was published in 2006.

The 'Curricular Guidance for Pre-School Education' (CCEA, 2006) was revised to provide for progression to the new foundation stage of education in Northern Ireland and the start of compulsory education. Children in the first two years of primary school (aged four to six years) are now in the foundation stage. The foundation stage places an emphasis on establishing children's attitudes to school and developing their personal skills. In addition, there is a strong emphasis on play-based learning and social and emotional development (see section 4.2.3. for further information).

The revised (2006) pre-school curricular guidance states that all children should have the opportunity to follow a pre-school curriculum that enables them to make appropriate progress in learning and to achieve

their full potential. It is expected that children should experience the pre-school curriculum in a holistic and engaging way, with opportunities for play, and that they will use a range of ICT resources to motivate them and enhance their learning across the following six areas:

- the arts
- personal, social and emotional development
- physical development and movement
- language development
- early mathematical experiences
- the world around us.

The overarching aim of the guidance is to help raise standards in all pre-school and early years settings.

As in England and Wales, the time to be spent on each area of the curriculum is not prescribed. The headteacher and staff decide on the timetable, as well as matters such as classroom organisation.

[Curricular Guidance for Pre-School Education \(CCEA, 2006\)](#)

[Northern Ireland Council for the Curriculum, Examinations and Assessment \(CCEA\)](#)

3.11. Teaching Methods and Materials

In all pre-school settings which receive government funding, the headteacher and staff are free to decide on teaching methods and on teaching materials, which they purchase from their budget.

In England and Wales, local authorities (LAs) may give advice about the organisation of teaching and the teaching programme, but have no powers to impose teaching methods. In Northern Ireland, Education And Library Boards (ELBs) have a similar role to local authorities in England and Wales.

3.12. Evaluation of Children

England

Until 2002, no regulations specifically governed the assessment of performance of nursery pupils in England, although the, then, Qualifications and Curriculum Authority (QCA) (now the Qualifications and Curriculum Development Agency (QCDA)) strongly recommended the monitoring of each child's progress as good practice. This changed when the Education Act 2002 formally established the foundation stage and brought in the foundation stage profile.

In September 2008, a new Early Years Foundation Stage (EYFS) came into force, and the foundation stage profile became the Early Years Foundation Stage Profile (EYFS Profile). The EYFS Profile sets standards for development, learning and care of children from birth to age five, replacing earlier frameworks such as 'Curriculum Guidance for the Foundation Stage', 'Birth to Three Matters' and 'National Standards for under 8s Daycare and Childminding'.

The Early Years Foundation Stage Profile Handbook, produced by the, then, QCA, sets out how early years practitioners should assess each child's development in relation to the statutory early learning goals or 'areas of learning' (see 3.10.1.) by accumulating observations and knowledge of the whole child (QCA, 2008c). The EYFS Profile is intended to provide a means of summing up each child's development and learning achievements at the end of the EYFS. Practitioners' observations of children's achievement across the six areas of learning are measured against a nine-point scale. Points 1-3 are the 'stepping stones' that describe a child's progress towards the early learning goals; points 4-8 represent attainment within the early learning goals; and point 9 represents attainment beyond the early learning goals.

See sections 3.2.1. and 3.10.1. for further information.

Wales and Northern Ireland

In Wales and Northern Ireland, there are no statutory requirements for early years practitioners to assess children during pre-school education, although curricular guidance promotes the monitoring of children's progress as good practice. In Wales, new guidelines have produced in conjunction with the introduction of the statutory foundation phase in September 2008 (see 3.10.2). Both 'Observing Children' (DCELLS, 2008g) and the 'Foundation Phase Child Development Profile Guidance' (DCELLS, 2009a) support practitioners in their observation of children, recommending that:

- observations and evaluations undertaken throughout the year should result in an overall judgement on children's progress, which should be recorded at least once a term or on transfer if a child moves to another setting/school (DCELLS, 2009a).

It is also of note that baseline assessment continues to be carried out on a statutory basis on entry to primary education in Wales. For further information, see section 4.12.2.1.

The curricular guidance for Northern Ireland (CCEA, 2006) stresses the need for careful planning to meet the needs of individual children and ensure their progress. It is also considered important for parents to be kept fully informed about the curriculum and their child's development.

[Curricular Guidance for Pre-School Education \(CCEA, 2006\)](#)

[Foundation Phase Child Development Profile: Guidance \(DCELLS, 2009a\)](#)

[Observing Children \(DCELLS, 2008g\)](#)

[The Early Years Foundation Stage Profile Handbook \(QCA, 2008c\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

[Education Act 2002](#)

3.13. Support Facilities

Providers of early education and childcare in receipt of government funding are required to have a special educational needs (SEN) policy which promotes inclusion and covers admissions. They must also have a Special Educational Needs Coordinator (SENCO) (see 8.5.1.) and must have regard to the SEN Code of Practice. The Code states that, where a child is not considered to be making 'adequate progress', that is the progress which he or she can reasonably be expected to achieve, providers are required to take the necessary action to enable him/her to learn more effectively (DfES, 2001d). For further information on the SEN Code of Practice, see section 10.5.1.1.

In addition, under the Sure Start Programme, the Department for Children, Schools and Families (DCSF) is developing a network of children's centres offering integrated early years education, childcare and a range of related support services in England. Amongst others, these include family support, child and family health services, childminding and antenatal services. The centres were initially established in the most disadvantaged areas. By March 2010, the Government expects to have reached its target of 3500 Sure Start Centres country-wide. The Government is rolling out a number of new programmes in these children's centres, including new Child Development Grants to encourage disadvantaged parents to make use of the services available.

In Wales, the 'Flying Start' initiative for children from birth to three years includes a package of measures specifically for children in disadvantaged areas, and also aims to increase the support available to parents, for example, from health visitors.

A 'Sure Start' initiative is also in place in Northern Ireland. See section 3.2.3. for further information.

Special Educational Needs Code of Practice (England) (DfES, 2001d)

Department for Children, Schools and Families (DCSF)

3.14. Private Sector Provision

Private provision at this stage may take the form of day nurseries, privately run nursery schools and nursery classes in independent schools.

In recent years, the division between public and private provision at this level of education has become less distinct. Publicly-funded early years education has been expanded and developed by co-operation with the private and voluntary sectors, which receive government funding, subject to meeting certain conditions and requirements. These conditions in England, for example, set out the minimum length and number of sessions, the inspection arrangements and the support for children with special educational needs (SEN), which the provider of early years education must offer (DfES, 2006).

Under the Care Standards Act 2000 (as amended by the Children Act 2004 and the Education Act 2005), private nursery schools and day nurseries must be registered with Ofsted (the inspectorate for children and learners) (in England) or the Care and Social Services Inspectorate Wales (CSSIW) (in Wales). In addition, the mandates of Ofsted (in England) and Estyn, Her Majesty's Inspectorate for Education and Training (in Wales), have been broadened to include an early years inspectorate, which inspects maintained and publicly-funded private early years education and, in England, childcare provision. See 9.4.2.1.1. for further information. In Northern Ireland, all private providers of pre-school education receiving government funding are inspected by the Education and Training Inspectorate (ETI). To receive funding, they must be inspected regularly and meet the required quality standards. See 9.4.2.1.3. for further information.

See sections 3.8.1. and 3.8.2. for recommendations regarding staffing ratios.

[A Code of Practice on the Provision of Free Nursery Education Places for Three- and Four-Year-Olds \(DfES, 2006\)](#)

Care and Social Services Inspectorate Wales (CSSIW)

Education and Training Inspectorate (Northern Ireland)

Estyn

Ofsted - Office for Standards in Education, Children's Services and Skills

Care Standards Act 2000

Children Act 2004

Education Act 2005

3.15. Organisational Variations and Alternative Structures

There are a broad range of providers of pre-school education from the maintained, private and voluntary sectors. Today, the majority of providers in all sectors receive some government funding (subject to meeting certain requirements) and are generally considered to offer mainstream provision. The different alternatives available have therefore already been discussed in other sections of this chapter.

The government funding received by providers only applies, however, to three- and four-year-olds in England and Wales and to three-year-olds in Northern Ireland (where compulsory education begins at age

four). Many providers also offer non-government funded provision for children below these ages. Day nurseries, for example, typically accept children from the age of three months.

In Wales, nursery education is also offered in the voluntary sector through the medium of Welsh by Mudiad Ysgolion Meithrin (MYM - the Association of Welsh-medium Playgroups). Provision offered by MYM includes parent and child groups for children from six months to school age, and playgroups for children aged two-and-a-half and over. MYM also produces resources for those working in the Welsh-medium pre-school sector.

Similarly, Irish-medium nursery education is available in Northern Ireland in the grant-aided, voluntary and private sectors. It is mainly directed at children (aged two to four) from English-speaking homes, whose parents are considering primary education through the medium of Irish for their children.

Mudiad Ysgolion Meithrin

3.16. Statistics

England

Number of three- and four-year-olds benefiting from some free early education, January 2009

Type of provider	Percentage of the three- and four-year-old population
Private and voluntary providers*	37
Independent schools	3
Maintained nursery and primary schools	57
All providers	97

*Includes some [local authority day nurseries](#) registered to receive funding.

Source: Table 1 of Department for Children, Schools and Families (DCSF) (2009). *Provision of Children Under Five Years of Age in England: January 2009* (online). Available: <http://www.dcsf.gov.uk.rsgateway/DB/SFR/s000848/index.shtml> (10/03/10)

Wales

Statistics on maintained nursery schools, January 2009

Number of local authority maintained nursery schools	28
Number of full-time maintained nursery pupils	485
Number of part-time maintained nursery pupils	1,306
Number of full-time equivalent maintained nursery teachers	74
Pupil-teacher ratio in maintained nursery schools	15.4

Source: Table 1 of Welsh Assembly Government (WAG) (2009). *Statistical First Release SDR 99/2009* (online). Available: <http://wales.gov.uk/docs/statistics/2009/090701sdr992009en.pdf?lang=en> (10 March, 2010)

Northern Ireland

Number of pre-school educational establishments 2008/09

Type of establishment	Number of establishments
Voluntary and private pre-school education centres*	358
Nursery schools – Controlled schools	65
Nursery schools – Catholic Maintained (see 2.1.2.)	33

*Voluntary and private centres funded under the Pre-School Education Expansion Programme, which began in 1998/99.

Source: "Number of Educational Establishments in Northern Ireland by Management Type" in Department of Education (DE) (2010). *Schools and Pupils in Northern Ireland 1991/92 to 2009/10* (online). Available: http://www.deni.gov.uk/index/32-statisticsandresearch_pg/32-statistics_and_research_statistics_on_education_pg/32_statistics_and_research-numbersofschoolsandpupils_pg/32_statistics_and_research-northernirelandsummarydata_pg.htm (10 March, 2010)

Number of pupils attending pre-school educational establishments 2009/10

Type of establishment	Number of pupils	
Voluntary and private pre-school education centres*	6,744	
Nursery schools	Full-time	3,996
	Part-time	1,861
Total nursery schools	5,857	
Primary schools – nursery class pupils	Full-time	4,494
	Part-time	3,800
Total primary school nursery class pupils	8,294	

*Voluntary and private centres funded under the Pre-School Education Expansion Programme, which began in 1998/99.

Source: "Number of Pupils attending Educational Establishments in Northern Ireland by School Type" in Department of Education (DE) (2010). *Schools and Pupils in Northern Ireland 1991/92 to 2009/10* (online). Available:http://www.deni.gov.uk/index/32-statisticsandresearch_pg/32-statistics_and_research_statistics_on_education_pg/32_statistics_and_research-numbersofschoolsandpupils_pg/32_statistics_and_research-northernirelandsummarydata_pg.htm (10 March, 2010)

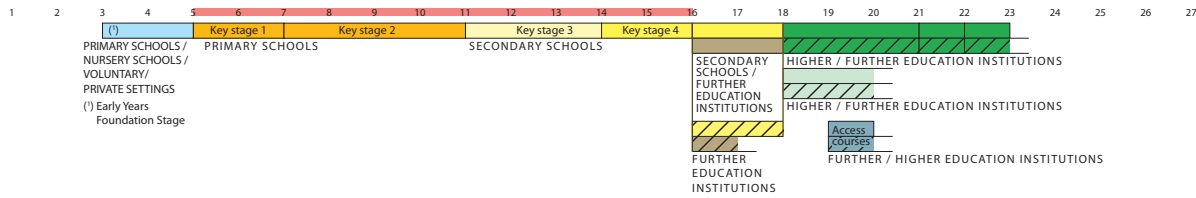
Provision for Children Under Five Years of Age in England: January 2009 (DCSF, 2009g)

Schools and Pupils in Northern Ireland 1990/91 to 2009/10 (DE, 2010b)

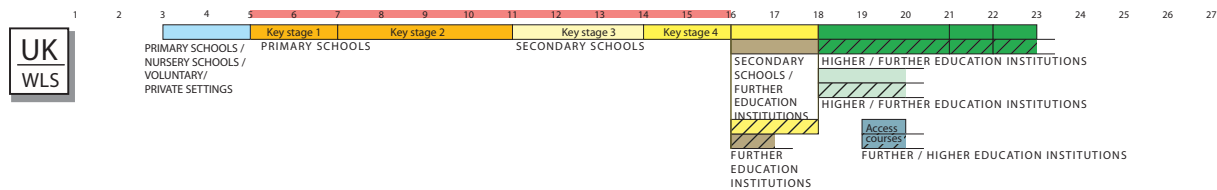
Statistical First Release SDR 115/2008 (WAG, 2008i)

4. Primary Education

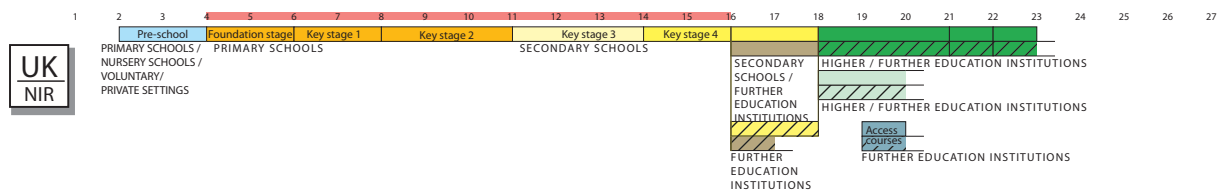
Organisation of the education system in the United Kingdom (England), 2009/10



Organisation of the education system in the United Kingdom (Wales), 2009/10



Organisation of the education system in the United Kingdom (Northern Ireland), 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0 ISCED 1 ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	Study abroad

Source: Eurydice.

Primary education generally covers pupils who have reached, or are approaching, compulsory school age (five in England and Wales, four in Northern Ireland), up to the age of 11. Many children in England and Wales start in the reception class of primary school at age four.

4.1. Historical Overview

Elementary education provided by voluntary bodies became increasingly widespread throughout the nineteenth century. The Elementary Education Act 1870 provided for the creation of School Boards, which could set up new 'board schools' in areas where existing voluntary provision was insufficient. This marked a significant turning-point in state participation in education.

Until the introduction of the Education Act 1996, the Education Act 1944 provided the basis of legislation affecting primary education in England and Wales. Legislation relating to schools passed between 1944 and 1996 was consolidated into and superseded by the 1996 Act, although this Act did not change the substance of the law. The School Standards and Framework Act 1998, the Education Act 2002 and the Education and Inspections Act 2006 have introduced additional provisions which affect primary schools.

The Education Act (Northern Ireland) 1947 introduced legislation similar to the 1944 Education Act in England and Wales. Important reforms, in the main, mirroring reform in England and Wales, were introduced by the Education and Libraries (Northern Ireland) Order 1986, the Education (Northern Ireland) Order 1987, the Education Reform (Northern Ireland) Order 1989, the Education and Libraries (Northern Ireland) Order 1993, the Education (Northern Ireland) Order 1996, the Education (Northern Ireland) Order 1997 and the Education (Northern Ireland) Order 1998. The Education (Northern Ireland) Order 2006 also introduced significant reforms to curriculum and assessment arrangements from September 2007; see section 4.2.3. for further information.

The first School Admissions Code of Practice came into force in England and Wales on 1 April 1999 and applied to arrangements leading to primary and secondary school admissions from September 2000. It offered guidance on all aspects of the school admissions process to schools, local authorities (LAs), appeal panels (see below) and adjudicators. The Code intended to ensure that admissions arrangements to primary and secondary schools were clear, fair, objective and straightforward and met parents' preferences as far as possible.

Under the School Standards and Framework Act 1998, the 'School Admission Appeals Code of Practice' also came into effect on 1 September 1999. This applied to admissions appeals relating to primary and secondary school admissions from September 2000, and established appeal panels. These are entirely independent of the LA and/or the school governing body. See 4.6.1.1. for information about the current Codes of Practice.

[Education \(Northern Ireland\) Order 1987](#)

[Education \(Northern Ireland\) Order 1996](#)

[Education \(Northern Ireland\) Order 1997](#)

[Education \(Northern Ireland\) Order 1998](#)

[Education \(Northern Ireland\) Order 2006](#)

[Education Act \(Northern Ireland\) 1947](#)

[Education Act 1944](#)

[Education Act 1996](#)

[Education Act 2002](#)

[Education and Inspections Act 2006](#)

[Education and Libraries \(Northern Ireland\) Order 1986](#)

[Education and Libraries \(Northern Ireland\) Order 1993](#)

Education Reform (Northern Ireland) Order 1989

Elementary Education Act 1870

School Standards and Framework Act 1998

4.2. Ongoing Debates and Future Developments

See the subsections which follow: 4.2.1. for England, 4.2.2. for Wales and 4.2.3. for Northern Ireland.

4.2.1. England

'Children's Plan'

In December 2007, the Government launched the 'Children's Plan' (DCSF, 2007g) which set out its vision for improving schools and the support available to families by 2020. Key elements of the Plan included:

- Renewing the primary curriculum to help ease the transition from pre-school to primary education.
- Strengthening the focus on mathematics and English and allowing greater flexibility in the school day.
- Developing more effective links between schools and health, welfare and other community services.
- Supporting parents to take a more active role in their children's education.

In December 2009, the progress report 'The Children's Plan Two Years On' (DCSF, 2009) was published. It outlines future developments, including:

- Providing one-to-one tuition in English and/or mathematics to every pupil aged seven to 11 who has fallen behind national expectations and who is not making good progress.
- Introducing legislation to ensure that every parent has a 'Home School Agreement' that makes clear the expectations and responsibilities around their child.
- Providing additional funding for local authorities and schools for primary school improvement.
- Offering all five- to 16-year-olds five hours of sport a week as part of the new Pupil Guarantee (see 4.10.1.1.).

The 'Rose Review'

Following the launch of the Children's Plan, a fundamental review of the primary curriculum, known as the 'Rose Review', was launched in January 2008 with the final report published in April 2009 (DCSF, 2009). Recommendations include:

- six new areas of learning that link with the (EYFS) framework (see section 3.2.1.) and the new secondary curriculum (see **5.2.1.**)
- more opportunities for children to use and apply knowledge and skills across the curriculum
- the need for children to acquire personal, social and emotional qualities
- explicit reference to the value of play to children's learning and development
- a focus on teaching one or two foreign languages at primary school and, where possible, continuing to teach the same languages at secondary school.

It is intended that a new primary curriculum, based on the Rose Review, will be implemented from September 2011, see 4.10.1.4..

School admissions

In December 2008, a revised School Admissions Code (DCSF, 2009f) and School Admissions Appeals Code (DCSF, 2009c) were presented to Parliament. The revised Codes incorporate changes introduced in the Education and Skills Act 2008. Key changes to the two Codes included:

- placing a duty on admissions authorities to engage with parents and the wider community when setting their admissions arrangements, in order to meet the needs of the local area

- improving the application process so that parents only apply for a school place to the local authority in which they live, instead of the authorities where their preferred schools are located
- creating a simpler, more uniform system by prescribing national closing dates for applications
- improving Admissions Forums so that they are representative of parents and the local area and consider the fairness of admissions policies for that area.

The revised Codes came into force in February 2009 and will apply to admissions from September 2010.

A further revised School Admissions Code (DCSF, 2009n) came into force in February 2010 and will apply to admissions from September 2011. The main changes in this code are intended to give parents greater choice over when their child starts primary school (see 4.6.1.1.).

Pupil assessment

Following a consultation on school assessment arrangements, a pilot project is currently taking place in schools in ten local authorities to trial a replacement to the current end of key stage testing arrangements for seven- and 11-year-olds respectively with 'single level tests'. (see 4.12.1.3.1. and 4.12.1.3.2.). Children taking part in the pilot take the national key stage tests as soon as they are ready, instead of only at the end of a key stage.

In May 2008, the Department for Children, Schools and Families (DCSF) launched the 'Assessment for Learning Strategy' (DCSF, 2008o), which focuses primarily on improving assessment for learning (formative assessment) at key stages 2 and 3 (ages seven to 14). It aims to support schools in using assessment information to improve and plan provision, as well as improving the quality of the assessment process itself. The strategy outlines objectives for each school year from 2008/09 to 2010/11. It is intended that, by 2011, all schools will have adopted the approaches outlined in the strategy, such as tracking pupil progress, pupil self-assessment and peer assessment.

Children, Schools and Families Bill

The Children, Schools and Families Bill was submitted to Parliament in November 2009. It proposes a range of measures affecting compulsory education including:

- 'Pupil and Parent Guarantees', which include a right to extra individual tuition for pupils who are struggling
- making Personal, Social, Health and Economic Education (PSHE) a compulsory subject
- a new school report card, which is intended to provide more information to parents and give a well-rounded assessment of school performance
- greater powers for local authorities and their partners to protect vulnerable children and young people, including a new registration system for home education.

Apprenticeships, Skills, Children and Learning Act

The Apprenticeships, Skills, Children and Learning Act 2009, passed in November 2009, includes a range of measures to reform the commissioning and funding of education and training for all young people up to the age of 19.

[Independent Review of the Primary Curriculum: Final report \(DCSF, 2009e\)](#)

[Independent Review of the Primary Curriculum: Interim Report \(DCSF, 2009e\)](#)

[School Admission Appeals Code \(DCSF, 2009c\)](#)

[School Admissions Code \(DCSF, 2009f\)](#)

[School Admissions Code \(2010\) \(DCSF, 2009n\)](#)

[The Assessment for Learning Strategy \(DCSF, 2008o\)](#)

The Children's Plan Two Years On: a progress report (DCSF, 2009g)

The Children's Plan: Building Brighter Futures (Cm 7280) (DCSF, 2007g)

Department for Children, Schools and Families (DCSF)

Ofqual (Office of the Qualifications and Examinations Regulator)

Qualifications and Curriculum Development Agency (QCDA)

Apprenticeships, Skills, Children and Learning Act 2009

Children, Schools and Families Bill 2009

Education and Skills Act 2008 Chapter 25

4.2.2. Wales

The foundation phase

The National Assembly for Wales (NAfW) is introducing a 'foundation phase' of education for three- to seven-year-olds. In August 2004, the, then, Qualifications, Curriculum and Assessment Authority for Wales (ACCAC), now part of the Department for Children, Education, Lifelong Learning and Skills (DCELLS), published a draft framework for the foundation phase. This outlined a more informal system of learning based on well-structured play, practical activity and investigation, which would replace the formal learning which children aged five to seven (in key stage 1 of primary education) have previously experienced (ACCAC, 2004a). It also suggested a system of continuous assessment, based on assessment through observation.

The piloting of the foundation phase began in September 2004. Following an evaluation of the initial pilot projects, the predecessor to the Department for Children, Education, Lifelong Learning and Skills (DCELLS) published 'The Learning Country: Foundation Phase 3-7 Action Plan' in December 2006 (DCELLS, 2006a). The Plan sought to list the action required to improve provision for the all-round growth and development of children, and aimed to:

- enhance the quality of provision
- provide an appropriate curriculum and experiences to help young children to achieve high standards
- develop in children an understanding of their roles as future citizens of a bilingual and multi-cultural society.

To support the introduction of the foundation phase, the statutory 'Framework for Children's Learning for 3 to 7-year-olds in Wales' (DCELLS, 2008c) was published in early 2008. In September 2008 the phased introduction of the statutory foundation phase began (with three- to five-year-olds). It is expected to be fully in place (for three- to seven-year-olds) by the 2010/11 school year (see 3.10.2.). Revised curriculum and assessment arrangements

Over the past few years, Welsh curriculum and assessment arrangements at primary and secondary level have been the subject of review. In 2002, the Welsh Education Minister commissioned the, then, ACCAC to carry out an extensive investigation into curriculum and assessment arrangements for five- to 16-year-olds. ACCAC submitted its final report to the Government in April 2004. This stressed the importance of focusing on learners' needs and suggested a revised curriculum to interest, engage and motivate all learners. The report also proposed that assessment at the end of key stage 2 (pupils aged 11) and key stage 3 (pupils aged 14) should be based solely on teacher assessment (ACCAC, 2004).

ACCAC's review was informed by the work of a review group, set up in 2003 by the Welsh Education Minister, specifically to examine testing and assessment arrangements for pupils at key stages 2 and 3. This group published its final report in May 2004, and put forward the following proposals:

- The introduction of skills tests focusing on literacy, numeracy and problem-solving to be taken at or near the end of Year 5 of primary education (children aged around 10). These tests, which would be externally marked and draw on skills across the National Curriculum, rather than exclusively on the core subjects (English, Welsh, mathematics and science), would provide a pupil profile of skills.
- The retention of statutory teacher assessment in the core subjects (English, Welsh in Welsh-speaking schools and classes, mathematics and science) at the end of key stage 2 (Year 6, age 11).
- The phasing out of the National Curriculum tests at the end of key stage 3 (Year 9 of compulsory education, students aged around 14). (Statutory assessment towards the end of this phase is now by teacher assessment of all subjects at the end of the key stage (Daugherty, 2004)).

In October 2006, informed by the ACCAC and Daugherty reviews, the then DELLS (now DCELLS) published a consultation setting out the revised key stage 2 and 3 assessment arrangements in greater detail (DELLS, 2006). The new arrangements were approved in March 2007 and are fully in place in the 2009/10 school year. The following arrangements are specific to key stage 2.

- A range of skills-based assessments developed to support teacher assessment from Year 5 to Year 6 (ages nine to 11), and transition to secondary school. The focus is on skills relating to 'developing communication', 'developing number' and 'developing thinking'.
- A skills profile for all Year 5 pupils (ages nine to 10).

In January 2007, the then DELLS (now DCELLS) also launched a consultation on revised arrangements for the curriculum from key stages 2 to 4 (ages seven to 16) (DELLS, 2007a). The proposals were developed in view of the recommendations of the 2004 ACCAC review of curriculum and assessment arrangements and the Action Plan for the Foundation Phase (DELLS, 2006a). They detailed revisions to each of the National Curriculum subject orders and aimed to clarify each subject's contribution to developing skills across the curriculum, the Curriculum Cymreig (Wales-specific aspects of the curriculum) and personal and social education (PSE).

This consultation was closely linked to the consultation on the revised key stage 2 and 3 assessment arrangements and took place in parallel with the consultation on the foundation phase and several other consultations on specific aspects of the curriculum, including religious education and PSE. Following the consultation, in October 2007, a revised school curriculum for the three to 19 age range was announced, which began to be implemented in September 2008. The revised curriculum has introduced the following changes relating to primary education.

- The requirements for the 12 National Curriculum subjects (see 4.10.2.1.) have been restructured, and subject content updated to ensure relevance to today's world and make study manageable for teachers and pupils.
- The structure of Personal and Social Education has been simplified. The framework covers seven- to 19-year-olds and offers a wide range of topics such as personal relationships, diet and health, money management, sustainable living, first aid and active citizenship.
- A model framework has been produced for religious education which local authorities can adopt as a basis for their locally agreed syllabuses (see 4.10.2.3.). This aims to promote consistency in the teaching and assessment of religious education across schools in Wales.
- A non-statutory skills framework has also been developed, which describes progress from the age of three to 19 in developing thinking, communication, ICT and number skills, which are regarded as essential life skills (see 5.13.1.2.3.).

The new curriculum began for pupils in years 3, 4 and 5 of key stage 2 (aged seven to nine) in September 2008. It was introduced for year 6 pupils (aged ten to 11) in September 2009, and will be introduced to key stage 1 pupils (aged five to seven) as part of the foundation phase in 2010. It is due to be fully implemented by September 2011 (see 4.10.2.1.).

[Framework for Children's Learning for 3 to 7-year-olds in Wales \(DCELLS, 2008c\)](#)

Learning Pathways through Statutory Assessment: Key Stages 2 and 3: Final Report (Daugherty, 2004)

National Curriculum Assessment Arrangements for Key Stage 2 and 3 (DELLS, 2006)

Review of the School Curriculum and Assessment Arrangements 5-16: A Report to the Welsh Assembly Government (ACCAC, 2004)

The Foundation Phase in Wales: A Draft Framework for Children's Learning (ACCAC, 2004a)

The Learning Country: Foundation Phase 3-7 Action Plan (DELLS, 2006a)

Wales Curriculum 2008 (DELLS, 2007a)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

National Assembly for Wales (NAfW)

4.2.3. Northern Ireland

Reform of the curriculum in Northern Ireland has been a subject for debate for over a decade. In 1999, the (Northern Ireland) Council for the Curriculum, Examinations and Assessment (CCEA) began reviewing the primary curriculum and assessment arrangements (CCEA, 1999). Detailed proposals for the revised primary curriculum and its assessment arrangements were then published for consultation in 2002 (CCEA, 2002). These proposals aimed to:

- clarify the aims and values of the school curriculum
- improve progression in skill development
- improve curriculum relevance and enjoyment for all learners
- provide greater balance, coherence and flexibility at each key stage
- develop assessment mechanisms to better serve curriculum aims
- develop strategies for managing future change.

The Education (Northern Ireland) Order 2006 which provides the legislative framework for the revised curriculum and assessment arrangements was approved by Parliament in July 2006. The revised arrangements began phased introduction in September 2007 and are fully in place from the 2009/10 school year. The new primary curriculum aims to offer children experiences to develop their skills, knowledge and understanding across six new 'Areas of Learning':

- the arts
- language and literacy
- mathematics and numeracy
- personal development and mutual understanding
- physical education
- the world around us (CCEA, 2004).

Following the review, a foundation stage of education for Years 1 and 2 of primary school (pupils aged four to six) was introduced in September 2007. As a result, key stage 1 now covers Years 3 and 4 (pupils aged six to eight) of primary school, rather than Years 1 to 4 (pupils aged four to eight), as was previously the case.

Standardised annual reports, which provide information to parents, pupils and teachers on children's attributes and achievements as they progress through their education were also phased in from the 2007/08 school year and are fully in place from the 2009/10 school year.

In April 2009, the Department of Education published a new school improvement policy, 'Every School a Good School: A Policy for School Improvement' (DE, 2009w). See section 2.2.3. for further information.

Detailed proposals for the revised primary curriculum and its assessment arrangements (CCEA, 2002)

Developing the Northern Ireland Curriculum to Meet the Needs of Young People, Society and the Economy in the 21st Century (CCEA, 1999)

Every School a Good School: a Policy for School Improvement (DE, 2009w)

The Revised Northern Ireland Primary Curriculum (CCEA, 2004)

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

Education (Northern Ireland) Order 2006

4.3. Specific Legislative Framework

There is no single body of legislation covering primary education. Education in England and Wales is subject to separate legislation from that governing education in Northern Ireland.

Since devolution, the National Assembly for Wales (NAfW) has had responsibility for implementing primary legislation in Wales and for formulating and implementing secondary legislation. Similarly, the Northern Ireland Assembly can pass its own legislation on devolved matters such as education. See section 2.6.1. for further information on devolution and legislation-making powers.

For information regarding the various administrative categories of school and their legal basis, see 2.6.4.1.1. See section 4.3.1. for information on legislation covering primary education in England and Wales, and section 4.3.2. for Northern Ireland.

4.3.1. England and Wales

Primary education is defined in Section 2 of the Education Act 1996, and normally caters for pupils between the ages of five (or almost five) and 11 years.

Part I of the Education Reform Act 1988 (ERA) (now superseded by the Education Act 1996) divided the period of compulsory education into four key stages. Of these, key stages 1 and 2 cover primary education; key stage 1 caters for pupils aged five to seven years and key stage 2 for those aged seven to 11 years. In Wales, the introduction of a new foundation phase of education for three- to seven-year-olds, which began in September 2008 (see section 4.2.2.), will change the organisation of key stages at primary level in Wales. Once fully implemented in August 2011, the foundation phase will wholly replace key stage 1 and this will cover all of ISCED 0 and part of ISCED 1.

Under the terms of the Education Act 1996, children of compulsory school age may be educated outside school (see 4.17.).

Education in (publicly funded) maintained primary schools must be provided free of charge. However, there may be charges for some extracurricular activities (see 4.7.).

In England, the Education Act 2002 introduced the foundation stage as a statutory part of the National Curriculum. The foundation stage began at the age of three and continued until the end of the reception class (children usually aged around five). In September 2008, the foundation stage was replaced by the Early Years Foundation Stage (EYFS) – a single framework to support children's development from birth until the age of five. See section 3.2.1. for further information on the EYFS.

The Education and Inspections Act 2006 also introduced a number of reforms which affect both primary and secondary education. Whilst the Act refers primarily to England, some provisions also apply in Wales. See section 4.6.1. for information on the provisions affecting primary education.

The Apprenticeships, Skills, Children and Learning Act 2009, passed in November 2009, includes a range of measures to reform the commissioning and funding of education and training for all young people up to the

age of 19 (see section 2.2.1.). In addition, the Children, Schools and Families Bill, submitted to Parliament in November 2009, includes the introduction of a new school report card. See 4.2.1. for further information.

4.3.2. Northern Ireland

The Education Reform (Northern Ireland) Order 1989 revised the definition of compulsory school age so that each child in Northern Ireland receives 12 full years of education. The period of compulsory education is from age four to 16, with primary education catering for children aged four to 11 years.

Under the Education Reform (Northern Ireland) Order 1989, primary education comprised key stage 1, Years 1 to 4, for children aged four to eight years, and key stage 2 for eight- to 11-year-olds.

These key stages have changed since the introduction of the Education (Northern Ireland) Order 2006. This provides the legislative framework for the introduction of revised curriculum and assessment frameworks (see section 4.2.3.), being introduced gradually from September 2007, and also introduces a new foundation stage of education for children in Years 1 and 2 of primary school. As a result, since September 2007, all children in Years 1 and 2 of primary education have been in the foundation stage.

AGE	LEVEL	DESCRIPTION
4 – 6 years	Foundation stage	Years 1 and 2
6 – 8 years	Key stage 1	Years 3 and 4
8 – 11 years	Key stage 2	Years 5, 6 and 7

Education in publicly funded grant-aided schools must be provided free of charge.

[National Assembly for Wales \(NAFW\)](#)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Education \(Northern Ireland\) Order 2006](#)

[Education Act 1996](#)

[Education Act 2002](#)

[Education and Inspections Act 2006](#)

[Education Reform \(Northern Ireland\) Order 1989](#)

[Education Reform Act 1988](#)

4.4. General Objectives

The basic principle underlying compulsory school education in England, Wales and Northern Ireland is that it should provide a balanced and broadly based curriculum which is suitable to a child's age, ability, aptitude and to any special educational needs (SEN) which he/she may have (for further information on the education of children with SEN, see chapter 10.).

As established under earlier legislation, Section 78 of the Education Act 2002 (England and Wales) defines a balanced and broadly based curriculum as one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils for the opportunities, responsibilities and experiences of later life.

The curriculum is defined in a similar way under the Education (Northern Ireland) Order 2006 to:

- promote the spiritual, emotional, moral, cultural, intellectual and physical development of pupils at the school and thereby of society
- prepare such pupils for the opportunities, responsibilities and experiences of life by equipping them with appropriate knowledge, understanding and skills.

In England, national targets for the proportion of primary-age children reaching the expected standards for their age have also been set. Progress towards these targets in England is set out in the latest Department for Children, Schools and Families (DCSF) departmental report (DCSF, 2009a). In October 2007, new national targets were set in addition (HM Treasury, 2007). Targets relating to primary education include increasing the proportion of children achieving level 4 (see 4.12.1.2.) in both English and maths to 78 per cent, and increasing the proportion of pupils progressing by two levels in English and maths from key stage 1 to key stage 2.

The school governing bodies of individual schools in England and Wales and the Boards of Governors of schools in Northern Ireland are also expected to set pupil performance targets; see 9.4.1.1..

2007 PBR CSR: Public Service Agreements (HM Treasury, 2007)

Departmental Report 2009 (Cm. 7595) (DCSF, 2009a)

Education (Northern Ireland) Order 2006

Education Act 2002

4.5. Geographical Accessibility

England and Wales

It is the duty of local authorities (LAs) in England and Wales to ensure free transport to and from the nearest suitable school for all pupils of compulsory school age (five to 16 years) attending maintained schools in their area, if they do not live within walking distance of the school. Walking distance is defined as a distance of up to two miles (3.2 km) in the case of a child under the age of eight years, and three miles (4.8 km) in the case of a child who has attained the age of eight. This must be a route along which a child may reasonably be expected to walk in safety when accompanied by an adult.

The Education and Inspections Act 2006 introduced a number of provisions to improve home to school travel arrangements. At primary level for example, as a result of this legislation, since September 2007, eight- to 11-year-olds from low-income families have been eligible for free home to school transport if they live more than two miles away from the nearest suitable school. See 2.6.1. for an overview of the Act.

A parent who chooses to send their child to a school that is not within walking distance and whose child could be offered a place at a suitable school within walking distance is responsible for providing any necessary transport. However, the LA must have regard to any parental preference for the child to be educated at a school or institution in which the religious education provided is that of the religion or denomination to which the parents adhere.

The Welsh Assembly Government has approved plans to expand and improve transport arrangements for pupils and students across Wales. The Learner Travel (Wales) Measure ensures all primary school pupils are eligible for free travel if they live two miles or further from the nearest suitable school. The main provisions of the Measure took effect from September 2009.

LAs in England and Wales are also liable to meet the cost of board and lodging, if such arrangements are made for the child, in order to ensure that the child receives education suitable to his or her age, ability, aptitude and any special educational needs (SEN) he or she may have. This is particularly relevant to those in remote rural areas and for island communities.

There is no national policy for educational provision in remote rural and island communities. Minimum size of school and their numbers and any special provisions, such as housing for teachers, are at the discretion of individual LAs, within the limits of their resources and policies.

Although there is no overall national policy for educational provision in remote communities, since the 2002/03 school year, the National Assembly for Wales (NAfW) has allocated funding to LAs to support the delivery of education in rural and small schools. One of the main aims of the funding is to bring about greater cooperation between such schools and to use resources more efficiently.

Northern Ireland

In Northern Ireland, under Article 52 of the Education and Libraries (Northern Ireland) Order 1986, Education And Library Boards (ELBs) are required to make such arrangements as they consider necessary to facilitate the attendance of pupils at grant-aided schools and of certain pupils at institutions of further education.

Transport assistance is only provided where the pupil has been unable to gain a place in any suitable school within statutory walking distance (two miles for primary age pupils and three miles for others, measured by the nearest available route).

[National Assembly for Wales \(NAfW\)](#)

[Education and Inspections Act 2006](#)

[Education and Libraries \(Northern Ireland\) Order 1986](#)

[Learner Travel \(Wales\) Measure 2008](#)

4.6. Admission Requirements and Choice of School

Admissions requirements for England and Wales vary from those in Northern Ireland. See 4.6.1. and sub-sections for England and Wales, and 4.6.2. for Northern Ireland.

4.6.1. General admissions requirements: England and Wales

A school's admissions policy is established by the relevant admissions authority, which is either the local authority (LA) or the school governing body depending on the category of school (see 2.6.4.1.1.) and the arrangements between the LA and the school. This policy must contain certain information including the number of pupils to be admitted to the school, and comply with the Codes of Practice (see 4.6.1.1. and 4.6.1.2.). The published admissions number has regard to a school's capacity to accommodate pupils and to any class size limits which may apply (see 4.8.1.).

Academic selection is not used to decide entry into primary education.

The admissions policy must also describe the application procedure and explain how places will be allocated if there are more applications than places at the school. For example, priority may be given to children who live closest to the school, or to children who already have brothers or sisters at the school. The criteria used to determine which pupils will gain a place in these circumstances must be within the constraints of the law, and must pay particular regard to legislation such as the Sex Discrimination Act 1975 (as amended), the Race Relations Act 1976 (as amended), the Human Rights Act 1998, the Disability Discrimination Act 1995, the Disability Discrimination Act 2005, and the Equality Act 2006.

Schools designated as having a religious character may give preference in their admissions arrangements to members of a particular faith or denomination, providing this does not conflict with other legislation. Denominational schools are, however, encouraged to have admissions arrangements which are inclusive of other faiths and reflect the general population of the local area.

Under the School Information (England) Regulations 2008, LAs and school governing bodies must publish information about their admissions arrangements. Local authorities, for example, are under a specific duty to publish information about admissions arrangements for all the maintained mainstream schools in their area. Additionally, an individual school's admissions policy must be published annually in the school's prospectus.

Parents can express a preference for the school they wish their child to attend. Where there are fewer applications to a school than places, all children must be offered a place but, when oversubscribed, places at the chosen school must be provided to children who have a stronger claim under the school's published admissions policy. Parents have a legal right of appeal if a place is not offered at the school of their choice.

Starting school

Some schools admit children who are beginning compulsory education once a year in September, while others phase the intake of new pupils, for example, by admitting a second intake of pupils in January (after the Christmas holiday) and sometimes a third in March/April (after the Easter break). Where schools phase the admission of pupils, children's dates of birth normally determine whether they are admitted in September or later in the year. A very large number of schools admit pupils to the reception class before they reach compulsory school age (see 2.5.). Policies on early admission vary between LAs and between individual schools.

Following recommendations in the final report of the 'Rose Review' (DCSF, 2009e) (see **4.10.1.4**), that summer-born children should start primary school in the September after their fourth birthday, the Government is committing to funding the cost of all children starting school in the September after their fourth birthday from 2011.

In February 2006, the Government introduced new legislation to give priority to looked-after children in school admission arrangements. Under the Education (Admission of Looked After Children, England) Regulations 2006, all admissions authorities have to give priority in their oversubscription criteria to looked-after children (that is, children who are in public care, those who are placed with foster carers, those in residential homes, or those living with parents or other relatives but who are socially supported). This has applied to admissions since September 2007.

Similarly, in Wales, the Education (Admission of Looked After Children) (Wales) Regulations 2009 require admission authorities to give first priority in oversubscription criteria to looked after children. These regulations came into force in April 2009 and apply to admissions from 2010/2011.

In addition, the Education and Inspections Act 2006 introduced a range of measures to promote fair access to education for all pupils. These included:

- placing a duty on local authorities to provide advice and assistance to parents in expressing a preference for a school for their child
- reaffirming the ban on the selection of pupils on the basis of ability
- banning the practice of interviewing prospective pupils and/or their parents
- introducing new powers for admissions forums, which monitor the school admissions process
- strengthening the status of the School Admissions Code of Practice.

Following the Act, it became a statutory requirement for schools to comply with the above Code, rather than 'to have regard to it', as was previously the case (see 4.6.1.1.).

Although the Act applies primarily to England, it also sets out 'Framework Powers' for Wales to develop policy in this area..

[Independent Review of the Primary Curriculum: Final report \(DCSF, 2009e\)](#)

[Disability Discrimination Act 1995](#)

[Disability Discrimination Act 2005](#)

Education (Admission of Looked After Children) (Wales) Regulations 2009

Education (Admission of Looked After Children, England) Regulations 2006

Education and Inspections Act 2006

Equality Act 2006

Human Rights Act 1998

Race Relations Act 1976

School Information (England) Regulations 2008

Sex Discrimination Act 1975

Special Educational Needs and Disability Act 2001

4.6.1.1. Codes of Practice: England

Since the introduction of the School Standards and Framework Act 1998, the Secretary of State in England has been required to issue two Codes of Practice for admissions authorities, one on school admissions and the other relating to school admissions appeals.

The most recent School Admissions Code 2010 (DCSF, 2009n) came into force in February 2010 and will apply to school admissions from September 2011. The most recent Appeals Code (DCSF, 2009f) came into force in February 2009.

The School Admissions Code that came into force in February 2009 (DCSF, 2009c) introduced several key changes including:

- placing a duty on admissions authorities to engage with parents and the wider community when setting their admissions arrangements, in order to meet the needs of the local area
- improving the application process so that parents only apply for a school place to the local authority in which they live, instead of the authorities where their preferred schools are located
- creating a simpler, more uniform system by prescribing national closing dates for applications
- improving Admissions Forums so that they are representative of parents and the local area and consider the fairness of admissions policies for that area.

The main changes in the School Admissions Code 2010 (DCSF, 2009n) are intended to give parents greater choice over when their child starts primary school. Admission authorities for primary schools must provide for the admission of all children in the September following their fourth birthday and allow parents of children who are offered a place at the school before they are of compulsory school age to defer their child's entry until later in the school year.

The Education Act 2002 brought into effect additional statutory arrangements relating to admissions in England only. Since September 2008, every school has been required 'to act in accordance' with the Code, rather than, to 'have regard to its guidance' as was previously the case.

In accordance with the School Standards and Framework Act 1998, LAs are permitted to direct an LA-maintained community school or voluntary controlled school (see 2.6.4.1.1.) to admit a child who has been refused admission to, or excluded from, all schools within a reasonable distance from his/her home. This Directive does not apply in cases where it would cause the school to breach any regulations on infant class sizes (see 4.8.1.). However, under the 'School Admission Appeals: Code of Practice' a school governing body may appeal against an LA directive to admit a child to the school, if the child in question has previously been permanently excluded from two or more schools.

School Admission Appeals Code (DCSF, 2009c)

School Admissions Code (DCSF, 2009f)

School Admissions Code (2010) (DCSF, 2009n)

Education Act 2002

School Standards and Framework Act 1998

4.6.1.2. Codes of Practice: Wales

As in England, since the introduction of the School Standards and Framework Act 1998, the National Assembly for Wales (NAfW) has been required to issue two Codes of Practice for admissions authorities, one on school admissions and the other relating to school admissions appeals.

The Welsh Codes of Practice have similar aims to those in England (see 4.6.1.1.) and intend to ensure that admissions arrangements are clear, fair and objective and meet parents' preferences as far as possible.

In July 2009, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales published revised codes of practice on school admissions and school admissions appeals. The revised 'School Admissions Code' (DCELLS, 2009), which all schools must comply with by the 2011/12 school year, aims to provide clearer guidance for all involved in the school admissions process and make it fairer and more equitable. One of the main changes is that it requires schools to give priority to 'looked-after children' (children in the care of the local authority) in their over-subscription criteria. It also requires waiting lists to be maintained where schools are oversubscribed.

The revised 'School Admissions Appeals Code' (DCELLS, 2009) introduces a number of changes intended to improve the efficiency of school admissions appeals, including ensuring that new panel members receive appropriate training before hearing appeals, and allowing children to provide evidence at hearings should they wish. Schools must comply with the code by the 2010/11 school year.

As in England, local authorities (LAs) in Wales are permitted under the School Standards and Framework Act 1998 to direct an LA-maintained community school or voluntary controlled school (see 2.6.4.1.1.) to admit a child who has been refused admission to, or excluded from, all schools within a reasonable distance from his/her home. This Directive does not apply in cases where it would cause the school to breach any regulations on class size (see 4.8.1.). However, under the terms of the School Admissions Appeals Codes of Practice (NAfW, 1999), a school governing body may appeal against an LA directive to admit a child to the school, if the child in question has previously been permanently excluded from two or more schools.

School Admission Appeals Code (DCSF, 2009c)

School Admission Appeals (DCELLS, 2009x)

School Admissions Code (DCELLS, 2009b)

National Assembly for Wales (NAfW)

School Standards and Framework Act 1998

4.6.2. Admissions Requirements: Northern Ireland

The law requires that all schools in Northern Ireland must be open to all children regardless of religious persuasion. This policy is known as 'open enrolment'. Admissions to primary schools are governed by Part III of the Education (Northern Ireland) Order 1997 (as amended by the Education (Northern Ireland) Order 2006), which sets out the statutory requirements for the admission of pupils to grant-aided schools under open enrolment, and by the Primary Schools (Admissions Criteria) Regulations (Northern Ireland) 1997.

In accordance with the above legislation, the Department of Education (Northern Ireland) (DE) determines a maximum enrolment number (the number of pupils which may be enrolled in any school year) and a

maximum admissions number (the number of pupils that may be admitted to the first year of compulsory education) for each school. As in England and Wales, these are determined with reference to the school's capacity to accommodate pupils.

Parents have the right to express their preference as to the primary school they wish their child to attend. Schools must comply with this preference if the school's enrolment or admissions number has not been reached and, provided that, in Years 1 to 4 (children aged four to eight years), they are not in breach of the class size policy which applies (see 4.8.2.). Schools must also publish the criteria which will be used if a school is oversubscribed, such as a brother or sister already at the school or the geographical location of the child's home compared with the school. Admissions criteria are drawn up by the Board of Governors of a school and may take into account any representations made by the local Education and Library Board (ELB) responsible for the management of the school, or, if it is a Catholic school, representations made by the Council for Catholic-Maintained Schools (CCMS). Admissions decisions are the responsibility of individual schools. Parents have a legal right of appeal (to an independent tribunal) if their child has been refused a place at the school of their choice and they consider that a school has not applied its admissions criteria or has not applied them correctly.

In accordance with the Primary Schools (Admissions Criteria) Regulations (Northern Ireland) 1997, as in England and Wales, pupils may not be selected for entry to primary school by reference to ability or aptitude, or by their performance in a test or examination held by, or on behalf of, the Board of Governors. These regulations also require that admissions criteria should include the order of priority in which pupils will be admitted to a school, where the number of applications for admission exceeds the school's admissions number. They should also include the provision to give priority to children who have attained compulsory school age (four in Northern Ireland) over those who will not have attained compulsory school age at the time of their proposed admission (see below). In addition, admissions criteria must give priority to children who are resident in Northern Ireland over those who are not.

Full details of admissions procedures for entry to primary education in Northern Ireland are provided in DE Circular 2009/06.

[Open Enrolment in Primary Schools \(Circular 2009/06\) \(DE, 2009d\)](#)

[Council for Catholic-Maintained Schools \(CCMS\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Education \(Northern Ireland\) Order 1997](#)

[Education \(Northern Ireland\) Order 2006](#)

[Primary Schools \(Admissions Criteria\) Regulations \(Northern Ireland\) 1997](#)

4.7. Financial Support for Pupils' Families

No charge may be made for education provided wholly or mainly within school hours (excluding midday breaks) for pupils in maintained (publicly-funded) primary schools in England and Wales, and in grant-aided primary schools in Northern Ireland.

Under Section 450/451 of the Education Act 1996 (which applies in England and Wales) education which takes place wholly or mainly outside school hours, which is part of the syllabus for a prescribed examination, or is part of the National Curriculum, or is part of statutory religious education, must also be provided free of charge. Charges may not be made for the cost of materials, books, instruments or any other equipment.

Schools may also not charge for individual or small-group tuition in playing a musical instrument, provided within or outside school hours, where it is required as part of a syllabus for a prescribed public examination

or is part of the National Curriculum. However, a charge may be made for activities which fall outside the above categories.

Under Section 457 of the Act, local authorities (LAs) must establish a policy on charging before they can charge for any school activity. Similar regulations exist in Northern Ireland.

Schools may ask parents for a voluntary contribution to school funds, but they must make it clear to all parents that their child will not be deprived of any educational opportunity offered to the other children should they be unwilling or unable to contribute.

For information about LA powers in respect of grants and allowances to parents, see section 2.6.3.3. which includes information on:

- provision for school meals
- clothing allowances
- assistance relating to school transport (see also 4.5.).

In addition, all families who have children under the age of 16 in full-time education are entitled to receive Child Benefit. This state benefit is paid at the same rate to all such families irrespective of income or savings.

Parents who have at least one child under 16 living with them may also benefit from tax credits or other benefits, depending on their circumstances.

[Education Act 1996](#)

4.8. Age Levels and Grouping of Pupils

In England, Wales and Northern Ireland, most children aged four/five to 11 years are taught in mixed-ability classes with children of the same age, with one teacher in charge of the class. A teacher normally stays with a class for one school year, and at the end of each school year, pupils normally progress to the next class. However, many primary schools, particularly small schools, have one or more mixed-age classes, in which case some pupils might stay in the same class for more than one year.

See the subsections which follow: 4.8.1. for information about grouping and class size in England and Wales and 4.8.2. for information about grouping and class size in Northern Ireland.

4.8.1. England and Wales

In England and Wales, the primary school normally has seven year groups and comprises two key stages. In England, pupils in the reception class are in the final year of the 'Early Years Foundation Stage' which caters for children aged five or under. This replaced the foundation stage in September 2008 (see section 3.2.1.).

AGE	KEY STAGE	DESCRIPTION
5 years or under	Early Years Foundation Stage (England)	Reception class
5 – 7 years	1	Years 1 and 2
7 – 11 years	2	Years 3, 4, 5 and 6

NB In Wales a statutory 'foundation phase' for pupils aged three to seven years began to be introduced on a statutory basis from September 2008. It is expected to be fully implemented by the 2010-2011 school year (see 4.2.2.). Once fully rolled out on 1 August 2011, this will replace the first key stage of the National Curriculum which currently includes those pupils aged 5 to 7.

The reception class often includes pupils who have been admitted to school before they have reached compulsory school age (see 2.5.).

Class size

Since September 2001, under provisions introduced under the School Standards and Framework Act 1998, all maintained primary schools in England and Wales have been legally required to ensure that all five-, six- and seven-year-olds (in key stage 1) are taught in classes of not more than 30 pupils per single teacher. The National Assembly for Wales (NAfW) may also set different maximum limits for different year groups. Local authorities (LAs) and schools have to comply with such limits. Where numbers rise above these limits, the school or the local authority can be required to pay for an extra teacher.

[National Assembly for Wales \(NAfW\)](#)

[School Standards and Framework Act 1998](#)

4.8.2. Northern Ireland

In Northern Ireland, primary schools normally cater for pupils aged four (compulsory school age) to 11 years, when, as in England and Wales, they usually transfer to secondary education. Primary schools normally have seven year groups, which cover a new foundation stage and two key stages.

AGE	LEVEL	DESCRIPTION
4 – 6 years	Foundation stage	Years 1 and 2
6 – 8 years	Key stage 1	Years 3 and 4
8 – 11 years	Key stage 2	Years 5, 6 and 7

Class size

In accordance with the Education (Northern Ireland) Order 1998, the Government has the power to establish a statutory limit to ensure that all pupils in the, now, foundation stage (Years 1 and 2, ages four to six) and key stage 1 (Years 3 and 4, ages six to eight) are taught in classes of 30 or less. Full details of the Northern Ireland class size regulations, and the circumstances in which schools might be eligible for additional funding to ensure implementation are provided in Department of Education (DE) Circular 2003/2 (DE, 2003a).

[Class sizes in Key Stage 1 \(DE Circular 2003/2\) \(DE, 2003a\)](#)

[Education \(Northern Ireland\) Order 1998](#)

4.9. Organisation of School Time

See the subsections which follow: 4.9.1. for the organisation of the school year and 4.9.2. for the weekly and daily timetable.

4.9.1. Organisation of the School Year**England**

In England, the Education (School Day And School Year) Regulations 1999 require schools to be open for a minimum of 380 half-day sessions per year beginning with the first term to start after July. The local authority (LA) decides the dates of the school terms for community schools, special schools which are community schools and voluntary controlled schools and the school governing body determines the dates of school terms for voluntary aided schools and foundation schools. The school year is divided into three terms: autumn term, spring term and summer term. There is normally a long summer break of about six weeks in July and August and shorter breaks of two to three weeks at Christmas and at Easter, although in some areas the autumn term begins before 1 September. There are normally also short breaks in February and October.

A commission set up by the Local Government Association (LGA) has recommended the reform of the traditional school year. The commission favours the introduction of a standard school year divided into six terms of broadly equal length, which are more evenly distributed throughout the year. The standard school

year consists of: two, approximately seven week terms before Christmas followed by four, approximately six week terms afterwards. The spring break is fixed and taken around the first two weeks of April, irrespective of the timing of Easter. The longer summer break remains. A number of LAs began to introduce the new model from 2004/05.

Wales

The Education (School Day And School Year) (Wales) Regulations 2003 also require schools to be open for a minimum of 380 half-day sessions each year. Terms are arranged in a similar manner to England.

Northern Ireland

Schools in Northern Ireland are required to be in operation for 200 days a year, although they are closed to children when teachers are on annual training and development days (five days), school development days (five days), or optional closing days (five days). These staff training and development days, school development days, or optional closing days may be scheduled at the individual school's discretion. The actual dates of terms and holidays are set by the local Education and Library Board (ELB) for controlled schools and, for all other types of schools, by the board of governors. ELBs do, however, set harmonised holiday dates on which they have agreed not to provide services (such as school transport and school meals) and schools are strongly advised to set holidays within these dates.

Local Government Association

Education (School Day And School Year) (Wales) Regulations 2003

Education (School Day And School Year) Regulations 1999

4.9.2. Weekly and Daily Timetable

England and Wales

In England and Wales, the school governing body determines the times at which a school opens and closes each day. In accordance with the Education Act 1996, in some categories of school, governors must discuss any proposed alterations in the times of school sessions with the headteacher, the local authority (LA) and with parents. In other categories of school, the governing body is advised, but not required, to follow these procedures. Schools are generally open between 9.00 a.m. and 3.30/4.00 p.m. with approximately one hour for lunch. A break of around 15 minutes may punctuate the morning and/or afternoon sessions.

Since April 2009, local authorities in Wales have had the power to change the start and end of the school day, where they consider that this would promote the use of sustainable modes of travel or improve the efficiency of a school's travel arrangements.

Minimum weekly lesson times (including religious education) are suggested in DES Circular 7/90 and WO Circular 43/90. These are 21 hours for pupils aged five to seven years and 23.5 hours for pupils aged eight to 11 years. These times are in addition to the daily act of worship, registration and breaks for lunch and recreation. Most schools provide more hours of lessons than this suggested minimum.

Classes normally take place five days per week, Monday to Friday, but optional sporting activities may also be organised on Saturdays.

Based on the above information and on a 190-day (38-week) school year, the annual minimum hours of taught time in England and Wales are:

Age	Annual minimum taught hours
	England and Wales
5-7	798
8-11	893

Northern Ireland

In Northern Ireland, pupils under eight are required to attend school for a minimum of three hours each day. Those aged over eight must attend for 4.5 hours a day, in two sessions, separated by a period of not less than half an hour.

Classes normally take place five days per week, Monday to Friday, but optional sporting activities may also be organised on Saturdays.

Extended schools in England

The Education Act 2002 enabled schools in England to directly provide a range of community services and activities often out of traditional school hours. Schools are now developing as 'extended schools'.

The 'Extended Schools Prospectus' (DfES, 2005c) outlined the Government's target for all schools in England to offer a full range of core extended services by 2010. 'Extended Schools: Building on Experience' (DCSF, 2008f) updated the vision for extended schools and set out the core range of services that schools should provide. It is intended that schools should offer a varied menu of activities, such as homework clubs, sport, music tuition and opportunities to visit museums and galleries, combined with high quality childcare in primary schools; parenting support; swift and easy access to targeted and specialist services; and community access to school facilities. In 2007, extra funding was announced to support the development of extended services in schools, and an extended school subsidy scheme was launched to ensure that children from disadvantaged families are able to access the full range of extended services on offer.

The Department for Children, Schools and Families (DCSF) has appointed the Training and Development Agency for Schools (TDA) to provide support for schools and local authorities in developing extended services. TDA has been working with governing bodies and others on workforce reform for a number of years. It has both a national base and regional extended schools remodelling advisers (ESRA) in each local authority.

ContinYou (a community learning association) and 4Children (a national charity dedicated to creating opportunities and building futures for all children) are also being funded to help support schools and local authorities with developing extended services. TDA, ContinYou and 4Children are also working closely with the 'Together for Children' Partnership, formed to bring together national expertise in children's services and programme management, to ensure extended schools fit well with Sure Start Children's Centres (see section 3.1. for information on Sure Start Children's Centres).

NB. In Wales, there is a similar programme known as 'community-focused schools'.

[Extended Schools Prospectus: Access to Opportunities and Services for All \(DfES, 2005c\)](#)

[Extended Schools: Building on Experience \(DCSF, 2008f\)](#)

[Management of the School Day \(DES Circular 7/90\) \(DES, 1990\)](#)

[4Children](#)

[ContinYou](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Together for Children \(TFC\)](#)

[Training and Development Agency for Schools \(TDA\)](#)

[Education Act 1996](#)

Education Act 2002

4.10. Curriculum, Subjects, Number of Hours

In England and Wales, the legal basis for the National Curriculum is Section 351 of the Education Act 1996, supplemented by Sections 76-96 of the Education Act 2002. In Northern Ireland, the Education Reform (Northern Ireland) Order 1989 introduced the Northern Ireland Curriculum, and the Education (Northern Ireland) Order 2006 provided the legislative framework for the introduction of revised curriculum and assessment arrangements from September 2007. For further information, see section 4.2.3..

Under the terms of the Education Act 1996 (for England and Wales) and the Education (Northern Ireland) Order 2006, the amount of time to be spent per subject cannot be prescribed. See section 4.10.1. and subsections for detailed information on the curriculum in England, section 4.10.2. and subsections for similar information for Wales, and section [4.10.3.](#) and subsections for Northern Ireland.

Education (Northern Ireland) Order 2006

Education Act 1996

Education Act 2002

Education Reform (Northern Ireland) Order 1989

4.10.1. Curriculum in England

In England, the compulsory curriculum at primary level consists of the National Curriculum and religious education. The statutory body responsible for overseeing the National Curriculum and its assessment is the Qualifications and Curriculum Development Agency (QCDA).

The local authorities (LAs), school governing bodies and headteachers responsible for schools have a general duty to secure the implementation of the National Curriculum and assessment arrangements in schools, to monitor the consistency of assessments and to give professional support to teachers in making assessments. It should be noted that the National Curriculum and religious education do not constitute the whole curriculum for schools. See 4.10.1.1. for information about the National Curriculum, 4.10.1.2. and its subsections for non-statutory subjects, 4.10.1.3. for religious education and collective worship, and 4.10.1.4. for details of the primary curriculum review in England.

The Education Act 1996 requires LAs, school governing bodies and the headteacher of all maintained schools to guard against the political indoctrination of pupils, by forbidding the 'pursuit of partisan activities', and the promotion of partisan political views in the teaching of any subject in any school regardless of the age of the pupils. The Act also requires political issues, if discussed in class, to be presented in a balanced way.

Qualifications and Curriculum Development Agency (QCDA)

Education Act 1996

4.10.1.1. National Curriculum: England

As established under earlier legislation (Section 351 of the Education Act 1996), Section 78 of the Education Act 2002 states that every pupil of compulsory school age in maintained schools is entitled to a curriculum which:

- is balanced and broadly based
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils for the opportunities, responsibilities and experiences of later life.

One of the main aims in primary schools is to ensure that all pupils make good progress in the basics of English, mathematics and science.

In September 2008, a new Early Years Foundation Stage (EYFS) was introduced – a single framework to support children's development from birth until the age of five. As a result, the National Curriculum for England must now be taught to all registered pupils in maintained schools in England from birth until the age of 16. Details about the Early Years foundation stage curriculum are provided in section 3.10.1.

Full or partial exemptions from the National Curriculum for pupils in primary education can be made in certain circumstances. Section 364 of the Education Act 1996, as re-authorised by Section 92 of the Education Act 2002, for example, allows modification of the National Curriculum and related assessment arrangements, or exemption from the National Curriculum, for individual students who have a statement of special educational needs. See 10.3.3. and its sub-sections for further information.

Section 365 of the Education Act 1996, as re-enacted in Section 93 of the Education Act 2002, also permits the headteacher of a maintained school to make temporary exemptions from, or modification of, the National Curriculum, for individual pupils, for a period of up to six months.

Key stage 1 & 2 subjects

The following compulsory subjects are included in the National Curriculum at key stage 1 and key stage 2 (pupils aged five to seven, and seven to 11, respectively):

- the core subjects - English, mathematics, science
- the foundation subjects - information and communication technology (ICT), design and technology, history, geography, art and design, music, and physical education (PE).

In addition, since August 2000, all maintained schools have been provided with a joint framework for a broad programme of citizenship and personal, social and health education (PSHE). See section 4.10.1.2. for further information.

An independent fundamental review of the primary curriculum (the 'Rose Review'), published in April 2009, recommended that literacy, numeracy, ICT and personal development should form the new core of the primary curriculum (DCSF, 2009e). See 4.10.1.4.) for further information.

Under the terms of the Education Act 1996, the amount of time to be devoted to each subject cannot be prescribed. The National Curriculum documents for England make clear that, although the school curriculum must include the National Curriculum and any other statutory requirements, schools have considerable flexibility in designing and timetabling their curriculum. Consequently, it is a matter for schools to decide how much time the National Curriculum should take. However, the, then, Qualifications and Curriculum Authority, now the Qualifications and Curriculum Development Agency (QCA) has published practical guidance on how schools might plan curriculum time in primary schools (QCA, 2002).

Programmes of study

Programmes of study set out the minimum statutory entitlement to the knowledge, understanding and skills for each subject at each key stage, and teachers use the programmes of study as the basis for planning schemes of work (see 4.11.). Particular teaching methods and books are not usually prescribed as part of a programme of study, but are chosen by teachers, who may also add to the subject material specified in the programmes of study.

One of the aims of the National Curriculum, effective in schools in England and Wales since August 2000 (see 4.10.1.4.), was to introduce less detailed programmes of study. It was believed that this would offer teachers additional flexibility to ensure that the curriculum offered in school meets the full range of pupils' needs and abilities.

Primary Literacy and Numeracy Strategies

In England, a (national) structure was established for a recommended daily 'literacy hour' which began in primary schools in September 1998. Similar arrangements for the teaching of mathematics came into effect in September 1999. In May 2003, the then Department for Education and Skills (DfES) launched 'Excellence and Enjoyment: A Strategy for Primary Schools' (DfES, 2003c), which brought together the National Literacy Strategy (NLS) and the National Numeracy Strategy (NNS) into a single strategy for improving teaching and learning in primary schools in England. This is now known as the Primary National Strategy.

NB In June 2009, the Government published the White Paper, 'Your child, your schools, our future' (GB. Parliament. HOC, 2009a), which outlines plans to abolish the National Strategies in 2011. Rather than funding centralised programmes, like the National Strategies, the Government intends to devolve funding to schools to allow them to focus on their own priorities for improvement.

'Excellence and Enjoyment' (DfES, 2003c) and the Primary National Strategy set out a new approach to assessment during key stage 1, which placed increased emphasis on teacher assessment and less on standardised tests. They also allowed schools to set their own targets to take account of their pupils' achievements and of the value added by the school. Schools also gained more recognition for the performance of lower-performing pupils. Following extensive trials, the new assessment arrangements were extended to all primary schools during the 2004/05 academic year.

In June 2005, the Government announced an independent review of the teaching of reading in early years settings and primary schools. The findings informed the renewal of the Primary Strategy Framework for teaching literacy and numeracy and the development of the new Early Years Foundation Stage (see 3.2.1. for further details). The review involved examining evidence on practices for teaching children to read to ensure that the Primary National Strategy provides effective support to assure children's progression in reading. The review's final report was published in March 2006 (Rose, 2006).

In September 2006, the Government announced the renewed Primary Framework for Literacy and Mathematics. The Framework:

- Incorporated the recommendations of the Rose Review (see above) and ensured that teachers use phonics as their primary approach to teaching early reading.
- Introduced children to some aspects of mathematics earlier, for example the expectation for children to know multiplication and division facts up to 10 x 10 was brought forward from Year 5 (age nine to 10) to Year 4 (age eight to nine).
- Placed greater emphasis on mental arithmetic and gave teachers clearer guidance on the effective use of calculators.
- Strengthened children's ability to solve problems in both mathematics and everyday life.
- Increased support for assessment to help teachers personalise learning for pupils.

The Government also introduced guidance for headteachers to implement the Framework from 2006 onwards (DfES, 2006e), and, in 2007, published further guidance on synthetic phonics for teachers and practitioners (DfES, 2007d). In addition, in January 2009, the Government announced further improvements to phonics training in early years settings and primary schools, as part of its drive to ensure that every child learns to read. It is planned that every local authority will have a specialist advisor training and supporting early years practitioners and primary school teachers.

Since September 2009, thousands of seven- to 16-year-olds have begun to receive one-to-one tuition in English and maths, following a proposal in the White Paper 'Your child, your schools, our future' (GB. Parliament. HOC, 2009a). The White Paper also proposes to give legally guaranteed support to pupils at risk of falling behind in English and Maths, as part of a 'Pupil Guarantee' setting out pupil entitlements. The Pupil Guarantee will be introduced from September 2010, and the Government has committed that, by March 2011, 300,000 pupils will be receiving one-to-one tuition each year.

Key skills and common requirements

In England, six 'key skills' are embedded in the National Curriculum for key stages 1 and 2. These are communication, application of number, information technology, working with others, improving own learning and performance, and problem-solving, and have been identified as the skills needed to succeed in work, education and everyday life. The 'thinking skills' of information processing, reasoning, enquiry, creative thinking, and evaluation are also embedded in the National Curriculum. They aim to complement the key skills and to enable children to 'learn how to learn'.

[Designing and timetabling the primary curriculum: A practical guide for key stages 1 and 2 \(QCA, 2002\)](#)

[Excellence and Enjoyment: a Strategy for Primary Schools \(DfES, 2003c\)](#)

[Independent Review of the Primary Curriculum: Final report \(DCSF, 2009e\)](#)

[Independent Review of the Teaching of Early Reading \(Rose, 2006\)](#)

[Letters and Sounds \(DfES, 2007d\)](#)

[Primary Framework for Literacy and Mathematics: Supporting Guidance for Headteachers and Chairs of Governors \(DfES, 2006e\)](#)

[Your Child, your Schools, our Future: Building a 21st Century Schools System. Cm 7588. \(GB. Parliament. House of Commons, 2009a\)](#)

[Education Act 1996](#)

[Education Act 2002](#)

4.10.1.2. Non-statutory subject areas: England

The compulsory National Curriculum subjects (and religious education) are not considered to form the complete curriculum. The curriculum must also, at appropriate stages, include other subjects, such as careers education, work related learning, health education and sex education. Schools may also teach other topics at a level appropriate to their pupils' understanding; they may, for example, cover foreign languages, economic awareness, environmental education and political and international understanding, including an awareness of European identity and European historical, cultural, economic and social aspects. Some of these will, however, form part of the various National Curriculum programmes of study.

Modern foreign languages

The teaching of a foreign language is only compulsory at key stage 3 (age 11-14).

In 2002, the predecessor to the Department for Children, Schools and Families (DCSF) published the National Languages Strategy for England (DfES, 2002b). One of the overarching objectives of the strategy was the introduction of a non-statutory entitlement for all key stage 2 pupils (ages seven to 11) to study a foreign language in class time by 2010. The DCSF has supported this in a number of ways, including training new primary teachers with a languages specialism and providing new resources, such as the Key Stage 2 Framework for Languages (DfES, 2005e) and the Primary Languages website (www.primarylanguages.org.uk). Both aim to provide practical advice and support to teachers and school leaders involved in the development and delivery of primary languages.

The, then, Qualifications and Curriculum Authority (QCA) in England, now the Qualifications and Curriculum Development Agency (QCDA), also produced schemes of work for French, German and Spanish (see 4.11.) to support the teaching of foreign languages at key stage 2.

Following an independent review of the primary curriculum (the 'Rose Review'), published in April 2009 (see 4.10.1.4.), the Government intends to make modern foreign languages a compulsory part of the key stage 2 curriculum by September 2011. (DCSF, 2009e).

Citizenship and Personal, Social and Health and Economic Education

Children in maintained primary schools in England are currently expected to follow a non-statutory framework for citizenship and personal, social and health education (PSHE). Guidance is available to support teachers in delivering PSHE. This sets out what pupils are expected to achieve at the end of each key stage (QCA, 2005). In addition, schemes of work (see 4.11.) for citizenship education in key stages 1 and 2 have been developed.

In November 2009, the Government published the Children, Schools and Families Bill (see 4.2.1.), which contains the results of recent reviews of sex and relationships education, and drug and alcohol education. The Bill includes plans to make PSHE compulsory at key stages 1 to 4 (ages five to 16) from September 2011. This is intended to give the subject a higher profile and ensure that young people are equipped with the skills and knowledge to make safe and healthy choices, such as avoiding drug and alcohol misuse.

Sex and Relationships Education (SRE)

Sex and relationships education (SRE) is not currently compulsory during primary education but is planned to be from September 2011, as part of PSHE (see above). The publication 'Sex and Relationship Education Guidance' (DfEE, 2000e) for schools currently outlines schools' responsibilities in this area. The Education Act 1996, as amended, requires that headteachers and school governing bodies must have regard to this guidance when providing SRE and should make sure that children learn the nature of marriage and its importance for family life and raising children. They are also required to protect children from inappropriate teaching and materials, having regard to the age and the religious and cultural background of the pupils concerned. The guidance recommends that, in addition to the statutory SRE that is required as part of National Curriculum science, a broader range of SRE should be delivered in primary schools using the frameworks for Personal, Social and Health Education (PSHE) and citizenship.

All schools should have a SRE policy, agreed by school governors in consultation with parents. For primary schools it is particularly important that the SRE programme is tailored to the age and the physical and emotional maturity of the children. Schools should keep their SRE policy up to date and make sure that it is made available for inspection and to parents. It is also helpful if the policy is covered in a school's prospectus. Parents have the right to withdraw their children from all or parts of SRE, other than that which is required as part of National Curriculum science. This should also be made clear to parents in the school's written SRE policy.

Drugs Education

In March 2004, the then DfES (now the Department for Children, Schools and Families - DCSF) issued its 'Drugs: Guidance for Schools' (DfES, 2004a). This replaced a number of publications for schools on drug issues and in doing so, it updated and brought together in one document information for schools on drug education and related issues. The guidance outlines the responsibilities of schools in this area. All schools should have a drug policy that covers drug education and dealing with drug incidents. The policy should be developed in consultation with the whole school community including pupils, parents, staff and governors. The policy should be widely disseminated, readily available and updated on a regular basis.

While certain aspects of drug education – including topics such as tobacco and alcohol, as well as illegal drugs – form compulsory parts of National Curriculum science, the guidance recommends that a broader range of issues are covered using the non-statutory frameworks for Personal, Social and Health Education (PSHE) and citizenship.

To support the implementation and delivery of PSHE as a statutory subject from 2011, the DCSF is consulting on new drugs guidance for schools building on, rather than replacing the 2004 guidance (see above) and is expected to be published in 2010.

Drugs: Guidance for Schools (DFES, 2004a)

Independent Review of the Primary Curriculum: Final report (DCSF, 2009e)

Key Stage 2 Framework for Languages [online] (DfES, 2005e)

Languages for all: Languages for life. A strategy for England (DfES, 2002b)

PSHE at Key Stages 1 to 4 Guidance on Assessment, Recording and Reporting (QCA, 2005)

Sex and Relationship Guidance (DfEE Circular 0116/2000) (DfEE, 2000e)

Department for Children, Schools and Families (DCSF)

Qualifications and Curriculum Development Agency (QCDA)

Children, Schools and Families Bill 2009

4.10.1.3. Religious education and collective worship: England

The Education Act 1996 (as amended by the School Standards and Framework Act 1998) requires all maintained schools - except nursery schools and nursery classes in primary schools - to provide religious education and a daily act of collective worship. Parents have the right to withdraw their children from these activities.

All local authorities (LAs) are required to adopt a locally agreed syllabus for religious education (RE) that meets the requirements of the Education Act 1996. Denominational schools are exempt from this agreed syllabus framework. The, then, Qualifications and Curriculum Authority (QCA), now the Qualifications and Curriculum Development Agency (QCDA), in cooperation with representatives of the different religious communities in England, developed two model syllabuses for the teaching of religious education. These are non-statutory, general guidelines, which can be wholly adopted, or drawn upon, by LAs in developing their own locally agreed syllabuses. LAs must review their syllabuses every five years. With a view to building on the model syllabuses (which date from 1994) and providing additional guidance on the effective teaching and assessment of religious education, the, then, QCA also published non-statutory guidance in 2000. This relates specifically to RE taught according to a locally agreed syllabus (QCA, 2000c).

Since the publication of this guidance, the, then, QCA produced the first non-statutory national framework for RE, which was launched in October 2004 (QCA, 2004b). It is designed to assist LAs and other relevant parties in the delivery and development of religious education, setting out national expectations for teaching and learning in RE and suggested levels of attainment that pupils should achieve.

In addition, the former QCA produced non-statutory schemes of work (units of work) for RE in primary and secondary education. These are designed to provide support materials for teachers, by demonstrating ways in which a locally agreed syllabus for religious education can be interpreted for the classroom. (Further information on schemes of work is available in section 4.11.)

All locally agreed religious education syllabuses must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'. The majority of acts of collective worship are required to be 'wholly or mainly of a broadly Christian character'. Headteachers may apply for the requirement for broadly Christian worship to be lifted for some or all pupils, if this requirement appears to be inappropriate for the whole school or for a particular category of pupils. Applications are made to the local Standing Advisory Council for Religious Education (SACRE) (see below). At the request of parents, religious education and worship may be provided according to a particular faith or denomination, provided that denominational worship does not replace statutory non-denominational collective worship and the school does not incur additional cost.

The Education Reform Act 1988 (now superseded by the Education Act 1996) requires each LA to establish a SACRE, comprising representatives from several groups, including local religious groups, teachers' associations and the LA. By law, each SACRE must produce an annual report that shows how it, in conjunction with the LA, has supported the effective provision of religious education and collective worship in local schools. It may also require the LA to review its locally agreed syllabus for religious education.

Department for Education Circular 1/94 also provides guidelines on religious education and collective worship in schools. This has been replaced by new non-statutory guidance issued in February 2010 (DCSF, 2010b).

[Religious Education and Collective Worship \(DFE Circular 1/94\) \(DFE, 1994a\)](#)

[Religious Education guidance in English schools: Non-statutory guidance 2010 \(DCSF, 2010b\)](#)

[Religious Education: Non-statutory Guidance \(QCA, 2000c\)](#)

[Religious Education: The Non-statutory National Framework \(QCA, 2004b\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

[Education Act 1996](#)

[Education Reform Act 1988](#)

[School Standards and Framework Act 1998](#)

4.10.1.4. Curriculum Review: England

The National Curriculum is regularly monitored and reviewed by the statutory body responsible for its supervision. In 2000, the then, Qualifications and Curriculum Authority (QCA), now the Qualifications and Curriculum Development Agency (QCDA), completed a major review of the National Curriculum and non-statutory subject areas, which resulted in the introduction of a revised National Curriculum in August of that year (DfEE, 1999).

Most recently, an independent review of the primary curriculum, known as the 'Rose Review' was launched in January 2008 and the final report published in April 2009 (DCSF, 2009). The aim of the review was to help create a smoother transition between early years and school education, and help boost standards. Recommendations from the review include:

- The core curriculum is to comprise literacy, numeracy, ICT and personal development.
- Six new areas of learning that link the Early Years Foundation Stage (EYFS) with the framework (see 3.2.1.) and the new secondary curriculum (see 5.2.1.):
 - understanding English, communication and languages
 - mathematical understanding
 - understanding the arts
 - historical, geographical and social understanding
 - understanding physical development, health and wellbeing
 - scientific and technological understanding.
- More opportunities for children to use and apply knowledge and skills across the curriculum.
- Opportunities for children to acquire personal, social and emotional qualities.
- An explicit emphasis on the value of play to children's learning and development.
- A focus on teaching one or two foreign languages at primary school. and, where possible, continuing to teach the same languages at secondary school.

It is intended that a new primary curriculum, based on the above recommendations, will be implemented from September 2011. Further information about the new curriculum can be found on the QCDA National Curriculum website:

<http://curriculum.qca.org.uk/new-primary-curriculum/index.aspx>

[Independent Review of the Primary Curriculum: Final report \(DCSF, 2009e\)](#)

[The National Curriculum: Handbook for Primary teachers in England. Key Stages 1 and 2 \(DFEE, 1999\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

4.10.2. Curriculum in Wales

In Wales, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) is the statutory body responsible for overseeing the National Curriculum and its assessment. DCELLS took over responsibility from the former Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) on 1st April 2006.

The local authorities (LAs), school governing bodies and headteachers responsible for schools have a general duty to secure the implementation of the National Curriculum and assessment arrangements in schools, to monitor the consistency of assessments, and to give professional support to teachers in making assessments. It should be noted that the National Curriculum and religious education do not constitute the whole curriculum for schools. See 4.10.2.1. for information about the National Curriculum, 4.10.2.2. and its subsections for information on non-statutory subjects, 4.10.2.3. for religious education and collective worship, and 4.10.2.4. for details of the curriculum review in Wales.

The Education Act 1996 requires LAs, school governing bodies and the headteacher of all maintained schools to guard against the political indoctrination of pupils, by forbidding the 'pursuit of partisan activities', and the promotion of partisan political views in the teaching of any subject in any school regardless of the age of the pupils. The Act also requires political issues, if discussed in class, to be presented in a balanced way.

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Education Act 1996](#)

4.10.2.1. National Curriculum: Wales

As established under earlier legislation (Section 351 of the Education Act 1996), Section 78 of the Education Act 2002 states that every pupil of compulsory school age in maintained schools is entitled to a curriculum which:

- is balanced and broadly based
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils for the opportunities, responsibilities and experiences of later life.

One of the main aims in primary schools is to ensure that all pupils make good progress in the basics of English and Welsh, (particularly where Welsh is a pupil's first language), mathematics and science.

Full or partial exemptions from the National Curriculum for pupils in primary education can be made in certain circumstances. Section 364 of the Education Act 1996, as re-authorised by Section 92 of the Education Act 2002, for example, allows modification of the National Curriculum and related assessment arrangements, or exemption from the National Curriculum, for individual students who have been given a statement of special educational needs. See 10.3.3. and its sub-sections for further information.

Section 365 of the Education Act 1996, as re-enacted in Section 93 of the Education Act 2002, also permits the headteacher of a maintained school to make temporary exemptions from, or modification of, the National Curriculum, for individual pupils, for a period of up to six months.

Key stage 1 & 2 subjects

A revised curriculum for 3- to 19-year-olds in Wales began to be introduced from September 2008 (see 4.10.2.4.). The new curriculum was introduced for pupils in years 3, 4 and 5 of key stage 2 (aged seven to nine) in September 2008, and for year 6 pupils (aged ten to 11) in September 2009. It will be introduced to key stage 1 pupils (aged five to seven) as part of the foundation phase in September 2010. (The 'foundation phase' offers a new approach to learning for children aged three to seven (see 3.10.1.)

Under the revised curriculum, the following subjects are compulsory:

- The core subjects - English, Welsh (where Welsh is studied as a first language in Welsh-speaking schools or classes), mathematics, science.
- The foundation or non-core subjects - Welsh (where Welsh is studied as a second language, that is in schools or classes which are not Welsh-speaking), technology including design and technology and information and communication technology (ICT) (previously information technology), history, geography, art and design (previously art), music, physical education (PE) and personal and social education (PSE).

Key stage 1 pupils in Welsh-speaking schools or classes are exempt from the key stage 1 programme of study in English.

Under the terms of the Education Act 1996, the amount of time to be devoted to each subject cannot be prescribed.

Programmes of study

Programmes of study set out the minimum statutory entitlement to the knowledge, understanding and skills for each subject at each key stage, and teachers use the programmes of study as the basis for planning schemes of work (see 4.11.). Particular teaching methods and books are not usually prescribed as part of a programme of study, but are chosen by teachers, who may also add to the subject material specified in the programmes of study. Revised programmes of study are now being introduced as part of the revised curriculum for 3 to 19-year-olds (see 4.10.2.4.).

In 2005, the Welsh Assembly Government published 'Words Talk – Numbers Count' (WAG, 2005b), a strategy to raise standards of literacy and numeracy across all phases of education. One of the specific aims of the strategy is to further reduce the number of children who are struggling with reading, writing and numeracy when they leave primary school.

Skills in the curriculum

The Welsh National Curriculum has recently been revised (see 4.10.2.4.). The revised curriculum arrangements include a new skills framework for three- to 19-year-olds which began to be implemented in September 2008. A focus on skills development underpins the revised curriculum and, to reinforce this, a non-statutory Framework, 'Skills framework for three- to 19-year-olds in Wales' (DCELLS, 2008j), has been developed. The framework aims to provide guidance about continuity and progression in thinking, communication, information and communication technology (ICT), and number for learners aged three to 19 and beyond. These skills are considered essential to enable learners of any age to become successful, whether in school, the workplace, at home or elsewhere.

Under the old curriculum, 'common requirements' applied across all subjects in the National Curriculum. These included a statement of access for all students, including those with special educational needs and those who were gifted and/or talented.

[Skills Framework for 3- to 19-year-olds in Wales \(DCELLS, 2008j\)](#)

[Words Talk - Numbers Count: The Welsh Assembly Government's Strategy to Improve Basic Literacy and Numeracy in Wales \(WAG, 2005b\)](#)

[Education Act 1996](#)

[Education Act 2002](#)

4.10.2.2. Non-statutory subject areas: Wales

The compulsory National Curriculum subjects (and religious education) are not considered to form the complete curriculum. The curriculum must also, at appropriate stages, include other subjects, such as careers education, work related learning, health education and sex education.

Schools may also teach other topics at a level appropriate to their pupils' understanding; they may, for example, cover foreign languages, economic awareness, environmental education and political and international understanding, including an awareness of European identity and European historical, cultural, economic and social aspects. Some of these will, however, form part of the various National Curriculum programmes of study. Emphasis is also placed on developing knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Modern foreign languages

The teaching of a foreign language is only compulsory at key stage 3 (age 11-14). In 2008, following an extensive pilot, it was decided not to make modern foreign language learning compulsory at primary level. However, money is made available for every primary school in Wales to develop language learning on a non-statutory basis through the Better Schools Fund (BSF) (see section 2.8.2.3.) and the revised curriculum includes a non-statutory framework for modern languages at key stage 2. The Department for Children, Education, Lifelong Learning and Skills (DCELLS) has also produced guidance for modern languages at key stage 2 and 3 (DCELLS, 2008d).

Citizenship and Personal, Social and Health Education

In Wales, a non-statutory framework of personal and social education (PSE) was first introduced in primary education in August 2000 (ACCAC, 2000b), and PSE has been a statutory subject for pupils in compulsory education since September 2003.

As part of the consultations on the revised Welsh National Curriculum, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales held a consultation on the provisions of the compulsory PSE framework. This resulted in a revised framework for PSE, which has been simplified and covers seven- to 19-year-olds. It includes a wide range of topics such as personal relationships, diet and health, money management, sustainable living, first aid and active citizenship (DCELLS, 2008h) and is now in place for all learners.

Sex and Relationships Education (SRE)

Sex and relationships education (SRE) is not currently compulsory during primary education in Wales. However, all schools should have a SRE policy, agreed by school governors in consultation with parents. For primary schools, it is particularly important that the SRE programme is tailored to the age and the physical and emotional maturity of the children. Schools should keep their SRE policy up to date and make sure that it is made available for inspection and to parents. It is also helpful if the policy is covered in a school's prospectus. Parents have the right to withdraw their children from all or parts of SRE, other than that which

is required as part of National Curriculum science. This should also be made clear to parents in the school's written SRE policy.

In 2002, the National Assembly for Wales developed guidance on sex education in schools (NAFW, 2002b) covering issues such as:

- developing sex and relationships education policy in schools
- teaching sex and relationships education
- handling sensitive issues
- working with parents and the wider community.

The Education Act 1996, as amended, requires that headteachers and school governing bodies must have regard to this guidance when providing SRE and should make sure that children learn the nature of marriage and its importance for family life and raising children. They are also required to protect children from inappropriate teaching and materials, having regard to the age and the religious and cultural background of the pupils concerned

Drugs education

Tackling Substance Misuse in Wales (Circular 17/02) was published to set the agenda for action on substance misuse up to 2008. One of the main aims of the strategy was to help children and young people resist substance misuse. It has since been superseded by a new 10 year strategy 'Working Together to Reduce Harm: the Substance Misuse Strategy for Wales 2008-2018' (WAG, 2008i).

[Aiming for Excellence in foreign languages \(Estyn, 2002\)](#)

[Modern foreign languages in the National Curriculum for Wales \(DCELLS, 2008d\)](#)

[Personal and social education framework for 7 to 19-year-olds in Wales \(DCELLS, 2008h\)](#)

[Personal and Social Education Framework. Key Stages 1 to 4 in Wales \(ACCAC, 2000b\)](#)

[Sex and relationship education in schools \(Circular 11/02\) \(NAFW, 2002b\)](#)

[Working Together to Reduce Harm: the Substance Misuse Strategy for Wales 2008-2018 \(WAG, 2008i\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Estyn](#)

4.10.2.3. Religious education and collective worship: Wales

The Education Act 1996 (as amended by the School Standards and Framework Act 1998) requires all maintained schools - except nursery schools and nursery classes in primary schools - to provide religious education and a daily act of collective worship. Parents have the right to withdraw their children from these activities.

All local authorities (LAs) are required to adopt a locally agreed syllabus for religious education (RE) that meets the requirements of the Education Act 1996. Denominational schools are exempt from this agreed syllabus framework.

All locally agreed religious education syllabuses must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'. The majority of acts of collective worship are required to be 'wholly or mainly of a broadly Christian character'. Headteachers may apply for the requirement for broadly Christian worship to be lifted for some or all pupils, if this requirement appears to be inappropriate for the whole school or for a particular category of pupils. Applications are made to the local Standing Advisory Council for Religious Education (SACRE) (see below). At the request of parents, religious education and worship may be

provided according to a particular faith or denomination, provided that denominational worship does not replace statutory non-denominational collective worship and the school does not incur additional cost.

The Education Reform Act 1988 (now superseded by the Education Act 1996) requires each LA to establish a SACRE, comprising representatives from several groups, including local religious groups, teachers' associations and the LA. By law, each SACRE must produce an annual report that shows how it, in conjunction with the LA, has supported the effective provision of religious education and collective worship in local schools. It may also require the LA to review its locally agreed syllabus for religious education.

As part of the revised school curriculum for three- to 19-year-olds, a model framework has been produced for religious education which local authorities can adopt as a basis for their locally agreed syllabuses. This aims to promote consistency in the teaching and assessment of religious education across schools in Wales (DCELLS, 2008f)

[National exemplar framework for religious education for 3 to 19-year-olds in Wales: Guidance for local education authorities and agreed syllabus conferences \(DCELLS, 2008f\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Education Act 1996](#)

[Education Reform Act 1988](#)

[School Standards and Framework Act 1998](#)

4.10.2.4. Curriculum Review: Wales

The National Curriculum is regularly monitored and reviewed by the statutory bodies responsible for its supervision.

The then Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) completed a review of the curriculum in 2000 and, as a result, revised curriculum and assessment arrangements were introduced in Wales in August 2000 (ACCAC, 2000a).

On 1st April 2006, ACCAC became part of a new, enlarged Welsh Assembly Government Department, which is now known as the Department for Children, Education, Lifelong Learning and Skills (DCELLS). DCELLS has taken on ACCAC's former functions, which include monitoring and review of curriculum and assessment arrangements, the publication of guidance to support these, and commissioning classroom materials to support the teaching of Welsh and the Curriculum Cymreig (Wales-specific aspects of the curriculum).

The National Curriculum has traditionally been taught to children once they were of compulsory school age (the term after their fifth birthday), until the age of 16. However, following a series of consultations on the school curriculum in Wales during 2007, a new curriculum for the three to 19 age range has been launched. One of the key areas of the revised curriculum is a foundation phase, which offers a new approach to learning for children aged three to seven. To support the introduction of the foundation phase, the statutory framework, 'Framework for Children's Learning for 3 to 7-year-olds in Wales' (DCELLS, 2008e) was published in early 2008. In September 2008 the phased introduction of the statutory foundation phase began (with three- to five-year-olds). It is expected to be fully in place (for three- to seven-year-olds) by the 2010/11 school year (see 3.10.1.).

The revised curriculum aims to: focus on the learner and on continuity and progression between each phase of education; offer teachers flexibility by reducing prescribed subject content and focusing on skills; support government policy in specific areas including bilingualism, equal opportunities and global citizenship. See section 4.2.2. for further information.

Review of 8 to 14 education

In February 2009, the Welsh Assembly Government appointed a Task and Finish Group to conduct a review of the education of eight- to 14-year-olds, including their transition from primary to secondary education. The first review report was published in September 2009 (Egan, 2009). Its key recommendation was the development of a discrete eight to 14 phase of education. See 5.2.2. for further information.

[Framework for Children's Learning for 3 to 7-year-olds in Wales \(DCELLS, 2008c\)](#)

[Key Stages 1 and 2 of the National Curriculum in Wales \(ACCAC, 2000a\)](#)

[Task and Finish Group on 8-14 Education Provision in Wales: First Stage Report \(Egan, 2009\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

4.10.3. Curriculum in Northern Ireland

The Education Reform (Northern Ireland) Order 1989 introduced a common curriculum and a system of formal assessment for all pupils in grant-aided schools in Northern Ireland. During 1994/95, a limited review was undertaken and a revised curriculum was implemented in schools from September 1996. The Northern Ireland Curriculum (DENI, 1996a) comprised religious education and six compulsory areas of study (see 4.10.3.1.). However, the 'languages' area of study did not generally apply during key stages 1 and 2 (primary education).

In 1999, the Northern Ireland Council for the Curriculum Examinations and Assessment (CCEA) began an extensive review of and consultation on the primary curriculum and assessment arrangements. Following the review, the Education (Northern Ireland) Order 2006, passed in July 2006, provided the legislative framework for the introduction of completely revised curriculum and assessment arrangements. As a result, a revised curriculum for children in the new foundation stage (Years 1 and 2 of primary education, (ages four to six), see 4.2.3.) and in key stages 1 and 2 (aged six to 11) began to be introduced from the 2007/08 school year (September 2007 onwards). The revised Northern Ireland Primary Curriculum includes an access statement which states that 'schools have a responsibility to provide a broad and balanced curriculum for every child'. This aims to offer children experiences which help to develop their skills, knowledge and understanding across six statutory learning areas. For further information, see section 4.10.3.1..

The Northern Ireland Curriculum does not constitute the whole curriculum for schools. A number of 'cross-curricular themes' are also included along with a range of 'skills' (see 4.10.3.2.). Schools are also free to develop additional curriculum elements to express their particular ethos and to meet pupils' individual needs and circumstances. Boards of Governors may, for example, also choose to provide teaching in other subjects, or a European Dimension may be added either across the curriculum or as a free-standing element.

The (Northern Ireland) Council for the Curriculum, Examinations and Assessment (CCEA) is responsible for the supervision of the curriculum in Northern Ireland.

Education and Library Boards (ELBs) are responsible for giving curriculum advice and support to schools, but the responsibility for ensuring that the curriculum is delivered in each school rests with the Board of Governors. The Board of Governors for each school must set out, in association with the headteacher and teaching staff, a curriculum policy. This policy must take account of any representation made by the relevant ELB, or the Council for Catholic Maintained Schools (CCMS) if the school is a Catholic-maintained school. The Board of Governors must send a copy of its curriculum policy to the relevant ELB. The headteacher is responsible for organising the curriculum and ensuring it is followed in the school

[The Northern Ireland Curriculum. Key Stage 1 and 2, Programmes of Study and Attainment Targets \(DENI, 1996a\)](#)

[Council for Catholic-Maintained Schools \(CCMS\)](#)

[Northern Ireland Council for the Curriculum, Examinations and Assessment \(CCEA\)](#)

Education (Northern Ireland) Order 2006

Education Reform (Northern Ireland) Order 1989

4.10.3.1. Areas of study and compulsory subjects: Northern Ireland

Following the passing of the Education (Northern Ireland) Order 2006, revised curriculum arrangements began to be introduced in September 2007. Since the start of the 2009/10 school year, these arrangements have been fully in place across key stage 1 (ages six to eight) and key stage 2 (ages eight to 11).

A new foundation stage of education was also introduced in September 2007. This covers the first two years of primary school (Years 1 and 2, children aged four to six years). See 4.2.3..

Foundation stage curriculum

The curriculum for the new foundation stage began to apply to pupils in Year 1 (ages four to five) from the 2007/08 school year, and to pupils in Year 2 (ages five to six) from the beginning of the 2008/09 school year. It aims to offer children experiences to help to develop their skills, knowledge and understanding across six statutory learning areas:

- the arts
- language and literacy
- mathematics and numeracy
- personal development and mutual understanding
- physical development and movement
- the world around us.

Revised key stage 1 curriculum, 6+- to 8-year-olds, and key stage 2 curriculum, 8+ to 11-year-olds

The revised curriculum for key stages 1 and 2 covers the same six 'areas of learning' as the foundation stage:

- The arts, including art and design, music and opportunities to incorporate drama.
- Language and literacy, including talking and listening, reading and writing and opportunities to incorporate drama.
- Mathematics and numeracy, focusing on the development of mathematical concepts and numeracy across the curriculum, and including processes in mathematics; number; measures; shape and space; and handling data.
- Personal development and mutual understanding, focusing on two strands – personal understanding and health (incorporating emotional development, learning to learn, health, relationships and sexuality education); and mutual understanding in the local and global community.
- Physical development and movement, focusing on the development of knowledge, skills and understanding in a range of physical activities, including athletics, dance, games, and swimming.
- The world around us, focusing on the development of skills and knowledge in geography, history, and science and technology. The key stage 1 world around us strands (six- to eight-year-olds) are 'me and my home', 'my school', and 'my environment'; and the strands included in key stage 2 (eight- to 11-year-olds) are 'the way we live', 'movement' and 'our world'.

Although the learning areas are set out separately, teachers are expected, where appropriate, to integrate learning across the six areas to make relevant connections for children. Children too are encouraged to make connections in their learning and to see the relevance in what they are studying. Religious education is also a compulsory curriculum subject (see 4.10.3.3.).

Draft literacy and numeracy strategy

The Department of Education held a consultation on a draft literacy and numeracy strategy between June and November 2008. 'Every School A Good School: A Strategy for Raising Achievement of Literacy and

Numeracy' (DE, 2008d) aims in particular, to raise achievement amongst those most at risk of underachievement. The proposals include:

- an emphasis on literacy and numeracy across the curriculum in primary and secondary schools
- more explicit promotion of literacy and numeracy by English and mathematics teachers in secondary schools
- teaching which focuses on narrowing the gap in attainment between the highest and lowest achievers
- greater accountability for student progress in literacy and numeracy at all levels.

Every School A Good School: A Strategy for Raising Achievement of Literacy and Numeracy (Circular 2008/11) (DE, 2008d)

Department of Education (Northern Ireland) (DE)

4.10.3.2. Cross-curricular themes: Northern Ireland

The Revised Northern Ireland Primary Curriculum states that 'at the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for lifelong learning and for operating effectively in society'. The intention is to develop children's personal, interpersonal and learning skills and their ability to think both creatively and critically. Skills at the heart of the revised curriculum include the 'Cross-Curricular Skills' and 'Thinking Skills and Personal Capabilities'.

The cross curricular skills are:

- communication
- using mathematics
- using ICT.

In addition, the development of Thinking Skills and Personal Capabilities is at the heart of the revised curriculum, as it is considered essential for children to be able to think critically and creatively, and to develop personal and interpersonal skills.

4.10.3.3. Religious education: Northern Ireland

As in England and Wales, religious education (RE) and collective worship constitute a compulsory element of the curriculum, although parents have the right to withdraw children from these activities. Religious education must be taught in all grant-aided schools according to a common core syllabus, drawn up with the agreement of the main churches.

In November 2006, the Government accepted proposals from Northern Ireland's four main churches for a revised core syllabus for religious education. The revised syllabus is mostly Christian in nature, but also includes morality education and, for the first time, other world religions. The revised syllabus started to be phased in from September 2007 alongside the other revised curriculum arrangements.

4.10.3.4. Relationships and sexuality education: Northern Ireland

Relationships and sexuality education (RSE) is included on a statutory basis within the revised Northern Ireland Curriculum, as part of the new 'Personal development and mutual understanding' area of learning during primary education (see 4.10.3.1.). Guidance for primary (and post-primary) schools on the teaching of RSE has been provided (CCEA, 2007a) and (DE, 2010a). Schools are expected, as far as possible, to make alternative arrangements for any pupil whose parent(s) would like him or her to be excused from particular or all sex education lessons. Schools are also expected to have a policy setting out how they address relationships and sexuality education within each pupil's curriculum.

Guidance on Relationships & Sexuality Education (RSE) (Circular 2010/01) (DE, 2010a)

Personal Development and Mutual Understanding for Key Stages 1&2 (CCEA, 2007a)

4.10.3.5. Drugs education: Northern Ireland

All grant-aided schools have a legal duty to teach drugs education as part of the the new 'personal development and mutual understanding' area of learning during key stages 1 and 2. (see 4.10.3.1.) Guidance has been provided (CCEA, 2007a).

For further information on drugs education in Northern Ireland see section 5.13.1.3.1.

Personal Development and Mutual Understanding for Key Stages 1&2 (CCEA, 2007a)

4.11. Teaching Methods and Materials

In England, Wales and Northern Ireland, teaching methods and learning materials are usually decided by the class teacher, in consultation with the headteacher and subject leaders; in other words, they are not officially prescribed. Subject leaders (or subject coordinators) are classroom teachers who have additional responsibility for a particular subject area and who give help and guidance to their colleagues within the school. Each teacher is responsible for planning lessons and for drawing up schemes of work to ensure that the curriculum provided meets the statutory requirements. The teacher is also responsible for ensuring that there are sufficient opportunities for differentiated work for pupils of all abilities. Differentiation is defined as providing learning experiences which are matched to the needs, capabilities and previous learning of individual pupils.

In primary education, teaching normally takes place in mixed-ability groups or classes established to cover single year groups, where possible. Some larger primary schools may group pupils by ability in a particular subject (a practice known as 'setting'). This is used for some subjects only. Smaller or rural schools often have mixed-age classes.

Within mixed-ability classes, some forms of ability grouping may also be used. For example, many teachers use within-class ability grouping, which involves dividing a class into small groups for part of the school day, and instructing each group separately providing differentiated work.

Teaching does not necessarily have to be organised and delivered within subject boundaries but increasingly, at primary level, subjects are taught as individual, discrete areas. However, teachers do still organise some subject areas in an integrated way, using project work, for example, as a way to teach several subjects at once.

There are no prescribed texts for primary pupils. However, the programme of study for English does recommend that pupils have access to a range of literature and non-fiction and non-literary texts and provides examples of such texts (poetry – modern and classical; playscripts; letters; diaries; long-established children's fiction).

Maintained schools may not charge for the cost of materials, books, instruments or any other equipment used by pupils. More detailed information is available in section 4.7..

Teachers may use audio-visual equipment such as DVD/video, slides, audio recordings and television in their teaching. Most of the major terrestrial television companies broadcast programmes intended for schools. Teachers TV supports the professional development of those working in schools through videos, practical resources and an online community: <http://www.teachers.tv>

All schools have computers available for use by pupils. Becta is the Government's key partner in the development and delivery of its information and communications technology (ICT) and e-learning strategies. Becta works with industry to ensure that the right technology for education is in place. It also supports the education workforce to help make the best use of technology to improve learning.

Although particular teaching methods and learning materials are not usually prescribed, teacher guidance documents for the teaching of specific curriculum subjects are often provided by the Department for Children, Schools and Families (DCSF) (in England), the Department for Children, Education, Lifelong Learning and Skills (DCELLS) (in Wales), the Department of Education (Northern Ireland) (DE), the Qualifications and Curriculum Development Agency (QCDA) (England) and the (Northern Ireland) Council for the Curriculum, Examinations and Assessment (CCEA).

In England, for example, the then, DfES (now DCSF) published guidance to assist headteachers in the implementation of a renewed Primary Framework for Literacy and Mathematics by 2008 (DfES, 2006e). QCDA also produces non-statutory, primary level schemes of work for science, information and communication technology (ICT), design and technology, geography, history, art and design, music, physical education (PE) and religious education (RE). It has also produced a scheme of work for those primary schools teaching a modern foreign language at key stage 2. Schemes of work for citizenship education at key stages 1 and 2 have also been developed. All the schemes of work are available online at: <http://www.standards.dcsf.gov.uk/schemes3/>.

In addition, QCDA runs the 'National Curriculum in Action' website for teachers; this illustrates standards of pupils' work at different ages and key stages. The site is available at: <http://curriculum.qca.org.uk/key-stages-1-and-2/assessment/nc-in-action/index.aspx>.

In Wales, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) has commissioned classroom materials to support the teaching of other subjects through the medium of Welsh, and Wales-specific aspects of the curriculum. The National Grid for Learning Cymru, managed by WJEC, develops interactive resources for teachers and learners at all levels: <http://www.ngfl-cymru.org.uk/eng/vtc-home.htm>

In Northern Ireland, irish-medium resources for key stages 1 and 2 are available from the Northern Ireland Curriculum website: http://www.nicurriculum.org.uk/irish_medium/key_stage_1_and_2/

Schools may also call in external contributors to assist with teaching in certain curricular areas. In personal, social and health education (PSHE) and citizenship, for example, outside visitors from local agencies and organisations may provide specialist knowledge and up-to-date information to complement the work of the teacher. This may also enhance teaching in subject areas, such as sex education and drugs education (see 4.10.1.2.).

The Department for Children, Schools and Families (DCSF) also provides non-statutory guidelines for homework (its purpose, task type and the amount) for pupils in primary and secondary education (DfEE, 1998c). This documentation recommends that pupils in key stage 1 should receive one hour of homework each week; those in Years 3 and 4 of primary education (aged seven to nine years) 90 minutes per week; and pupils in the final two years of primary level education (ages nine to 11) should receive 30 minutes' homework each day. Individual school governing bodies are required to publish a homework policy.

[Homework: Guidelines for Primary and Secondary Schools \(DfEE, 1998c\)](#)

[Primary Framework for Literacy and Mathematics: Supporting Guidance for Headteachers and Chairs of Governors \(DfES, 2006e\)](#)

[British Educational Communications and Technology Agency \(Becta\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Northern Ireland Council for the Curriculum, Examinations and Assessment \(CCEA\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

WJEC

4.12. Pupil Assessment

Statutory assessment procedures exist for pupils of compulsory school age and are related to the National Curriculum in England and Wales and the Northern Ireland Curriculum. Assessment procedures are intended to help teachers and pupils in a number of ways:

- Formative elements help teachers decide how a pupil's learning should be taken forward, and give the pupils clear and understandable targets and feedback about their achievements. This information helps teachers and others to identify the need for further diagnostic assessments for particular pupils in order to help their educational development. This form of assessment is increasingly known as 'assessment for learning'.
- Summative elements provide evidence of pupils' achievements and of what they know, understand and can do, and is increasingly known as 'assessment of learning'.
- Evaluative elements provide comparative information about pupils' achievements nationally, which may be used as an indicator of any need for further effort, resources or changes in the curriculum.
- Informative elements help teachers report on a child's progress to his or her parents and on the school's achievements to school governing bodies, local authorities (LAs) and the wider community.

There is no certificate awarded at the end of primary education.

Assessment arrangements in England and Wales differ in some respects from those in Northern Ireland. For more detailed information, see section 4.12.1. and sub-sections for England, section 4.12.2. and sub-sections for Wales, and section 4.12.3. and sub-sections for Northern Ireland.

4.12.1. Pupil assessment: England

See the following sub-sections:

- 4.12.1.1. for school entry (baseline assessment)
- 4.12.1.2. for National Curriculum attainment targets and level descriptions
- 4.12.1.3. and sub-sections for National Curriculum assessment arrangements; and
- 4.12.1.4. for information on non-statutory tests.

4.12.1.1. School entry (baseline) assessment

School entry assessment was introduced in England in 1998 when, during the period September 1998 to August 2002, all pupils in maintained schools in England had to be assessed in language skills, mathematics skills and personal and social skills within the first seven weeks of entering primary school. Schools used an accredited baseline assessment scheme to gather an assessment of each child's knowledge, understanding, attitudes and skills on entry to primary school. The aim was to allow staff to plan the curriculum appropriately and to provide learning activities to match the child's needs.

The Education Act 2002, which formally established the foundation stage (ages three to five) of the National Curriculum in England, made provision for the replacement of baseline assessment with one national scheme known as the foundation stage profile which came into effect in September 2002. In September 2008, the Government introduced the Early Years Foundation Stage (EYFS) - a new, single framework for care, learning and development for all children from birth until the August after their fifth birthday (see 3.10.1.).

The EYFS Profile also replaced the foundation stage profile. This is based on informal observation of pupils throughout the reception class and is completed at the end of this year. The assessment includes all six areas of learning for the EYFS and is based on teachers' ongoing observations and assessment records (see 3.12.).

[Education Act 2002](#)

4.12.1.2. National Curriculum attainment targets and level descriptions**Attainment targets**

Attainment targets set out the knowledge, skills and understanding which pupils are expected to achieve by the end of each key stage. Attainment targets are usually defined in terms of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level eight. Some subjects have several attainment targets which relate to aspects of the programmes of study for example:

Key stage 1 and 2 English	
Attainment Target 1	Speaking and listening
Attainment Target 2	Reading
Attainment Target 3	Writing
Key stage 1 and 2 mathematics	
Attainment Target 1	Using and applying mathematics
Attainment Target 2	Number and algebra
Attainment Target 3	Shape, space and measures
Attainment Target 4	Handling data (not applicable at key stage 1)
Key stage 1 and 2 science	
Attainment Target 1	Scientific enquiry
Attainment Target 2	Life processes and living things
Attainment Target 3	Materials and their properties
Attainment Target 4	Physical processes

Design and technology, information and communication technology, history, geography, art and design, music, and physical education each have a single attainment target.

Level descriptions

There are eight level descriptions for each attainment target for all current National Curriculum subjects. Level descriptions provide the basis on which summative judgements about a pupil's performance are made, usually at the end of a key stage. Level descriptions allow judgements to be made against attainment targets, and indicate the types and range of performance that a pupil working at a particular level characteristically should demonstrate over a period of time. By the end of key stage 1, the performance of the great majority of pupils should be within the range of levels 1 - 3, and by the end of key stage 2 this should be within the range 2 - 5.

National education targets for the proportion of primary age children reaching the expected standards for their age are set. In addition, individual schools set performance targets for their pupils (see 9.4.1.1.).

4.12.1.3. National Curriculum assessment arrangements

In England, statutory assessment arrangements for the National Curriculum at primary school level cover the core subjects of English, mathematics and science.

They include teacher assessment and, in some cases, national tests and tasks against the attainment targets. National tests and tasks aim to complement teachers' own assessment and schools' internal tests and examinations. They are designed to enable each pupil's progress to be measured against national standards in the core subjects.

Teacher assessments are based on observations of practical and oral work in the classroom and written work completed in class over the course of the key stage.

The results of teacher assessment and tests and tasks are expressed in terms of the National Curriculum level descriptions (see 4.12.1.2.).

Further details of the assessment arrangements are provided in sections 4.12.1.3.1. (key stage 1) and 4.12.1.3.2. (key stage 2). For details of assessment on entry to primary education, see 4.12.1.1..

4.12.1.3.1. Key Stage 1 assessment arrangements

At the end of key stage 1 (age seven), pupils take statutory practical classroom-based tasks and written tests in English and mathematics. The tests are marked by the class teacher, but set by an external agency. There are written tests in reading, writing, spelling and mathematics, which can be taken at any time from January of the academic year. The classroom-based tasks in reading, writing and mathematics can also be taken at any point from January onwards. In addition, pupils are assessed by teacher assessment against the attainment targets in English, mathematics and science.

4.12.1.3.2. Key Stage 2 assessment arrangements

In England, at the end of key stage 2 (age 11), pupils currently take statutory written tests in English, mathematics and science. Pupils are also assessed by teacher assessment in relation to the attainment targets in English, mathematics and science.

The National Curriculum tests at key stage 2 must be administered according to a set timetable, and usually take place during an allocated week in May. It is usually required that all children taking the end of key stage 2 tests in any one school should do so at the same time.

NB a pilot project is currently taking place in some schools, which enables children to take the national key stage tests as soon as they are ready (see 4.2.1.). Schools may choose the appropriate start time for each test within the identified day. The tests are set and marked by an external agency which is appointed by the Qualifications and Curriculum Development Agency (QCDA).

National tests at the end of key stage 2 are not used to assess the ability or aptitude of pupils for the purpose of selection for secondary school. Selective secondary schools (which exist in some areas of England only, and are commonly known as grammar schools) set their own tests for this purpose, and these are usually administered earlier in the school year than the key stage 2 tests.

Since May 2000, local authorities (LAs) have had a duty to ensure that statutory arrangements for the key stage 2 tests are being followed.

For information on the publication of key stage 2 test results see 2.7.2.1.2..

Individual schools are also expected to set pupil performance targets for the end of key stage 2 tests (see 9.4.1.1.).

Following a recommendation from the Government's Expert Group on Assessment (2009) (see 4.2.1.), from September 2010, key stage 2 science tests will be replaced with teacher assessment and national sample testing. The intention is that teacher assessment will better recognise whether pupils' have practical ability and the skills to develop and apply scientific understanding. The externally marked sample tests will be based on the current national tests in 2010 and 2011 but completely new tests will be introduced in 2012. The Government is also providing funding until 2011 to help schools use ongoing assessment. When making ongoing teacher assessment judgments, schools are increasingly using 'Assessing pupils' progress' (APP) materials, although this is not a statutory requirement. This structured approach is a key element of the 'Assessment for Learning Strategy' (DCSF, 2008x), which focuses on improving 'assessment for learning' (formative assessment) at key stages 2 and 3 (see 4.2.1. for further information).

APP aims to:

- enable teachers to make judgments about their pupils' attainment in relation to national standards
- provide diagnostic information about the strengths and weaknesses of individual pupils and groups of pupils
- enable teachers to track pupils' progress over time.

At primary level, APP materials are available in reading, writing and mathematics. They are accessible at:

<http://nationalstrategies.standards.dcsf.gov.uk/primary/assessment/assessingpupilsprogressapp>

[Report of the Expert Group on Assessment \(Expert Group on Assessment, 2009\)](#)

[The Assessment for Learning Strategy \(DCSF, 2008o\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

4.12.1.4. Non-statutory tests

Some primary schools require older pupils to sit tests at the end of the school year, often using commercially available standardised tests.

The Qualifications and Curriculum Development Agency (QCDA) also produces non-statutory tests for eight-, nine- and 10-year-olds (Years 3, 4 and 5 of compulsory education). Usually taken towards the end of the school year, these tests, which include papers in reading, writing, spelling, mathematics and mental mathematics, are intended to give schools an indication of whether pupils are on target to do well in the statutory tests at the end of key stage 2, age 11.

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

4.12.2. Pupil Assessment: Wales

See the following sub-sections:

- 4.12.2.1. for school entry (baseline assessment)
- 4.12.2.2. and sub-sections for National Curriculum attainment targets and level descriptions
- 4.12.2.3. and sub-sections for National Curriculum assessment arrangements
- 4.12.2.4. for non-statutory tests

4.12.2.1. School entry (baseline) assessment

Baseline assessment currently remains statutory in Wales, although a pilot project for reform of this system of assessment, as part of the new 'foundation phase of education, began in September 2004 and began to be introduced nationally on a statutory basis from 2008 (see section 4.2.2.).

Baseline assessment was first introduced in September 1999 under the Education (Baseline Assessment) (Wales) Regulations 1999. Schools select an accredited baseline assessment scheme from a list of published

schemes and children are assessed within the first seven weeks of starting primary school at age four or five. Schools are expected to discuss a child's baseline assessment results with parents, at a meeting which should normally be held during the term in which the assessment has taken place. In addition, schools must also pass these results on to the local authority (LA) who, in turn, must pass all the information they receive from schools to the Department for Children, Education Lifelong Learning and Skills (DCELLS).

The introduction of a new statutory 'foundation phase' of education in Wales, for three- to seven-year-olds, began in September 2008. The pre-school curriculum and the curriculum for key stage 1, (five- to seven-year-olds) have been reformed and a system of continuous assessment is being introduced, based on assessment through observation. The foundation phase will be implemented over four years as follows:

- 1 September 2008 for all 3 to 4-year-olds in the foundation phase
- 1 September 2009 for all 4 to 5-year-olds in the foundation phase
- 1 September 2010 for all 5 to 6-year-olds in the foundation phase
- 1 September 2011 for all 6 to 7-year-olds in the foundation phase.

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Education (Baseline Assessment) (Wales) Regulations 1999

4.12.2.2. National Curriculum attainment targets and level descriptions

Attainment targets

Attainment targets set out the knowledge, skills and understanding which pupils are expected to achieve by the end of each key stage. Attainment targets are usually defined in terms of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level eight. Some subjects have several attainment targets which relate to aspects of the programmes of study for example:

Key stage 1 and 2 Welsh	
Attainment Target 1	Oracy
Attainment Target 2	Reading
Attainment Target 3	Writing

Level descriptions

There are eight level descriptions for each attainment target for all current National Curriculum subjects. Level descriptions provide the basis on which summative judgements about a pupil's performance are made, usually at the end of a key stage. Level descriptions allow judgements to be made against attainment targets, and indicate the types and range of performance that a pupil working at a particular level characteristically should demonstrate over a period of time. By the end of key stage 1, the performance of the great majority of pupils should be within the range of levels 1 - 3, and by the end of key stage 2 this should be within the range 2 - 5. National education targets for the proportion of primary age children reaching the expected standards for their age are set. In addition, individual schools set performance targets for their pupils (see 9.4.1.1.).

4.12.2.3. National Curriculum assessment arrangements

Following reviews of statutory assessment arrangements, assessment at primary level is now based entirely on teacher assessment. This change came into effect from 2002 for key stage 1 and 2005 for key stage 2. Further revisions to statutory curriculum and assessment arrangements have been introduced in the 2009/10 school year; for further information, see 4.2.2. and 4.12.2.3.2.

Teacher assessments are based on observations of practical and oral work in the classroom and written work completed in class over the course of the key stage.

The results of teacher assessment and tests and tasks are expressed in terms of the National Curriculum level descriptions (see 4.12.2.2.).

Further details of the assessment arrangements are provided in sections 4.12.2.3.1. (key stage 1) and 4.12.2.3.2. (key stage 2). For details of assessment on entry to primary education, see 4.12.2.1..

4.12.2.3.1. Key Stage 1 assessment arrangements

In Wales, in accordance with the Education (National Curriculum) (Assessment Arrangements for English, Welsh, Mathematics and Science) (Key Stage 1) (Wales) Order 2002, national tests and tasks at the end of key stage 1 are no longer compulsory. Consequently, since 2002, statutory assessment at the end of this key stage has comprised teacher assessment only in English (or Welsh in Welsh-speaking schools and classes), mathematics and science. To support teacher assessment, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) makes optional test materials available for schools.

As part of the foundation phase of education for three- to seven-year-olds, a system of continuous assessment is being introduced, based on assessment through observation (see 4.2.2.).

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Education (National Curriculum) (Assessment Arrangements for English, Welsh, Mathematics and Science) (Key Stage 1) (Wales) Order 2002

4.12.2.3.2. Key Stage 2 assessment arrangements

Until 2005, it was a statutory requirement for pupils approaching the end of key stage 2 (age 11) to take National Curriculum tests in English, mathematics and science in Wales. Pupils in Welsh-speaking schools or classes also took tests in Welsh. Following a review of assessment arrangements, the tests became non-statutory from the 2004/05 school year. As a result, teacher assessment is now the sole means of statutory assessment. The Department for Children, Education, Lifelong Learning and Skills (DCELLS) does make optional test materials available for schools to support teacher assessment. All teacher assessment is internal; there are no external marking facilities.

In March 2007, the, then, Department for Education, Lifelong Learning and Skills (DELLS) (now DCELLS) approved new assessment arrangements for key stages 2 and 3 (DELLS, 2007b). The new arrangements are fully in place in the 2009/10 school year and the following are specific to key stage 2.

- A range of skills-based assessments developed to support teacher assessment from Year 5 to Year 6 (ages nine to 11, the final two years of primary school), and transition to secondary school. The focus is on skills relating to 'developing communication', 'developing number' and 'developing thinking'.
- A skills profile for all Year 5 pupils (ages nine to 10) which was introduced in the 2009/10 school year.

Since the 2009/10 school year, teacher assessment of Welsh as a second language has also been a statutory requirement at the end of key stage 2, and schools are required to report National Curriculum level outcomes to parents for Year 6 pupils. Since the 2008/09 school year, primary and secondary schools have also been required to have in place cluster group moderation arrangements. Cluster groups are groups of about three or four schools that meet to moderate consistency in teacher assessment at key stage 2 and 3 (the transition from primary to secondary level). The meetings are intended to enhancing existing transition arrangements and to increase the reliability of information in relation to individual learners' attainment.

Future Assessment Arrangements for Key Stages 2 and 3: Report on the Findings and Outcomes of the National Consultation, Held 31 October 2006 to 12 January 2007 (DELLS, 2007b)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

4.12.2.4. Non-statutory tests

Some primary schools require older pupils to sit tests at the end of the school year, often using commercially available standardised tests.

Optional assessment materials (OAMs) are also available in Wales to support teacher assessment in selected subjects at any point during key stages 1 and 2. The materials cover the programmes of study of the National Curriculum subjects and are structured to allow teachers to assess pupils and record the outcome.

4.12.3. Pupil Assessment: Northern Ireland

Until the 2006/07 school year, statutory assessment during this phase of education consisted of teacher assessment and moderation at the end of key stages 1 and 2.

Following an extensive review of curriculum and assessment arrangements in Northern Ireland, the Education (Northern Ireland) Order 2006, passed in July 2006, provided the legislative framework for the introduction of revised assessment arrangements from September 2007 for children in primary schools (ages four to 11). The previous assessment arrangements have since been replaced by annual teacher assessment, the results of which are reported to parents using a standardised annual report, known as the 'Pupil Profile'. The report contains a broad range of information on students' achievements, progress, interests, aptitudes, and participation in enrichment activities such as clubs, societies and sports opportunities.

In addition, a new foundation stage has been introduced to cover the first two years of primary school (children aged four to six years) and baseline assessment has been abolished.

For further information, see the following sub-sections: 4.12.3.1. for the Northern Ireland Curriculum levels of progression and level descriptions, and 4.12.3.2. for the Northern Ireland Curriculum assessment arrangements.

[Education \(Northern Ireland\) Order 1998](#)

[Education \(Northern Ireland\) Order 2006](#)

4.12.3.1. Levels of progression and level descriptions

Levels of Progression

Teachers carrying out end-of-key stage 1 and 2 assessment in the key areas of Language and Literacy and Mathematics and Numeracy, report the results to the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) in relation to the level descriptions (described below). Work is currently underway to finalise Levels of Progression. These will be part of the revised assessment arrangements and will be more reflective of the revised curriculum than the current level descriptions. They will support the curriculum's focus on the cross-curricular skills: Communication; Using Mathematics and Using ICT. Once fully implemented, schools will have to assess and report on the cross-curricular skills with reference to the Levels of Progression.

There are 7 Levels of Progression in total, they are competence based and presented as 'pupil can' statements. They focus on using the cross-curricular skills. They are not connected to specific programmes of study for one or two discrete subjects, but instead reflect the inter-disciplinary nature of the skills which are developed through all subjects. Detailed information on the draft Levels of Progression is available from the Northern Ireland Curriculum website:

http://www.nicurriculum.org.uk/key_stages_1_and_2/assessment/cross_curr_skills.asp

NB They are currently the subject of decisions within the Department of Education and are therefore likely to change.

Level descriptions

Attainment targets defined expected standards of performance in particular aspects of a subject in terms of level descriptions. These provided the basis for making judgements on the attainment of individual children at the end of each key stage. There were eight level descriptions - indicating the type and range of attainment that a child working at that level should typically demonstrate - for each attainment target. Teachers selected the level description that best fit a child's performance over time. At the end of key stage 1 (aged 8 in Northern Ireland), it was expected that the majority of children would be working at level 2; at the end of key stage 2, it was expected that the majority would be working at either level 3 or 4.

The 'Assessment Units' provided as part of the end of key stage 1 and 2 tests (see above) were marked by the child's usual class teacher, and were externally moderated by the CCEA. Final results were sent to schools (and forwarded to parents for individual children) but were not officially published

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

4.12.3.2. Curriculum assessment arrangements

Following an extensive review of curriculum and assessment arrangements in Northern Ireland, the Education (Northern Ireland) Order 2006 was passed in July 2006. This provided the legislative framework for the introduction of revised assessment arrangements from September 2007 for children in primary schools (ages four to 11). Previously, pupils were assessed by teacher assessment and moderation at the end of key stages 1 and 2. The new arrangements involve annual teacher assessment, the results of which are reported to parents using a standardised annual report. The report contains a broad range of information on students' achievements, progress, interests, aptitudes, and participation in enrichment activities such as clubs, societies and sports opportunities.

Since the start of the 2009/10 school year, all pupils in Years 4 to 7 (ages seven to 11) have been required to complete assessments called 'InCAS' in reading and general maths. InCAS began to be phased in from the 2007/08 school year. They are computer based assessments that match the ability of each child; if a child answers a question correctly, the questions become more difficult; if they answer incorrectly, they get easier. Results must be reported to parents in an annual parents' meeting. Further information on the InCAS assessments is provided on the Northern Ireland Curriculum website: http://www.nicurriculum.org.uk/key_stages_1_and_2/assessment/InCAS/

Admission to post-primary education

Traditionally, with the exception of one area of Northern Ireland, there has been a selective system of secondary (post-primary) education, with pupils transferring to (selective) grammar schools or (non-selective) secondary schools at the age of 11+ years. However, the Department of Education (DE) no longer supports the selection of post-primary pupils and has passed legislation to end it.

Until the 2008/9 school year, specially designed 'transfer tests' in English (Irish in Irish-medium schools), mathematics, and science and technology were used to assess academic performance for entry to grammar schools. Transfer tests were phased out in November 2008 when the last ones took place for admission to post-primary education in September 2009.

The DE has published guidance for schools on entry to post-primary education from September 2010 (DE, 2009b). Boards of governors are required to have regard to this guidance, which recommends that schools do not use academic criteria for selection and which provides a menu of other criteria on which schools should base their admissions policy. As the first criterion, it recommends that schools should ensure that pupils who are entitled to free school meals are admitted at the same rate as all other applicants.

Although the DE recommends that schools do not use academic criteria, they are not prohibited from doing so. In practice, many schools are continuing to select pupils on the basis of academic ability and are making arrangements to set their own entrance tests. For example, in the 2009/10 school year, a number of schools are setting examinations in English and mathematics which are being managed by an independent body.

Final Transfer 2010 Guidance (DE, 2009b)

Department of Education (Northern Ireland) (DE)

Education (Northern Ireland) Order 2006

4.12.4. Pupil records and reports

In England and Wales, under the Education (Pupil Information) (England) Regulations 2005, (as amended by the Education (Pupil Information) (England) (Amendment) Regulations 2008) and the Education (Pupil Information) (Wales) Regulations 2004 (as amended by the Education (Pupil Information) (Wales) (Amendment) Regulations 2007) respectively, the school governing body of any maintained school is required to keep educational records for all registered pupils and to provide copies of records to pupils or parents of pupils on written request. In England, school governing bodies may delegate these duties to the headteacher. In accordance with the above regulations, schools are required to:

- Keep, and update at least once a year, a curricular record for each pupil. This is a formal record of academic achievement, other skills and abilities and progress in school, and includes the pupil's report. There may also be other records kept, such as details of behaviour and family background, but this is not compulsory.
- Automatically transfer a pupil's educational record to any school (maintained or independent) to which the pupil transfers. The data forwarded is known as the 'common transfer file' and it is generally expected that transfer should take place electronically. The common transfer file data must be sent to the receiving school no later than 15 school days after the day on which the pupil ceased to be registered at the old school, and must include, amongst others, details of any special educational needs provision the pupil has received, any unauthorised absences, and the pupil's results from statutory National Curriculum assessment. Where schools are unable to transfer data electronically, arrangements must be made to ensure that the items of information which form the common transfer file are transferred manually to the receiving school.

The Regulations do not require disclosure of:

- material supplied by persons other than the headteacher and teachers at the school, other employees at the school, employees of the local authority (LA) such as Education Welfare Officers or those engaged under a contract of services by the school governing body
- material whose disclosure might cause serious harm to the pupil or to someone else
- material concerning actual or suspected child abuse
- material concerning other pupils
- references supplied to potential employers, other schools or places of education and training, or bodies such as the Universities and Colleges Admissions Service (UCAS), which administers applications for admission to higher education
- reports by a school to a juvenile court.

During the course of the year, parents must also be sent a required minimum of information about:

- the pupil's progress in all National Curriculum subjects studied
- her/his progress in all other subjects and activities
- her/his general progress and an attendance record
- for all pupils taking statutory key stage 2 assessments in England (see 4.12.1.3.2.), the pupil's National Curriculum assessment results and how these compare with results of pupils of the same age in the school, and also national comparative information about pupils of the same age
- arrangements to discuss the report with the school.

For England, general guidance on pupil records and reports respectively is available on the Department for Children, Schools and Families' 'Teachernet' website:

Pupil records: <http://www.teachernet.gov.uk/management/atoz/p/pupilrecords/>

Pupil reports: <http://www.teachernet.gov.uk/management/atoz/p/pupilreports/>

For Wales, guidance on pupil records and reports is provided in National Assembly for Wales (NAfW) Circular No: 18/2006 (NAfW, 2006a). From Summer 2010, schools in Wales will also be required to report National Curriculum level outcomes to parents of Year 6 pupils (ages 10 to 11) (see 4.12.2.3.2).

Since September 1990, schools have also been expected to collect aggregated ethnic data, collated by age and gender, so that LAs can provide information on their area to the Department for Children, Schools and Families (DCSF). Information supplied to LAs and the DCSF does not name individual pupils.

The Education (Northern Ireland) Order 2006 provided the legislative framework for revised curriculum and assessment arrangements, which were introduced between September 2007 and September 2009. In order to bring reporting arrangements in line with the revised curriculum, the Government passed the Education (Pupil Reporting) Regulations (Northern Ireland) 2009, which came into operation in October 2009. The regulations aim to ensure that all school reports provide common coverage for parents.

They require schools to report annually to parents by the end of June, giving an assessment of their child's progress in relation to:

- communication (taking into account their achievement in the Language and Literacy area of learning)
- using mathematics (taking into account their achievement in the Mathematics and Numeracy area of learning)
- brief particulars of his/her achievement in any other area of learning or activity which forms part of his/her curriculum.

The report should also include information about the pupil's interests and strengths, and focus for development and may contain further optional content such as outcomes from class tests. Where a pupil receives a qualification, award or certificate, including credit towards a qualification, this must be included in the report.

In England, Wales and Northern Ireland, the Data Protection Act 1998, which came into force in March 2000 and broadens the scope of the Data Protection Act 1984, allows all individuals certain rights in respect of personal data held about them. These rights include access to personal information, whether held on computer or in paper form, compensation for inaccuracy, correction or erasure of inaccurate information and compensation for loss or unauthorised disclosure. As a result, schools in England, Wales and Northern Ireland must allow all pupils to have their educational records disclosed to them on written request. Schools must also provide an opportunity for the correction of inaccurate educational records.

In addition, the Freedom of Information Act 2000, which came fully into force in January 2005, has introduced a legal right for any person to ask a school for access to information held by that school. The Act applies in England, Wales and Northern Ireland.

[Educational Records, School Reports and the Common Transfer System – the Keeping, Disposal, Disclosure and Transfer of Pupil Information \(NAFW, 2006a\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Universities and Colleges Admissions Service \(UCAS\)](#)

[Data Protection Act 1984](#)

[Data Protection Act 1998](#)

[Education \(Northern Ireland\) Order 2006](#)

Education (Pupil Information) (England) (Amendment) Regulations 2008

Education (Pupil Information) (England) Regulations (2005)

Education (Pupil Information) (Wales) (Amendment) Regulations 2007

Education (Pupil Information) Wales Regulations 2004

Education (Pupil Reporting) Regulations (Northern Ireland) 2009

Education (Pupil Reporting) Regulations (Northern Ireland) 2009

Freedom of Information Act 2000

4.13. Progression of Pupils

In primary education, pupils usually progress to the next class at the end of each school year. However, many primary schools, particularly small schools, have one or more mixed-age classes, in which case some pupils might stay in the same class for more than one year.

4.14. Certification

There is no certificate awarded to pupils on completion of primary education in England, Wales or Northern Ireland.

4.15. Educational Guidance

Education Welfare Officers (EWO) offer guidance and support on attendance and related pupil welfare issues to schools and families. They play an important role in helping to ensure regular school attendance. For further information, see section 2.5..

For information regarding the guidance services which schools and local authorities (LAs) may draw upon to assist in the education of pupils with special educational needs (SEN), see 10.3.1.

For information on the support provision available for immigrant children/pupils and those from ethnic minorities, see 10.7. and sub-sections.

For information about pupil behaviour, see 5.18.2..

4.16. Private Education

England and Wales

In England and Wales, private schools are generally known as independent schools. A definition is provided in the Education Act 1996, as amended by the Education Act 2002.

Most independent schools are financed by means of fees paid by parents and, in some cases, also by donations and grants received from benefactors.

The Education Act 2002 provided a new statutory regime for independent schools. Providers of independent schools in England and Wales must register with the Secretary of State and the Welsh Assembly Government respectively. Independent schools which are found not to be providing satisfactory education can be closed down by removal from the register. Schools must meet standards covering the quality of education; spiritual, moral, social and cultural development of pupils; welfare, health and safety of pupils; suitability of the people running the school; standards of premises; provision of information; and handling complaints.

The registration authorities also have the power to require a registered independent school to be inspected. Schools are inspected by Ofsted (the Office for Standards in Education, Children's Services and Skills) in

England, which advises the Department for Children, Schools and Families (DCSF) about the school's fitness to be registered. In Wales, Estyn advises the Welsh Assembly Government. Ofsted published a new framework for inspecting education in independent schools in September 2009 (Ofsted, 2009c). Since 1 April 2008, all non-association independent schools in England and Wales are being inspected at least once in a three-year period. The selection of schools for inspection each year takes into account the type, size and location of the school and the timing and outcome of its previous inspection. Previously, independent schools were inspected every six years.

Following an inspection, the school receives a copy of the publicly available inspection report plus a letter asking them to provide an action plan to DCSF / Welsh Assembly Government that addresses any regulatory failings. A copy of the report is also available to parents. Schools which give rise to serious concerns may receive a formal notice requesting an action plan and will be given time to make the necessary improvements followed by a further visit to check progress. A school which fails to meet the required standards may be deleted from the register of independent schools.

In England, independent schools which are accredited by the Independent Schools Council (ISC) are inspected by arrangement with the Independent Schools Inspectorate (ISI), under a framework approved by the Government and Ofsted. The ISC represents the interests of eight associations of independent schools. There are some 2,600 independent schools in the UK, of which approximately 1,300 belong to the constituent associations of the ISC; these schools educate more than 80 per cent of pupils in the independent sector. A school must be accredited by the ISC before it is admitted to membership of a constituent association. Accreditation involves a full inspection followed by a written report. ISC schools are subsequently inspected every six years by inspection teams drawn from professional associations within the ISC and led by a trained team leader. Inspections normally last five days. The full inspection report is sent to schools and a copy is made available to parents.

A very small number of schools with a specific religious character are inspected by the School Inspection Service (SIS). Again, the school receives a copy of the inspection report and a copy of the report is available to parents. Both ISI and SIS inspections are to the same framework used by Ofsted to inspect against the independent school standards and are monitored by Ofsted. ISC and SIS member schools with regulatory failings are subject to the same procedure as schools inspected by Ofsted.

The curriculum of independent schools is the responsibility of the proprietor of the school. The curriculum is one of the major aspects considered in a school inspection, and both the range and the depth of the curriculum offered must be appropriate for the age, aptitude, ability and any special educational needs (SEN) of the pupils in the school.

Conditions of employment for teachers in the independent sector are drawn up by the proprietor of the school and may make reference to, or be independent of, the conditions applicable to teachers in the maintained sector (see 8.2.). Although salary scales are usually similar to those of teachers in the maintained sector, they may be lower or higher. It is normally assumed that teachers in independent schools will take an active part in the extra-curricular life of the school and this may be stated explicitly in their terms of contract, particularly in the case of boarding schools. Teachers in independent schools are not required to have Qualified Teacher Status (QTS) (see 8.1.3.1.).

Note: "voluntary schools" which are set up and, in many cases, owned by a voluntary body, usually a church body, are considered to be maintained schools rather than independent schools since they are largely publicly funded and may not charge tuition fees. (See 2.6.4.1.1.).

Northern Ireland

There are 14 independent schools in Northern Ireland. The Education (NI) Order 1986, as amended by the Education (NI) Order 1996, defines an independent school as:

"a school at which full-time education is provided for pupils of compulsory school age (whether or not such education is also provided for pupils under or over that age), not being a grant-aided school".

Independent schools are required to be registered with the Department of Education (DE). The regulatory requirements which independent schools must meet are laid down in Articles 38 to 43 of the Education and Libraries (NI) Order 1986. Teachers in independent schools are not required to have eligibility to teach (the certification required to teach in grant-aided schools – see 8.1.3.1.). In similar procedures to those for England and Wales, schools are normally inspected once every five years by the Education and Training Inspectorate (ETI) which advises the DE about schools' fitness to be registered.

[Framework for inspecting education in independent schools from September 2009 \(Ofsted, 2009c\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Education and Training Inspectorate \(Northern Ireland\)](#)

[Estyn](#)

[Independent Schools Council \(ISC\)](#)

[Independent Schools Inspectorate \(ISI\)](#)

[National Assembly for Wales \(NAfW\)](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[School Inspection Service](#)

[Education \(Northern Ireland\) Order 1986](#)

[Education \(Northern Ireland\) Order 1996](#)

[Education Act 1996](#)

[Education Act 2002](#)

[Education and Libraries \(Northern Ireland\) Order 1986](#)

4.17. Organisational Variations and Alternative Structures

Although many primary schools in England and Wales provide education for pupils between the ages of five and 11, in some areas, there are separate 'infant' schools for pupils in key stage 1 (aged five to seven), and 'junior' schools for pupils in key stage 2 (aged seven to 11).

In addition, in a few areas of England, schools are organised in three phases: primary or 'first' schools (for pupils aged five to eight or nine years), middle schools (for pupils aged eight to 12 years or nine to 13 years), and secondary or 'high' schools (for students aged 12 or 13 to 16+ years). Legally, middle schools are classified as primary or secondary schools according to whether the majority of pupils are under or over 11 years of age. Middle schools do not exist in Wales.

Alternatives to School Education

Under the terms of the Education Act 1996, children of statutory school age in England and Wales (see 2.5.) may be educated either by regular attendance at school or otherwise. For children not educated at school the most common alternative provision is education at home. Parents choosing this option have a duty to ensure that their children receive a full-time education which is efficient, effective and suitable to their age, ability and aptitude, and to any special educational needs (SEN) they may have. If a child does not attend

school, the local authority (LA) must be satisfied that the child is receiving suitable education. Similar arrangements exist in Northern Ireland.

Following a consultation during 2007, the Department for Children, Schools and Families (DCSF) produced guidelines for local authorities on elective home education in England (DCSF, 2007a). These guidelines aimed to clarify the balance between the responsibilities of local authorities and the rights of parents to educate their child at home. In June 2009, an independent review of home education was published, with all recommendations subsequently accepted by the Government, including the establishment of a national registration scheme for children who become electively home educated (Badman, 2010)

Similar arrangements exist in Northern Ireland.

[Elective Home Education: Guidelines for Local Authorities \(DCSF, 2007a\)](#)

[Report to the Secretary of State on the Review of Elective Home Education in England \(Badman, 2010\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Education Act 1996](#)

4.18. Statistics

Number of (public sector mainstream) primary schools in the United Kingdom 2008/09

	England	Wales	Scotland	Northern Ireland	UK - total
Primary	17,064	1,478	2,153	873	21,568

Number of primary school pupils in maintained schools in the United Kingdom 2008/09

Primary (including nursery classes)	4,868,800
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Pupil-teacher ratio in public sector mainstream primary schools in the United Kingdom 2008/09

	England	Wales	Scotland	Northern Ireland	UK
Primary	21.4	19.9	16.0	20.3	20.7

Sources: Tables 1.1, 1.3 and 1.7 of Department for Children, Schools and Families (DCSF) (2009). *Education and Training Statistics for the United Kingdom 2009 Edition* (online). Available: <http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000891/index.shtml> (19 February, 2010)

Average class sizes in England, Wales and Northern Ireland England

In January 2009, the average class size (taught by one teacher) in primary schools in England was 28.8.

Wales

In 2008/09, the average class size in primary schools in Wales was 24.4.

Northern Ireland

In 2009/10, the average class size in primary schools in Northern Ireland was 23.

Sources:

Department for Children, Schools and Families (DCSF) (2009). *Pupil Characteristics and Class Sizes in Maintained Schools in England: January 2009 (Provisional) (Annex 1)*. London: DCSF. The full publication is available at: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000843/index.shtml>

Welsh Assembly Government (WAG) (2009). *Key Education Statistics Wales 2009*. Cardiff: WAG. Available online: <http://wales.gov.uk/topics/statistics/publications/keyeducation2009/?lang=en>

DEPARTMENT OF EDUCATION, NORTHERN IRELAND (2010). *Enrolments at Schools and in Funded Pre-School Education in Northern Ireland 2009/10*. Bangor: DENI. Available online: http://www.deni.gov.uk/february_press_release_2-4.pdf

School attendance rates

The percentage of half days missed due to absence in maintained primary schools in **England** during the autumn term 2008 and spring term 2009 were:

- unauthorised absences: 0.65 per cent
- overall absence: 5.46 per cent

The percentage of half days missed due to absence in maintained secondary schools in **Wales** during the 2008/09 school year was:

- unauthorised absences: 1.0 per cent
- overall absence: 6.8 per cent

The percentage of half days missed due to absence in post-primary schools in **Northern Ireland** during the 2008/09 was:

- unauthorised absences: 1.2 per cent
- overall absences: 5.1 per cent

Source: Department for Children, Schools and Families (DCSF) (2009). *Pupil Absence in Schools in England, Autumn Term 2008 and Spring Term 2009*. London: DCSF. Available: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000882/index.shtml>

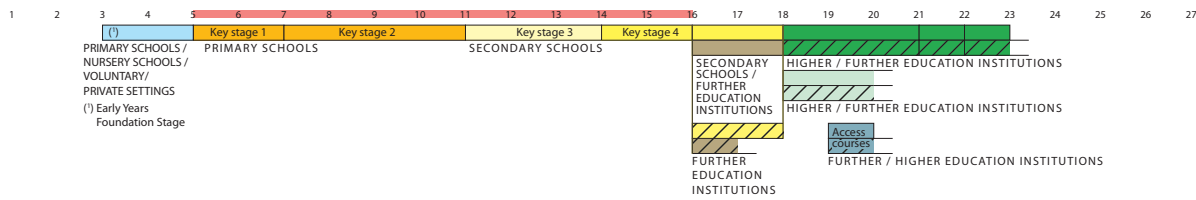
Source: Welsh Assembly Government (WAG) (2010). *Absenteeism from Primary Schools, 2008/09* (online). Available: <http://wales.gov.uk/docs/statistics/2010/100121sdr132010en.pdf> (11/03/10) New bib ref

Source: Department of Education (DE) (2009). *Attendance at Grant-aided Primary, Post-primary and Special Schools 2008/09: Summary Statistics* (online). Available: http://www.deni.gov.uk/statistical_first_release_school_attendance_2008_09.pdf (11/03/10) New bib ref

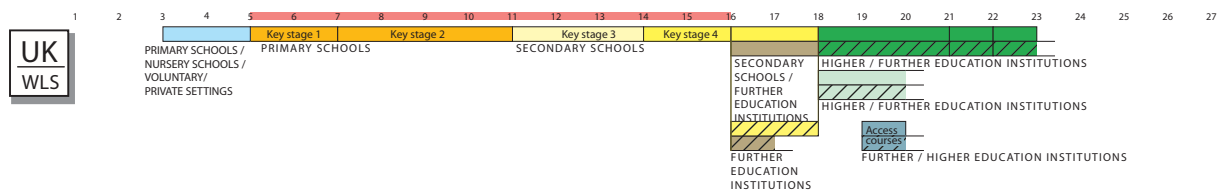
For statistics relating to teachers in primary education please see 8.7.

5. Lower and Upper Secondary Non-Tertiary Education

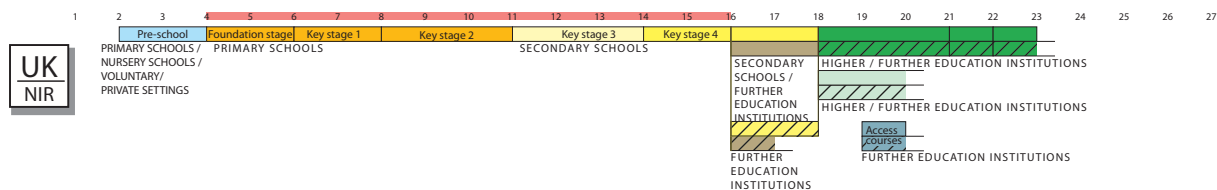
Organisation of the education system in the United Kingdom (England), 2009/10



Organisation of the education system in the United Kingdom (Wales), 2009/10



Organisation of the education system in the United Kingdom (Northern Ireland), 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0 ISCED 1 ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	Study abroad

Source: Eurydice.

This chapter deals with educational provision in schools for young people aged 11 to 19 years. The education of young people between the ages of 16 and 19, where it is not provided in schools, is covered by the legislation relating to further education and is described in Chapter 7..

Post-secondary non-tertiary education (that is education which is classified as ISCED 4) is not a prominent feature of the education system in England, Wales and Northern Ireland. Only access courses to higher education are classified as ISCED 4 in the UK (see section 7.10.4. for more information).

5.1. Historical Overview

In England and Wales, the Education Act 1902 stated that counties and county boroughs should constitute the local education authority (LEA) for that county or borough, and provided for county secondary schools to be established. The Welsh Intermediate Education Act 1889 had already enabled Wales to provide publicly financed secondary schools.

The Education Act 1944 was the original basis of legislation affecting secondary education in England and Wales. Important reforms were introduced by the Education Reform Act 1988 and the Education Act 1993. The Education Act 1996, which consolidated legislation from 1944 to 1996, is the main legislation governing secondary education. The School Standards and Framework Act 1998 and the Learning and Skills Act 2000 also introduced provisions which affected secondary schools, and the Education Act 2002 introduced important reforms to secondary education in England and Wales. The 2002 Act legislated, in particular, for changes to facilitate increased flexibility in education for pupils aged 14 to 16. In addition, the Education and Inspections Act 2006 contained provisions to introduce a broad range of measures affecting secondary education. These included the development of new diplomas for 14- to 19-year-olds, which combine general and vocational learning. The Education and Skills Act 2008 also made provision to introduce significant changes to secondary education, including raising the compulsory age of participation in education or training to 18 from 2015 (see 5.2.). In addition, the Apprenticeships, Skills, Children and Learning Act 2009 includes a range of provisions affecting secondary education.

In Northern Ireland, the Intermediate Education (Ireland) Act 1878 established a Board whose purpose was the distribution of public funds to intermediate (secondary) schools. The Education (Northern Ireland) Act 1923 constituted each county and county borough as the responsible education authority for its area.

The Education Act (Northern Ireland) 1947 introduced legislation similar to the 1944 Act in England and Wales. Important reforms were then introduced by the Education and Libraries (NI) Order 1986, the Education (NI) Order 1987, the Education Reform (NI) Order 1989, the Education and Libraries (NI) Order 1993 and the Education (NI) Orders of 1996, 1997 and 1998. In addition, the Education (Northern Ireland) Order 2006 provided the legislative framework for the introduction of a revised curriculum and new [post-primary](#) arrangements (see 5.2.).

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Education \(Northern Ireland\) Act 1923](#)

[Education \(Northern Ireland\) Order 1987](#)

[Education \(Northern Ireland\) Order 1996](#)

[Education \(Northern Ireland\) Order 1997](#)

[Education \(Northern Ireland\) Order 1998](#)

[Education \(Northern Ireland\) Order 2006](#)

[Education Act \(Northern Ireland\) 1947](#)

[Education Act 1902](#)

[Education Act 1944](#)

[Education Act 1993](#)

Education Act 1996

Education Act 2002

Education and Inspections Act 2006

Education and Libraries (Northern Ireland) Order 1986

Education and Libraries (Northern Ireland) Order 1993

Education and Skills Act 2008 Chapter 25

Education Reform (Northern Ireland) Order 1989

Education Reform Act 1988

Intermediate Education (Ireland) Act 1878

Learning and Skills Act 2000

School Standards and Framework Act 1998

Welsh Intermediate Education Act 1889

5.2. Ongoing Debates and Future Developments

The education of 14- to 19-year-olds in England and Wales, and post-primary (secondary) education in Northern Ireland are currently key areas of reform. Further information is provided in the following sub-sections: 5.2.1. for England, 5.2.2. for Wales and 5.2.3. for Northern Ireland.

5.2.1. England

14 – 19 reform

A government strategy document '14-19: Opportunity and Excellence' (DfES, 2003), published in 2003, proposed changes to the system aiming, in the long term, to offer a more flexible curriculum and qualifications framework to all 14- to 19-year-olds. The final report of the Working Group on 14-19 Reform (Working Group on 14-19 Reform, 2004) was published in autumn 2004, and contained recommendations for the development of a diploma which would bring all existing academic and vocational qualifications within a diploma framework.

The Government's response, published in February 2005, the White Paper on '14 – 19 Education and Skills' (GB. Parliament. HoC, 2005) set out proposals, which build on the strengths of the existing education and qualifications system including GCSEs and GCE A-levels, and are designed to:

- ensure that every young person masters functional English and maths before they leave education
- offer a wider range of programmes for young people through new diploma qualifications in broad sector areas
- stretch all young people and help universities to differentiate between the best candidates
- re-motivate disengaged learners by providing extra support to master the basics, and more choice of where to learn
- ensure local delivery of the full range of qualifications including GCSEs, A-levels and diplomas.

Following the White Paper, the Government published the '14-19 Education and Skills Implementation Plan' (DfES, 2005) in December 2005. The Implementation Plan outlined the reform of this phase in greater detail. Key elements included:

- Development of the new diplomas, which combine traditional (general) and work-based (vocational) learning. The Education and Inspections Act 2006 provided the legislative framework for the introduction of the diplomas. The first five diplomas became available in September 2008 and a further five were introduced in September 2009. From 2013, all young people will have an entitlement to all 17 diploma lines within their local area. For further information, see section 5.17.1.5.
- Development of 'functional skills' qualifications to equip young people with the basic literacy, numeracy and ICT skills needed to succeed in life and in the workplace. A three-year pilot for the new qualifications began in 2007.
- Trialling extended projects and revised A-levels, which aim to stretch the brightest students. Following the trials and extensive consultation, revised A-level specifications and extended projects began to be introduced in September 2008. See section 5.17.2.1. for further information.
- New secondary curriculum and testing arrangements.

In July 2007, the then Qualifications and Curriculum Authority (QCA) (now the Qualifications and Curriculum Development Agency, QCDA) launched a new secondary curriculum for both key stages 3 and 4 (pupils aged 11 to 14, and 14 to 16 respectively). The revised curriculum has been designed to give teachers a less prescriptive, more flexible framework for teaching and to create more scope to meet the needs of individual learners. It also places greater emphasis on numeracy, literacy and the development of personal, learning and thinking skills. The revised curriculum is being introduced over a three year period between September 2008 and September 2011. Further information about the rationale, content and implementation of the new curriculum is available from the new secondary curriculum website: <http://curriculum.qca.org.uk/>

In June 2008, the Department for Children, Schools and Families (DCSF) launched the consultation 'Promoting achievement, valuing success: a strategy for 14-19 qualifications' (DCSF, 2008k). This outlines plans to simplify the qualifications system, with the aim of ensuring that all courses offer young people a clear route into further study or skilled employment, and proposes to incorporate existing qualifications into the following four routes by 2013:

- diplomas
- GCSEs and A-levels
- apprenticeships
- Foundation Learning for those working below level 2 of the Qualifications and Credit Framework (see).

Other key proposals include:

- Introducing an extended diploma at each of the three diploma levels (Foundation, Higher and Advanced). This aims to recognise a wider range of achievements within the Diploma framework and will include a strengthened core of English or mathematics.
- Making the extended project available to all young people who study A-levels.

To help achieve an effective qualifications system offering value for money, the DCSF established the Joint Advisory Committee for Qualifications Approval (JACQA) in December 2008. The main role of the Committee is to advise the Government on the public funding of qualifications for 14- to 19-year-olds. JACQA also undertakes termly reviews of qualifications submitted for public funding, and completes biennial reviews of the overall 14-19 qualification system. The Committee is co-owned and jointly chaired by the Qualifications and Curriculum Development Agency (QCDA), and the Learning and Skills Council (LSC) (soon to become the Young People's Learning Agency). JACQA's first biennial review of the 14-19 qualification system is expected to be published in early 2010.

In October 2008, the DCSF also published 'Delivering 14-19 Reform: Next Steps' (DCSF, 2008e), which updates the 2005 '14-19 Education and Skills Implementation Plan' (see above) and sets out the next steps and timetable of reform to 2015. The strategy aims to:

- Provide a high quality learning route for every young person that enables them to participate, achieve and progress. Young people would be able to choose from any one of the four qualification routes (Diplomas; GCSEs and A-levels; Apprenticeships; Foundation Learning).
- Ensure support for young people to access and make the most of their choice, for example, through the provision of high quality, impartial careers and study guidance.
- Establish the delivery system at local, regional and national level to ensure excellent learning and support for all young people. It intends that local authorities will play a key role in 14-19 partnerships which will bring all providers together locally to plan for 14-19 delivery.

Assessment reforms

In May 2008, the Department for Children, Schools and Families (DCSF) launched the 'Assessment for Learning Strategy' (DCSF, 2008o), which focuses primarily on improving assessment for learning (AfL) at key stages 2 and 3 (ages seven to 14). It aims to support schools in using assessment information for formative purposes, ie to improve and plan provision, as well as improving the quality of the assessment process itself. The strategy outlines objectives for each school year from 2008/09 to 2010/11. It is intended that, by 2011, all schools will have adopted the approaches outlined in the strategy, such as tracking pupil progress, pupil self-assessment and peer assessment.

In addition, in October 2008, the Secretary of State for Children, Schools and Families announced that the national tests taken at the end of key stage 3 were no longer statutory. Following the announcement, an Expert Group (made up of teachers and other education professionals) was established to advise the Government on the future arrangements for the assessment system in England. The Group published its report in June 2009 (Expert Group on Assessment, 2009) and the Government has accepted all of its recommendations, which include the introduction of a national sampling system for students at the end of Year 9 (age 14), and a new school report card to improve the information provided to parents. The latter is being taken forward in the Children, Schools and Families Bill (see below for further information).

For further information regarding the 'Assessment for Learning Strategy' and the proposals to reform key stage 3 assessment arrangements, see section 5.15.1.1.1..

Raising the age of participation in education or training

The Education and Skills Act 2008, which was approved by Parliament in November 2008, includes provisions to raise the compulsory age of participation in education or training to 17 from 2013, and to 18 from 2015. Young people who do not wish to remain in school will be offered apprenticeships, work-based training or training alongside employment. Pupils who began Year 7 (age 11) in September 2008 will be the first cohort to be affected by the change.

Careers education strategy

In October 2009, the Department for Children, Schools and Families (DCSF) published a new careers education strategy, 'Quality, Choice and Aspiration' (DCSF, 2009j). The strategy aims to:

- ensure that, by 2015, all young people receive careers education until the age of 18 by 2015
- provide all young people with access to a mentor
- improve online access to careers advice (from 2010) through social networking websites
- review work experience and improve access to work experience for disadvantaged and disabled young people
- support innovative ways of delivering careers education.

Children, Schools and Families Bill

The Children, Schools and Families Bill, which was submitted to Parliament in November 2009, proposes a range of measures affecting secondary education including:

- Introducing 'Pupil and Parent Guarantees', which include a right to extra individual tuition for pupils who are having difficulty.

- Making Personal, Social, Health and Economic Education (PSHE) a compulsory subject.
- Lowering the age at which parents can withdraw their children from sex and relationships education from 19 to 15.
- Introducing a new school report card, which is intended to provide more information to parents and give a well-rounded assessment of school performance.
- Introducing greater powers for local authorities and their partners to protect vulnerable children and young people, including a new registration system for home education.

14-19 Curriculum and Qualifications Reform. Final Report of the Working Group on 14-19 Reform (Working Group on 14-19 Reform, 2004)

14-19 Education and Skills (GB. Parliament. House of Commons, 2005)

14-19 Education and Skills Implementation Plan (DfES, 2005)

14-19: Opportunity and Excellence (DFES, 2003)

Delivering 14-19 Reform: Next Steps (DCSF, 2008e)

Promoting achievement, valuing success: a strategy for 14-19 qualifications (Cm. 7354) (DCSF, 2008k)

Quality, Choice and Aspiration: A Strategy for Young People's Information, Advice and Guidance (DCSF, 2009j)

Report of the Expert Group on Assessment (Expert Group on Assessment, 2009)

The Assessment for Learning Strategy (DCSF, 2008o)

Department for Children, Schools and Families (DCSF)

Learning and Skills Council (LSC)

Qualifications and Curriculum Development Agency (QCDA)

Children, Schools and Families Bill 2009

Education and Inspections Act 2006

Education and Skills Act 2008 Chapter 25

5.2.2. Wales

14 – 19 reform

In Wales, the '14-19 Action Plan' (WAG, 2003b) took forward proposals to offer 14- to 19-year-olds a range of structured options, providing flexibility and choice whilst, at the same time, placing an emphasis on essential skills, and including vocational/work-related options for all. The overarching aim is that, by 2015, 95 per cent of young people in Wales will be ready for high-skilled employment or higher education (by the age of 25).

In 2004, building on the '14-19 Action Plan', the Welsh Assembly Government (WAG) published guidance outlining how the reform of learning pathways for 14- to 19-year-olds would work in practice (WAG, 2004). Since then, further guidance has been published which included a timetable for reform from 2006 to 2010 (WAG, 2006b).

In January 2008, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) launched a further consultation outlining proposals to pass legislation to help achieve equality of opportunity and experience for 14- to 19-year-olds, by enhancing the range of study options available for this age range. The proposals aim to help establish a framework for learning pathways for 14- to 19-year-olds, which consists of six key elements:

- 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 age 14 through to 19 wherever young people are learning
- study support provided by learning coaches
- access to personal support
- impartial careers advice and guidance.

The Learning and Skills (Wales) Measure 2009, which received royal approval in May 2009, creates a statutory basis for '14-19 Learning Pathways'. The Measure includes provisions to give secondary school pupils the right to follow, during key stage 4 (ages 14 to 16) or 'the entitlement period' (ages 16 to 18), a course or courses of study from a local area curriculum. It began to come into force in December 2009.

Welsh Bacculaureate

Piloting of a Welsh Bacculaureate qualification took place in a number of schools and colleges in Wales during the period 2003 to 2006. Two levels were piloted: intermediate (for students studying at GCSE level, see 5.17.1.1.) and advanced (for students studying at A-level, see 5.17.2.1.). Following an external evaluation of the pilot (CDELL, 2006), the Welsh Assembly Government (WAG) decided that the Welsh Bacculaureate would be made more widely available in post-16 education. Intermediate and advanced level bacculaureates began to be introduced from September 2007. A pilot scheme for a foundation-level Welsh Bacculaureate, available to students from the age of 14, also began in 2006. Since September 2009 this has been made more widely available.

From September 2010, 217 schools, further education colleges and training providers will offer the Welsh Bacculaureate. It is expected that the number of students taking the qualification will total 50,000. Further information about the Welsh Bacculaureate qualification is available at: <http://www.wbq.org.uk>

New curriculum

In September 2008, the Welsh Assembly Government began to implement a revised curriculum for three- to 19-year-olds. The revised curriculum includes the following changes at secondary level:

- restructured National Curriculum subjects, which aim to ensure relevance to the 21st century, promote bilingualism and embrace topics relevant to Wales and the wider world
- frameworks for the three specific areas of personal and social education, careers and the world of work, and religious education
- a non-statutory 'skills framework' covering the entire three to 19 age range.

At secondary level, phased implementation of the new curriculum covered Years 7 and 8 (the first two years of key stage 3, 11- to 13-year-olds) in the 2008/09 school year. In 2009/10, the new curriculum is being implemented for pupils in Year 9 (the final year of key stage 3, 13- to 14-year-olds) and in Year 10 (the first year of key stage 4, 14- to 15-year-olds). The revised curriculum is expected to be fully implemented by September 2011.

School admissions

In July 2009, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) published revised codes of practice on school admissions and school admissions appeals. The revised 'School Admissions Code' (DCELLS, 2009), which all schools must comply with by the 2011/12 school year, aims to provide clearer guidance for all involved in the school admissions process and make it fairer and more equitable. One of the main changes is that it requires schools to give priority to 'looked-after children' (children in the care of the local authority) in their over-subscription criteria. The revised 'School Admissions Appeals Code' (DCELLS, 2009x) introduces a number of changes intended to improve the efficiency of school admissions appeals. Schools must comply with the code by the 2010/11 school year. See 4.2.1. for further information.

Review of Careers Wales

The Welsh careers service, 'Careers Wales' is currently undergoing review. The review's first report was published in August 2009 (Watts, 2009) and highlighted the need to restructure the service and rebalance provision to better meet the needs of adults, for example by developing more clearly differentiated provision for young people.

Following the report, the Welsh Assembly Government has announced the next stage of the review, which will:

- consider how provision of careers services in Wales compares with that in other countries
- consider the coherence and cost-effectiveness of delivery of existing services, which should include considering a reduction in the number of Careers Wales companies
- propose a strategy for developing an integrated system of careers education, information and guidance, catering for all ages and all abilities.

Review of 8 to 14 education

In February 2009, the Welsh Assembly Government appointed a Task and Finish Group to conduct a review of the education of eight- to 14-year-olds, including their transition from primary to secondary education. The review is intended to fit well with the ongoing development of the foundation phase for three- to seven-year-olds (see 3.10.2.) and '14-19 Learning Pathways' (see above).

The first review report was published in September 2009 (Egan, 2009). Its key recommendation is the development of a discrete eight to 14 phase of education. It also recommends that the development of the phase should take place in conjunction with the development of the School Effectiveness Framework (DCELLS, 2008h). The Framework sets out a plan for implementing school effectiveness, based on collaboration between schools, local authorities and the Assembly Government (see 2.2.2.). Key areas to be addressed in the future development of the eight to 14 phase include curriculum, pedagogy, leadership, inclusion and accountability.

[Careers Wales: A Review in an International Perspective \(Watts, 2009\)](#)

[External Evaluation of the Welsh Baccalaureate Qualification Pilot \(CDELL, 2006\)](#)

[Learning Country: Learning Pathways 14-19. Action Plan \(WAG, 2003b\)](#)

[Learning Pathways 14-19 Guidance \(WAG, 2004\)](#)

[Learning Pathways 14-19 Guidance II \(WAG, 2006b\)](#)

[School Admissions Code \(DCELLS, 2009b\)](#)

[School Effectiveness Framework: Building effective learning communities together \(DCELLS, 2008i\)](#)

[Task and Finish Group on 8-14 Education Provision in Wales: First Stage Report \(Egan, 2009\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Learning and Skills \(Wales\) Measure 2009](#)

5.2.3. Northern Ireland

New post-primary arrangements

Following extensive consultation on the arrangements for post-primary education in Northern Ireland, specifically the selective system of secondary education and the curriculum, the Government accepted the recommendations of the Post-Primary Review Working Group (Post-Primary Review Working Group, 2004). The Education (Northern Ireland) Order 2006, approved by Parliament in July 2006, provided the legislative framework for new post-primary arrangements based on the recommendations. The Government's key

objective is to develop an education system that puts the child at the centre, provides equality of access, and offers opportunities for all young people to prepare them for life and work in the 21st Century. Key features of the new arrangements include:

- Introducing the revised Northern Ireland Curriculum from September 2007. In the 2009/10 school year, the revised curriculum was fully implemented throughout key stages 3 and 4 (ages 11 to 16) (see section 5.13.1.3.1. for further information).
- Providing all pupils with access to a Curriculum Entitlement Framework (a minimum entitlement to both general/academic and vocational areas) which guarantees access to a wider range of courses. Schools will work closely with further education colleges and other training providers to help deliver the vocational courses. The Curriculum Entitlement Framework will become mandatory from September 2013.
- Giving schools the opportunity to develop as 'specialist schools' (see below), which will be centres of excellence and expertise in particular areas of the curriculum.
- Ending academic selection. The last centrally provided transfer tests to determine selection for post-primary education were taken in November 2008 for September 2009 entry. For September 2010 entry, schools are recommended not to use academic criteria, but are not prohibited from doing so. The longer term aim is for pupils to select specific educational pathways at age 14+ - based on formal, structured election, taking account of the outcomes of three years of post-primary education, and teacher and parental guidance.

Specialist schools concept in the Northern Ireland context

The Government has been developing the concept of specialist secondary schools, similar to those in England (see 5.5.1.1.) but tailored to the particular needs of the Northern Ireland education system.

The main aims are to provide opportunities for children to benefit from wider learning experiences, provide parents with a wider choice of schools, and raise standards for all young people.

A pilot project involving 12 schools began in September 2006 and has expanded to include 44 schools in the 2009/10 school year. Specialisms include information and communication technology (ICT), performing arts, business and enterprise, science, music, and language.

In April 2009, the Government announced plans to review the current programme and, as a result, all existing specialist schools will end their designation in August 2011. It is intended that the programme will be replaced by a more inclusive model, which focuses on raising standards. For further information, see section 5.5.1.2.

Literacy and numeracy strategy

The Department of Education (DE) held a consultation on a draft literacy and numeracy strategy during the period June to November 2008. 'Every School a Good School: a Strategy for Raising Achievement of Literacy and Numeracy' (DE, 2008d) aims in particular, to raise achievement amongst those most at risk of underachieving. The proposals include:

- an emphasis on literacy and numeracy across the curriculum in primary and secondary schools
- more explicit promotion of literacy and numeracy by English and mathematics teachers in secondary schools
- teaching which focuses on narrowing the gap in attainment between the highest and lowest achievers
- greater accountability for student progress in literacy and numeracy at all levels.

The DE is now finalising the strategy in consultation with the Literacy and Numeracy Taskforce, established in February 2008 to help reduce the number of young people leaving school without sufficient qualifications and skills. The Taskforce will be responsible for the implementation and evaluation of the strategy.

Careers advice strategy

The Department of Education (DE) and the Department for Employment and Learning (DEL) launched a careers advice strategy in Northern Ireland in January 2009 (DE and DEL, 2009). The strategy aims to improve the quality of careers education, information, advice and guidance (CEIAG) for learners of all ages. One of the main reasons for seeking to improve careers education is the introduction of the new 'Entitlement Framework' (see above), which will offer all 14- to 19-year-olds access to a broader range of both academic and vocational courses. The careers advice strategy comprises five key themes:

- improving careers education – including career planning, careers information and work-related learning and skills
- improving access to careers information – including the development of the Northern Ireland Careers service website as an information hub
- improving the provision of careers advice and guidance – by improving both facilities and access for young people and adults, particularly those who are vulnerable to social exclusion
- improving quality through a new quality assurance framework for CEIAG
- improving qualifications and continuous professional development for all those involved in CEIAG.

[Every School A Good School: A Strategy for Raising Achievement of Literacy and Numeracy \(Circular 2008/11\) \(DE, 2008d\)](#)

[Future Post-primary Arrangements in Northern Ireland: Advice from the Post-Primary Review Working Group \(Post-primary review working group, 2004\)](#)

[Preparing for Success: Careers Education, Information, Advice and Guidance \(DE and DEL, 2009\)](#)

[Education \(Northern Ireland\) Order 2006](#)

5.3. Specific Legislative Framework

There is no single body of legislation covering secondary education and education in England and Wales is subject to separate legislation from that governing education in Northern Ireland.

Since devolution, the National Assembly for Wales (NAfW) has had responsibility for implementing primary legislation in Wales and for formulating and implementing secondary legislation. (See section 2.6.1. and its sub-sections for further information on devolution and legislation-making powers.)

See section 5.3.1. for information on legislation covering secondary education in England and Wales, and section 5.3.2. for Northern Ireland.

[National Assembly for Wales \(NAfW\)](#)

5.3.1. England and Wales

The scope of secondary education is defined in Section 2 of the Education Act 1996. The Education Reform Act 1988 (now superseded by the Education Act 1996) originally divided the compulsory phase of secondary education into two key stages. Of these, key stage 3 caters for pupils aged 11–14 years and key stage 4 for those aged 14–16 years. Education for pupils in key stages 3 and 4 is provided in secondary schools, which may also cater for pupils aged 16–18+ in post-compulsory education. In such cases, this full-time, post-compulsory provision is considered to be secondary education.

The School Standards and Framework Act 1998 enabled [further education institutions](#) in England and Wales, in collaboration with local authorities (LAs), to provide secondary education for pupils aged 14 to 16 years (key stage 4). The Learning and Skills Act 2000 extended the powers of further education institutions in this

respect. Details of the key changes for 16- to 19-year-olds introduced under the Learning and Skills Act 2000 are provided in 7.3.1.

The Education Act 2002 created a legislative distinction between key stages 1 to 3 (five- to 14-year-olds) and key stage 4 (14- to 16-year-olds) of compulsory education. This allows for increased flexibility in education for pupils in key stage 4 and provides more opportunities to tailor education to their individual needs. See 5.13.1.1.2. for further information.

Education for young people between the ages of 14 and 19 is currently the focus of reform and reorganisation in England and Wales. The Education and Inspections Act 2006 provided the legislative framework for the introduction of new diplomas for this age group in England from September 2008. This Act also set out 'Framework Powers' for Wales to develop policy as required in a number of areas, including school attendance, admissions and the curriculum. As a result, the Learning and Skills (Wales) Measure 2009 was passed, which will introduce a new legal framework for 14-19 education and training in Wales. It began to come into force in December 2009. See section 5.2. and its sub-sections for further information about this legislation and regarding 14-19 reform in general.

The Education and Skills Act 2008 included provisions to raise the compulsory age of participation in education or training in England to 17 from 2013, and to 18 from 2015. For further information, see section 2.2.1..

The Apprenticeships, Skills, Children and Learning Act 2009, passed in November 2009, has formally established Ofqual (the Office of the Qualifications and Examinations Regulator) as the new independent regulator of qualifications and assessments and introduced other measures affecting secondary education. These include transferring responsibility for funding education and training for young people in upper secondary education (ages 16 to 19) from the Learning and Skills Council to local authorities in April 2010. See section 2.2.1. for further information.

The Children, Schools and Families Bill, submitted to Parliament in November 2009, also includes a range of provisions affecting secondary education, such as improved support for pupils who are facing difficulties and the introduction of a new school report card. See 5.2.1. for further information.

[Ofqual \(Office of the Qualifications and Examinations Regulator\)](#)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Education Act 1996](#)

[Education Act 2002](#)

[Education and Inspections Act 2006](#)

[Education and Skills Act 2008 Chapter 25](#)

[Education Reform Act 1988](#)

[Learning and Skills Act 2000](#)

[Learning and Skills \(Wales\) Measure 2009](#)

[School Standards and Framework Act 1998](#)

5.3.2. Northern Ireland

The Education Reform (Northern Ireland) Order 1989 revised the definition of compulsory school age so that each child has 12 full years of schooling. The period of compulsory education is from age four to 16. Compulsory secondary education caters for children aged 11 to 16 years. As in England and Wales, key stage 3 comprises the classes for pupils aged 11 to 14 years and key stage 4 caters for pupils aged 14 to 16 years.

The Education (Northern Ireland) Order 1998 permitted institutions of further education to provide secondary education for pupils in key stage 4.

The Education (Northern Ireland) Order 2006 provided the legislative framework for the introduction of new post-primary arrangements (see 5.2.3.), and for revised secondary curriculum and assessment arrangements from September 2007 (see 5.13.1.3.1.).

[Education \(Northern Ireland\) Order 1998](#)

[Education \(Northern Ireland\) Order 2006](#)

[Education Reform \(Northern Ireland\) Order 1989](#)

5.4. General Objectives

Compulsory secondary education

The general objectives for compulsory secondary education are the same as those for primary education (see 4.4.) although specific targets are also set regarding the proportion of students expected to achieve certain levels of qualification. Progress towards the targets for compulsory secondary education in England is set out in the latest departmental report from the Department for Children, Schools and Families (DCSF, 2009a). In addition, the school governing bodies of individual schools in England and Wales and the Boards of Governors of schools in Northern Ireland are expected to set pupil performance targets; see 9.4.1.1.

In addition, in June 2008, the Secretary of State for Children, Schools and Families launched the 'National Challenge' in England. This is a programme of support to secure higher standards in all secondary schools so that, by 2011, at least 30 per cent of pupils in every school will gain five or more General Certificates of Secondary Education (GCSEs) at grades A* to C, including both English and mathematics (see 5.17.1.1. for further information about GCSEs). The programme includes providing incentives to recruit and retain teachers in English and mathematics; providing more individual support for the pupils who need it most; and in some cases, transforming schools into academies (see 5.5.1.1.).

Post-compulsory upper secondary education

In accordance with the Education Act 1944, as restated by the Education Act 1996 which supersedes it, the purpose of the statutory system of public education, including post-compulsory education, is 'to promote the spiritual, moral, cultural, mental and physical development of pupils and of society, and to prepare such pupils for the opportunities, responsibilities and experiences of adult life'.

In Northern Ireland, individual post primary schools are required to set targets for the proportion of 18-year-old pupils achieving specific levels of qualification.

See section 5.2. and sub-sections for information regarding the reform of education for 14- to 19-year-olds in England and in Wales, and of post-primary education in Northern Ireland.

[Departmental Report 2009 \(Cm. 7595\) \(DCSF, 2009a\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Department for Business, Innovation and Skills \(BIS\)](#)

[Education Act 1944](#)

[Education Act 1996](#)

5.5. Types of Institution

Compulsory secondary education

The first five years of secondary education, pupils aged 11 to 16 years of age, fall within the period of compulsory education. Post-compulsory secondary education is provided for pupils aged 16 to 18 years. Secondary schools normally cater for pupils aged 11 to 16 or 11 to 18+ years, and pupils usually transfer from primary education at the age of 11.

In some areas of England, schools are organised in three phases: primary, sometimes known as 'first', schools for pupils aged five to eight or nine years; middle schools for pupils aged eight to 12 years or nine to 13 years; and secondary schools (sometimes known as 'high schools') for pupils aged 12 or 13 to 16 or 18+ years. Pupils in these areas may transfer to secondary schools at the age of 12 or 13 years. Legally, middle schools are classified as primary or secondary schools according to whether the majority of pupils are under or over 11 years of age.

Post-compulsory secondary education

Post-compulsory education (16-18+) is offered in the sixth form of many secondary schools (post-primary schools in Northern Ireland) and in further education colleges (see section 7.5.1.). In England only, it is also offered in sixth form colleges (see sections 7.5.2.). Where post-compulsory education is provided full-time in the sixth form of schools, it is considered to be secondary education and is subject to Schools Regulations.

5.5.1. Compulsory secondary education

In England, Wales and Northern Ireland, the five years of education between ages 11 and 16 constitute the period of compulsory secondary education.

The types of secondary school provided vary in England and Wales (see 5.5.1.1.) from those available in Northern Ireland (see 5.5.1.2.).

5.5.1.1. England and Wales

Most secondary schools which are maintained schools in England and Wales are non-selective and accept pupils regardless of ability. These are known as comprehensive schools.

In some areas of England there are also schools which select their pupils by ability. Schools which are designated selective schools are commonly known as grammar schools. In the the 2009/10 academic year there are 164 maintained grammar schools in England. There are no grammar schools in Wales.

In accordance with the provisions of the School Standards and Framework Act 1998, parents in the local area may request a ballot to determine whether a particular grammar school or group of grammar schools should retain their selective admissions arrangements.

Minimum standards for school premises which relate to the health, safety and welfare of pupils and others in maintained schools in England and Wales are laid down in the Education (School Premises) Regulations 1999. These regulations include such matters as lighting, temperature and ventilation of buildings, as well as sanitary and medical facilities, staff accommodation and storage facilities; they also prescribe minimum areas for school playing fields. Local authorities (LAs) or schools decide on space requirements for teaching accommodation and for other teaching facilities and equipment. However, detailed non-statutory guidance is available for schools regarding the provision of teaching and non-teaching areas for nursery, primary and secondary pupils. This guidance should be taken into account in any new building project.

England

Specialist schools

The 'specialist schools programme' allows maintained secondary schools to specialise in a particular area of the curriculum, while still delivering the full National Curriculum and offering a broad and balanced education to pupils. The programme began with schools specialising in technology (Technology Colleges) in 1994 and there are now 10 curriculum subject areas for specialist schools – arts, business and enterprise,

engineering, humanities, languages, mathematics and computing, music, science, sports, and technology. Schools must apply to renew their specialism every three years. At renewal they can also add a second specialism.

In order to reflect the particular interests of local communities, specialist schools are also able to introduce a rural option to their specialism. In addition, the specialist schools programme has now been extended to include schools specialising in special educational needs (see section 10.6.2.). Specialist schools, which may select up to 10 per cent of their pupils by aptitude for the specialist subject, must receive some funding through private sponsorship. It is also expected that sponsors or businesses will be represented on the school governing body. Specialist schools also receive additional funding from the Government and are required to share their expertise with other schools and the local community.

Until recently, the Department for Children, Schools and Families took decisions on the designation and redesignation of specialist schools. As part of plans to introduce a simpler accountability regime, School Improvement Partners (SIPs), who act as a critical, professional friend to schools to help them evaluate performance and plan effective change (see 9.4.2.1.2.), are taking over this role from early 2010.

In April 2009, 92 per cent of all maintained secondary schools were specialist. There are specialist schools in all areas of England, and every local authority (LA) has at least one specialist school.

City technology colleges (CTCs)

City technology colleges (CTCs) and city colleges for the technology of the arts (CCTAs) are publicly funded independent secondary schools which exist in England only; the legal framework for their establishment does not apply in Wales.

Although city technology colleges (CTCs) and city colleges for the technology of the arts (CCTAs) are legally independent schools, there are major differences between CTCs and CCTAs and other independent schools. CTCs/CCTAs are not registered in the same way as other independent schools; each has a separate agreement with the Secretary of State (for Children, Schools and Families) and they are owned and managed by sponsors or promoters, who are required to make a substantial contribution towards the cost of buildings and capital equipment.

The Department for Children, Schools and Families (DCSF) provides an annual grant, at a similar level to comparable maintained schools, to cover normal running costs including staff salaries, overheads, repairs and maintenance, insurance, equipment and staff development.

CTCs/CCTAs must all have the following characteristics as laid down in Section 482 of the Education Act 1996:

- They must be in urban areas.
- They must provide education for pupils of different abilities from the age of 11 who are wholly, or mainly, drawn from the area in which the school is situated.
- They must provide a broad curriculum with an emphasis on science and technology, or, in the case of a CCTA, on the application of technology to the creative and performing arts.
- They must not charge fees.

Like maintained schools, CTCs/CCTAs are inspected by Ofsted (the Office for Standards in Education, Children's Services and Skills).

Under the Education Act 2002, CTCs/CCTAs may become academies (see below). 12 CTCs have now become academies, the other two plan to remain as CTCs. There is only one CCTA which intends to remain as such.

The Apprenticeships, Skills, Children and Learning Act 2009 includes provisions to transfer responsibility for the funding of CTCs/CTCAs to the Young People's Learning Agency (YPLA), which will be established in April 2010 (see 2.2.1. for further information).

Academies

In 2000, the Government announced the city academies programme. City academies were, originally, to be secondary schools established in urban areas under the same legal basis as CTCs/CCTAs. The Education Act 2002 extended the city academy model to cover all-age, primary and sixth-form academies and schools in disadvantaged rural areas. New schools set up under these arrangements are now known as 'academies'.

The first three academies opened in September 2002 and this number had grown to 200 by September 2009. In June 2008, the Government launched the 'National Challenge' strategy, which includes plans to increase the number of academies. The strategy aims to secure higher standards in all secondary schools (see 5.4. for further information). It is intended that 300 academies will be open by September 2010. A target for 400 in total has also been set.

Academies are all-ability schools established by sponsors from business, faith or voluntary groups working in innovative partnerships with central government and local education partners. Each academy is set up as a company limited by guarantee, with charitable status, and the DCSF meets capital and running costs in full.

A board of governors is responsible for the governance and strategic leadership of the academy and all academies must have the following characteristics:

- They must be located in areas of disadvantage. They either replace one or more existing schools facing challenging circumstances or are established where there is a need for additional school places.
- They must provide education for pupils of different abilities who are wholly, or mainly, drawn from the area in which the school is situated.
- They must provide a broad and balanced curriculum with an emphasis on a curriculum area or areas.
- They must not charge fees.

In July 2007, the Secretary of State for Children, Schools and Families announced a new requirement for all future academies to follow the National Curriculum programmes of study in English, mathematics, science and information and communication technology (ICT).

The Apprenticeships, Skills, Children and Learning Act 2009, includes provisions to transfer responsibility for the funding of academies to the Young People's Learning Agency (YPLA), which will be established in April 2010 (see 2.2.1. for further information).

Like CTCs/CCTAs, academies are inspected by Ofsted (the Office for Standards in Education, Children's Services and Skills). For details of the various administrative categories of school and their legal basis, see section 2.6.4.1.1.

Department for Children, Schools and Families (DCSF)

Ofsted - Office for Standards in Education, Children's Services and Skills

Apprenticeships, Skills, Children and Learning Act 2009

Education Act 1996

Education Act 2002

School Standards and Framework Act 1998

5.5.1.2. Northern Ireland

In Northern Ireland, the selective system of secondary education is currently undergoing reform.

'Post-primary schools' is often used as the collective term describing grammar schools and other secondary schools. Pupils transfer to voluntary grammar schools, grammar schools which are controlled schools or secondary schools at the age of 11. Some secondary schools, which are not grammar schools, do have a recognised grammar stream.

In one area of Northern Ireland, pupils automatically transfer from primary school to what is known as 'junior high school' at age 11. Academic selection for senior high school then takes place at age 14.

Following an extensive consultation on the current system of academic selection for post-primary education in Northern Ireland, legislation to change this has now been introduced. The Education (Northern Ireland) Order 2006 included provisions to abolish the transfer tests, which until 2008/9 were used to determine selection for post-primary education in all areas of Northern Ireland except for one, see 5.7.1.2.). The last centrally provided transfer tests were taken in November 2008 for September 2009 entry. For 2010 entry, post-primary schools are recommended not to use academic criteria, but are not prohibited from doing so. The longer term aim is for pupils to select specific educational pathways at age 14+ - based on formal, structured election, taking account of the outcomes of three years of post-primary education, and teacher and parental guidance.

With regard to post-primary school premises, a range of circulars and guidance such as 'Building Handbooks' for the planning and design of new school premises, guidance on fire safety and precautions, sanitary provisions and storage facilities are in existence.

There are no city technology colleges (CTCs) or academies in Northern Ireland (see 5.5.1.1.), although there are some specialist schools (see below).

Specialist schools

The Government has recently been developing the concept of specialist secondary schools, tailored to the particular needs of the Northern Ireland education system. As outlined in the 'Specialist Schools Concept in the Northern Ireland Context' (DE, 2005d), the core objectives of the specialist school concept in Northern Ireland are to:

- Provide opportunities for children to benefit from wider learning experiences and to ensure maximum impact of the available expertise and resources, by promoting cooperation and collaboration among schools, and between schools and further education colleges.
- Provide parents with greater choice among a range of schools which have differing areas of focus.
- Raise standards and realise performance improvement for all young people.

Specialist schools aim to identify and build on particular curricular strengths and, by sharing good practice, secure whole school development and contribute to the development of good leadership in schools. It is further intended that, requiring specialist schools to take forward a community dimension, for example, by involvement with other schools, with further education colleges, or with businesses and the wider community, will help them move from an environment of competition to one of cooperation and collaboration.

The following specialist school specialisms were proposed: arts (performing arts, visual or media arts, or drama); art and design; business and enterprise; health and social care; humanities; language; leisure and tourism; music; science; sport; and science, technology, engineering and mathematics (STEM).

A small-scale programme involving 12 schools began in September 2006. Another 13 schools joined the pilot project in September 2007, with a further nine joining in September 2008. These pilot specialist schools are designated as such for a period of four years, for which they receive additional recurrent resources of £100 per student for each of the four years. A recurrent support grant with a value of up to £75,000 is also available. Schools are also required to raise unconditional private sponsorship of £25,000 to demonstrate

their commitment to the specialist schools concept and to developing and sustaining links with the business sector.

A further ten schools joined the programme in September 2009, bringing the total number of specialist schools to 44. The support grant for these schools has recently been reduced to £25,000 and the period of designation shortened to two years. In addition, in April 2009, the Government announced plans to review the current programme and as a result, all existing specialist schools will end their designation in August 2011. It is intended that the programme will be replaced by a more inclusive model, which focuses on raising standards.

[Specialist Schools Concept in the Northern Ireland Context \(DE, 2005d\)](#)

[Education \(Northern Ireland\) Order 2006](#)

5.5.2. Post-compulsory upper secondary education

In England and Wales, full-time post-compulsory education (for 16- to 18+-year-olds) is offered in the sixth form of many secondary schools, where it is considered to be secondary education (and subject to Schools Regulations).

In Northern Ireland, it is largely grammar schools which currently offer post-compulsory education to students, alongside further education colleges. Most other post-primary schools provide education for pupils up to the age of 16 only, although some are now beginning to offer post-compulsory education on vocational courses. For information on the various categories of schools and their legal basis, see section 2.6.4.1.1.

Full- and part-time post-compulsory education is also provided in tertiary colleges, further education colleges and in England only, sixth form colleges. For further information on these types of institution, see section 7.5. and its sub-sections.

5.6. Geographical Accessibility

Under Section 509 of the Education Act 1996, it is the duty of local authorities (LAs) in England and Wales to ensure free transport to and from the nearest suitable school for all pupils of compulsory school age (five to 16 years) attending maintained schools in their area, if they do not live within walking distance of the school. Walking distance is defined as a distance of up to three miles (4.8 km) in the case of a child aged eight and over. This must be a route along which a child may reasonably be expected to walk in safety when accompanied by an adult. A parent who chooses to send their child to a school that is not within walking distance and whose child could be offered a place at a suitable school within walking distance assumes responsibility for providing any necessary transport. However, the LA must have regard to any parental preference for the child to be educated at a school or institution in which the religious education provided is that of the religion or denomination to which the parents adhere.

The Education and Inspections Act 2006, included provisions intended to reduce the impact of transport as a barrier to parents with low incomes exercising their choice of school. As a result, since the start of September 2008, secondary school pupils, aged 11 to 16 have been entitled to free school transport if they are from a low income family, and they go to either:

- Any one of their three nearest suitable schools, and the schools are between two and six miles away from their home address.
- The nearest school preferred by their parents on the grounds of religion or belief, and the school is between two and 15 miles away from their home address.

In Northern Ireland, under Article 52 of the Education and Libraries (Northern Ireland) Order 1986, Education and Library Boards (ELBs) are required to make such arrangements as they consider necessary to facilitate the

attendance of pupils at grant-aided schools and certain pupils at institutions of further education. Transport assistance is only provided where the pupil has been unable to gain a place in any suitable school within statutory walking distance (three miles for pupils over primary school age).

The Education Act 2002 contains some provisions relating to the planning, coherence and publicity of local transport policies for pupils aged 16 to 19 years in Wales. It gives LAs a co-ordinating role in developing policies with key partners to provide effective and efficient transport arrangements for post-16 students. Every LA is required to draw up and publish a policy statement setting out the provision of, or support for, transport for students between the ages of 16 and 19, or those completing courses started whilst aged 16 to 19. The key criteria are that no student should be prevented from attending further education because of a lack of services or support, choice, costs and the need to travel beyond LA boundaries. Guidance is provided (NAfW, 2007a).

In addition, the Learner (Travel) Wales Measure 2008 received royal approval in December 2008. The Measure maintains the current distance threshold of three miles for pupils aged 11 to 16 to qualify for free transport between home and the nearest suitable school, and provides the means to make provision at a later date in relation to travel entitlement for post-16 students. It also requires local authorities to specifically assess and meet the needs of looked-after children (children in the care of the local authority).

[Transport Policy Statements for Learners Aged 16-19 2007/08 \(NAfW, 2007a\)](#)

[Education Act 1996](#)

[Education Act 2002](#)

[Education and Inspections Act 2006](#)

[Education and Libraries \(Northern Ireland\) Order 1986](#)

[Learner Travel \(Wales\) Measure 2008](#)

5.7. Admission Requirements and Choice of School

Admissions arrangements vary in some respects for compulsory secondary education (see section 5.7.1. and its sub-sections) and for post-compulsory secondary education (see section 5.7.2. and its sub-sections).

5.7.1. Compulsory secondary education

Admissions arrangements for compulsory secondary education vary in some respects in England and Wales (see 5.7.1.1.) from those in Northern Ireland (see 5.7.1.2.).

5.7.1.1. England and Wales

Full details of general admissions arrangements in England and Wales are provided in section 4.6.1. In addition, for information about new admissions arrangements, see section 4.2.1.

In general, parents have the right to express a preference as to which school they would like their child to attend, but admission is dependent on the number of children applying for places, the individual school's admission criteria in the case of the school being oversubscribed, and the physical capacity of the school. A place must be offered where there are fewer applications to a school than places available. In cases where a place is not offered at their preferred school, parents have a legal right of appeal.

A school's admissions policy is established by the relevant admissions authority, which is either the local authority (LA) or the school governing body (dependent on the type of school). This policy must contain specified information, for example, the number of pupils to be admitted to the school, and must explain how places will be allocated if there are more applications than places at the school. For example, for secondary

school admissions, priority may be given to children who have attended designated 'feeder' primary schools. Since September 2007, schools in England have been required to give priority in their oversubscription criteria to 'looked after children' (children in public care). This requirement will also apply to schools in Wales from September 2011 (see below).

Most secondary schools which are maintained schools are non-selective (that is, they do not admit pupils on the basis of ability) and are commonly known as comprehensive schools. Specialist secondary schools (see 5.5.1.1. may admit a proportion of pupils on the basis of aptitude for the specialist subject. City technology colleges (see 5.5.1.1.) admit children on the basis of an aptitude for science or technology, but also select children proportionally to reflect the range of ability levels of children in the area which the college serves.

Grammar schools select all pupils on the basis of their ability and generally operate their own entrance examinations. (There are no grammar schools in Wales.)

Since the introduction of the School Standards and Framework Act 1998, the Secretary of State in England and the National Assembly for Wales (NAfW) have been required to issue two Codes of Practice for admissions authorities, one on school admissions and the other relating to school admissions appeals.

Under the Education and Inspections Act 2006, it is a statutory requirement for all schools in England to comply with the School Admissions Code of Practice. Previously, schools were only required to 'have regard to' the Code. The Act also banned interviewing from school admissions practices and gave greater powers to Admissions Forums (bodies which monitor the school admissions process).

A revised School Admissions Code (DCSF, 2009f) and School Admissions Appeals Code (DCSF, 2009c) came into force in February 2009 and begin to apply to admissions in September 2010. They introduce a number of changes, such as placing a new requirement on admissions authorities to consult parents and the local community on proposed admissions arrangements (for further information see 4.6.1.1.).

A further revised School Admissions Code (DCSF, 2009n) came into force in February 2010 and will apply to admissions from September 2011. The main changes in this code are intended to give parents greater choice over when their child starts primary school (see 4.6.1.1.).

In July 2009, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales also published revised codes of practice on school admissions and school admissions appeals. The revised 'School Admissions Code' (DCELLS, 2009b), which all schools must comply with by the 2011/12 school year, aims to provide clearer guidance for all involved in the school admissions process and make it fairer and more equitable. One of the main changes is that it requires schools to give priority to 'looked-after children' (children in the care of the local authority) in their over-subscription criteria. The revised 'School Admissions Appeals Code' (DCELLS, 2009x) introduces a number of changes intended to improve the efficiency of school admissions appeals. Schools must comply with the code by the 2010/11 school year. See 4.6.1.2. for further information.

[School Admission Appeals \(DCELLS, 2009x\)](#)

[School Admission Appeals Code \(DCSF, 2009c\)](#)

[School Admissions Code \(2010\) \(DCSF, 2009n\)](#)

[School Admissions Code \(DCELLS, 2009b\)](#)

[School Admissions Code \(DCSF, 2009f\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Education and Inspections Act 2006](#)

[School Standards and Framework Act 1998](#)

5.7.1.2. Northern Ireland

In Northern Ireland, in accordance with the policy of 'Open Enrolment', schools are open to all pupils regardless of religious denomination and, as in England and Wales, wherever possible, parents should be offered a place in the school of their choice. Many schools in Northern Ireland have both Protestant and Roman Catholic pupils, but most Roman Catholic children are enrolled in Catholic-maintained schools and most Protestant pupils in controlled schools. Educating Roman Catholic and Protestant children together is part of the Government's policy on education reform in Northern Ireland, but it is not government policy to seek to impose integration on parents. The Education Reform (Northern Ireland) Order 1989 made provision for parents to opt for non-segregated education and laid down procedures for the balloting of parents in segregated schools to ascertain if they wished their schools to be integrated. The Order enables the Department of Education (DE) to give special funding to a body which promotes integrated education.

A school must admit pupils up to its approved admissions number. In secondary schools, this is the number of pupils a school may admit at transfer from primary to post-primary (secondary) stage. This figure is determined by the Department of Education (Northern Ireland) (DE), with reference to the school's capacity to accommodate pupils. If a school is oversubscribed, it must decide which pupils to admit by applying published admissions criteria. The criteria, drawn up by a school's board of governors must be published in order of priority and may take into account any representations made by the Education and Library Boards (ELBs) responsible for the management of the school or, if it is a Catholic school, representations made by the Council for Catholic-Maintained Schools (CCMS). Only grammar schools (and those non-grammar schools with a recognised grammar stream) may include the academic ability of pupils among their admissions criteria. Parents have the right to express preferences for the school they would like their child to attend and may appeal to an independent tribunal if the child is not offered the school of their choice.

Traditionally, with the exception of one area of Northern Ireland, there has been a selective system of secondary (post-primary) education, with pupils transferring to (selective) grammar schools or (non-selective) secondary schools at the age of 11+ years. However, the DE no longer supports academic selection of post-primary pupils and has passed legislation to end it.

Until the 2008/9 school year, specially designed 'transfer tests' in English (Irish in Irish-medium schools), mathematics, and science and technology were used to assess academic performance for entry to grammar schools. The tests, which were based on the key stage 1 and 2 programmes of study were also known as 'eleven plus' tests. Only pupils wishing to be considered for a place at a grammar school took the tests. Assessments at the end of key stage 2 (see 4.12.2.3.) could not be used in the transfer procedure. Grammar schools were required to admit pupils who obtained higher grades in the transfer procedure tests before those with lower grades, although no grade guaranteed admission to a grammar school. Transfer tests were centrally administered and marked by the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA), which also produced annual Specifications for the Transfer Tests for schools.

The Education (Northern Ireland) Order 2006, passed in July 2006, included provisions to abolish the transfer tests. The last centrally provided transfer tests to determine selection for post-primary education were taken in November 2008 for September 2009 entry. The DE has published guidance for schools relating to September 2010 post-primary entry (DE, 2009), which boards of governors are required to have regard to. This guidance recommends that schools do not use academic criteria and provides a menu of other criteria on which schools should base their admissions policy. As the first criterion, it recommends that schools should ensure that pupils who are entitled to free school meals are admitted at the same rate as all other applicants.

Although the DE recommends that schools do not use academic criteria, they are not prohibited from doing so. In practice, many schools are continuing to select pupils on the basis of academic ability and are making arrangements to set their own entrance tests. For example, during the 2009/10 school year, a number of

schools are setting examinations in English and mathematics which are being managed by an independent body.

Final Transfer 2010 Guidance (DE, 2009b)

Council for Catholic-Maintained Schools (CCMS)

Department of Education (Northern Ireland) (DE)

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

Education (Northern Ireland) Order 2006

Education Reform (Northern Ireland) Order 1989

5.7.2. Post-compulsory upper secondary education

In England and Wales, there are no official qualifications required for admission to the sixth form of a secondary school, but schools generally set their own admissions requirements. For example, schools commonly ask for a minimum of five General Certificate of Secondary Education (GCSE) passes at grades A*–C for admission to General Certificate of Education Advanced-level (GCE A-level) courses (see 5.17.2.1.). Criteria for admission to GCE A-level courses also often include the achievement of good GCSE passes (usually grade C or above) in the subjects to be studied at GCE A-level. Other courses, for example those leading to A-levels in applied subjects (see 5.17.2.2.) may have different admissions requirements.

In Northern Ireland, admission to the sixth form of post-primary schools is based on similar requirements to those operating in England and Wales.

For admissions requirements relating to further education institutions, see section 7.7.

5.8. Registration and/or Tuition Fees

In general, no charge may be made for education provided wholly or mainly within school hours (excluding midday breaks) for pupils in maintained schools in England and Wales. In England, this includes pupils in city technology colleges (CTCs), city colleges for the technology of the arts (CCTAs), or in academies (see section **5.5.1.1.** for further information).

The situation is similar in grant-aided schools in Northern Ireland. Voluntary grammar schools may, however, charge capital fees subject to a limit of £140 per year (DE, 2008e).

Schools may ask parents for a voluntary contribution to school funds, but they must make it clear to all parents that their child will not be deprived of any educational opportunity offered to other children, should they be unwilling or unable to contribute.

Under Section 450/451 of the Education Act 1996, which applies in England and Wales, education which takes place wholly or mainly outside school hours, which is part of the syllabus for a prescribed examination, or is part of the National Curriculum or is part of statutory religious education, must also be provided free of charge. Charges may not be made for the cost of materials, books, instruments or any other equipment.

Charges may be made for activities which fall outside the above categories. Until recently, schools in England were not able to charge for individual or small-group tuition in playing a musical instrument, provided within or outside school hours. However, the Charges for Music Tuition (England) Regulations 2007, which came into force in September 2007, made it possible for schools in England to charge for instrumental and vocal tuition provided during the school day, if a parent requests it. This tuition must not, however, be part of the National Curriculum or part of a syllabus for a prescribed public examination. The overall aim is to ensure better access to music tuition for all pupils.

Under Section 457 of the Education Act 1996, local authorities (LAs) must establish a policy on charging before they can charge for any school activity. Similar regulations exist in Northern Ireland.

[Grammar Schools \(Charges\) \(Amendment\) Regulations \(Northern Ireland\) 2008 - Statutory Rule 2008 No. 376 \(DE Circular 2008/19\) \(DE, 2008e\)](#)

[Charges for Music Tuition \(England\) Regulations 2007](#)

[Education Act 1996](#)

5.9. Financial Support for Pupils

In general, education is provided free of charge to full-time pupils up to the age of 19 in publicly funded schools (and [further education institutions](#)). See section 5.8. for information about charging in schools.

Although it does not specifically provide financial support for education, Child Benefit is a state allowance paid to all families who have children:

- under the age of 16
- under the age of 19 and studying full-time up to General Certificate of Education Advanced-level (GCE A-level), National Vocational Qualification (NVQ) level 3 or equivalent
- aged under 18 and registered with the local careers service or Connexions (see 5.18.) or another approved body for work, education or training.

Child Benefit is paid at the same rate to all families irrespective of income or savings.

Parents who have at least one child under 16 living with them may also benefit from tax credits or other benefits, depending on their circumstances.

Under the Education Act 1996, local authorities (LAs) in England and Wales have the power to provide clothing for children who would otherwise be unable to take advantage of the education provided. LAs may also make grants available for the purpose of enabling pupils to take advantage, without hardship to themselves or their parents, of any education facilities available to them. These powers were originally bestowed on LAs by the Education Act 1944 and other post-war legislation but, apart from the provision of clothing allowances by some LAs, have largely fallen into disuse. In Wales, the Welsh Assembly Government has introduced School Uniform Grant for some secondary school pupils. See 2.6.3.4.9. for further information.

In addition, children whose parents receive certain social security benefits must receive free school lunches. Other pupils usually pay. See section [2.6.3.4.8.](#) for further information regarding school meals.

See section 7.9. for details of allowances paid to eligible pupils in post-compulsory education (aged 16+).

[Education Act 1944](#)

[Education Act 1996](#)

5.10. Age Levels and Grouping of Pupils

Details of age levels and groupings of pupils vary from compulsory secondary education (see section 5.10.1. and its sub-sections) to post-compulsory secondary education (see section 5.10.2.).

5.10.1. Compulsory secondary education

In England, Wales and Northern Ireland, compulsory secondary education in schools caters for pupils aged 11 to 16 years and is divided into two key stages. See 5.10.1.1.

Details of groupings and class sizes are provided in sections 5.10.1.2. and 5.10.1.3. respectively.

NB. Legislation is now in place to raise the compulsory age of participation in education or training to 17 from 2013, and to 18 from 2015. See 5.2.1..

5.10.1.1. Key stages

In England, Wales and Northern Ireland, the first three years of secondary education, catering for pupils aged 11 to 14 years, are known as key stage 3 and the remaining two years of compulsory education, for pupils aged 14 to 16, as key stage 4.

Age	Key stage	Description
11–14	3	Years 7, 8 and 9 in England and Wales
		Years 8, 9 and 10 in Northern Ireland
14–16	4	Years 10 and 11 in England and Wales
		Years 11 and 12 in Northern Ireland

In England and Wales, the Education Act 2002 created a legislative distinction between key stages 1 to 3 (five- to 14-year-olds) and key stage 4 (14- to 16-year-olds) of compulsory education. This was with a view to facilitating opportunities to tailor education to the needs of individual 14- to 16-year-olds – thus helping to increase flexibility. See section 5.13.1.1.2. for further information.

[Education Act 2002](#)

5.10.1.2. Grouping

Pupils are generally taught in classes with pupils of the same age and are organised into year groups with a senior teacher as head of year. Depending on the policy of the school, within the year group, pupils may be divided into classes or tutor groups with a designated teacher who has organisational and [pastoral care](#) responsibilities. Tutor groups in some schools may include pupils from different year groups.

The organisation of teaching groups is also determined by the school. In secondary schools, teachers usually teach one or more specialist subjects.

Pupils may be grouped by general ability (a practice known as ‘streaming’), taught in mixed-ability groups or, more commonly, grouped according to ability in a particular subject (a practice known as ‘setting’). Most schools use setting for some subjects only, such as mathematics and languages, and teach other subjects in mixed-ability groups. Other schools use a combination of these teaching groups/methods.

5.10.1.3. Class sizes

In general, there are no regulations regarding the maximum number of pupils in a secondary school class. However, in Northern Ireland, Regulation 15 of the Secondary Schools (Grant Conditions) Regulations (Northern Ireland) (1973) requires that the number of pupils under instruction by one teacher shall not exceed 20 for a class in a practical subject. Practical subjects include science, technology and design, home economics, art and design, physical education (PE) and music. There are exceptional circumstances in which such classes may exceed 20 pupils with the approval of the Department of Education (DE). DE Circular 2004/5 provides guidance in this regard (DE, 2004).

[Class Sizes in Practical Subjects in Post-Primary Schools \(Circular 2004/5\) \(DE, 2004\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Secondary Schools \(Grant Conditions\) Regulations \(Northern Ireland\) 1973](#)

5.10.2. Post-compulsory upper secondary education

The National Curriculum (or the Northern Ireland Curriculum) and its key stages do not apply to pupils in post-compulsory education. The final two years of post-compulsory full-time secondary education for those

aged 16 to 18+ (Years 12 and 13 of school education in England and Wales, Years 13 and 14 in Northern Ireland) are usually known as the sixth form. Pupils are taught by specialist subject teachers, normally in smaller groups than younger pupils. There are no regulations covering class sizes.

5.11. Specialisation of Studies

Pupils in post-compulsory education in schools and further education institutions (see chapter 7.) can take either vocational or academic courses or a combination of both. An increasing range of vocational (or 'applied') subject options and courses is becoming available for pupils in compulsory secondary education in schools. See section 5.13. and its sub-sections for further information.

Personalisation of learning is one of the aims of the current Government. This includes initiatives to more effectively tailor education to individual need, interest and aptitude, with a view to enabling every young person to fulfil his or her potential. More detailed information is available from the Government's 'personalised learning' website:

<http://nationalstrategies.standards.dcsf.gov.uk/personalisedlearning/>

5.12. Organisation of School Time

In England, Wales and Northern Ireland, the Government stipulates the number of days for which schools are required to be open each year. However, the organisation of the academic calendar is determined by local authorities or school governing bodies in England and Wales, and by Education and Library Boards or boards of governors in Northern Ireland. See sub-section 5.12.1. for further details.

The organisation of the daily and weekly timetable is decided at school level. For further information, see sub-section 5.12.2.

5.12.1. Organisation of the School Year

In primary and secondary schools in England and Wales, the academic calendar is determined by local authorities (LAs) and school governing bodies.

Most educational institutions operate a three-term academic year, although the length of these terms may vary according to the level of education.

In England and Wales respectively, the Education (School Day and School Year) (England) Regulations 1999 and the Education (School Day and School Year) (Wales) Regulations 2003 as amended, require schools to be open for a minimum of 380 half-day sessions each year. The legal school year in England and Wales runs from 1 September to 31 August. The local authority (LA) decides the dates of the school terms for community schools, special schools which are community schools, and voluntary controlled schools, and the school governing body determines the dates of school terms for voluntary aided schools and foundation schools. The school year is usually divided into three terms: autumn term, spring term and summer term. There is normally a long summer break of about six weeks in July and August and shorter breaks of two to three weeks at Christmas and at Easter, although in some areas the autumn term begins before 1 September.

A commission set up by the Local Government Association (LGA) has recommended the reform of the traditional school year. The commission favours the introduction of a standard school year divided into six terms of broadly equal length, which are more evenly distributed throughout the year. The standard school year consists of: two, approximately seven week terms before Christmas followed by four, approximately six week terms afterwards. The spring break is fixed and taken around the first two weeks of April, irrespective of the timing of Easter. The longer summer break remains. A number of LAs began to introduce the new model from 2004/05.

Schools in Northern Ireland are required to be in operation for 200 days each year, although they are closed to children when teachers are on training and development days (five days annually), school development days (five days each year) or optional closing days (five days annually). These staff training and development days, school development days, or optional closing days may be scheduled at the individual school's discretion. The legal school year runs from the beginning of September to the end of the following June. The actual dates of terms and holidays are set by the local Education and Library Board (ELB) for controlled schools and, for all other types of schools, by the board of governors. Education and Library Boards do, however, set harmonised holiday dates on which they have agreed not to provide services (school transport and school meals) and schools are strongly advised to set holidays within these dates.

[Local Government Association](#)

[Education \(School Day And School Year\) \(Wales\) Regulations 2003](#)

[Education \(School Day And School Year\) Regulations 1999](#)

5.12.2. Weekly and Daily Timetable

In England and Wales, the school governing body determines the times at which a school opens and closes each day. In accordance with the Education Act 1996, in some categories of school, governors must discuss any proposed alterations to the times of school sessions with the headteacher, the local authority and with parents. In other categories of school, the governing body is advised, but not required, to follow these procedures. Schools are generally open between 9.00 a.m. and 3.30/4.00 p.m. with approximately one hour for lunch. A break of around 15 minutes may punctuate the morning and/or afternoon session.

Since April 2009, local authorities in Wales have had the power to change the start and end of the school day, where they consider that this would promote the use of sustainable modes of travel or improve the efficiency of a school's travel arrangements.

Minimum weekly lesson times (including religious education) are suggested for England, in Circular 7/90 and, for Wales, in Circular 43/90. These are 24 hours for pupils aged 11+ to 14 years in England, (25 hours in Wales) and 25 hours for pupils aged 14 to 16 in both England and Wales. These times are in addition to the daily act of worship, registration and breaks for lunch and recreation. Most schools provide more hours of lessons than the suggested minimum.

In Northern Ireland, pupils aged over eight must attend school for 4.5 hours a day, in two sessions, separated by a period of not less than half an hour.

In England, Wales and Northern Ireland, classes normally take place on five days, Monday to Friday, but optional sporting activities may be organised on Saturdays.

Based on the above information and on a 190-day (38-week) school year, the annual minimum hours of taught time in England and Wales for pupils in compulsory secondary education are:

Age	Annual minimum taught hours	
	England	Wales
11-14 (key stage 3)	912	950
14-16 (key stage 4)	950	950

See section 4.9.2. for information on out-of-hours provision in 'extended schools'.

[Management of the School Day \(DES Circular 7/90\) \(DES, 1990\)](#)

[Management of the school day: Education Reform Act 1990 \(Circular 43/90\) \(NATED, 1990\)](#)

[Education Act 1996](#)

5.13. Curriculum, Subjects, Number of Hours

All maintained schools in England and Wales and grant-aided schools in Northern Ireland must provide a general education for pupils, as laid down in the National Curriculum and the Northern Ireland Curriculum. However, many secondary schools in England now specialise in an area of the curriculum, such as technology, while still delivering the full National Curriculum. Some specialist secondary schools have also been introduced in Northern Ireland. See 5.5.1.1. and 5.5.1.2. for further information.

Details of the curriculum, subjects and number of hours for compulsory secondary education are provided in section 5.13.1. and its sub-sections. Similar information is available for post-compulsory secondary education in section 5.13.2. and its sub-sections.

5.13.1. Compulsory secondary education

In England and Wales, the compulsory secondary curriculum consists of the National Curriculum and religious education. In Northern Ireland, the compulsory secondary curriculum consists of the Northern Ireland curriculum and religious education. However these are not intended to constitute the whole curriculum for schools. Schools have discretion to develop the curriculum to reflect their particular needs and circumstances.

In addition, all secondary schools which are maintained schools must offer a programme of sex education to pupils, which must include teaching about AIDS, HIV and other sexually transmitted infections. Guidance is provided (DfEE, 2000e), (NAFW, 2002b). See section 4.10.1.2.3. in addition.

Parents currently have the right to withdraw children up to the age of 19 from all or parts of sex education. However, the Children, Schools and Families Bill (see 5.2.1.) includes provisions to lower the age up to which parents in England may withdraw their children from sex education to 15. Secondary schools must also provide information on drug, alcohol and tobacco education, work-related learning, and careers education to pupils.

Parents in England, Wales and Northern Ireland have the right to withdraw their children from religious education (RE) lessons (see 4.10.1.3. and 4.10.2.3.).

See 5.13.1.1. and sub-sections for further information on the curriculum in England; 5.13.1.2. and sub-sections for information on the curriculum in Wales; and 5.13.1.3. and sub-sections for information on the curriculum in Northern Ireland.

[Sex and relationship education in schools \(Circular 11/02\) \(NAFW, 2002b\)](#)

[Sex and Relationship Guidance \(DfEE Circular 0116/2000\) \(DfEE, 2000e\)](#)

[Children, Schools and Families Bill 2009](#)

5.13.1.1. England – National Curriculum

The National Curriculum was introduced by the Education Reform Act 1988 (now superseded by the consolidated Education Act 1996, and supplemented by the Education Act 2002). The general principles governing the National Curriculum are described in 4.10.1. and its sub-sections.

Secondary education in England is divided into two key stages: key stage 3 which caters for pupils aged 11–14 and key stage 4 for pupils aged 14–16. The National Curriculum requirements vary according to key stage. The Education Act 2002 created a legislative distinction between key stages 1 to 3 (five- to 14-year-olds) and key stage 4 (14- to 16-year-olds) of compulsory education.

Under the terms of the Education Act 1996, the amount of time to be devoted to each subject in key stages 3 and 4 in England cannot be prescribed. The National Curriculum documents in England, for example, make

clear that the National Curriculum should be used as a framework which schools incorporate into their individual curriculum. Consequently, it is a matter for schools to decide how much time it should take up.

Homework

The Government produces non-statutory guidelines for homework (its purpose, task type and the amount) for pupils in primary and secondary education in England (DfEE, 1998c). This documentation recommends that pupils in key stages 3 and 4 should receive homework as follows:

Key stage	Age range	Recommended time to be spent on homework each day
Key stage 3, Years 7 and 8	11-13	45-90 minutes
Key stage 3, Year 9	13-14	1-2 hours
Key stage 4, Years 10 and 11	14-16	1.5 – 2.5 hours

Curriculum review

The National Curriculum is monitored and reviewed by the statutory body responsible for its oversight, the Qualifications and Curriculum Development Agency (QCDA), see 2.6.1.4.1.).

Following a recent (2008) review, a new secondary curriculum for key stages 3 and 4 (pupils aged 11 to 14, and 14 to 16 respectively) has been developed. The new curriculum began to be introduced in September 2008 and will be fully implemented from the 2010/11 school year.

[Homework: Guidelines for Primary and Secondary Schools \(DfEE, 1998c\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

[Education Act 1996](#)

[Education Act 2002](#)

[Education Reform Act 1988](#)

5.13.1.1.1. England - Key stage 3 subjects

Under the National Curriculum in England, pupils in key stage 3 study the following compulsory subjects:

- English, mathematics, science (the core subjects)
- design and technology, information and communication technology (ICT), history, geography, a modern foreign language, art and design, music, physical education (PE) and, since 2002, citizenship (the foundation subjects).

In August 2000, non-statutory personal, social and health education (PSHE) was also introduced for pupils in key stages 3 and 4. In 2005, guidance was published to support teachers in delivering high quality PSHE. The guidance sets out what pupils are expected to achieve at the end of each key stage (QCA, 2005).

All government-funded secondary schools are also required to provide religious education (RE), although parents have the right to withdraw their children from RE lessons if they wish. The first non-statutory national framework for religious education (RE) was published in October 2004 (QCA, 2004b). The framework endorses the entitlement to RE for all students, irrespective of their social or cultural background. It sets out the national expectations for teaching and learning in RE and aims to ensure that all children benefit from a consistently high quality of RE teaching.

In addition, all maintained schools must offer a programme of careers education to all pupils in key stages 3 and 4 (aged 11 to 16 years). It is further recommended that schools provide careers education to pupils in

post-compulsory secondary education (16+). Schools work with the local careers service or Connexions to provide careers education to pupils (see section 5.18.).

In October 2009, the Department for Children, Schools and Families (DCSF) published a new careers strategy, which aims to improve access to careers advice for young people up to the age of 18 and modernise careers education. See 5.2.1. for further information.

Revised secondary curriculum

Following review, a new secondary curriculum for both key stages 3 and 4 (pupils aged 11 to 14, and 14 to 16 respectively) has been developed. It began to be introduced in September 2008. In the 2009/10 school year, the new curriculum is in place for the first two years of key stage 3 (pupils aged 11 to 13). It will be introduced in the final year of key stage 3 (pupils aged 13 to 14) in September 2010. New features include less prescribed subject content, greater identification of the key concepts and processes underlying each subject, and more flexibility to allow teachers to tailor the curriculum to meet individual learners' needs. The compulsory subjects included in the curriculum remain largely unchanged. However, Personal, Social and Health Education now includes two new non-statutory programmes of study for personal well-being, and economic well-being and is now known as Personal, Social, Health and Economic Education. It is still abbreviated, as before, to PSHE.

The Children, Schools and Families Bill, submitted to Parliament in November 2009, includes provisions to make PSHE a compulsory subject from 2011. See 5.2.1. for further information about the Bill.

[PSHE at Key Stages 1 to 4 Guidance on Assessment, Recording and Reporting \(QCA, 2005\)](#)

[Religious Education: The Non-statutory National Framework \(QCA, 2004b\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

[Children, Schools and Families Bill 2009](#)

5.13.1.1.2. England - Key stage 4 subjects

The Education Act 2002 created a legislative distinction between key stages 1 to 3 (five- to 14-year-olds) and key stage 4 (14- to 16-year-olds). This was with a view to facilitating opportunities to tailor education to the needs of individual 14- to 16-year-olds – thus helping to increase flexibility. Some changes to the statutory curriculum at key stage 4 began to be introduced from September 2004. These included:

- A reduction in the number of compulsory subjects to a core comprising English, ICT, mathematics, science, citizenship, physical education, and religious education.
- The inclusion of careers education and sex education as compulsory areas of learning.
- The introduction of a statutory requirement for all students in key stage 4 in maintained schools to be offered some work-related learning.
- In addition to the compulsory core subjects above, the introduction of curriculum entitlement areas, comprising the arts, design and technology, the humanities, and modern foreign languages. Schools must provide access to a minimum of one course in each of the four entitlement areas.

Flexibility is encouraged in the organisation of the school timetable at key stage 4 so that schools can offer pupils aged 14 – 16 a choice of subjects in addition to those required by the National Curriculum.

The Government's 14 to 19 reforms build on the legal requirement that all pupils in key stage 4 are offered work-related learning by extending links between schools, colleges and employers in order to improve work-related provision for those students who choose it. Taking account of the reforms, the Department for

Children, Schools and Families (DCSF) produced a guide to work-related learning for all involved in 2008 (DCSF, 2008q). In addition, the then Qualifications and Curriculum Authority (QCA) (now the Qualifications and Curriculum Development Agency, QCDA) developed a new framework, 'Economic Well-being 11 to 19: Career, Work-related Learning and Enterprise' (QCA, 2008). In addition to supporting the requirement for work-related learning, the new framework supports the revised secondary curriculum (see below).

Following review, the Qualifications and Curriculum Development Agency (QCDA) has developed a new secondary curriculum for both key stages 3 and 4 (pupils aged 11 to 14, and 14 to 16 respectively). The new curriculum began to be introduced from September 2008 at key stage 3 and from September 2009 at key stage 4. It will be fully implemented from September 2010. New features include less prescribed subject content, greater identification of the key concepts and processes underlying each subject, and more flexibility to allow teachers to tailor the curriculum to meet individual learners' needs. The compulsory subjects included in the curriculum remain largely unchanged. However, Personal, Social and Health Education now includes two new non-statutory programmes of study for personal well-being, and economic well-being and is now known as Personal, Social, Health and Economic Education. It is still abbreviated as before to PSHE.

The Children, Schools and Families Bill, submitted to Parliament in November 2009, includes provisions to make PSHE a compulsory subject from 2011. See 5.2.1. for further information about the Bill.

[Economic Well-Being 11 to 19: Career, work-related learning and enterprise \(QCA, 2008\)](#)

[Religious Education: The Non-statutory National Framework \(QCA, 2004b\)](#)

[The Work-Related Learning Guide - First Edition \(DCSF, 2008q\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

[Children, Schools and Families Bill 2009](#)

[Education Act 2002](#)

5.13.1.1.3. England - Other requirements at key stages 3 and 4

Skills

The National Curriculum for key stages 3 and 4 has recently been revised. New curriculum arrangements, which include two new sets of skills, began to be introduced for pupils in Year 7 (age 11 to 12) in September 2008. In the 2009/10 school year, the revised arrangements apply to pupils in Years 7, 8 (ages 12 to 13) and 10 (ages 14 to 15). They will be fully implemented from September 2010.

Curriculum – before revision

Six 'key skills' are embedded in the National Curriculum at key stages 1 to 4. These are communication, application of number, information technology, working with others, improving own learning and performance, and problem-solving, which have been identified as the skills needed to succeed in work, education and everyday life. The 'thinking skills' of information processing, reasoning, enquiry, creative thinking, and evaluation are also embedded in the National Curriculum. They complement the key skills and teaching of these is intended to enable children to 'learn how to learn'.

Curriculum – following revision

Functional skills and Personal, Learning and Thinking Skills (PLTS) are embedded in the revised curriculum for key stages 3 and 4.

Functional skills are embedded in the revised programmes of study for English, mathematics and information and communication technology (ICT) and are the core elements of these subjects, considered essential for

individuals to operate effectively in life, their communities and work. The PLTS framework, on the other hand, comprises six groups of skills requiring pupils to be:

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self-managers
- effective participants.

The framework aims to support young people in their learning across the curriculum and to complement the programmes of study for different subjects.

Drug education

Certain aspects of drug education - including tobacco and alcohol, as well as illegal drugs - are compulsory as part of National Curriculum science. Drug education is also delivered through citizenship and personal, social, health and economic education (PSHE).

In December 2003, the then Qualifications and Curriculum Authority (QCA) (now the Qualifications and Curriculum Development Agency, QCDA) published guidance on drug, alcohol and tobacco education for teachers (QCA, 2003a). The materials were based on aspects of the non-statutory PSHE framework, the citizenship education frameworks, and the requirements of the programmes of study for science.

In February 2004, the then, Department for Education and Skills (now the Department for Children, Schools and Families, DCSF) issued guidance on drug education for primary and secondary schools (DfES, 2004e). This outlines schools' responsibilities in this area and recommends that all schools should have a regularly-updated drug policy that covers drug education and dealing with drug incidents. In addition, the then QCA (now the QCDA) developed exemplar drug, alcohol and tobacco materials for key stages 1 to 4. These materials, based on aspects of the non-statutory PSHE framework, the citizenship education frameworks and the requirements of the programmes of study for science, are available online: <http://www.qcda.gov.uk/7364.aspx>

Following recent reviews of sex and relationships education and drug and alcohol education, the Government published the Children, Schools and Families Bill in November 2009, which includes plans to make PSHE compulsory at key stages 1 to 4 (ages five to 16) from 2011. This is intended to give the subject a higher profile and ensure that young people are equipped with the skills and knowledge to make safe and healthy choices, such as avoiding drug and alcohol misuse. To support the implementation and delivery of PSHE as a statutory subject from 2011, the DCSF is consulting on new drugs guidance for schools (DCSF, 2009b). The new guidance will build on, rather than replace, the 2004 guidance (see above) and is expected to be published in 2010.

School sport

As a key element of the PE and Sport Strategy for Young People, the Government is providing funding to offer up to five hours of sport per week for all school pupils by 2010. This will include two hours per week for five- to 16-year-olds, and three hours per week for 16- to 19-year-olds, during the school day. The rest will be provided through out of school and community activities.

[Drug, Alcohol and Tobacco Education: Curriculum Guidance for Schools at Key Stage1-4 \(QCA, 2003a\)](#)

[Drugs: Guidance for Schools \(DCSF, 2009b\)](#)

[Drugs: Guidance for Schools \(DFES, 2004a\)](#)

5.13.1.1.4. England - Vocational subjects in compulsory secondary education

Following reviews of the secondary curriculum in England, a number of measures are in place or, are being introduced, to increase opportunities for pupils to study work-related/vocational (applied) subjects in key stage 4 (age 14 to 16), both in schools and in collaboration with further education institutions. See section 5.2.1. and section 5.13.1.1.2. for further information. In addition, a range of vocational/applied qualifications is available for pupils in compulsory secondary education. See sections 5.17.1.2., 5.17.1.3. and 5.17.1.4. for further information.

5.13.1.2. Wales - National Curriculum

The National Curriculum was introduced by the Education Reform Act 1988 (now superseded by the consolidated Education Act 1996, and supplemented by the Education Act 2002). The general principles governing the National Curriculum are described in 4.10.1. and its sub-sections.

Secondary education in Wales is divided into two key stages: key stage 3 which caters for pupils aged 11–14 and key stage 4 for pupils aged 14–16. The National Curriculum requirements vary according to key stage. The Education Act 2002 created a legislative distinction between key stages 1 to 3 (five- to 14-year-olds) and key stage 4 (14- to 16-year-olds) of compulsory education.

Under the terms of the Education Act 1996, the amount of time to be devoted to each subject in key stages 3 and 4 cannot be prescribed. Consequently, it is a matter for schools to decide how much time each subject should take up.

Homework

There are non-statutory government guidelines for homework (its purpose, task type and the amount) for pupils in primary and secondary education in Wales (DfEE, 1998c). This documentation recommends that pupils in key stages 3 and 4 should receive homework as follows:

Key stage	Age range	Recommended time to be spent on homework each day
Key stage 3, years 7 and 8	11 to 13	45-90 minutes
Key stage 3, Year 9	13 to 14	1-2 hours
Key stage 4	14 to 16	1.5 – 2.5 hours

Revised curriculum

In October 2007, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) announced a revised curriculum for three- to 19-year-olds. At secondary level, implementation of the new curriculum began with Years 7 and 8 (the first two years of key stage 3, 11- to 13-year-olds) in the 2008/09 school year. In the 2009/10 school year, the new curriculum is being introduced in Year 9 (the final year of key stage 3 for 13- to 14-year-olds) and Year 10 (the first year of key stage 4 for 14- to 15-year-olds). The curriculum will be fully implemented from the 2011/12 school year. See 5.2.2. . for further information.

Review of 8 to 14 education

In February 2009, the Welsh Assembly Government appointed a Task and Finish Group to conduct a review of the education of eight- to 14-year-olds, including their transition from primary to secondary education. The first review report was published in September 2009 (Egan, 2009). Its key recommendation was the development of a discrete eight to 14 phase of education. See 5.2.2. for further information.

[Homework: Guidelines for Primary and Secondary Schools \(DfEE, 1998c\)](#)

[Task and Finish Group on 8-14 Education Provision in Wales: First Stage Report \(Egan, 2009\)](#)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

[Education Act 1996](#)

[Education Act 2002](#)

[Education Reform Act 1988](#)

5.13.1.2.1. Wales - Key stage 3 subjects

The curriculum in Wales has recently been revised. New curriculum arrangements were introduced for pupils in Years 7 and 8 (the first two years of key stage 3, 11- to 13-year-olds) in the 2008/09 school year. In the 2009/10 school year, the new curriculum arrangements are being introduced for pupils in Year 9 (the final year of key stage 3, for 13- to 14-year-olds), which means that they are in place throughout key stage 3.

Under the new curriculum arrangements, pupils study English, mathematics, science, design and technology, information and communication technology (ICT), history, geography, a modern foreign language, art and design, music, physical education (PE) and Welsh. Pupils also study religious education (RE), although parents have the right to withdraw their children from RE lessons if they wish.

The revised curriculum includes a new personal and social education (PSE) framework for seven- to 19-year-olds, which was introduced for all pupils in this age group in September 2008 (DCELLS, 2008h). It also includes a new framework entitled 'Careers and the World of Work: a Framework for 11- to 19-Year-olds' (DCELLS, 2008). This brings together and revises the previous frameworks for work-related education and careers education and guidance and was also introduced for all pupils in this age group in September 2008. See 5.2.2. for further information about the revised curriculum arrangements.

[Careers and the World of Work: a Framework for 11- to 19-Year-olds \(DCELLS, 2008\)](#)

[Personal and social education framework for 7 to 19-year-olds in Wales \(DCELLS, 2008h\)](#)

5.13.1.2.2. Wales - Key stage 4 subjects

The curriculum in Wales has recently been revised. New curriculum arrangements began to be introduced for pupils in key stage 4 in the 2008/09 school year, but have not yet been fully implemented. In the 2009/10 school year, the old curriculum arrangements still apply in some subject areas. See below for further information.

Curriculum – before revision

The following are compulsory subjects within the National Curriculum at key stage 4: English, Welsh*, mathematics, science, physical education (PE), personal and social education (PSE) and work-related education (WRE).

*The provisions of the Education (National Curriculum) (Exceptions) (Wales) Regulations 1991 state that students who enter a secondary school in Wales in the final year of key stage 3 (ages 13–14), or during key stage 4 (ages 14–16), may – if they have not studied Welsh in the school curriculum for at least one academic year in the three preceding years – be exempt from the normal National Curriculum requirement to study Welsh.

During this key stage, in addition to English, Welsh, mathematics, science, PE, PSE and WRE, all pupils must follow a programme of sex education, receive careers education and guidance, and study religious education. Other subjects usually studied at key stage 4 include modern foreign languages, history, geography, design and technology, information technology, art, and music.

Curriculum – following revision

In September 2008, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) began to introduce a revised curriculum. In the 2008/09 school year, pupils in key stage 4 began to follow a new framework for PSE (DCELLS, 2008g), and a new framework for 'Careers and the world of work' (DCELLS, 2008) which brings together and revises the previous frameworks for careers education and work-related education. In the 2009/10 school year, revised programmes of study in Welsh as a second language and physical education began to be introduced for pupils in Year 10 (the first year of key stage 4, ages 14 to 15). The revised arrangements will be implemented in all subjects areas in both years of key stage 4 from the 2011/12 school year. See [5.2.2.](#) for further information about the revised curriculum arrangements.

[Careers and the World of Work: a Framework for 11- to 19-Year-olds \(DCELLS, 2008\)](#)

[Personal and social education framework for 7 to 19-year-olds in Wales \(DCELLS, 2008h\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Education \(National Curriculum\) \(Exceptions\) \(Wales\) Regulations 1991](#)

5.13.1.2.3. Wales - Other requirements at key stages 3 and 4**Skills**

The National Curriculum in Wales has recently been revised. The revised curriculum arrangements include a new skills framework for three- to 19-year-olds which began to be implemented from September 2008. Phased implementation of the revised curriculum began with pupils in Years 7 and 8 (the first two years of key stage 3, 11- to 13-year-olds) in the 2008/09 school year. In the 2009/10 school year, the revised arrangements began to be introduced for pupils in Year 9 (the final year of key stage 3, 13- to 14-year-olds) and in Year 10 (the first year of key stage 4, 14- to 15-year-olds). The curriculum will be fully implemented across both key stages from the 2011/12 school year.

Skills in the curriculum before revision

Under the curriculum prior to revision, there are six key skills at key stages 3 and 4. These are: application of number; information technology (IT); communication; improving own learning and performance; working with others; and problem-solving.

Skills in the revised curriculum

A focus on skills development underpins the revised curriculum and, to reinforce this, a non-statutory Framework, 'Skills framework for three- to 19-year-olds in Wales' (DCELLS, 2008j), has been developed. The framework aims to provide guidance about continuity and progression in thinking, communication, information and communication technology (ICT), and number for learners aged three to 19 and beyond. These skills are considered essential to enable learners of any age to become successful, whether in school, the workplace, at home or elsewhere.

School sport

In addition, the Welsh Assembly Government has launched the 5x60 Programme. This aims to help meet the target that 90 per cent of secondary pupils achieve 60 minutes of physical activity five times a week through PE lessons and extra-curricular activities by 2020.

[Skills Framework for 3- to 19-year-olds in Wales \(DCELLS, 2008j\)](#)

5.13.1.2.4. Wales - Vocational subjects in compulsory secondary education

Following reviews of the secondary curriculum in Wales, a number of measures are in place or, are soon to be introduced, to increase opportunities for pupils to study work-related/vocational subjects in key stage 4, both in schools and in collaboration with further education colleges. See section 5.2.2. for further

information. In addition, a range of vocational/applied qualifications is available for pupils in compulsory secondary education. See sections 5.17.1.2., 5.17.1.3. and 5.17.1.4. for further information.

5.13.1.3. Northern Ireland Curriculum

The Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) began a review of the Northern Ireland Curriculum in 1999 (CCEA, 1999). The main areas covered by the curriculum review of the post-primary phase included:

- Increasing flexibility through the concept of a minimum statutory curriculum.
- Replacing the system of key stage 3 testing with ongoing assessment and a standardised annual report.
- The introduction of a new curriculum area known as 'learning for life and work' to cover employability, local and global citizenship, and personal development (including drugs education).

The main aim is to enable schools to create a more coherent, enjoyable, motivating and relevant curriculum for their pupils (CCEA, 2003).

Following the review, the Education (Northern Ireland) Order 2006 was passed, which provided the legislative framework for the introduction of revised curriculum arrangements from September 2007. From the 2009/10 school year, these arrangements are fully in place across key stage 3 (ages 11 to 14) and key stage 4 (ages 14 to 16).

For more detailed information on the revised curriculum see 5.13.1.3.1..

[Developing the Northern Ireland Curriculum to Meet the Needs of Young People, Society and the Economy in the 21st Century \(CCEA, 1999\)](#)

[Pathways Towards a More Coherent, Enjoyable, Motivating and Relevant Curriculum for Young People aged 11-14. Summary of Proposals for Curriculum and Assessment at Key Stage 3 \(CCEA, 2003\)](#)

[Northern Ireland Council for the Curriculum, Examinations and Assessment \(CCEA\)](#)

[Education \(Northern Ireland\) Order 2006](#)

5.13.1.3.1. Compulsory areas of learning and skills and competencies

Following the passing of the Education (Northern Ireland) Order 2006, revised curriculum arrangements began to be introduced in September 2007. From the 2009/10 school year, these arrangements are fully in place across key stage 3 (ages 11 to 14) and key stage 4 (ages 14 to 16). The content of the new curriculum is set out in the Education (Curriculum Minimum Content) Order (Northern Ireland) 2007 and the Education (Other Skills) Order (Northern Ireland) 2007.

At **key stage 3**, the curriculum includes:

- Eight general areas of learning
 - The arts (including music, art and design, and drama)
 - Language and literacy (including English, Irish (in Irish-speaking schools) and media education)
 - Environment and society (including geography and history)
 - Modern languages (including any official language of the European Union)
 - Mathematics and numeracy (including mathematics and financial capability)
 - Physical education
 - Science and technology (including science and technology and design)
 - Religious education.

- Learning for life and work comprising
 - Education for employability
 - Local and global citizenship
 - Personal development
 - Home economics.
- A range of skills and competencies, such as:
 - Problem-solving
 - Working with others
 - Self-management
 - Personal and interpersonal skills
 - Communication
 - Using mathematics
 - Information and communication technology (ICT).

Other aspects of the key stage 3 curriculum include clear connections between different areas of the curriculum and the use of real life issues, problems and scenarios as the starting point for learning.

At **key stage 4**, the revised curriculum limits the compulsory elements to: learning for life and work (as described above, but excluding home economics); physical education; and religious education. The skills and competencies (also described above) are also included. The aim is to give schools greater flexibility to tailor provision to the needs of their pupils. As a counter-balance to a reduced core curriculum at key stage 4, the Government has begun to introduce an 'Entitlement Framework', which aims to provide pupils with a guaranteed minimum number and range of applied (vocational) and general (academic) courses. From 2013, it is envisaged that schools will be required to provide key stage 4 pupils with access to a minimum of 24 courses. At least one third of the courses must be general and a further third must be applied.

In addition, the Government accepted proposals for a revised core syllabus for religious education (RE) from Northern Ireland's four main churches in November 2006. The revised syllabus is mostly Christian in nature, but also includes morality education and, for the first time, other world religions (DE, 2007). The revised syllabus began to be introduced in September 2007 alongside the other revised curriculum arrangements.

During compulsory phase education, all grant-aided schools have a legal duty to teach drugs education which forms part of the 'Learning for Life and Work' area of learning (see above). It is also a statutory requirement for every grant-aided school to have in place a drugs education policy and to publicise this in their prospectus. Department of Education (DE) Circular 2004/9 sets out current guidance for schools on the teaching of drugs education, and on handling drug-related incidents on school premises.

Grant-aided schools must also provide relationships and sexuality education (RSE), which again forms part of the 'Learning for Life and Work' area of learning. It is recommended that all schools have a written policy on RSE, which is endorsed by staff and governors and communicated to parents. Guidance for primary and post-primary schools has been provided (DE, 2001).

[Core Syllabus for Religions Education \(DE, 2007\)](#)

[Drugs: Guidance for Schools \(DE Circular 2004/9\) \(DE, 2004a\)](#)

[Guidance on Relationships & Sexuality Education \(RSE\) \(Circular 2010/01\) \(DE, 2010a\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Education \(Curriculum Minimum Content\) Order \(Northern Ireland\) 2007](#)

[Education \(Northern Ireland\) Order 2006](#)

Education (Other Skills) Order (Northern Ireland) 2007

5.13.1.3.2. Vocational subjects in compulsory secondary education

The Education (Northern Ireland) Order 2006, passed in November 2006, includes provisions to increase the flexibility for pupils to study work-related/vocational subjects in key stage 4 in schools in particular. See section 5.2.3. and 5.13.1.3.1. for further information.

In addition, a range of vocational/applied qualifications is available for students in compulsory secondary education. See sections 5.17.1.2. 5.17.1.3. and 5.17.1.4. for further information.

Education (Northern Ireland) Order 2006

5.13.2. Post-compulsory upper secondary education in schools

The National Curriculum in England and Wales and the Northern Ireland Curriculum do not apply to post-compulsory education. The curriculum for pupils in this phase depends on their choice of nationally recognised qualifications and the syllabuses laid down by awarding bodies or awarding organisations. Pupils may usually choose from a range of subjects offered by the school in:

- GCE A-level and GCE AS qualifications
- A-levels in applied subjects.

Some pupils aged 16–18+ may also choose to follow General Certificate of Secondary Education (GCSE) (general or applied/vocational) courses (see 5.17.1.1. and 5.17.1.2.). For further information on the vocational qualifications offered during this phase, see 5.17.2..

Following an extensive review of educational provision for 14- to 19-year-olds, the Government in England began to introduce the first new diploma qualifications for this age range from September 2008. The new diplomas, which combine general/academic and vocational learning, will be available in 17 broad subject areas from 2013. For further information, see 5.17.1.5..

Schools must also provide religious education for all pupils aged 16–18+ (see 4.10.1.3.).

In Wales, a programme of careers education must also be provided for all students aged 16 to 19 in schools (and colleges). As part of the revised curriculum for three- to 19-year-olds (see 5.2.2.), the Department for Children, Education, Lifelong Learning and Skills (DCELLS) has introduced a new statutory framework setting out its requirements for both careers and work-related education. 'Careers and the World of Work: a Framework for 11- to 19-Year-olds' (DCELLS, 2008) was introduced for all learners in this age group in September 2008. Non-statutory guidance has been produced to support the delivery of the framework (DCELLS, 2008a).

In England, it is also recommended that schools provide careers education to pupils in post-compulsory secondary education. In 2008, the then Qualifications and Curriculum Authority (QCA) (now the Qualifications and Curriculum Development Agency, QCDA) published a new framework, 'Economic Well-being 11-19: Career, Work-related Learning and Enterprise' (QCA, 2008), which outlines suggested minimum provision.

At post-compulsory upper secondary level, the Government does not recommend specific amounts of time to be spent on homework. For pupils aged 16+, the amount of homework depends on their individual programmes. However, schools are encouraged to provide guidance to pupils and parents regarding what has to be achieved and how much time it might take to achieve the required standard.

[Careers and the World of Work: a Framework for 11- to 19-Year-olds \(DCELLS, 2008\)](#)

[##BIB ID="B0931"\\$Careers and the World of Work: Supplementary Guidance\(DCELLS, 2008a\)](#)

Economic Well-Being 11 to 19: Career, work-related learning and enterprise (QCA, 2008)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Qualifications and Curriculum Development Agency (QCDA)

Education (Extension of Careers Education) (Wales) Regulations 2001

5.14. Teaching Methods and Materials

Teaching methods and learning materials are decided by the teacher, in consultation with the headteacher and the head of department (a teacher who has responsibility for a particular subject area and who gives help and guidance to other teachers). Each teacher is responsible for planning lessons and drawing up schemes of work to ensure that the curriculum meets statutory requirements. The teacher is also responsible for ensuring that there are sufficient opportunities for differentiated work for pupils of all abilities. Differentiation is defined as the process of providing teaching which is matched to the needs, capabilities and previous learning of individual pupils.

At secondary level, teaching is usually organised and delivered within subject boundaries but, in some subjects, teachers organise their work in an integrated way, using thematic work as a way to teach several subjects at once. See section 5.10.1. and its sub-sections for information on the grouping of pupils.

Although teaching methods and learning materials are generally decided by the teacher, in England, the 'National Strategy, Secondary', which covers both key stages 3 and 4, provides guidance documents and non-statutory frameworks for the teaching of English, mathematics, science, information and communication technology (ICT), design and technology, modern foreign languages and music. The 'National Strategies' aim to improve the quality of teaching and learning to raise standards of attainment.

In June 2009, the Government published the White Paper, 'Your child, your schools, our future' (GB. Parliament. HOC, 2009a), which outlines plans to abolish the National Strategies in 2011. Rather than funding centralised programmes like the National Strategies, the Government intends to devolve funding to schools to allow them to focus on their own priorities for improvement.

Teacher guidance documents for planning and teaching specific curriculum subjects are also provided by national bodies and/or agencies. In England, for example, for key stage 3, the Qualifications and Curriculum Development Agency (QCDA) provides non-statutory schemes of work, based on the National Curriculum programmes of study. The schemes are designed to show ways in which the programmes of study set out in the National Curriculum can be interpreted for the classroom. All the schemes of work are available via the Department for Children, Schools and Families (DCSF) Standards website: <http://www.standards.dfes.gov.uk/schemes/>

Guidance for teachers in England is also available via the National Curriculum website. This provides online access to the National Curriculum programmes of study at all key stages and for all subjects, as well as to other guidance and support documents: <http://curriculum.qcda.gov.uk/>

The National Curriculum website also contains a case studies section, which gives examples of how different secondary schools have interpreted the curriculum within the context of their own setting and to meet the needs of their pupils. The case studies show teachers and pupils trying out ideas and sharing experiences: http://curriculum.qcda.gov.uk/key-stages-3-and-4/case_studies/index.aspx

A further initiative, JISC Collections for Schools was launched in April 2008. This is funded by Becta, the Government's lead agency for information and communication technology in education (see below) and allows schools to benefit from nationally negotiated terms for online subscription services to a range of curriculum resources. The resources have been chosen to fit with the National Curriculum. The JISC Collections for Schools website is available at: <http://jcs.nen.gov.uk/home.html>

Generally there are no prescribed texts for secondary pupils at either compulsory or post-compulsory level, except those which are specifically required to meet the needs of examination syllabuses set by the awarding bodies, for example, literature texts. However, in England, pupils must study certain types of texts during secondary education. They must, for example, study some works of Shakespeare, together with some poetry from certain eras, and authors from specific time-spans. A non-statutory list of recommended authors is provided by the QCDA as guidance for teachers.

Teachers may also use audio-visual equipment such as videos, DVDs, slides, radio and audio/CD recordings, and television. Most of the major terrestrial television companies broadcast programmes intended for schools.

All schools have computers available for use by pupils. Becta is the Government's lead agency for information and communications technology (ICT) in education. It leads the coordination, development and delivery of the Government's strategy to harness the power of technology to help improve education, skills and children's services. A key part of its role is to work closely with the DCSF and other partners to ensure that the potential of technology is taken fully into account in developing future policy.

See section 4.11. in addition.

[Your Child, your Schools, our Future: Building a 21st Century Schools System. Cm 7588. \(GB. Parliament. House of Commons, 2009a\)](#)

[British Educational Communications and Technology Agency \(Becta\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Joint Information Systems Committee](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

5.15. Pupil Assessment

Assessment may be formative (assessment for learning), summative (assessment of learning), evaluative, and informative and is intended to help both pupils and teachers in a variety of ways.

Assessment varies in compulsory secondary education (see section 5.15.1. and its sub-sections) and post-compulsory secondary education (see section 5.15.2. and its sub-sections).

5.15.1. General compulsory secondary education

There are some differences between the requirements for assessment in compulsory secondary education in England, Wales and Northern Ireland. Details of National Curriculum assessment arrangements in England are provided in section 5.15.1.1. and its sub-sections, and for Wales in section 5.15.1.2. and its sub-sections. Similar information for Northern Ireland is provided in section 5.15.1.3. and its sub-sections.

5.15.1.1. National Curriculum assessment arrangements - England

There are different arrangements for pupil assessment at key stages 3 and 4. See 5.15.1.1.1. and 5.15.1.1.2. for details of statutory and optional assessment arrangements at key stage 3. See 5.15.1.1.3. for statutory assessment arrangements at the end of key stage 4.

5.15.1.1.1. Statutory assessment arrangements at the end of key stage 3

In October 2008, the Secretary of State for Children, Schools and Families announced that the national tests taken at the end of key stage 3 were no longer statutory. Following the announcement, an Expert Group (made up of teachers and other education professionals) was established to advise the Government on the future arrangements for the assessment system in England. The Group had a particular brief to consider

national-level sampling at key stage 3 so that the performance of the education system as a whole can be monitored. The Group published its report in June 2009 (Expert Group on Assessment, 2009) and the Government has accepted all of its recommendations, which include:

- The introduction of a national sampling system to monitor the performance over time of pupils at the end of Year 9 (aged 14) in English, mathematics and science. It would be compulsory for the selected schools and pupils to participate.
- The introduction of a school report card, intended to give parents a new, simpler and more comprehensive way of understanding schools' performance and achievements. This is being taken forward in the Children, Schools and Families Bill (see 5.2.1.).

Although no longer statutory, the key stage 3 tests are available to schools on an optional basis in the 2009/10 school year. However, schools are required to make their own marking arrangements as external marking is no longer provided.

Until the 2007/08 school year, compulsory National Curriculum assessment took place at the end of key stage 3, students aged 14 (Year 9) and included:

- Teacher assessment of pupils' work in relation to all the attainment targets for all compulsory National Curriculum subjects, based on evidence of oral, written and practical work in class, homework and school examinations and tests.
- Externally set and marked National Curriculum tests in English, mathematics (including mental maths), and science.

The external National Curriculum tests comprised:

- English. Three tests: a writing paper (consisting of a longer task and a shorter task), a reading paper, and a Shakespeare paper.
- Mathematics. Three tests: one where the use of calculators was permitted, one where it was not, plus a mental arithmetic test.
- Science. Two one-hour written tests.

The then Qualifications and Curriculum Authority (now the Qualifications, Curriculum and Development Agency, QCDA) was responsible for the development and delivery of the key stage 3 tests. The tests usually took place during one week in the month of May and were marked externally.

Teacher assessment in the core subjects, English, mathematics and science remains statutory in key stage 3 and schools are required to submit their results to the Qualifications and Curriculum Development Agency (QCDA). The results of teacher assessment are expressed in terms of the National Curriculum level descriptions (a 1 to 8 level scale, see 4.12.1.2.2.). By the end of key stage 3, the performance of the great majority of pupils is expected to be within the range of levels 3 to 8 of this scale. Most children are expected to achieve level 5, but the target is level 6. Level 8 is available for very able pupils and, to help teachers differentiate exceptional performance at key stage 3, a description above level 8 is provided.

The Department for Children, Schools and Families (DCSF) held a consultation on proposals to amend the National Curriculum level descriptions from January to February 2010 (DCSF, 2010a). The consultation proposed amendments to the level descriptions from level 4 to exceptional performance to reflect revisions to the secondary curriculum programmes of study from September 2008. It also proposed amendments to level descriptions 1 to 3 to make it easier for teachers to assess the performance of the small, but significant minority of pupils achieving below level 4 at key stage 3.

When making teacher assessment judgements, schools are increasingly using 'Assessing pupils' progress' (APP) materials. This structured approach is a key element of the 'Assessment for Learning Strategy' (DCSF, 2008o), which focuses on improving 'assessment for learning' (formative assessment) at key stages 2 and 3.

APP aims to:

- enable teachers to make judgements about their pupils' attainment in relation to national standards;
- provide diagnostic information about the strengths and weaknesses of individual pupils and groups of pupils;
- enable teachers to track pupils' progress over time.

There is no statutory requirement for schools to use APP, its use is voluntary.

At secondary level, APP materials are available in English, mathematics, science and information and communication technology (ICT). They are accessible at:

<http://nationalstrategies.standards.dcsf.gov.uk/node/158443>

[National Curriculum Subject Level Descriptions \(DCSF, 2010a\)](#)

[Report of the Expert Group on Assessment \(Expert Group on Assessment, 2009\)](#)

[The Assessment for Learning Strategy \(DCSF, 2008o\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

[Children, Schools and Families Bill 2009](#)

5.15.1.1.2. Years 7 and 8 Optional tests

The Qualifications and Curriculum Development Agency (QCDA) in England has developed optional tests in English and mathematics for use with pupils during years 7 and 8 (ages 11 to 12 and 12 to 13 respectively). The tests aim to offer schools a means of measuring pupils' progress in the years between the statutory assessments at the end of key stages 2 and 3. They comprise tests in English (reading and writing) and mathematics (including mental mathematics). Further information is available from the QCDA website: <http://www.qcda.gov.uk/8659.aspx>

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

5.15.1.1.3. Statutory assessment at key stage 4

Assessment of pupils at key stage 4 is normally by the General Certificate of Secondary Education (GCSE) examination in National Curriculum subjects (see 5.17.1.1.), or by an increasing range of specialist or vocational/applied qualifications (see 5.17.1.2.). For pupils who are not entered for such examinations, or for an Entry Level qualification (see 5.17.1.3.), the Government considers that the most appropriate way to measure achievement is by teacher assessment at the end of the key stage.

National performance tables (the 'School and College Achievement and Attainment Tables') are published by the Department for Children, Schools and Families (DCSF) for England. These show the achievements of students in GCSE examinations and in specified vocational qualifications. Schools in England must also publish their results in GCSE examinations and in specified vocational qualifications. See section 2.7.2.1.2. for further information on the publication of information by schools.

[Department for Children, Schools and Families \(DCSF\)](#)

5.15.1.2. National Curriculum assessment arrangements – Wales

There are different arrangements for pupil assessment at key stages 3 and 4. See 5.15.1.2.1. and 5.15.1.2.3. respectively.

5.15.1.2.1. Statutory assessment arrangements at the end of key stage 3

Following the Daugherty Review (Daugherty, 2004), new assessment arrangements were approved for key stage 2 and 3 (pupils aged seven to 11, and 11 to 14 respectively) by the then Department for Education, Lifelong Learning and Skills (DELLS) in March 2007 (DELLS, 2007b). These new arrangements are fully in place in the 2009/10 school year. They involve assessment of all pupils in their final year of key stage 3 through teacher assessment in mathematics, science, Welsh (as either a first or second language), English, a modern foreign language, design and technology, information and communication technology, history, geography, art and design, music and physical education. The results are expressed in terms of the National Curriculum level descriptions (a one- to eight-level scale, see 4.12.1.2.2.). By the end of key stage 3, the performance of the great majority of pupils is expected to be within the range of levels three to eight of this scale. Level eight is available for very able pupils and, to help teachers differentiate exceptional performance at key stage 3, a description above level eight is provided.

Within the new assessment arrangements, with a view to strengthening both internal and external moderation, headteachers are required to ensure that their school has robust systems in place to support accurate and consistent teacher assessment and also, that it is represented on cluster groups with other schools which moderate samples of pupils' work. Guidance on key stage 3 assessment arrangements is provided in 'Statutory Assessment Arrangements for the School Year 2009/10: Key Stage 3' (DCELLS, 2009d).

Until the 2005/06 school year, national assessment during this phase of education consisted of teacher assessment and National Curriculum tests and tasks. Generally, all students in the final year of key stage 3 (normally in Year 9 and aged 14 by the end of the school year, 31 August) were assessed. This involved teacher assessment in all National Curriculum subjects, and externally set and marked tests in mathematics, science, Welsh (as either a first or second language) and English.

[Future Assessment Arrangements for Key Stages 2 and 3: Report on the Findings and Outcomes of the National Consultation, Held 31 October 2006 to 12 January 2007 \(DELLS, 2007b\)](#)

[Learning Pathways through Statutory Assessment: Key Stages 2 and 3: Final Report \(Daugherty, 2004\)](#)

[Statutory Assessment Arrangements for the School Year 2009/10: Key Stage 3 \(DCELLS, 2009d\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

5.15.1.2.2. Statutory assessment arrangements at the end of key stage 4

Assessment of pupils at key stage 4 is normally by individual General Certificate of Secondary Education (GCSE) examinations in National Curriculum subjects (see 5.17.1.1.), or by an increasing range of specialist or vocational/applied qualifications (see 5.17.1.2.). For pupils who are not entered for such examinations, or for an Entry Level qualification (see 5.17.1.3.), the Government considers that the most appropriate way to measure achievement is by teacher assessment at the end of the key stage.

The results of GCSE examinations and specified vocational qualifications are published online, by local authority and for the whole of Wales, by the National Assembly for Wales (NAfW). Individual schools in Wales must also publish their results in GCSE examinations and in specified vocational qualifications in the school's own prospectus and the governor's annual report. See section 2.7.2.1.2. for further information on the publication of information.

[National Assembly for Wales \(NAfW\)](#)

5.15.1.3. Northern Ireland

At the end of a key stage each pupil's progress in specified subjects must be assessed. See section 5.15.1.3.1. and 5.15.1.3.2. for details of assessment arrangements at the end of key stages 3 and 4 respectively.

5.15.1.3.1. Assessment in key stage 3

The Education (Northern Ireland) Order 2006, passed in November 2006, provided the legislative framework for the introduction of revised curriculum and assessment arrangements in Northern Ireland from September 2007. Under these revised key stage 3 arrangements, the emphasis is on continuous formative assessment in each area of learning. One of the main objectives of key stage 3 assessment is not only to chart progress, but to use assessment information for lesson planning and feedback which helps students to improve their performance.

Under the Education (Assessment Arrangements) (Foundation to Key Stage 3) Order (Northern Ireland) 2007, teachers are required to assess pupils in all areas of learning and cross-curricular and other skills included in the curriculum at the end of each school year during key stage 3. The results do not affect progression to the next year, but they should be reported to parents.

At the end of key stage 3, teachers are required to assess pupils in language and literacy (English and/or Irish as appropriate in Irish-medium schools), mathematics and numeracy, and using information and communication technology (ICT), and send these results to the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA), so that standards across schools can be monitored. Assessment outcomes in these subjects can be based purely on teacher assessment, or on a combination of teacher assessment and the results of centrally-provided tests. These tests, which used to be statutory (see below), can now be used by schools on a voluntary basis. End-of-key stage 3 assessment results must also be reported to parents.

Pupils are currently assessed against the attainment targets which set out expected standards of student performance in specific areas of a curriculum subject in terms of level descriptions. The levels provide the basis for judging students' attainment and there are eight levels per attainment target. By the end of key stage 3, the performance of the great majority of students should be between levels 3 and 7. Level 8 is available for very able students and, to help teachers differentiate exceptional performance at key stage 3, a description above level 8 is provided.

The Department of Education (DE) is planning to introduce a new scale of assessment using 'levels of progression'. Draft levels of progression have been developed in using mathematics (DE, 2008b), using ICT (DE, 2008) and communication (DE, 2008a), although they are yet to be finalised and are currently subject to decisions within the DE.

Until the 2006/07 school year, statutory assessment during this phase of education consisted of teacher assessment (without moderation) and centrally-provided end of key stage subject tests in English, Irish (in Irish-speaking schools), mathematics and science. There was parallel reporting of both the teacher assessment and test outcomes. The tests for mathematics, science and Irish (where applicable) were set at different levels of difficulty. Teachers selected the appropriate test for each child, depending on the level he/she was working close to at the time. There was one overarching test in English.

[Draft levels of progression in communication across the curriculum: Key stage 3 \(DE, 2008\)](#)

[Draft levels of progression in using ICT across the curriculum: Key stage 3 \(DE, 2008a\)](#)

[Draft levels of progression in using mathematics across the curriculum: Key stage 3 \(DE, 2008b\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Northern Ireland Council for the Curriculum, Examinations and Assessment \(CCEA\)](#)

[Education \(Assessment Arrangements\) \(Foundation to Key Stage 3\) Order Northern Ireland 2007.](#)

[Education \(Northern Ireland\) Order 2006](#)

5.15.1.3.2. Assessment in key stage 4

The main means of assessment at the end of key stage 4 in Northern Ireland is by the General Certificate of Secondary Education (GCSE) examination (see 5.17.1.1.), or by an increasing range of vocational/applied qualifications (see 5.17.1.2.).

National performance tables showing the achievements of students in GCSE examinations and in specified vocational qualifications in Northern Ireland are not published. They were discontinued in January 2001.

5.15.2. Post-compulsory upper secondary education in schools

National Curriculum assessment arrangements do not apply to pupils in post-compulsory education. Assessment depends largely on the requirements of the appropriate awarding bodies for particular qualifications. See 5.17. and its sub-sections for further information.

5.15.3. Reports on individual pupils to parents

See sections 5.15.3.1. and sub-sections for information on pupil reports in compulsory secondary education and section 5.15.3.2. for information on pupil reports in post-compulsory education.

5.15.3.1. Compulsory secondary education

There are some differences between the requirements for reporting on individual pupils to parents or guardians during compulsory secondary education in England and Wales (see 5.15.3.1.1.) and those in Northern Ireland (see 5.15.3.1.2.).

5.15.3.1.1. England and Wales

In accordance with the Education (Pupil Information) (England) Regulations 2005 and the Education (Pupil Information) (Wales) Regulations 2004 (as amended by the Education (Pupil Information) (Wales) (Amendment) Regulations 2007), the school governing body of any maintained school is required to keep educational records for all registered pupils and to provide copies of records to pupils or parents of pupils on written request.

School governing bodies are also responsible for ensuring that all parents of pupils in key stages 3 and 4 receive a written report on their child's achievements at least once during the school year. The Regulations prescribe the minimum requirements of pupils' reports at key stages 3 and 4. These include:

- a (brief) description of the pupil's progress in each subject and activity studied as part of the school curriculum (including religious education)
- the results of any public examinations entered by the pupil, any general or vocational qualifications achieved, or credits gained towards them
- details of the pupil's general progress
- arrangements for parents to discuss the report with a teacher at the school
- details of the pupil's attendance record.

Schools may issue more than one report in each academic year, for example, termly reports, but the minimum specified amount of information must be sent to parents by the end of the summer term (usually in July).

In addition, in the final year of key stage 3 (pupils aged 14), pupils' reports should include details of the pupil's National Curriculum assessment results.

At key stage 4 (pupils aged 14 – 16), for those pupils who are not school leavers, the report should detail, in addition and where applicable:

- the subjects in which the pupil was entered for any General Certificate of Secondary Education (GCSE) examinations and the grades achieved
- any other qualification or unit towards a qualification and the grade achieved (where available).

Those pupils who are intending to leave school at the end of key stage 4 must be provided with a report on their school achievements. This must include the results of any public examinations taken, qualifications achieved (including vocational qualifications) and credits towards them, and details of subjects and activities studied as part of the school curriculum other than those taken at examination level.

When a pupil moves from a maintained school to a new school, including instances where a pupil moves to an independent school, the regulations require that the pupil's educational record must be transferred to the receiving school. The data forwarded is known as the 'common transfer file' (CTF) and it is generally expected that transfer should take place electronically. The common transfer file data must be sent to the receiving school no later than 15 school days after the day on which the pupil ceased to be registered at the old school, and must include, among others, details of any special educational needs provision the pupil has received, any unauthorised absences, the pupil's results from statutory National Curriculum assessment and, where relevant, the results of any public examinations taken. Where schools are unable to transfer data electronically, arrangements must be made to ensure that the items of information which form the common transfer file are transferred manually to the receiving school.

[Education \(Pupil Information\) \(England\) Regulations \(2005\)](#)

[Education \(Pupil Information\) \(Wales\) \(Amendment\) Regulations 2007](#)

[Education \(Pupil Information\) Wales Regulations 2004](#)

5.15.3.1.2. Northern Ireland

The Education (Northern Ireland) Order 2006 provided the legislative framework for revised curriculum arrangements, which were introduced between September 2007 and September 2009. In order to bring reporting arrangements in line with the revised curriculum, the Government passed the Education (Pupil Reporting) Regulations (Northern Ireland) 2009, which came into operation in October 2009. The regulations aim to ensure that all school reports provide common coverage for parents and require schools to report annually to parents by the end of June, giving an assessment of their child's progress in relation to:

- communication (taking into account their achievement in the language and literacy area of learning)
- using mathematics (taking into account their achievement in the mathematics and numeracy area of learning)
- brief particulars of his/her achievement in any other area of learning or activity which forms part of his/her curriculum.

The report should also include information about the pupil's interests and strengths, and focus for development and may contain further optional content such as outcomes from class tests. Where a pupil receives a qualification, award or certificate, including credit towards a qualification, this must be included in the report.

The regulations also require schools to provide the parents of pupils in the final year of key stage 3 (age 13 to 14) with the 'Levels of Progression' which their child has achieved in the cross-curricular skills (communication, using mathematics and numeracy, and using ICT), as well as information on the levels achieved by other pupils in the school. The Levels of Progression have not yet been introduced and for the 2009/10 school year, schools are required to assess pupils against the existing end of key stage level descriptions (see 5.13.1.3.1.).

There are also specific requirements for reporting to the parents of pupils in the final year of key stage 4 (age 15 to 16). Schools are required to provide a summative record of achievement, which includes:

- any qualification, award or certificate gained by the pupil, including any credit awarded towards a qualification
- brief particulars of any school societies, clubs or activities in which the pupil was involved during his time at the school or at any other school, whether in connection with his/her studies or otherwise
- particulars of any position of responsibility held by the pupil in the school (or in any other school) attended by him/her or in any societies, clubs or activities.

[Education \(Northern Ireland\) Order 2006](#)

[Education \(Pupil Reporting\) Regulations \(Northern Ireland\) 2009](#)

5.15.3.2. Post-compulsory education in schools

Although National Curriculum or Northern Ireland Curriculum assessment and reporting arrangements do not apply to pupils in post-compulsory education, where post-compulsory education is provided in schools, headteachers must provide at least one written report each academic year on a pupil's progress. Where pupils are under 18 years of age, this must be provided to parents. Pupils who have reached the age of 18 receive the report themselves.

Schools may issue more than one report during the school year, provided that the prescribed minimum amount of information is issued by the end of the summer term (July). Where information, such as public examination results, is not available before the end of the summer term, headteachers must ensure that it is sent as soon as practicable, and in any case no later than 30th September.

In England and Wales, the report should normally provide information on:

- a pupil's progress in each subject and activity studied as part of the school curriculum
- the pupil's general progress
- arrangements for parents (or pupils aged 18 or over) to discuss the report with a teacher at the school
- details of the pupil's attendance record
- where applicable, the subjects in which the pupil was entered for any General Certificate of Secondary Education (GCSE) examinations and the grades achieved
- where applicable, the subjects in which the pupil was entered for any General Certificate of Education Advanced-level (GCE A-level) examinations or GCE Advanced Subsidiary qualifications (GCE AS qualifications) and the grade achieved
- any other qualification or unit towards a qualification and the grade achieved (where available).

In Northern Ireland, the Education (Pupil Reporting) Regulations (Northern Ireland) 2009 introduced revised reporting arrangements for pupils in both compulsory and post-compulsory education in October 2009. The regulations specify that pupils at the end of the sixth form (age 18+) should receive a summative record of achievement, which includes:

- any qualification, award or certificate gained by the pupil, including any credit awarded towards a qualification
- brief particulars of any school societies, clubs or activities in which the pupil was involved during his time at the school or at any other school, whether in connection with his/her studies or otherwise
- particulars of any position of responsibility held by the pupil in the school or in any other school) attended by him/her or in any societies, clubs or activities.

[Education \(Pupil Reporting\) Regulations \(Northern Ireland\) 2009](#)

5.16. Progression of Pupils

In compulsory secondary education, pupils progress to the next class at the end of each school year. There are no legal requirements stipulating this; it generally happens by custom and practice. In exceptional circumstances, the parents and the school may decide that a child would benefit educationally from an extra year in a particular class or, if they are particularly gifted, from missing out the next class. These instances are extremely rare. Instead, such pupils are usually catered for by differentiated teaching and study tasks (sometimes involving taking certain examinations early in the case of gifted pupils), and/or additional support for pupils experiencing difficulties.

In post-compulsory upper secondary education, pupils on two-year General Certificate of Education Advanced-level (GCE A-level) courses usually have to pass the GCE Advanced Subsidiary qualification (the first half of the full GCE A-level) to progress to the second year of the course. See section 5.17.2.1.

5.17. Certification

See the sub-sections which follow. Section 5.17.1. and its sub-sections provide details of the qualifications available during compulsory secondary education, and 5.17.2. and its sub-sections describe the qualifications available at post-compulsory upper secondary level.

5.17.1. Compulsory secondary education

Nationally recognised qualifications are taken by the majority of pupils at the end of key stage 4, age 16, the end of the period of compulsory education. However, these qualifications may also be taken by students of any age, including adults, in [further education institutions](#). Arrangements may also be made, by schools, for gifted or talented pupils to take these examinations at an earlier age than normal (see section 10.3.5.1. in addition).

Approval of qualifications

In England and Wales, under Sections 96, 98, 100 and 101 of the Learning and Skills Act 2000, all courses of study leading to an external qualification, provided for pupils under the age of 19 in maintained schools must be approved. Approval is granted by the Secretary of State for Children, Schools and Families in England and by the National Assembly for Wales (NAfW) in Wales. Details of the approved qualifications are available online:

- England – <http://www.dcsf.gov.uk/section96/>
- Wales – <http://new.wales.gov.uk/topics/educationandskills/publications/guidance/approvalofqualifications/?lang=en>

Similarly, in Northern Ireland, under the Education (Northern Ireland) Order 1998, all courses leading to an external qualification for pupils of compulsory school age in grant-aided schools, must be approved by the Department of Education (DE). The DE seeks the advice of the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) before deciding on these approved qualifications. Details of the courses approved for the 2009/10 school year are available online:

http://www.efaudit.org/site/list_courses_for_schools.asp?id=subject

Following reviews of the compulsory secondary curriculum in England, Wales and Northern Ireland, measures are in place or, are soon to be introduced, to increase the flexibility for pupils to study work-related/vocational (applied) subjects in key stage 4 alongside more general (academic) subjects (see 5.2. and sub-sections). The following sub-sections describe the range of general (5.17.1.1.) and vocational qualifications (5.17.1.2.) available at this level. Information on other national qualifications for vocational

education and training (available in continuing education and training) for young school leavers and adults is provided in section 7.14. and its sub-sections.

National Assembly for Wales (NAFW)

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

Education (Northern Ireland) Order 1998

Learning and Skills Act 2000

5.17.1.1. General Certificate of Secondary Education (GCSE)

The examination most commonly taken at the end of key stage 4 is the General Certificate of Secondary Education (GCSE). The GCSE consists of a range of examinations in single subjects and there are no regulations governing the minimum or maximum number of subjects to be taken by a pupil at any one time. In many subjects, the final grade awarded is based partly on coursework, partly on examination. A certificate is issued listing the grade which a candidate has achieved in each subject attempted. The results are reported on an eight-point scale: A*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standard for grade G are recorded as 'U' for 'unclassified' and do not receive a certificate.

Some GCSE subjects are examined by tier, that is, different examination papers are targeted at specific ability groups. For subjects where evidence suggests that it is possible to set questions in examination papers which can apply to the whole ability range (history, music, and art, for example), there is usually only one tier. For others, there is a foundation tier covering grades G to C and a higher tier for grades D to A*.

GCSE short courses may also be available. These are designed to be studied in half the time of a GCSE and are worth half a full GCSE. In England, GCSE short-course syllabuses are available in a range of traditional GCSE subjects. The tiering arrangements for GCSE short courses match those for the full GCSEs in the same subject (see above). GCSE short courses are also available in Wales in a wide range of subjects.

GCSE short courses are not approved by the Department of Education (DE) for the purpose of contributing to the Northern Ireland Curriculum, although schools may offer them as enrichment activity.

The GCSE awarding bodies normally offer several syllabuses (known as 'specifications') for each subject. The choice of awarding body and specification is made by the school, and schools may choose from different awarding bodies for different subjects. Further information on awarding bodies is provided in 2.6.1.5..

Pupils have a right of appeal if they are not satisfied with the examination grades they receive. Appeals must be addressed, in the first instance, by the pupil's school and not the individual pupil, to the appropriate awarding body. Grades can be lowered, raised or confirmed as a result of an appeal. The Examinations Appeals Board (EAB) hears appeals which have failed to be resolved by an awarding body's own procedures.

Pupils who have taken GCSE examinations can have access to their marked examination papers. Copies of marked examination papers are, however, only sent to schools on request and a charge is made for the service. Requests can be made by schools or by pupils via their school.

The GCSE awarding bodies appoint the examiners and standardise the system of marking and grading. The Joint Council for Qualifications (JCQ) is the central body. It acts as a clearing-house for the exchange of information, as a forum for the discussion of matters of common interest, and as the coordinator of the awarding bodies' activities for those matters on which they are expected to adopt uniform policies.

The Office of the Qualifications and Examinations Regulator (Ofqual) in England (see 2.6.1.4.1.), the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales, and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) are the regulatory bodies for GCSE

examinations, and are responsible for scrutinising procedures to ensure standards are maintained. They produce an annually updated Code of Practice for the GCSE (and other qualifications) in England, Wales and Northern Ireland, to ensure consistency in the examining process across different syllabuses and examining bodies.

The regulatory bodies also publish GCSE criteria on which awarding bodies are required to base their specifications. New course specifications based on revised GCSE criteria published by the regulatory bodies in 2007, began to be introduced in September 2009. The revised criteria aim to update the content of GCSEs; ensure that they complement the new diploma qualifications (see 5.17.1.5.) and improve assessment arrangements. Controlled assessments are part of the new criteria and are replacing traditional coursework in most subjects. Unlike coursework, pupils will complete controlled assessments in supervised conditions. Pupils may also be allowed access to sources such as the internet under supervision, which would not be permitted in traditional written examinations.

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Examinations Appeals Board (EAB)

Joint Council for Qualifications

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

Ofqual (Office of the Qualifications and Examinations Regulator)

5.17.1.2. Applied General Certificates of Secondary Education (GCSEs)

Applied GCSEs, originally called GCSEs in vocational subjects were first introduced in 2002. They are currently available in the following vocational subject areas:

- applied art and design
- applied business
- applied ICT
- applied science
- engineering
- health and social care
- leisure and tourism
- manufacturing.

They are equivalent to two (general/academic) GCSEs in terms of size and demand and are mainly assessed by coursework. Some subjects relate closely to the National Curriculum at key stage 4. GCSEs in engineering and manufacturing, for example, both meet the National Curriculum programme of study requirements for design and technology; the GCSE in applied ICT meets the programme of study requirements for ICT; and the GCSE in applied science meets the requirement to study science at key stage 4 (although it does not satisfy the National Curriculum programme of study for science in full).

5.17.1.3. Entry Level qualifications

In England, Wales and Northern Ireland, there are a number of approved qualifications available to pupils in compulsory secondary education who are not judged ready for General Certificate of Secondary Education (GCSE) or similar qualifications. They are also suitable for 16- to 19-year-olds and adult learners. These 'Entry Level' qualifications constitute the first level of the national qualifications framework (Qualifications and Credit Framework) (see 2.4.3.) and aim to encourage progression to higher-level awards. Entry Level qualifications/awards were originally available in literacy, numeracy and information technology. An increasingly wide range of awards is now approved. This includes Entry Level qualifications in National Curriculum subjects such as English, science, and mathematics; certificates in vocational subjects such as retail, hairdressing, and office practice; general qualifications in such areas as skills for working life or life

skills; and basic skills qualifications in areas including adult literacy and adult numeracy. The qualifications are offered at three levels which are broadly equivalent to National Curriculum levels 1, 2 and 3 (see 4.12.1.2.2.).

5.17.1.4. Introductory Certificates and Diplomas

Other vocational qualifications, available alongside General Certificate of Secondary Education (GCSE) qualifications in vocational subjects/applied GCSEs, include 'Introductory Certificates and Diplomas'. These qualifications – at levels 1 and 2 of the national qualifications framework (Qualifications and Credit Framework) (see 2.4.3.) are suitable for 16- to 19-year-olds, adult learners and pupils in key stage 4 of compulsory secondary education. They have been designed to enable young people and adults to take part in a full-time or part-time programme of study enabling them to enter employment or further/higher education. The Introductory Certificates and Diplomas aim to develop the learner's knowledge, skills and understanding in a specialist vocational sector and to encourage and develop key skills, personal skills, and adult literacy and numeracy.

5.17.1.5. Diplomas

In England, the Government has begun to introduce 17 new diploma qualifications for 14- to 19-year-olds, which combine academic and vocational/applied learning in broad subject areas. In September 2008, five diplomas were introduced in creative and media; construction and the built environment; engineering; IT; and society, health and development. In September 2009, a further five diplomas were introduced in environmental and land-based studies; manufacturing and product design; hair and beauty studies; business administration and finance; and hospitality. Diplomas in other subject areas will be introduced in subsequent years and it is intended that, from 2013, all young people will have an entitlement to all 17 diplomas in their local area.

Diplomas are available at three different levels:

- Foundation (equivalent to five GCSEs)
- Higher (equivalent to seven GCSEs)
- Advanced (equivalent to three and a half GCE A-levels).

It is also intended that a larger 'Extended' diploma will be available at all three levels from 2011.

Key features of the diplomas include:

- the development of practical skills and theoretical knowledge of the relevant subject area
- the development of generic skills necessary for employment and personal development
- the inclusion of a stand-alone qualification in 'Functional Skills' (English, mathematics and information and communication technology)
- the completion of a project and a minimum of 10 days' work experience.

Diplomas are being delivered by 'diploma consortia' – partnerships of schools, colleges, training centres and employers that have been approved by the Department for Children, Schools and Families (DCSF).

Department for Children, Schools and Families (DCSF)

5.17.2. Post-compulsory upper secondary education

Pupils in post-compulsory upper secondary education in schools may take a number of courses leading to approved qualifications, including General Certificate of Education Advanced-level (GCE A-level) qualifications, GCE Advanced Subsidiary qualifications (see 5.17.2.1.) and A-levels in applied subjects (applied A-levels) (see 5.17.2.2.).

Pupils are free to choose any combination of the examination courses described in the following subsections within the limitation of a school's timetable and the range of subjects it offers.

In Wales, a pilot programme for a new post-16 qualification – the Welsh BaccaLaureate took place between 2003 and 2006. This overarching qualification, which incorporates existing qualifications and a common core, aims to promote breadth alongside depth of study, and to provide equal recognition to academic and vocational qualifications. Two levels were piloted: intermediate (for students studying at GCSE level) and advanced (for students studying at A-level). Following the pilot programme, the Welsh BaccaLaureate is being made more widely available in post-16 education. National introduction is in stages and began in September 2007. In addition, a new 'foundation-level' Welsh BaccaLaureate has been developed for students from the age of 14. It began to be introduced at national level in September 2009. From September 2010, 217 schools, further education colleges and training providers will offer the Welsh BaccaLaureate and the number of students taking the qualification will total 50,000.

In England, the Government began to introduce new diplomas for 14- to 19-year-olds from September 2008. The new diplomas, which combine general and work-based learning, will be available in 17 broad subject areas by 2013. For further information, see 5.17.1.5. and **5.2.1.**

Approval of qualifications

The Office of the Qualifications and Examinations Regulator (Ofqual) (England), the Department for Children, Education, Lifelong Learning and Skills (DCELLS) (Wales) and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) set out arrangements for the statutory regulation of external qualifications in England, Wales and Northern Ireland to ensure standards are met. An annually revised Code of Practice is in place to promote consistency in each subject across different examining boards, between different syllabuses in the same subject, and from year to year (QCA et al, 2009).

Ofqual (see 2.6.1.4.1.), DCELLS and CCEA are also responsible for the accreditation and regulation of the awarding bodies for GCSE and GCE examinations (see 2.6.1.5.) in their respective countries.

A framework of national qualifications (Qualifications and Credit Framework) has been developed for England, Wales and Northern Ireland (see 2.4.3.).

See section 5.17.1. for additional information regarding the approval of external qualifications provided for pupils under the age of 19 in maintained schools.

[GCSE, GCE and AEA Code of Practice April 2009 \(Ofqual et al, 2009\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Northern Ireland Council for the Curriculum, Examinations and Assessment \(CCEA\)](#)

[Ofqual \(Office of the Qualifications and Examinations Regulator\)](#)

5.17.2.1. GCE A Levels and Advanced Subsidiary (AS) qualifications

General Certificate of Education Advanced-level examinations (GCE A-levels) are single-subject examinations, which may be studied in any combination, within the limitation of a school's timetable and the range of subjects it offers. Schools generally set their own (course) admissions requirements (see 5.7.2.).

Courses normally last two years and students usually take the examinations at around age 18. Arrangements can be made for gifted and talented students to take them earlier than 18. The examinations are also open to those who have followed part-time courses, including adults, or who have undertaken independent study in the UK or overseas.

A Levels are offered by various awarding bodies and are regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England, by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales, and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA).

An A level qualification consists of advanced subsidiary (AS) and A2 units. The AS is a stand-alone qualification and is worth half a full A level qualification. It normally consists of two units that together contribute 50 per cent of the full A level.

The A2 is the second half of a full A level qualification and covers more demanding material than at AS level. It normally consists of two units that together are worth 50 per cent of the full A level qualification. Before September 2008, A levels normally comprised three AS units and three A2 units.

Until 2009, GCE A-level and GCE AS qualification passes were graded on a scale of A to E. However, a new A* grade will be awarded from summer 2010 to reward the most exceptional candidates. The grade U denotes a fail. Pupils have a right of appeal if they consider that the grade they receive is not correct. Appeals (from the pupil's school or examination centre) must be addressed in the first instance to the appropriate awarding body (see section 2.6.1.5.). Grades can be lowered, raised or confirmed as a result of an appeal. The Examinations Appeals Board (EAB) hears appeals which have failed to be resolved by an awarding body's own procedures.

Pupils can have access to their marked examination papers, on request. Requests can be made by schools, colleges or examination centres or by students via their school, college or examination centre. A charge is made for this service.

Since September 2008, pupils in post-compulsory education have been able to undertake an extended project as a standalone qualification in addition to A-levels. This extended project is equivalent in size to half an A-level and equivalent in standard to a full A-level, and is intended to develop students' research and independent learning skills. It is also a compulsory constituent part of the new Advanced diploma qualification (see 5.17.1.5.).

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Examinations Appeals Board (EAB)

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

Ofqual (Office of the Qualifications and Examinations Regulator)

5.17.2.2. GCEs/A Levels in applied subjects

A-levels in applied subjects (or applied A-levels) are aimed primarily at young people over compulsory school age who remain in full-time education, although they are available to students of any age. These qualifications emphasise knowledge, skills and understanding in broad vocational areas and are intended to offer a comprehensive preparation for employment, as well as a route to higher-level qualifications.

Applied A Levels are offered by various awarding bodies and are regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England, by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA).

A-Levels in applied subjects (applied A-levels) are structured along the lines of the GCE A-Level and have an AS/A2 structure (see 5.17.2.1.) and carry the same points score (value or tariffs as other subjects for university entrance.

Four qualifications are available:

- Advanced Subsidiary General Certificate of Education (single award): three AS units, one of which is externally tested, the remainder internally assessed; graded A-E
- Advanced Subsidiary General Certificate of Education (double award): six AS units, typically two of which are externally tested, the remainder internally assessed; graded AA, AB-EE

- Advanced General Certificate of Education (single award): six units (three AS units plus three A2 units), typically two of which are externally tested, the remainder internally assessed; graded A-E
- Advanced General Certificate of Education (double award): 12 units (six AS units plus six A2 units), typically four of which are externally tested, the remainder internally assessed; graded AA, AB-EE

These cover the following vocational/applied subject areas:

- applied art and design
- applied business
- applied ICT
- applied science
- engineering
- health and social care
- leisure studies
- media: communication and production
- performing arts
- travel and tourism.

The majority of changes to general (academic) A-levels (see [5.17.2.1](#)) do not apply to applied A-levels, apart from the introduction of an A* grade to reward the most exceptional candidates from summer 2010.

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

Ofqual (Office of the Qualifications and Examinations Regulator)

5.17.2.3. Advanced Extension Awards

First examined in 2002, the Advanced Extension Award (AEA) was introduced in England, Wales and Northern Ireland to challenge the top 10 per cent of students nationally and to help differentiate between the most able candidates. AEAs were available in 19 subjects. In September 2008, revised A-levels began to be introduced. The revised A-level aims to make the qualifications more challenging and introduces an A* grade to reward the most exceptional candidates (see [5.17.2.1](#)). These changes overlap with the original purpose of AEAs and consequently, AEAs were withdrawn after summer 2009, except in mathematics where the qualification will continue until at least June 2013.

5.17.2.4. Key Skills qualification

Since September 2001, separate voluntary 'Key Skills' qualifications in the individual key skills of communication, application of number, and information technology have been available to pupils aged 16+ in post-compulsory secondary education. These qualifications are intended to be taken in tandem with other courses and are, consequently, available for all pupils, whether they are following General Certificate of Education Advanced-level (GCE A-level) courses, A-levels in applied subjects, GCE Advanced Subsidiary qualification (GCS AS-level) or General Certificate of Secondary Education (GCSE) courses in schools or colleges. They are also available for post-16 students participating in work-based training programmes.

In addition to the specific Key Skills qualifications, the Government recommends that all post-16 programmes (GCE A-levels etc.) should incorporate aspects of all six key skills (application of number, communication, information technology, improving own learning and performance, problem solving, and working with others).

It is intended that Key Skills qualifications will be replaced by new functional skills qualifications, which will be introduced nationally for teaching from September 2010 (see [5.17.1.5](#) and [5.2.1](#)). However, students will still be able to start Key Skills qualifications until at least August 2010.

5.17.2.5. Free-standing maths qualifications

Since September 2000, free-standing maths qualifications have also been available as national qualifications for students aged 16+. Introduced to encourage students in post-compulsory education in schools and colleges to continue studying maths, the qualifications are available at foundation, intermediate or advanced level. They involve teacher-directed study; require students to apply maths to other areas of study; are assessed by equally weighted elements of coursework and external, timed assessment; and are graded in the same way as GCE A-levels (see 5.17.2.1.).

5.18. Educational/Vocational Guidance, Education/ Employment Links

This section covers educational/vocational guidance and education/employment links. Section 5.18.1. and sub-sections provide information on transition to work or further/higher education, including education-business links and work experience. Section 5.18.2. provides information on managing pupil behaviour and attendance.

In England, all maintained schools have a statutory duty to provide a programme of careers education to all pupils from the age of 11 (Year 7 of compulsory education). In Wales, 'Careers and the World of Work' is a statutory part of the curriculum for all pupils from the age of 11 (also Year 7 of compulsory education). In Northern Ireland, 'Learning for Life and Work' is a statutory part of the curriculum for pupils from the age of 11 (Year 8 of compulsory education). See sections 5.13.1.1.1., 5.13.1.2.1. and 5.13.1.3.1. for further information on careers education in England, Wales and Northern Ireland respectively.

In addition, in January 2009, the Department of Education (DE) and the Department for Employment and Learning (DEL) launched a new all-age careers advice strategy for Northern Ireland (DE and DEL, 2009), which aims to improve careers education, information, advice and guidance. One key reason for improving careers information is the new 'Entitlement Framework', which will provide 14- to 19-year-olds with access to a broader range of both academic and vocational courses. For further information about the new strategy and the 'Entitlement Framework', see section 5.2.3..

In October 2009, the Department for Children, Schools and Families (DCSF) also launched a new careers education strategy for England (DCSF, 2009j). It aims to improve access to careers education and support innovative ways of delivering it. See 5.2.1. for further information.

National guidance services have also been established, as follows:

The Connexions Service in England

The Learning and Skills Act 2000 provided for the establishment of the Connexions Service. This brought together a range of providers of services such as careers services, youth services and other statutory and voluntary services for young people, to create an integrated and coherent service to provide information, advice and guidance (IAG).

The Connexions Service is intended to be a universal service for all young people aged 13 to 19, but it gives particular attention to young people who are disengaged, or at risk of becoming disengaged from education and training. Personal advisors (PAs) work with other staff in schools and colleges including special educational needs coordinators (SENCOs), education welfare officers (EWOs), learning mentors, work experience coordinators and pastoral care staff. Some of the features of the PA role include:

- providing personal development opportunities, which enable young people to work with others, and take on leadership responsibilities, through access to sporting, cultural, and volunteering activities

- assessing, and subsequently influencing, the quality of education and training provision for young people
- giving impartial advice and guidance to young people on learning and vocational opportunities
- widening participation, preventing exclusion, increasing retention, and raising achievement and progression.

The Connexions Service also performs, for the 13-19 age group, the duty of the Secretary of State to provide careers services to school students. Careers education is defined as education designed to prepare young people for taking decisions about their careers, including training, employment or occupation, or any course of education.

In 2006, the then Department for Education and Skills (now the Department for Children, Schools and Families, DCSF) published 'Youth Matters: Next Steps' (DfES, 2006k), which outlined proposals to reform careers education and guidance by delivering it as part of an integrated Information, Advice and Guidance (IAG) programme. In April 2008, local authorities took over responsibility for commissioning and funding IAG from the Connexions Service. Under the new arrangements, schools and colleges may opt out of existing local arrangements. However, they can only opt out where existing provision is poor. New quality standards regarding the commissioning and delivery of young people's IAG services have been launched to support these arrangements (DCSF, 2007e).

Careers Wales

Careers Wales was set up in April 2001 bringing together six careers companies across Wales under one name. Working in partnership with a range of organisations including the Welsh Assembly Government, educational establishments, employers, training providers and youth services, it provides help and support for individuals, employers and schools and colleges. Its careers advisers work in all secondary schools and further education colleges in Wales, and it provides training and support on careers education and work-related education to staff in schools and colleges across Wales.

Careers Wales is currently undergoing review. The first stage of the review highlighted the need to restructure the service and rebalance provision to better meet the needs of adults, for example by developing more clearly differentiated provision for young people. See 5.2.2. for further information.

Careers Service Northern Ireland

The Careers Service in Northern Ireland provides an all age advice and guidance service to help young people and adults make informed choices about their future career paths. For information on careers education in Northern Ireland, see 5.13.1.3.1. [Preparing for Success: Careers Education, Information, Advice and Guidance \(DE and DEL, 2009\)](#)

[Quality Standards for Young People's Information Advice and Guidance \(DCSF, 2007e\)](#)

[Quality, Choice and Aspiration: A Strategy for Young People's Information, Advice and Guidance \(DCSF, 2009j\)](#)

[Youth Matters: Next Steps: Something to do, somewhere to go, someone to talk to \(DfES, 2006k\)](#)

[Careers Service in Northern Ireland](#)

[Careers Wales Association Ltd](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Education and Skills Act 2008 Chapter 25](#)

[Learning and Skills Act 2000](#)

5.18.1. Transition from compulsory education to work or further/higher education

On completing compulsory education at age 16, pupils in England, Wales and Northern Ireland may continue their education in school (where the school offers post-compulsory education), or they may apply to study at a further education institution (see Chapter 7.).

Students completing post-compulsory secondary education may seek paid employment or continue their education in the further or higher education sector, depending on the courses studied and qualifications obtained. General Certificate of Education Advanced-level (GCE A-level) examinations, General Certificate of Education Advanced Subsidiary Qualifications (GCE AS levels) qualifications, and A-levels in applied subjects (applied A-levels) are all acceptable for entry into further or higher education. See sections 7.7. and 6.6. for further information on admissions to further and higher education respectively.

Young people who leave full-time education for paid employment may continue their education part-time in a further education institution. This may be independent of their employment or as part of an employed-status vocational training scheme, such as the government-sponsored Apprenticeships Programme; see 7.10.7.. The Teaching and Higher Education Act 1998 and the Employment Rights (Time Off for Study or Training) (Northern Ireland) Order 1998 introduced a new right for 16- and 17-year-olds to take paid time off for study during normal working hours; see 7.3.1. and 7.3.2.. In addition, the Apprenticeships, Skills, Children and Learning Act 2009 includes provisions to allow employees in England the right to request time for training from April 2010; see also 7.2.1..

The Government in England has introduced legislation to raise the compulsory age of participation in education or training. Under the Education and Skills Act 2008, this will be raised to 17 from 2013, and to 18 from 2015. See 5.2.1. for further information.

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Education and Skills Act 2008 Chapter 25](#)

[Employment Rights \(Time Off for Study or Training\) \(Northern Ireland\) Order 1998](#)

[Teaching and Higher Education Act 1998](#)

5.18.1.1. Education-business links

The aim of education–business links is to ensure that young people are better prepared for the world of work. The main aspects of education–business links include work experience for pupils (see 5.18.1.2.) and teacher placements in industry. These activities are intended to motivate young people and improve their core skills, and enhance teachers' understanding of business, leading to a more relevant curriculum and better-informed pupils. There is a national network of Education–Business Partnerships or consortia, which coordinate local education–business activities, in collaboration with the regional Learning and Skills Councils (LSCs)* established under the Further Education and Training Act 2007; with local authorities (LAs); and with local employers.

*The Learning and Skills Council and its regional branches will be disbanded from April 2010. See 7.2.1..

[Further Education and Training Act 2007](#)

5.18.1.2. Work experience

In England and Wales, work experience is governed by the Education Act 1996 and the School Standards and Framework Act 1998. Under the terms of the 1996 Act, pupils in their last year of compulsory education became eligible for work experience; the School Standards and Framework Act extended this eligibility to the final two years of compulsory education (pupils in key stage 4, ages 14–16). Work placements take place on

the employer's premises and pupils carry out a range of tasks or duties similar to employees, but with the emphasis on the learning aspects of the experience. Those under school leaving age (16) may take part only in schemes for which the arrangements have been made or approved, as part of a pupil's education, by the local authority (LA). Similar arrangements were introduced in Northern Ireland under the Education (Northern Ireland) Order 1998.

In England, the Department for Children, Schools and Families (DCSF) launched a new careers education strategy in October 2009 (DCSF, 2009). It includes plans to review work experience and improve access for disadvantaged young people. For further information about the strategy, see 5.2.1..

In September 2004, work-related learning in England and work-related education (WRE) in Wales became a statutory part of the curriculum for pupils in key stage 4. The revised (2008) curriculum in Wales includes a new statutory framework entitled 'Careers and the World of Work: a Framework for 11- to 19-year-olds'. Combining the previous frameworks for careers education and WRE, this was introduced for all learners in this age group in September 2008. For further information, see sections 5.13.1.1. and 5.13.1.2..

In Northern Ireland, under the Education (Northern Ireland) Order 2006, revised curriculum and assessment arrangements were implemented between September 2007 and September 2009. These included the introduction of a new curriculum area known as 'Learning for Life and Work'. See 5.13.1.3..

[Careers and the World of Work: a Framework for 11- to 19-Year-olds \(DCELLS, 2008\)](#)

[Quality, Choice and Aspiration: A Strategy for Young People's Information, Advice and Guidance \(DCSF, 2009j\)](#)

[Education \(Northern Ireland\) Order 1998](#)

[Education \(Northern Ireland\) Order 2006](#)

[Education Act 1996](#)

[School Standards and Framework Act 1998](#)

5.18.2. Pupil behaviour

In England, a Practitioners' Group on School Behaviour and Discipline was established by Ministers in May 2005, as part of the Government's Improving Behaviour and Attendance programme. The aim was for the group to provide independent advice to the Government as to how behaviour in schools could be improved. The Group's report 'Learning Behaviour' (Practitioners' Group on School Behaviour and Discipline, 2005), published in October 2005, offered a range of recommendations to policy makers, some of which were incorporated in subsequent legislation, such as the Education and Inspections Act 2006 (see section 2.3.1.). Sir Alan Steer, the Chair of the Practitioners' Group made further recommendations to government when, in 2008, he reviewed progress in implementing the Group's recommendations. Following this review, further recommendations from the Group, such as a requirement for all secondary schools to establish school behaviour and attendance partnerships with at least one other relevant partner, were incorporated in the Apprenticeships, Skills, Children and Learning Act 2009 (see 2.2.1.). Guidance on all aspects of schools' pastoral and disciplinary policies, with examples of good practice, is contained in a range of Department for Children, Schools and Families (DCSF) documents covering topics such as managing pupil attendance, guidance on pastoral support programmes, responsibility for educating pupils out of school, and handling signs of disaffection. The full range of documents is available from the DCSF Behaviour and Attendance website at: <http://www.dcsf.gov.uk/behaviourandattendance>

Similarly, in Wales, a range of guidance covering inclusion and pupil support, and approaches to behaviour and attendance is available online at: http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/339214-wag/?lang=en. This website also provides a link to the Behaving and Attending: Action Plan (DCELLS, 2009),

produced in response to a national review of behaviour and attendance, which took place between 2006 and 2008.

Behaving and Attending: Action Plan Responding to the Behaviour and Attendance Review – Summary Document (DCELLS, 2009)

Learning Behaviour: the Report of the Practitioners' Group on School Behaviour and Discipline (Practitioners' Group on School Behaviour and Discipline, 2005)

Department for Children, Schools and Families (DCSF)

5.19. Private Education

In general, independent/private education is that which is provided in educational establishments which are largely privately-funded, receiving most of their income from tuition fees, usually paid by parents. In some cases, independent schools also receive some funding from donations and grants received from benefactors, or through endowments.

There is private provision at all levels of education. Some long-established secondary independent schools are known as 'public schools'. Apart from city technology colleges and academies (see 5.5.1.1.), independent schools receive no public funds (except for the financial advantages, such as tax relief, conferred by their charitable status).

Approximately 580,000 children attend some 2,300 private or independent schools in England. This represents about seven per cent of the school age population; the proportion is lower in Wales. Roughly 80 per cent of these children attend independent schools regulated by membership of constituent associations of the Independent Schools Council (ISC).

The Music and Dance Scheme (MDS), set up in 1981 as the Music and Ballet Scheme (MBS), provides government grant aid with fees at eight independent specialist boarding schools in England for children with exceptional talent in either music or dance. In 2004, the scheme was widened to include regional Centres for Advanced Training that provide out of schools hours training for similarly talented children who do not wish to attend boarding schools. There are approximately 2000 children currently participating in the scheme. See <http://www.dcsf.gov.uk/mds/> for further information.

Further information on independent education is provided in section 4.16..

Independent Schools Council (ISC)

5.20. Organisational Variations and Alternative Structures

Children of statutory school age in England and Wales must receive efficient full-time education suitable to their age, ability, aptitude and to any special educational needs they may have, either by regular attendance at school or otherwise. For information on education in independent schools see 5.19. For children not educated at school, the most common alternative provision is education at home, see 4.17.

5.21. Statistics

For statistics relating to teachers in secondary education see 8.7.

Number of secondary schools 2008/09

-	England	Wales	Scotland	Northern Ireland	UK - total
Maintained secondary schools	3,361	223	376	223	4183

(includes middle schools deemed secondary schools)					
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Number of secondary school pupils in the United Kingdom 2008/09

Maintained secondary schools	3,928,500
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Pupil-teacher ratio in the United Kingdom 2008/09

	England	Wales	Scotland	Northern Ireland	UK
Maintained secondary schools	15.9	16.5	11.8	14.5	15.4

Source: Tables 1.1, 1.3 and 1.7 in Department for Children, Schools and Families (2009). *Education and Training Statistics for the United Kingdom: 2009* (online). Available:

<http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000891/index.shtml> (29th January 2010) Updated bib ref

Average class size in England 2009

The average size of classes taught by one teacher in state funded secondary schools was 20.6.

Source: Department for Children, Schools and Families (DCSF) (2009). *Schools, Pupils and Their Characteristics: January 2009* (online). Available:

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000843/index.shtml> (29th January 2010) New bib ref

School attendance rates for pupils of compulsory school age in maintained secondary schools

The percentage of half days missed due to absence in maintained secondary schools in **England** during the autumn term 2008 and spring term 2009 was:

- unauthorised absences: 1.5 per cent
- overall absence: 7.3 per cent

Source: Department for Children, Schools and Families (DCSF) (2009). *Pupil Absence in Schools in England, Autumn Term 2008 and Spring Term 2009* (online). Available: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000882/index.shtml> (11/03/10)

The percentage of half days missed dues to absence in maintained secondary schools in **Wales** during the 2008/09 school year was:

- unauthorised absences: 1.7 per cent
- overall absence: 9.0 per cent

Source: Welsh Assembly Government (WAG) (2009). *Absenteeism from Secondary Schools, 2008/09* (online). Available: <http://wales.gov.uk/docs/statistics/2009/091001sdr1522009en.pdf> (11/03/10)

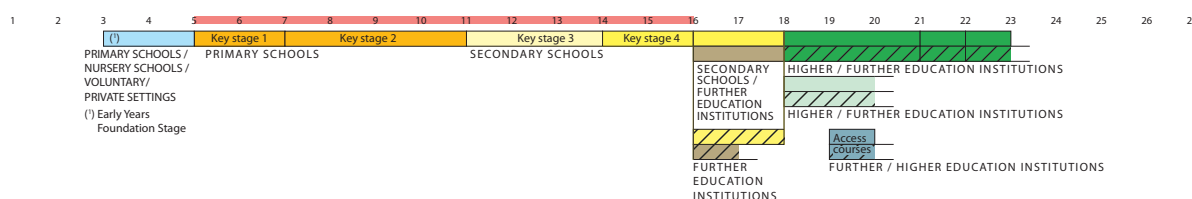
The percentage of half days missed dues to absence in post-primary schools in **Northern Ireland** during the 2008/09 was:

- unauthorised absences: 2.5
- overall absences: 7.7.

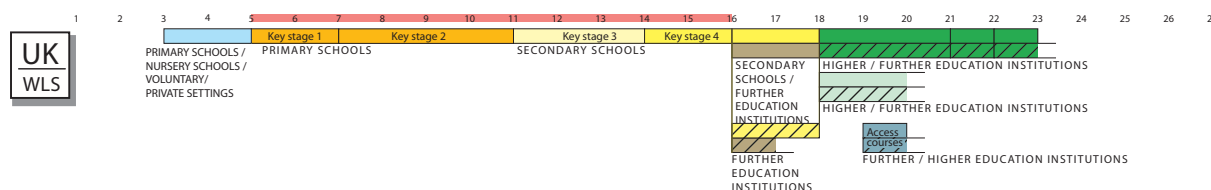
Source: Department of Education (DE) (2009). *Attendance at Grant-aided Primary, Post-primary and Special Schools 2008/09: Summary Statistics* (online). Available: http://www.deni.gov.uk/statistical_first_release_school_attendance_2008_09.pdf (11/03/10)

6. Higher Education

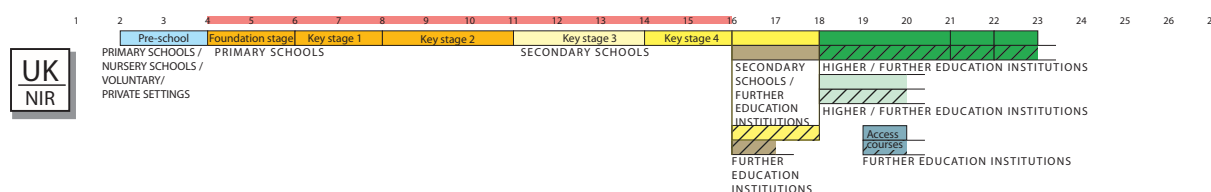
Organisation of the education system in the United Kingdom (England), 2009/10



Organisation of the education system in the United Kingdom (Wales), 2009/10



Organisation of the education system in the United Kingdom (Northern Ireland), 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0 ISCED 1 ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	Study abroad

Source: Eurydice.

This chapter deals with the system of higher education. Higher education programmes (ISCED 5 and ISCED 6) are provided in universities, university colleges, other higher education institutions and in some further education institutions. Information about further education institutions is provided in chapter 7.

6.1. Historical Overview

Higher education institutions have varied histories, reflected today in differences in their mission, legal status, constitutional arrangements and organisation.

The first universities, those of Oxford and Cambridge, evolved as private bodies during the twelfth and thirteenth centuries.

Although other bodies, such as the Inns of Court (law) and Royal Colleges of Medicine and Surgery, became increasingly important as providers of professional training and regulation of competence, it was not until the nineteenth and early twentieth century that the major civic universities were founded in the industrial cities. These institutions grew out of colleges founded by industrialists and philanthropists and offered University of London degrees before obtaining charters to award their own. They remained private foundations, albeit with occasional government financial aid.

Other institutions, originally set up by charitable endowment to enable working-class men and women to advance their general knowledge and industrial skills on a part- or full-time basis, were later maintained and regulated by local authorities as technical colleges.

Other institutions were originally established as colleges for training teachers. A significant number of these were provided by churches. They were subsequently maintained and regulated by local authorities and were known as teacher training colleges, or, as they expanded the range of programmes offered, higher education colleges.

In the immediate postwar period, government finance and student numbers were greatly increased, following the publication of the Barlow Report (Barlow, 1946), which recommended a doubling of university student numbers, especially in science subjects, to meet the need for scientific manpower.

A number of universities were founded in the 1960s, following the publication of the government-sponsored Robbins Report (Robbins, 1963), which took the view that: 'courses of higher education should be available to all those who are qualified by ability and attainment to pursue them and who wish to do so'. It recommended further expansion, a broadening of both the regional spread and of the scope and diversity of university education, and the creation of specialist technological universities. These included both the campus universities, built on greenfield sites on the edge of cities, and upgraded technological colleges.

The Council for National Academic Awards (CNAA) was established in 1964 for the validation of programmes at higher education institutions, such as polytechnics and higher education colleges, which did not have their own degree-awarding powers.

The 1966 White Paper, 'A Plan for the Polytechnics and Other Colleges' (GB. Parliament. HoC, 1966). recommended the designation of technical and other colleges with the most potential as regional polytechnics to form a nation-wide network for technical education. The polytechnics would be 'large and comprehensive' providers of full-time, part-time and sandwich courses of technical and vocational higher education. This established the 'binary system' of higher education which remained in place until 1992.

In 1986, the first Research Assessment Exercise (RAE) was carried out by the then university funding body, the University Grants Committee (UGC), to provide ratings of the quality of research conducted in universities and higher education colleges in the UK.

The Education Reform Act 1988 removed polytechnics and higher education colleges in England and Wales from local authority control. They became autonomous institutions, funded by the Polytechnics and Colleges Funding Council (PCFC) in England and by the then Welsh Office or Welsh local authorities in Wales. The Act also created a separate body, the Universities Funding Council (UFC), to fund universities in England and Wales, taking over the responsibilities of the UGC.

In Northern Ireland, the merger in 1984 of the Ulster Polytechnic with the New University of Ulster to form the University of Ulster removed the 'binary divide' between the university sector and the public/polytechnic sector. In England and Wales, the distinction between them became increasingly blurred as universities began to offer more vocational courses, and non-university institutions undertook scholarship and research. Structural differences remained until the Further and Higher Education Act 1992 dissolved the UFC and the PCFC and created two new bodies to fund all higher education institutions – the Higher Education Funding Council for England (HEFCE) and the Higher Education Funding Council for Wales (HEFCW). The Act also dissolved the CNAA and enabled the former polytechnics to gain degree-awarding powers and to use the word 'university' in their title. Other higher education institutions were able to apply to the Privy Council for taught degree-awarding powers, research degree-awarding powers and university title. The Act also allowed further education institutions to transfer into the higher education sector, if more than 55 per cent of full-time students were following a higher education programme.

During the early 1990s, despite a rapid expansion of the higher education sector, public funding for institutions fell by around 25 per cent per student, putting considerable pressure on universities and colleges. In 1994, faced with increasing demand for higher education, the Government imposed a ceiling on growth in full-time undergraduate student numbers.

Against this background, in May 1996, the National Committee of Inquiry into Higher Education was established, by agreement between the main political parties, to make recommendations on how the purposes, shape, size and funding of higher education, including support for students, should develop to meet the needs of the United Kingdom over the next 20 years. The Committee, chaired by Sir Ron Dearing, reported in July 1997 (Dearing, 1997). Key themes and recommendations of the report included an increase and widening of participation, mainly through two-year courses of higher education provided in colleges of further education and the implementation of measures to improve standards in teaching and to ensure the comparability of qualifications. The Committee also made a number of recommendations concerning the funding of higher education, including a proposal that full-time students in higher education should pay some of the costs of their tuition fees. The Government response to the Dearing Report was published in February 1998 (DfEE, 1998b) in parallel with the Green Paper, 'The Learning Age' (GB. Parliament. HoC, 1998).

In 1997, the Quality Assurance Agency for Higher Education (QAA) was established to provide an integrated quality assurance service for UK higher education.

The Teaching and Higher Education Act 1998 introduced measures to change financial support for students, including tuition fees to be paid by all except the poorest students from academic year 1998-89, the replacement of the maintenance grant for living expenses with loans from academic year 1999-2000, the availability of a supplementary hardship loan of £250 a year, and bursaries for students entering teacher training or health and social care courses. The Education (Student Support) (Northern Ireland) Order 1998 made similar provision for students in Northern Ireland.

The Higher Education Act 2004 legislated for the proposals set out in the White Paper, 'The Future of Higher Education' (GB. Parliament. HoC, 2003b). The Act allowed higher education institutions in England to charge variable tuition fees of up to £3,000 per year, rising only with inflation until an independent review is undertaken (see 6.6.).

The 2004 Act also introduced new arrangements for student support, allowing students to take out a tuition fee loan for the full amount of their fees, and providing a means-tested maintenance grant. The Act also established the Office for Fair Access (OFFA) to promote and safeguard fair access to higher education for under-represented groups, in the light of the introduction of variable tuition fees. OFFA's remit covers England only. It is an independent body, separate from, but supported by, the Higher Education Funding Council for England (HEFCE). See 6.6.

The Higher Education Academy (HEA) was set up in 2004 to work with the UK higher education community to enhance the student experience. The HEA has worked with institutions and professional bodies to develop

national professional standards in higher education teaching. It has also been working with institutions to develop a continuing professional development (CPD) framework for the use of registered practitioners and higher education institutions (see 8.1.2.3.). The Leadership Foundation for Higher Education was also launched in 2004 – see 6.2..

In Wales, responsibility for elements of higher education funding and student support was devolved to the National Assembly for Wales (NAfW) by the Higher Education Act 2004. In 2005 the NAfW reached an agreement on new financial arrangements for higher education students, and, from 2007/08, Welsh higher education institutions are able to charge variable tuition fees as in England. At present, for Welsh domiciled students studying in Wales, the higher fees are offset by a non-means tested tuition fee grant.

In Northern Ireland, the Higher Education (Northern Ireland) Order 2005, passed in April 2005, introduced variable tuition fees and new student support measures, as in England.

Since 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, have been able to apply to use the title 'university'. Many former higher education colleges and university colleges have now become universities.

The Department for Innovation, Universities and Skills (DIUS) was created in June 2007, bringing together responsibilities for higher education previously held by the Department of Trade and Industry and the Department for Education and Skills. The Innovation, Universities and Skills Parliamentary Select Committee (see 9.5.2.) was established in session 2007/08 to examine the administration, expenditure and policy of the new department. It was renamed the Innovation, Universities, Science and Skills Select Committee in January 2008.

In June 2009, DIUS merged with the Department for Business, Enterprise and Regulatory Reform (BERR), forming the new Department for Business, Innovation and Skills (BIS). The following October, the Innovation, Universities, Science and Skills Parliamentary Select Committee was renamed as the Business, Innovation and Skills Committee.

[A Plan for Polytechnics and Other Colleges: Higher Education in the Further Education System \(Cm. 3006\) \(GB. Parliament. House of Commons, 1966\)](#)

[Higher Education \(Robbins, 1963\)](#)

[Higher Education for the 21st Century: Response to the Dearing Report \(The Learning Age\) \(DfEE, 1998b\)](#)

[Higher Education in the Learning Society \(Dearing, 1997\)](#)

[Scientific Manpower \(Barlow, 1946\)](#)

[The Future of Higher Education \(Cm. 5735\) \(GB. Parliament. House of Commons, 2003b\)](#)

[The Learning Age: a Renaissance for a New Britain \(GB. Parliament. House of Commons, 1998\)](#)

[Department for Business, Innovation and Skills \(BIS\)](#)

[Higher Education Academy \(HEA\)](#)

[Higher Education Funding Council for England \(HEFCE\)](#)

[Higher Education Funding Council for Wales \(HEFCW\)](#)

[Leadership Foundation For Higher Education](#)

[National Assembly for Wales \(NAfW\)](#)

[Office for Fair Access \(OFFA\)](#)

Quality Assurance Agency for Higher Education (QAA)

Education (Student Support) (Northern Ireland) Order 1998

Education Reform Act 1988

Further and Higher Education Act 1992

Higher Education (Northern Ireland) Order 2005

Higher Education Act 2004

Teaching and Higher Education Act 1998

6.2. Ongoing Debates and future developments

The UK is working towards implementation of the Bologna Process reforms. Unlike many of the signatory countries, the UK already had a two-cycle system in place. The UK Higher Education Europe Unit, a sector-wide body, is responsible for raising awareness of European issues affecting UK higher education and for coordinating UK involvement in European initiatives and debates including the Bologna Process (see 11.5.3.). In April 2007, in the immediate run up to the London Ministerial Summit on 17-18 May 2007, the House of Commons Education and Skills Select Committee published a report on its inquiry into the Bologna Process (GB. Parliament. House of Commons. Education and Skills Committee, 2007c).

The system for the assessment of research in higher education in the UK is changing (see 9.2.1.).

In England, in 2009, the Government published a new strategy for higher education, 'Higher Ambitions: The future of universities in a knowledge economy' (BIS, 2009). This set out the important role universities will play in securing the country's economic recovery and long term prosperity (see 6.4.).

Methods of grading student achievement are under review. In October 2007, the Steering Group on Measuring and Recording Student Achievement, chaired by Professor Robert Burgess, reported on degree classification in England, Wales and Northern Ireland. The report (Universities UK, 2007) concluded that the honours degree classification system (which grades bachelor's degrees awarded with honours) is no longer fit for purpose. It recommended the development of a Higher Education Achievement Report (HEAR), which will incorporate and build upon the Diploma Supplement. A trial of HEAR is currently underway across 18 institutions and four subjects.

There is currently a debate around the process of applying for a higher education place. The Government has called for a number of changes to improve the existing arrangements, including the introduction of a 'post-qualifications application' system (PQA) by 2012, which would allow students to apply to higher education institutions once they had received their exam results rather than before as is the case at present. A review will be conducted in 2010/11 with a view to considering further the implementation of a PQA system from 2012. See 6.6.2..

Entry and admissions to university was also one of the topics examined by 2009 inquiry by the House of Commons Select Committee for Innovation, Universities, Science and Skills into the student experience of higher education. The committee also examined teaching and learning and the relationship between teaching and research. Amongst other recommendations, the Committee recommended that the Government review and report on the extent to which higher education institutions have adopted the findings of the Schwartz Review (see 6.6.2.) and that the Quality Assurance Agency for Higher Education (QAA) should be transformed into an independent Quality and Standards Agency with a remit, statutory if necessary, to safeguard, monitor and report on standards both between institutions and over time.

Student finance is currently under review. Before the Higher Education Act 2004 was passed, allowing higher education institutions to charge variable tuition fees, the Government made a commitment to review the

new arrangements after they had been in force for three years. An independent review of higher education funding and student finance was launched in November 2009, three years after the introduction of variable fees from 2006/07, thus fulfilling this commitment. The review is tasked with making recommendations to Government on the future of fees policy and financial support for full and part-time undergraduate and postgraduate students in England. In assessing options the review will be expected to take into account the goal of widening participation, affordability and the desirability of a simplification of the student support system, while balancing the contributions to universities by taxpayers, students, graduates and employers. The review is expected to make recommendations to the Government in 2010.

In Wales, although institutions are able to charge variable tuition fees as in England, the effects of these fees are tempered for Welsh-domiciled students by a non means-tested tuition fee grant (see 6.8.). In March 2009, following a review of higher education, the then Minister for Children, Education, Lifelong Learning and Skills announced that the student finance system would be remodelled from 2010/11. The non-means-tested tuition fee grant will be phased out and the resources redirected to raising the level of the means-tested Assembly Learning Grant (see 6.8.).

The Welsh Assembly Government published a new strategy for higher education in November 2009. Plans include:

- funding to create more part-time and credit-based courses to widen participation
- expanding provision of foundation degrees and granting degree awarding powers to further education colleges
- creating a national bursary framework for student funding
- more careful targeting of funds to avoid duplication of provision
- higher spending on strategic priorities such as strengthening links between universities and businesses.
- By spring 2010, the Higher Education Funding Council for Wales will draw up a spending plan to deliver the strategy.

As with other sectors of education, higher education over the last ten years has been affected by the devolution of power to Wales and (intermittently) to Northern Ireland. The divergence of policies predates devolution, but has become more marked since then. In December 2008, Universities UK published a research report (UUK, 2008), which examines the effects of devolution on higher education, compares the policies of the devolved administrations and considers future trends.

[Beyond the Honours Degree Classification: the Burgess Group Final Report \(UUK, 2007\)](#)

[Devolution and Higher Education: Impact and Future Trends \(UUK, 2008\)](#)

[Higher Ambitions: The future of universities in a knowledge economy \(BIS, 2009\)](#)

[Innovation Nation. White Paper. Cm 7345 \(GB. Parliament. House of Commons, 2008a\)](#)

[Students and Universities Eleventh Report of Session 2008–09 \(GB. HoC. Innovation, Universities and Skills Committee, 2009\)](#)

[The Bologna Process: Fourth Report of Session 2006–07 \(GB. Parliament. House of Commons, 2007c\)](#)

[Department for Business, Innovation and Skills \(BIS\)](#)

[Higher Education Funding Council for England \(HEFCE\)](#)

[National Assembly for Wales \(NAfW\)](#)

[Quality Assurance Agency for Higher Education \(QAA\)](#)

[The Europe Unit](#)

Universities UK

Higher Education Act 2004

6.3. Specific Legislative Framework

The definition of higher education in England and Wales is provided by Section 120 of the Education Reform Act 1988: 'education provided by means of a course of any description mentioned in Schedule 6 of the Act', that is, 'a course of a standard higher than the standard of courses leading to General Certificate of Education Advanced-level (GCE A-level) or Business and Technology Education Council National Diploma or Certificate'. An identical list to that given in the Act is provided for Northern Ireland in Schedule 7 of the Education Reform (Northern Ireland) Order 1989, as applied by Article 30 of the Education and Libraries (Northern Ireland) Order 1993.

The legal basis for individual higher education institutions varies. Most pre-1992 universities were established by Royal Charter. A university's Charter sets out its overall constitution and its statutes give more detail as to how it operates. A very small number of pre-1992 universities were established by a specific Act of Parliament the operative part of which is a set of statutes. The Universities of Oxford and Cambridge have neither an Act of Parliament nor a charter, but do have a body of statutes. New (post-1992) universities and certain other higher education institutions were established as Higher Education Corporations under the Education Reform Act 1988, and most operate under an Instrument of Government and Articles of Government. Most Instruments and Articles of Government follow a model Instrument contained in Schedule 7A to the Education Reform Act 1998, and a model version of the Articles of Government.

Whatever their legal basis, all higher education institutions are legally independent self-governing institutions, accountable through a governing body which carries ultimate responsibility for all aspects of the institution. All higher education institutions have charitable status.

The power to award degrees is regulated by law. Institutions with degree awarding powers may have acquired these powers by a Royal Charter, Act of Parliament or from the Privy Council, a senior UK government committee. Since 1992, under the Further and Higher Education Act, institutions wishing to acquire degree awarding powers have applied to the Privy Council. There are three types of award covered by legislation: taught degrees (that is, degrees such as bachelor's and master's awarded following a course of instruction, not a programme of research); research degrees (such as master's and doctorates); and Foundation Degrees. For England and Wales, applications for taught degree awarding powers and research degree awarding powers are considered under criteria approved by ministers on 1 September 2004. For Northern Ireland (and also Scotland), applications are considered under criteria approved by ministers in October 1999. For foundation degrees, further education institutions in England can apply for foundation degree awarding powers under the Further Education and Training Act 2007. Further education institutions in Wales can apply for foundation degree awarding powers under the Apprenticeships, Skills, Children and Learning Act 2009. Once granted, degree awarding powers are held in perpetuity; there is no system of periodically reviewed accreditation.

The 'Recognised UK Degrees' website contains the definitive list of institutions with the power to award their own degrees, known as recognised bodies, and institutions providing full courses which lead to a degree of a recognised body, known as listed bodies: <http://www.dfes.gov.uk/recognisedukdegrees/>

HEIs are free to offer such programmes and awards as they wish, subject to the status of their awarding powers. Each HEI is responsible for ensuring that appropriate standards are achieved. The structure of higher education programmes is not regulated by law and neither the institutions themselves nor their programmes or awards are subject to government accreditation.

The right to use the title 'university' or 'university college' is regulated by law. The Privy Council is responsible, under the Further and Higher Education Act 1992, for approving the use of the word 'university' (including 'university college'). Until recently, only institutions with the power to award research degrees could apply for university title. Since 2005, institutions in England and Wales that have taught degree awarding powers ('first' and 'second cycle') and with 4,000 full-time equivalent students following higher education programmes have also been permitted to apply to use the title. Institutions that award taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so.

The use of other institutional titles such as 'college' is not regulated by law.

The higher education sector in England and Wales is funded under the framework established by the Further and Higher Education Act 1992, which created the Higher Education Funding Council for England (HEFCE) and the Higher Education Funding Council for Wales (HEFCW).

Under the Higher Education Act 2004, higher education institutions in England are permitted to charge variable tuition fees of up to £3,000 per year, to rise only with inflation until an independent review of the first three years of operation has been undertaken (see section 6.2.). The Act also provides the legal basis for new arrangements for student support, and introduced provisions giving the National Assembly for Wales (NAFW) new powers over student support and full responsibility for the tuition fee regime. In Northern Ireland, the Higher Education (Northern Ireland) Order 2005 introduced similar changes to the student finance system in Northern Ireland. The Higher Education Act 2004 also introduced an independent student complaints scheme for England and Wales, operated by the Office of the Independent Adjudicator for Higher Education (OIA). This replaces the former which required students to petition the university visitor, in many cases the Queen, acting through the Privy Council, or a local bishop. Northern Ireland has retained the university visitor system.

[Higher Education Funding Council for England \(HEFCE\)](#)

[Higher Education Funding Council for Wales \(HEFCW\)](#)

[National Assembly for Wales \(NAFW\)](#)

[Office Of The Independent Adjudicator \(OIA\)](#)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Education and Libraries \(Northern Ireland\) Order 1993](#)

[Education Reform \(Northern Ireland\) Order 1989](#)

[Education Reform Act 1988](#)

[Further and Higher Education Act 1992](#)

[Further Education and Training Act 2007](#)

[Higher Education \(Northern Ireland\) Order 2005](#)

[Higher Education Act 2004](#)

6.4. General Objectives

The Robbins Report (Robbins, 1963) specified four aims for higher education: instruction in skills suitable to play a part in the general division of labour; promoting the general powers of the mind; the advancement of learning; and the transmission of a common culture and common standards of citizenship.

The Dearing Report (Dearing, 1997) considered the intellectual and cultural purposes of higher education but also emphasised the economic benefits. The Report stated that higher education should aim to 'sustain a learning society' through the intellectual development of individuals: equipping them for work and enabling them to contribute effectively to society and to achieve personal fulfilment. Higher education should increase individuals' knowledge and understanding both for their own sake and for the sake of the economy and society. It should aim to serve the needs of an adaptable, sustainable, knowledge-based economy and shape a democratic, civilised and inclusive society.

In the Green Paper 'The Learning Age' (GB. Parliament. HoC, 1998), the Government set out its strategy for lifelong learning. This included a commitment to the principle that anyone who has the capability for higher education should have the opportunity to benefit from it. The Green Paper proposed increasing and widening participation and improving standards and quality of teaching and learning.

Her Majesty's Treasury, the UK's economics and finance ministry, has adopted a system of PSA (Public Service Agreement) targets for England and Northern Ireland government, to set out the key public service improvements that the Government is aiming to deliver. The 2000 spending review set the following targets for higher education for the, then, Department for Education and Employment:

- increase participation towards 50% of those aged 18-30 [by 2010]
- make significant, year on year progress towards fair access
- bear down on rates of non-completion.

This target is now the responsibility of the Department for Business, Innovation and Skills (BIS) which reports on progress annually in its autumn performance report. Increasing participation is measured by the Higher Education Initial Participation Index (HEIPR). (see section 6.6. under the subheading 'Raising and Widening Participation').

In October 2001, the then Department for Education and Skills (DfES) announced a wide-ranging and fundamental review to help the higher education sector improve and expand. This announcement was followed up in January 2003, by the White Paper, 'The Future of Higher Education' (GB. Parliament. HoC, 2003b), which set out the Government's strategy for the reform of higher education in England, as well as a number of measures which would affect the rest of the United Kingdom. The strategy focused on packages of measures in six key areas, which included:

- strengthening research through increased spending
- improving links between higher education and business
- promoting excellence in teaching in higher education through the creation of new professional standards and a new national body (now established and referred to as the Higher Education Academy (HEA) - see 8.1.1.3.).
- continuing to expand higher education to increase participation towards 50 per cent
- ensuring fair access to higher education for young people from lower-income families
- reforming funding through the introduction of a new graduate contribution scheme

In the same year, the Government presented the actions it proposed taking to widen participation in 'Widening Participation in Higher Education' (DfES, 2003k) under the following four headings: Attainment, Aspiration, Application and Admissions.

The White Paper 'Innovation Nation' was published in March 2008, setting out how the Government plans to invest in innovation, which it sees as essential to the UK's future prosperity. The White Paper included a commitment to develop a framework for further expansion and development of higher education. Subsequently, also in March, the Government announced the New 'University Challenge' in March 2008, asking HEFCE to develop a programme to support new HE centres by 2014. In March 2009 HEFCE invited proposals from partnerships, to be submitted through a lead higher education institution (HEI). Six proposals met the criteria and will be developed further.

In 2009, the Government published a new strategy for higher education, setting out the important role universities will play in securing the country's economic recovery and long term prosperity. Measures set out in 'Higher Ambitions: The future of universities in a knowledge economy' (BIS, 2009) include:

- more competition between universities, giving greater priority to programmes that meet the need for high level skills
- business to be more engaged in the funding and design of programmes, sponsorship of students, and work placements
- creating more part-time, work-based and Foundation Degrees. to make it easier for adults to go to university, with routes from apprenticeships through to foundation degrees and other vocational programmes
- encouraging universities to consider contextual data in admissions, as one way of ensuring that higher education is available to all young people who have the ability to benefit
- universities setting out clearly what students can expect in terms of the nature and quality of courses offered
- sustaining our world class research base by continuing to focus on excellence, concentrating research funding where needed to secure critical mass and impact
- encouraging collaboration between universities on world class research, especially in high cost science.
- The strategy restated the Government's commitment to the goal that at least 50 per cent of young people should enter higher education. This does not mean that 50 per cent of the population should enter higher education to study on a traditional three-year bachelor's degree programme. Rather, it means that the number of adults in higher education should be increased, and the range of programme models that exist alongside the bachelor's degree should be promoted.

Specific priorities for the year ahead in England are set out each year in an annual grant letter from the Secretary of State for Business, Innovation and Skills to HEFCE. Key priorities set out in the grant letter for 2009/10 include: supporting the economy through recession and wider engagement with business; and widening participation and fair access. The grant letter for 2010/11 was sent in December 2009. This emphasised the need for greater efficiency, improved collaboration and bearing down on costs, combined with a commitment to protect quality and access. It also stressed the need to focus on the long-term strategic goals set out in 'Higher Ambitions: The future of universities in a knowledge economy' (BIS, 2009).

The Welsh Assembly Government published its ten-year strategy for higher education in Wales in 2002 (WAG, 2002b). 'Reaching Higher: Higher Education and the Learning Country' set out the aims and purposes of higher education as being to:

- inspire and enable individuals to develop their capabilities to the highest potential levels throughout life, so that they grow intellectually, are well equipped for work, can contribute effectively to society and achieve fulfilment
- increase knowledge and understanding for their own sake and to foster their application to the benefit of the economy and society
- serve the needs of an adaptable, sustainable, knowledge based economy at local, regional and national levels
- play a major role in shaping a democratic, civilised, inclusive society.' (WAG, 2002b).

The strategy also highlighted the disproportionately large number of small institutions in Wales, and called for substantial reconfiguration of the sector in terms of collaboration and mergers, in return for additional investment.

In November 2009, the Welsh Assembly Government published its new strategy for higher education (DCELLS, 2009x). Plans include:

- funding to create more part-time and credit-based courses to widen participation

- expanding provision of foundation degrees
- creating a national bursary framework for student funding
- more careful targeting of funds to avoid duplication of provision
- higher spending on strategic priorities such as strengthening links between universities and businesses.

The Higher Education Funding Council for Wales will draw up a spending plan to deliver the strategy by spring 2010.

A New "University Challenge": Unlocking Britain's Talent (DIUS, 2008)

For Our Future: The 21st Century Higher Education Strategy and Plan for Wales (DCELLS, 2009x)

Higher Ambitions: The future of universities in a knowledge economy (BIS, 2009)

Higher Education (Robbins, 1963)

Higher Education in the Learning Society (Dearing, 1997)

Reaching Higher. Higher Education and the Learning Country (WAG, 2002b)

The Future of Higher Education (Cm. 5735) (GB. Parliament. House of Commons, 2003b)

The Learning Age: a Renaissance for a New Britain (GB. Parliament. House of Commons, 1998)

Widening Participation in Higher Education (DfES, 2003k)

Department for Business, Innovation and Skills (BIS)

Higher Education Funding Council for England (HEFCE)

Higher Education Funding Council for Wales (HEFCW)

National Assembly for Wales (NAFW)

6.5. Types of Institution

The great majority of higher education institutions are classified as government-dependent private institutions. They are autonomous, independent organisations, with their own legal identities and powers, both academic and managerial. They are not owned by the state, although they are dependent to a greater or lesser degree on state funding.

There are also a very small number of independent private institutions which receive no government funding. See section 6.17.

The publicly funded higher education sector is very diverse, encompassing institutions varying in size, history, mission and subject mix. Using the right to use the title 'university', and the power to award degrees (see section 6.3.) as criteria, HEIs fall into six categories:

- universities with powers to award taught and research degrees
- universities with powers to award taught degrees
- university colleges with powers to award taught degrees
- colleges of higher education with powers to award taught degrees
- other institutions with powers to award taught and/or research degrees
- colleges of higher education offering programmes and awards validated by other institutions.

Institutions which do not have university title include small, specialist institutions of art and design, drama, music and agriculture. Those with the power to award taught degrees but which do not meet the numerical criteria for university title (having at least 4,000 full time equivalent higher education students, of whom at

least 3,000 are registered on degree level courses) are entitled to apply to use the title 'university college'. However not all choose to do so. The use of titles other than 'university' and 'university college' is not controlled by law.

Universities all offer research opportunities, as well as a wide range of taught courses, although the balance between these activities varies between institutions.

The balance between the types of qualifications offered and the subject mix also varies, within as well as across these categories. Institutions established as universities prior to 1992 typically focus on traditional academic courses at bachelor's degree level and above, although many also provide a range of professionally accredited degree courses, such as medical studies, engineering and accountancy. The 'new' or 'post-1992' universities, often former polytechnics or teacher training colleges, typically offer a wider range of vocational courses, some of which may be below bachelor's degree level.

Universities have formed their own collaborative groupings or 'mission groups' based on their shared interests. The most well-known is the Russell Group of large, research intensive institutions. The 1994 Group is a collaboration of smaller research-intensive institutions and Million+ represents many post-1992 universities.

Higher education (HE) programmes are also provided in some further education institutions. Such programmes are normally designed and approved directly by a degree awarding institution, under a formal recognition arrangement. They may, in addition, offer programmes leading to Higher National awards, which are qualifications of a national awarding body. Higher education provision in further education institutions may be funded directly by the relevant HE funding body, or the funding may be provided via a franchise arrangement, where a student is registered at an HEI, which receives the funding and is responsible for quality assurance. A proportion of the funding is passed on to the further education college providing the teaching. The arrangement can cover the whole or part of the course. The Further Education and Training Act 2007 enabled further education institutions in England to apply for powers to award their own foundation degrees.

[Further Education and Training Act 2007](#)

6.6. Admission Requirements

In England, Wales and Northern Ireland, overall student numbers for the higher education sector as a whole are government determined. The higher education funding bodies (see 2.6.1.3.) make allocations to institutions to meet overall student number plans and set targets to institutions for student numbers. The purpose of these targets is to ensure that institutions deliver teaching activity for the funding provided.

In general there is no central control over admissions. HEIs determine their own admissions policies and the entry requirements for each programme, which are set out in the institution's prospectus.

For a few subject areas, there is a greater degree of central control. Undergraduate medical and dental courses are subject to quotas to ensure that the number of medical and dental students required to meet national needs is delivered. Nursing and midwifery provision is largely funded by the health authorities, which contract with institutions for the delivery of specified numbers of trainee nurses and midwives. In England, the Training and Development Agency for Schools (TDA) sets intake targets for initial teacher training for those wanting to work in primary and secondary schools. Similar arrangements exist in Wales and Northern Ireland.

In all cases, prospective students apply for a specific programme and the minimum admissions requirements for each programme is determined by the individual institution. Many courses require some or all of the qualifications for entry to be in specific subjects or range of subjects and at specific grades. These requirements are set out in the institution's undergraduate prospectus.

For full-time first cycle programmes at ISCED 5 (eg bachelor's degrees), the minimum entry requirement is two or three General Certificate of Education Advanced-level (GCE A-level) passes (see 5.17.2.1.), as well as a minimum number of General Certificate of Secondary Education (GCSE) passes at grade C or above (see 5.17.1.1.). These remain the most common form of entry qualification held by young entrants to higher education.

A wide range of other qualifications is acceptable for entry. They include GCE A-levels in applied subjects (formerly Vocational Certificates of Education (VCEs) (see 5.17.2.2.), Edexcel BTEC National Qualifications and the International Baccalaureate. In Wales, a Welsh Baccalaureate qualification is available in several schools and colleges (see section 5.17.2.); the Advanced qualification is also acceptable for entry to higher education institutions.

Access courses provide another route, particularly for mature entrants. These programmes were originally designed for students over the age of 21 without formal qualifications but, since 2003-04, the lower age limit has been 19 (see 7.10.4.). Some access courses provide guaranteed entry to specific undergraduate courses on successful completion. Most institutions also welcome applications from mature candidates who have had appropriate experience but may lack formal qualifications. Many institutions give credit for prior study and informal learning acquired through work or other experiences (Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential Learning (APEL)).

In 2002, the Universities and Colleges Admissions Service (UCAS) introduced a points scoring system for expressing entry requirements. The 'UCAS tariff' establishes agreed comparability between different types of qualifications in the whole of the UK, including GCE A levels, some vocational qualifications, the Welsh Baccalaureate, the International Baccalaureate, and Scottish and Irish qualifications. However, HEIs are not obliged to express their entry requirements in these terms.

An applicant who meets the published minimum admission requirements for a particular programme may be offered a place, but this is not guaranteed. Entry is competitive, and there are wide variations between institutions and programmes in terms of the competition for places.

For some highly over-subscribed programmes, such as medicine, dentistry, veterinary science and law, applicants may be required to take an additional admissions test. Examples of such tests include the BioMedical Admissions Test (<http://www.bmat.org.uk>) and the UK Clinical Aptitude Test (<http://www.ukcat.ac.uk>). Applicants may also be interviewed, although most HEIs, with the exception of the universities of Oxford and Cambridge, do not interview applicants for most programmes.

Raising and widening participation

The Government's aim is to raise and widen participation in higher education.

In England, the 2009 Autumn Performance Report for the Department for Business, Innovation and Skills (BIS) reports on progress against the following Public Service Agreement (PSA):

By 2010, (i) increase participation in higher education towards 50 per cent of those aged 18 to 30; and (ii) also make significant progress year-on-year towards fair access; and (iii) bear down on rates of non-completion.

Progress towards increasing participation is measured by the Higher Education Initial Participation Rate (HEIPR). In 2007/08 the HEIPR for England was 43% - this means that people aged 17 in 2007/08 had a 43% probability of participating in HE by the age of 30 (DIUS, 2009b).

Progress towards fair access is measured by the proportions of young entrants to English HEIs from the state sector (ie from publicly funded schools and colleges), (87.4 per cent in 2007/08), from low participation neighbourhoods (9.9 per cent in 2007/08) and from the lower socio-economic classes (29.4 per cent in 2007/08).

Bearing down on non-completion is measured by the proportion of UK-domiciled full-time first degree starters in English higher education institutions expected to neither gain an award nor transfer to another institution. In 2006/07 this was 13.4 per cent.

The report judges progress to be on course.

A number of measures are underway to help achieve this aim. For example, the AimHigher programme (formerly the Excellence Challenge) aims to encourage 13- to 19-year-olds to aspire to go on to higher education, particularly those from families with no tradition of doing so. It aims to raise awareness and understanding of the different progression routes into higher education including the vocational route. AimHigher activities include: campus visits, residential summer schools, taster days, mentoring programmes and online and other information sources that demonstrate progression routes. In 2004, the AimHigher programme merged with the Higher Education Funding Council for England (HEFCE) and the Learning and Skills Council (LSC) Partnerships for Progression programme to form the unified AimHigher programme. The Office for Fair Access (OFFA) is a non departmental public body set up in 2004 to promote and safeguard fair access to higher education for under-represented groups, in the light of the introduction of variable tuition fees in 2006-07 in England. Any institution that intends to charge the maximum tuition fee needs an 'Access Agreement' approved by the Director of OFFA. Access Agreements set out the measures – financial and otherwise – that a university has to take to help students from under-represented groups. OFFA itself has no remit over admissions.

Although OFFA covers England only, there are similar arrangements in place in Northern Ireland, where institutions wishing to charge higher fees must have an approved plan in place to increase participation by under-represented groups in higher education. In Wales, there is no requirement on higher education institutions to provide bursaries. This is at the discretion of individual higher education institutions, and forms part of their widening access policies.

Widening access and improving participation in higher education forms one of the strategic aims of the Higher Education Funding Council for England. HEFCE allocates additional funds to institutions specifically for widening participation. This funding is broken down into three sections:

- widening access for students from disadvantaged backgrounds
- improving retention
- widening access and improving provision for disabled students.

A full description of these funding arrangements and of HEFCE's broader activities in this area are available at the HEFCE widening participation web pages at <http://www.hefce.ac.uk/widen/>.

In June 2008, the National Audit Office published a report (NAO, 2008), examining the progress made in widening participation in higher education in England. The report concluded that although some progress is being made in encouraging under-represented groups to continue into higher education, particular sections of society remain under-represented.

In Wales, the Higher Education Funding Council for Wales (HEFCW) established the Reaching Wider initiative in 2002 to break down perceived barriers and widen access to learning. Reaching Wider engages with four main groups of people of all ages who are currently under-represented in higher education; people living in disadvantaged communities; people from black and ethnic minority communities; people who wish to study through the medium of Welsh and disabled people.

The current arrangements for administering admissions are being reformed (see 6.2.).

In 2009, the House of Commons Select Committee for Innovation, Universities, Science and Skills conducted an inquiry into the issues surrounding the student experience of higher education. The committee examined entry and admission to university and made a number of recommendations to improve fair access to university (GB. Parliament. House of Commons, 2009).

Language of instruction

Teaching is delivered in English and applicants whose first language is not English are normally asked to provide evidence of English language ability.

In Wales, some courses are provided through the medium of Welsh. The 2002 Welsh strategy document, 'Reaching Higher: Higher Education and the Learning Country (WAG, 2002b) set a target of seven per cent of students in Wales taking some element of their course through the medium of Welsh by 2010.

In Northern Ireland, the language of instruction at the four higher education institutions is English, although some institutions use Irish as a medium of instruction for some or all of their courses in Irish and Celtic Studies.

Participation Rates in Higher Education: Academic Years 1999/2000-2007/08 (Provisional) (DIUS, 2009b)

Students and Universities Eleventh Report of Session 2008–09 (GB. HoC. Innovation, Universities and Skills Committee, 2009)

Widening Participation in Higher Education (NAO, 2008)

Department for Business, Innovation and Skills (BIS)

Higher Education Funding Council for England (HEFCE)

Higher Education Funding Council for Wales (HEFCW)

Learning and Skills Council (LSC)

National Audit Office

Office for Fair Access (OFFA)

Training and Development Agency for Schools (TDA)

Universities and Colleges Admissions Service (UCAS)

6.6.1. Geographical accessibility

Higher education institutions are diverse in terms of mission, subject mix and programme design, and students have traditionally looked beyond the local area to find the most suitable course. Arrangements for student support recognise the additional costs faced by students living away from home. The application process does not present any barriers – England, Wales and Northern Ireland share a single qualifications system in terms of entry requirements for higher education, and the UK as a whole shares a single admissions procedure for higher education.

However, there have been some changes in this picture in recent years. The number of students choosing to study at an institution close by and remaining in the family home has been increasing. Such students are more likely to be from 'non-traditional' backgrounds, for example they may be older and/or studying part-time and/or be from lower socio-economic backgrounds. In addition, student support arrangements in the different parts of the UK have diverged, which may reduce cross-border flows within the UK (eg from England to Wales and Scotland and vice-versa).

The New 'University Challenge' is a government initiative to develop new higher education centres in England designed to make higher education more accessible in areas not already well served with relevant provision. See 6.2. for more information.

6.6.2. Admissions procedures

There is a single clearing-house for applications for admission to full-time undergraduate courses (first cycle courses, eg bachelor's degrees) at all higher education institutions (HEIs) in the UK. The Universities and Colleges Admissions Service (UCAS) is a company limited by guarantee and a charity. Its income is derived from the fees paid by each applicant, subscriptions from participating universities and colleges (at a level based on the numbers of students they admit), and from commercial activities. UCAS does not set admissions requirements or decide on the admission of individual students, but provides information to prospective students on the choice of course, institution and entry qualifications normally required.

Applications must be made to UCAS by 15 January for entry the following September (by 15 October for applications to Oxford or Cambridge universities, or to courses of medicine, dentistry or veterinary medicine). Applicants may only submit one UCAS application form in each year's application cycle, although the application form may include up to five courses (only four for medicine, dentistry, veterinary medicine or veterinary science courses).

As well as grades obtained in nationally recognised qualifications, the application form requires a personal statement from the applicant and a reference from the applicant's school or college which assesses his/her suitability for higher education. As students wishing to enter higher education straight from school apply before they have obtained their final qualifications, the reference includes predicted grades. Based on this information, and in some cases on an interview, each institution named on the application form decides whether to make an offer. If the applicant has not yet obtained their qualifications, the offer will be conditional, and will specify the grades that must be obtained. Examination results are received in mid-August, and institutions then confirm offers to applicants who have met the conditions. Applicants without a confirmed offer at this stage are eligible for 'Clearing', a UCAS service that matches applicants without places to courses with vacancies.

UCAS does not handle applications for part-time or postgraduate courses, for which applicants must apply direct to the institution.

In all cases admissions decisions are made by the individual institutions, not by UCAS. The Code of Practice for the guidance of institutions subscribing to the Quality Assurance Agency for Higher Education (QAA) includes a section (section 10) covering admissions (QAA, 2006).

One aspect of this process which has raised concern is the use of predicted examination results, which are often inaccurate, as part of the assessment of applicants. In 2003, Professor Steven Schwartz was asked by the Secretary of State to review the options which English HEIs should consider when assessing the merits of applicants for their courses. Aided by a steering group representing a range of stakeholders, Professor Schwartz examined the current admissions systems in universities and produced a report in 2004, 'Fair admissions to higher education: Recommendations for good practice' (DfES, 2004e). Following a consultation, the Government called for a number of changes to improve the existing arrangements for applications. These include the introduction of a full 'post-qualifications application' system (PQA) by 2012, which would allow students to apply after receiving their exam results rather than before as currently happens. A UK-wide, higher education sector-led, Delivery Partnership of different education stakeholders was established in autumn 2006 to implement reforms to improve the applications system. A number of changes are currently being implemented and a review will be conducted in 2010/11 with a view to considering further the implementation of a PQA system from 2012. For more information see the Delivery Partnership's [webpage: http://www.universitiesuk.ac.uk/AboutUs/AssociatedOrganisations/Partnerships/admissions_delivery_partnership/Pages/AdmissionsDeliveryPartnership.aspx](http://www.universitiesuk.ac.uk/AboutUs/AssociatedOrganisations/Partnerships/admissions_delivery_partnership/Pages/AdmissionsDeliveryPartnership.aspx).

Prospective students have available to them a number of sources of information on programmes and admissions requirements:

- The UCAS website includes a course search facility: wwwucas.ac.uk/students/coursesearch/.
- Information about postgraduate courses of study is available from the Prospects website: www.prospects.ac.uk.
- For international students interested in studying for a UK course or qualification, the British Council has developed the Education UK website: www.educationuk.org.
- The Unistats website enables future applicants to search, review and compare information about different programmes at subject level and includes feedback from students gathered by the National Student Survey. The website is owned by the Higher Education Funding Council for England (HEFCE) acting on behalf of the UK higher education funding bodies: www.unistats.com.

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 10: Admissions To Higher Education (QAA, 2006)

Fair Admissions to Higher Education: Recommendations for Good Practice (DfES, 2004e)

British Council

Higher Education Funding Council for England (HEFCE)

Quality Assurance Agency for Higher Education (QAA)

Universities and Colleges Admissions Service (UCAS)

6.7. Registration and/or Tuition Fees

Fees charged to part-time students, all overseas students and all postgraduate students are not regulated and are determined by the institution. The information in this section applies only to the tuition fees charged to full-time undergraduate (first cycle, eg studying for a bachelor's degree) home and EU students, which are regulated by government.

Under the Teaching and Higher Education Act 1998, full-time undergraduate students beginning a course in the academic year 1998/99 were required for the first time to pay tuition fees. For the academic year 2005/06, fees stood at £1,175. From 2006/07, under the Higher Education Act 2004, institutions in England were allowed to set variable tuition fees for new students of up to £3,000 per year. Subsequent increases are linked to the level of inflation, and for 2009/10 the maximum tuition fee is £3,225. In practice almost all institutions charge the maximum. Before the 2004 Act was passed, the Government made a commitment to an independent review of variable tuition fees in England, informed by evidence on the first three years of the regime. The review was launched in November 2009 and is expected to report in 2010. (see 6.2.).

The Higher Education Act 2004 also gave the National Assembly for Wales (NAfW) responsibility for the tuition fee regime in Wales. The Welsh Assembly Government ruled out variable fees in Wales for 2006/07. From 2007/08, Welsh higher education institutions were able to charge fees of up to £3,070, as in England, and for 2009/10 the maximum tuition fee is £3,225. The effects of tuition fees for Welsh-domiciled students studying in Wales are currently tempered by the non-means-tested tuition fee grant (see 6.8.). However, following a review of higher education in Wales, this will be phased out from 2010, with the resources being re-directed towards the means-tested Assembly Learning Grant (see 6.8.).

The Higher Education (Northern Ireland) Order 2005 was passed in April 2005. This introduced variable deferred tuition fees from 2006/07. Arrangements are similar to arrangements in England. A review of tuition fees and student finance in Northern Ireland was launched in December 2009. It is expected to report in February 2010, and will be followed by a public consultation on future student finance policy for Northern Ireland.

National Assembly for Wales (NAfW)

Higher Education (Northern Ireland) Order 2005

Higher Education Act 2004

Teaching and Higher Education Act 1998

6.8. Financial Support for Students

Responsibility for undergraduate (first cycle) student support lies with the Department for Business, Innovation and Skills (BIS) in England, with the National Assembly for Wales (NAfW) in Wales, and with the Department for Employment and Learning (DEL) in Northern Ireland.

The information below applies only to students whose home is in the same part of the UK as their place of study, eg for English students studying in England. Arrangements may differ for students who live in one part of the UK and study in another part.

The assessment of students' financial circumstances and the administration of student support was formerly the sole responsibility of local authorities (LAs) in England and Wales, and Education and Library Boards in Northern Ireland. In 1990 the Student Loans Company (SLC) was established to administer the student loans for maintenance (living costs) which were introduced to replace maintenance grants. The SLC is a non-departmental public body (NDPB) which now provides financial services, in terms of loans and grants, to students across the four education systems of the UK. The SLC is also managing the transition from the current assessment service administered by LAs across England.

The information below applies specifically to students beginning higher education in 2009/10. Different arrangements may apply to students who began their courses in earlier years. For 2010/11, the Government has announced that there will be no increase in the level of support (in the form of grants and loans) for maintenance costs. The tuition fee loan will be up-rated to reflect the up-rating of maximum tuition fees to £3,290 per year.

Grants

In England, since 2006/07, full-time students beginning higher education have been eligible for a non-repayable maintenance grant. This is means-tested, that is, targeted at students from households with a lower income. In July 2007, the Government announced changes to increase the number of students entitled to maintenance grants from 2008/09. Under the new arrangements, around two thirds of students receive some grant each year, compared to just over a half under previous arrangements. For 2009/10 the maximum maintenance grant is £2,906.

In Wales, since 2006/07, full-time students beginning higher education have been eligible for the Assembly Learning Grant. This is means-tested, that is targeted at students from households with a lower income. For 2009/10 the maximum grant is £2,906. Since 2007/08, students living in Wales and choosing to study in Wales are eligible to receive a non means-tested tuition fee grant. For 2009/10 the grant is £1,890. In March 2009, the then, Minister for Children, Education, Lifelong Learning and Skills announced that the student finance system would be remodelled from 2010/11. The non-means-tested tuition fee grant will be phased out and the resources redirected to raising the level of the means-tested Assembly Learning Grant.

In Northern Ireland, since 2006/07, full-time students beginning higher education have been eligible for a non-repayable maintenance grant. This is means-tested. For 2009/10 the maximum maintenance grant is £3,406.

Bursaries

Additional discretionary support provided by individual institutions is available to some students. Much of this support is in the form of means-tested bursaries, but some institutions also provide non needs-based financial support, eg for students from local schools and colleges and academic merit-based scholarships.

In England, OFFA expects higher education institutions charging the maximum tuition fee (see 6.7.) to pay a minimum bursary of at least £319 to students receiving the maximum maintenance grant. From 2010/11 the minimum level of bursary will be redefined as 10 per cent of the maximum tuition fee. The average bursary for students in receipt of the maximum maintenance grant is around £900. In Wales, higher education institutions also provide bursaries to students receiving the maximum maintenance grant. A new national bursary framework will be established in 2010 by the Welsh Assembly Government as part of the remodelling of student finance arrangements from 2010/11 (see above).

Grants for specific programmes of study

A limited number of 'Dance and Drama' awards are available for students over the age of 16 who wish to follow a course of study leading to a Trinity College London qualification at one of 21 accredited private dance and drama schools. Further information is available at www.direct.gov.uk/danceanddrama.

Bursaries are also available for programmes which lead to professional registration as: a doctor or dentist (part of the course only); chiropodist (including podiatrist), dietician, occupational therapist, orthoptist, physiotherapist, prosthetist, orthotist, radiographer, audiologist or a speech and language therapist; dental hygienist or dental therapist; nurse or midwife or operating department practitioner. Bursaries are also available for social work programmes.

Grants for part-time students

Different arrangements apply to part-time students.

In England, a new package of support for part-time students has been in place since 2005/06. This comprises a 'fee grant' to help with tuition fees, and a 'course grant', to help with study costs such as books, study materials and travel. Students do not have to repay this grant, and the amount they receive is based on income. The amount of fee grant a student receives is also linked to how intensively they are studying their course. For 2009/10, students studying a course that is equivalent to 50 per cent or more but less than 60 per cent of the full-time course may receive a maximum of £1065. Students are entitled to this support for a maximum of eight years, depending on course length.

Grants in Northern Ireland are similar to those in England.

In Wales, students studying a course of similar intensity could receive a maximum of £1720 through the fee grant and course grant combined.

Loans

Student loans were first introduced in 1990. These were 'mortgage-style' loans, repayable in fixed amounts. In September 1998, a new student loan scheme was introduced. Students entering higher education since this date have been able to take out income-contingent loans repayable through the tax system. Since 2000/01, part-time higher education students on low incomes also became entitled to take out student loans. Following the introduction of variable tuition fees (see 6.7.), students have been able to take out a loan to cover the full cost of these fees.

The legislative framework is set by the Education (Student Loans) Act 1990, the Education (Student Loans) (Northern Ireland) Order 1990 and the associated regulations (for mortgage-style loans), the Teaching and Higher Education Act 1998, the Education (Student Support) (Northern Ireland) Order 1998 and associated regulations (for income-contingent loans), the Higher Education Act 2004 and associated regulations, and the Higher Education (Northern Ireland) Order 2005 and associated regulations.

Loans are available to full-time students under the age of 60 at the start of their course.

There are now two types of student loan available to all students on qualifying courses – one to cover tuition fees and one for maintenance to cover living expenses.

Loans for maintenance

The maximum student loans for maintenance (for living costs) in 2009/10 are:

- £6,928 for students living away from their parents' home and studying in London
- £4,950 for students living away from their parents' home and studying outside London
- £3,838 for students living at their parents' home.

These amounts are reduced for students who receive the maintenance grant.

Loans for tuition fees

The loan, which is paid direct to the institution, covers the full amount of fees. The Government's policy is that these loans should be available on favourable conditions. Interest rates are indexed to inflation rates and borrowers repay, in real terms, broadly the same amount as that borrowed. Borrowers are not required to repay the amount until they have graduated and are earning over £15,000 a year. Payments are made at the rate of nine per cent of income above the £15,000 threshold, collected through the tax system.

Additional support for students with particular financial needs

Additional assistance is available to students who have family members dependent upon them. All such assistance depends on the student's income and that of his/her dependants. Assistance is also available for students with a disability, mental health condition or specific learning difficulty.

Awards for postgraduate study and research

The student support system outlined above applies to undergraduate (first cycle) students only.

For postgraduate (second cycle, eg master's) study, there is no entitlement to support. Awards or studentships for postgraduate study are available on a competitive basis for approved courses. Awards are available from the Research Councils (see section). Postgraduate students following a programme the leads to Qualified Teacher Status (QTS) or a specified equivalent qualification, are eligible for financial support in the same way as undergraduate students. Other incentives may also be available to intending teachers. See 8.1.5.1..

More information on funding postgraduate study is available on the Prospects website at www.prospects.ac.uk

[A Guide to Financial Support for Higher Education Students 2009/10 \(DEL, 2009\)](#)

[A Guide to Financial Support for Higher Education Students 2009/10 \(DIUS, 2009\)](#)

[A Guide to Financial Support for Higher Education Students in 2008/09 \(WAG, 2009\)](#)

Department for Employment and Learning (Northern Ireland) (DEL)

Department for Business, Innovation and Skills (BIS)

National Assembly for Wales (NAFW)

Student Loans Company Ltd.

[Education \(Student Loans\) \(Northern Ireland\) Order 1990](#)

[Education \(Student Loans\) Act 1990](#)

[Education \(Student Support\) \(Northern Ireland\) Order 1998](#)

[Higher Education \(Northern Ireland\) Order 2005](#)

[Higher Education Act 2004](#)

Teaching and Higher Education Act 1998

6.9. Organisation of the Academic Year

The academic year for higher education runs from 1 August to 31 July.

Organisation of the teaching year is at the discretion of the individual institution. For undergraduate (first cycle, eg studying for a bachelor's degree) students, attendance is normally required from a date varying from the beginning of September to the beginning of October through to the end of June, with breaks lasting between three and five weeks at Christmas and Easter. The organisation of teaching traditionally reflected this three-term system. Institutions are increasingly organising their teaching along the two-semester system, although this does not necessarily involve changing the dates of required attendance. Institutions generally have fewer teaching weeks in the third term to allow time for revision and examinations. Some cease teaching at the end of the second term. A few have a 'reading week' in the middle of a term, during which no teaching is done and students are expected to work independently. The Universities of Oxford and Cambridge have shorter terms. Certain institutions offer accelerated degrees which require student attendance for longer periods during the academic year.

Several universities have introduced courses that run twice a year, with two different start dates: in autumn (as normal) and also in spring. Applications for spring entry are made direct to the university, not through the Universities and Colleges Admissions Service (UCAS) (see 6.6.2.).

Teaching normally takes place between 9.00 a.m. and 6.00 p.m., from Monday to Friday, but may take place at other times. Part-time courses may be offered during the day or in the evening. Birkbeck, University of London, provides all its programmes through part-time evening study. It is usual for institutions not to organise classes for full-time students on a Wednesday afternoon, so that students who wish to do so may participate in sporting activities.

[Universities and Colleges Admissions Service \(UCAS\)](#)

6.10. Branches of Study, Specialisation

Higher education institutions are responsible for deciding which programmes to offer, for the design of programmes, the approval of programmes and the monitoring and review of programmes. Institutions generally offer a wide range of courses but some institutions specialise in certain fields, such as music, art or business. Institutions which were originally set up as, for example, institutes of technology, but which subsequently gained university title, tend to retain their technological specialism. Additional funding is available to encourage diversity, for example for specialist colleges and certain subjects identified as strategically important but vulnerable because of low student numbers.

Institutions in England, Wales and Northern Ireland offer a total of around 44,000 different programmes.

The Code of Practice for the guidance of institutions subscribing to the Quality Assurance Agency for Higher Education (QAA) includes a section (section 7) covering programme design, approval, monitoring and review (QAA, 2006b).

[Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 7. Programme Design, approval, monitoring and review \(QAA, 2006b\)](#)

[Quality Assurance Agency for Higher Education \(QAA\)](#)

6.11. Curriculum

Prospective students apply for a specific programme when they apply for admission. Programmes typically focus on a particular subject area, but there are also combined studies programmes involving two, or

possibly three, specialisations. There is also normally choice within each programme. Typically, a relatively fixed menu of modules covers the core knowledge of the subject, and is combined with a menu of options in the more specialised aspects of the subject area.

Institutions may also choose to offer courses that are specifically intended to meet the needs of the local community, such as part-time courses providing professional updating, which people attend on day-release from work or attend in the evening, or leisure courses on matters of potential interest such as local history or geography, or language or literature classes.

Increasing numbers of programmes are available on a modular and/or part-time basis. Modular courses provide increased flexibility to both institutions and students by making it easier for institutions to offer their courses either full- or part-time, and by enabling students to move in and out of study programmes and institutions.

Credit transfer schemes, which are often linked to modular systems of study, allow students to build up credits towards a full qualification. In England, a number of credit consortia (voluntary groups of institutions) have collaborated over many years on the development and use of credit based systems. More recently, there has been convergence in respect of the basis upon which credit is awarded, and the credit tariff. In 2005, the sector-wide 'Measuring and Recording Student Achievement Steering Group' consulted stakeholders on developing national credit arrangements in England, and found a clear consensus for national arrangements in the form of flexible guidelines. In 2006, the Group proposed that a broad, overarching credit framework should be developed for England, and in August 2008, a document setting out a higher education credit framework for England and associated guidance was jointly published by Universities UK, GuildHE and the QAA. The document refers to national contexts within the UK and also international aspects, describing the relationship between UK credit and the European Credit Transfer and Accumulation System (ECTS). Credit levels are aligned to the levels of the framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) (See section 6.15.). In the summer of 2009 the QAA undertook a survey of the implementation of the credit framework. In the main, institutions confirmed that they were operating arrangements for using credit and that these arrangements aligned with the framework.

In Wales, since 2003, all accredited learning has been gradually brought into a single unifying structure referred to as the Credit and Qualifications Framework for Wales (CQFW). The majority of Welsh universities continue to work collaboratively on its implementation; the framework includes a credit accumulation and transfer system and vocational qualifications.

Each institution determines the number of hours of study required for each programme. In 2006, the Higher Education Policy Institute (HEPI) commissioned a survey of first and second year full time [undergraduate](#) students in English universities. The survey asked about the amount of teaching received and private study undertaken. The report (HEPI, 2006) set out the student workload by institution and by subject. It revealed a wide variation in the amount of teaching timetabled in each subject, with subjects such as medicine, dentistry, engineering and technology providing more than twice the number of taught hours than either languages or history.

[Higher education credit framework for England: Guidance on academic credit arrangements in higher education in England \(QAA, 2008a\)](#)

[Proposals for National Arrangements for the Use of Academic Credit in Higher Education in England \(Universities UK, 2006\)](#)

[The Academic Experience of Students in English Universities \(HEPI, 2006\)](#)

6.12. Teaching Methods

Teaching methods are decided by the individual teacher, department, faculty or institution, or a combination of these. Most courses involve a combination of formal lectures and less formal seminars, in which students are encouraged to participate and lead discussions. By their nature, certain courses require practical sessions such as work in a laboratory for science subjects and oral classes for foreign languages. Institutions may exploit information and communications technology, for example, using computer-assisted learning. Some courses also include a work experience component.

Open and distance learning has expanded in recent years not only in the Open University (see 6.18.), but also in other institutions which are increasingly offering these types of courses.

In 2009, the House of Commons Select Committee for Innovation, Universities, Science and Skills conducted an inquiry into the issues surrounding the student experience of higher education. The committee examined teaching and learning and considered the relationship between teaching and research. The committee's report made a number of recommendations to strengthen teaching in universities, including encouraging all staff to obtain a higher education teaching qualification, and the incorporation of the review of the quality of teaching in universities into the remit of the Quality Assurance Agency (QAA). (GB. Parliament. House of Commons, 2009).

[Students and Universities Eleventh Report of Session 2008–09 \(GB. HoC. Innovation, Universities and Skills Committee, 2009\)](#)

[Open University](#)

6.13. Student Assessment

The Quality Assurance Agency for Higher Education (QAA) defines student assessment as follows:

- Any processes that appraise an individual's knowledge, understanding, abilities or skills. There are many different forms of assessment, serving a variety of purposes. These include:
 - promoting student learning by providing the student with feedback, normally to help improve his/her performance
 - evaluating student knowledge, understanding, abilities or skills
 - providing a mark or grade that enables a student's performance to be established. The mark or grade may also be used to make progress decisions
 - enabling the public (including employers), and higher education providers, to know that an individual has attained an appropriate level of achievement that reflects the academic standards set by the awarding institution and agreed UK norms, including the frameworks for higher education qualifications. This may include demonstrating fitness to practise or meeting other professional requirements.

Assessment procedures are decided by the individual institution. Generally, taught programmes involve a mixture of exams and coursework. Some require a written dissertation at the end of the course. For further information, see the 'Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 6: Assessment of Students' (QAA, 2006a).

External examining provides one of the principal means for maintaining nationally comparable standards within autonomous higher education institutions. The assessment procedures include the appointment of one or more external examiners for each subject. Their role is to give an additional opinion on the performance of candidates for degrees and thus ensure compatibility of standards between universities, and that the examination system and the award of degree classifications is fairly operated. These examiners are

usually senior members of the teaching staff of a similar department in another university. For further information, see Section 4 of the Code of Practice which covers external examining (QAA, 2004b).

Assessment processes for research qualifications are different from those for taught awards and usually include some kind of oral examination. Although there is some variation between institutions and between different types of research degree, typically the student is examined on the basis of an appropriate body of work and an oral examination (*viva voce*) by a minimum of two appropriately qualified examiners, at least one of whom is external to the institution and none of whom has had a substantial direct involvement in the student's work. Examiners submit separate, independent written reports before the viva and a joint report after it.

For further information on assessment procedures for research qualifications, see the Code of Practice, which includes a section (section 1) covering postgraduate research programmes (QAA, 2004a).

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 1: Postgraduate Research Programmes (QAA, 2004a)

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 4: External Examining (QAA, 2004b)

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 6: Assessment of Students (QAA, 2006a)

Quality Assurance Agency for Higher Education (QAA)

6.14. Progression of Students

Progression within a programme

Each institution has its own regulations governing student progression within a programme. The 'Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 6: Assessment of Students', developed by the Quality Assurance Agency for Higher Education (QAA, 2006x), sets out features of good practice; these include clarity on:

- the extent to which a student's overall success in a programme can include failure in part of the programme, where this is permitted by institutional rules and regulations
- defining which marks contribute to the decision about whether a student receives an award
- on what basis re-takes or re-submissions can occur, making clear the number and timing permitted and the accompanying procedures; for example, re-taking examinations; re-submitting a dissertation; repeating a work-based or other type of practical assessment; or repeating an oral examination
- the rules for deferring or not completing an assessment, together with any special assessment conditions or penalties that may apply, including any restriction on the marks, grades or levels of award that can be obtained on the basis of retaken or deferred assessments. It is helpful if such rules cover a wide range of circumstances, including any progression permitted or awards conferred because of a student's absence due to illness or other personal circumstances.

The proportion of students who complete their course and gain a qualification is high, with around 80 per cent of full time students studying for a bachelor's degree completing their studies successfully. Student retention varies between institutions and subject areas, reflecting a range of factors including prior attainment. There is a balance to be achieved as increasing and widening participation brings in more students from under-represented groups who may need more support to complete their courses. In 2007, the National Audit Office published a report on student retention (NAO, 2007), identifying factors that contribute to higher student retention rates and providing recommendations on how institutions might improve their performance.

Progression to a more advanced programme

To progress from a bachelor's degree to a more advanced programme, a student must apply for a specific programme. Each institution has its own application procedure, and each programme has its own entry requirements. A bachelor's degree with honours (an 'honours degree') graded at 2:2 or above would be a minimum requirement for many programmes and an honours degree graded at 2:1 or above would be a typical minimum requirement for entry to a master's programme. For more information on the qualifications normally possessed by students before embarking on particular programmes (see section 6.15.). More information on admission to postgraduate study is available on the Prospects website at www.prospects.ac.uk.

[Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 6: Assessment of Students \(QAA, 2006a\)](#)

[Staying the Course: The retention of students in higher education \(NAO, 2007\)](#)

National Audit Office

Quality Assurance Agency for Higher Education (QAA)

6.15. Certification

The power to award degrees is regulated by law, but not the titles of the qualifications awarded. All universities and some other institutions which do not have university title have the legal power to develop their own courses and award their own degrees, and determine the conditions on which they are awarded. See section 6.3. for more information on degree awarding powers.

Some HE colleges and specialist institutions without degree awarding powers offer programmes leading to the degrees of an institution which does have them. Some vocational qualifications below the level of a bachelor's degree are awarded by national awarding bodies, for example Edexcel (see 2.6.1.5.) which awards Higher National Certificates and Diplomas. See below for information on the awarding bodies for Foundation Degrees.

The organisation of higher education programmes is not regulated by law, all institutions structure their programmes along broadly similar lines. This is a three cycle framework, which conforms to the European Higher Education Area (EHEA) qualifications framework. Bachelor's degrees are of three or four years' duration for full-time students (three being more common for subjects other than modern languages and 'sandwich' courses that contain a work experience year). Master's degrees typically last for between one and two years. Doctoral programmes typically last for three years. See the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland below for the full range of qualifications.

The Dearing Report (Dearing, 1997) identified the lack of a consistent rationale for the structure or nomenclature of awards across higher education. The Report recommended that the Quality Assurance Agency for Higher Education (QAA) should develop and maintain qualifications frameworks for higher education qualifications - one framework for England, Wales and Northern Ireland and a separate framework for Scotland.

The first edition of the framework for higher education qualifications (FHEQ) in England, Wales and Northern Ireland was published by the QAA in 2001. A revised edition was published in August 2008.

A key purpose of the FHEQ is to promote a shared and common understanding of the expectations associated with typical qualifications by facilitating a consistent use of qualifications titles across the higher education sector. The fundamental premise is that qualifications should be awarded on the basis of

achievement of outcomes and attainment rather than years of study. Qualification descriptors set out the generic outcomes and attributes expected for the award of individual qualifications.

The FHEQ has five levels numbered 4 to 8, with bachelor's degrees located within level 6, master's degrees in level 7 and doctorates in level 8. The level numbers correspond with levels 4 to 8 in the National Qualifications Framework (NQF)/Qualifications and Credit Framework (QCF) for the vocational qualifications system (see section 2.4.1.) and can assist with transfer and progression between different levels and types of study. The FHEQ is not a credit framework. For information on credit frameworks see section 6.11. See also the statement published by the QAA in August 2008 outlining the relationship between the FHEQ and the higher education credit framework for England: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/FHEQCreditStatement.asp>

The FHEQ also aligns with the Framework for Qualifications of the European Higher Education Area to assist students' and graduates' international mobility (FQ-EHEA). Within each level, the various qualifications involve different volumes of learning and hence differences in the range of intended learning outcomes.

Framework for Higher Education Qualifications (FHEQ)

Typical higher education qualifications within each level	FHEQ level	Corresponding FQ-EHEA cycle
Doctoral degrees (eg, PhD/DPhil (including new-route PhD), EdD, DBA, DCLinPsy)**	8	Third cycle (end of cycle) qualifications
Master's degrees (eg, MPhil, MLitt, MRes, MA, MSc)	7	Second cycle (end of cycle) qualifications
Integrated master's degrees (eg, MEng, MChem, MPhys, MPharm)		
Postgraduate diplomas		
Postgraduate Certificate in Education (PGCE)		
Postgraduate certificates	6	First cycle (end of cycle) qualifications
Bachelor's degrees with honours (eg, BA/BSc Hons)		
Bachelor's degrees		
Professional Graduate Certificate in Education (PGCE)		
Graduate diplomas		
Graduate certificates		
Foundation Degrees (eg, FdA, FdSc)	5	Short cycle (within or linked to the first cycle) qualifications
Diplomas of Higher Education (DipHE)		
Higher National Diplomas (HND)		
Higher National Certificates (HNC)	4	
Certificates of Higher Education (CertHE)		

Courses leading to qualifications at **FHEQ level 8** normally require the equivalent of three years' full-time study.

There is a broad diversity of doctoral level programmes, including programmes which equip students for the labour market (these generally have significant taught elements and are known as professional doctorates) and programmes which equip students for academia. The titles PhD and DPhil are commonly used for doctorates awarded on the basis of original research. Doctoral programmes that may include a research component, but which have a substantial taught element, lead usually to awards that include the name of the discipline in their title (eg EdD for Doctor of Education).

Students entering doctoral programmes are normally in possession of a master's degree but, in some cases, a student with good results in a bachelor's degree with honours in a relevant discipline, may be able to embark on a doctorate without a master's degree with the agreement of the doctoral supervisor(s).

Note: Universities may also award honorary higher degrees (often doctorates) to persons of distinction in academic and public life, or to people who have made an outstanding contribution to the university or the local or national community. The titles of these senior doctorates normally reflect the field of the holder's interest more closely than do PhDs; thus titles such as Doctor of Letters (DLitt) and Doctor of Science (DSc) are awarded.

Courses leading to qualifications at **FHEQ level 7** include master's courses which typically last at least one calendar year (if taken full-time), and are taken by persons holding an honours degrees. Master's degrees are awarded after completion of taught courses or programmes of research, or a combination of both. Longer, research-based programmes often lead to the degree of MPhil. Integrated master's degrees – available in some science and engineering subjects - are awarded after extended undergraduate programmes that last, typically, a year longer than honours degree programmes (usually four years).

Also at this level are advanced short courses, often forming parts of continuing professional development programmes, leading to postgraduate certificates and postgraduate diplomas.

Holders of a bachelor's degree from the Universities of Oxford and Cambridge may apply for the degree of Master of Arts (MA) on payment of the appropriate fee, without undertaking any further study or examination. These are not considered to be academic qualifications.

Courses leading to qualifications at **FHEQ level 6** include bachelor's degrees with honours – commonly known as honours degrees – which form the largest group of higher education qualifications. Honours degree programmes typically last for three years if taken full-time, although they may be longer or shorter than three years. Longer courses include sandwich courses which incorporate periods of practical work in organisations outside the university or college, and courses specialising in modern foreign languages, which normally incorporate a year in the target language country. Shorter courses include accelerated two-year degrees which require students to study during the normal vacation periods.

Although there is no requirement for them to do so, all UK higher education institutions use the same system of classifying (ie grading) student attainment in honours degree programmes. There are potentially six points on the scale. Above the Fail grade institutions award a First, Upper Second (often known as a "two-one"), Lower Second (known as a "two-two") and Third Class degree. Institutions may also award a 'Pass' grade which does not carry honours.

There has recently been a debate about the use of the honours degree classification system. The Steering Group on Measuring and Recording Student Achievement, chaired by Professor Robert Burgess, reported in October 2007 on degree classification in England, Wales and Northern Ireland (Universities UK, 2007) and concluded that the system is no longer fit for purpose. The Group recommended the development of a Higher Education Achievement Report (HEAR), which will incorporate and build upon the Diploma Supplement. A trial of HEAR is currently underway across 18 institutions and four subjects.

Other courses at this level are short courses and professional 'conversion' courses, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline, leading to Graduate Certificates or Graduate Diplomas.

Courses leading to qualifications at FHEQ level 5 are intended to take two years of full-time study to complete or the part-time equivalent.

Foundation degrees were introduced in September 2001, following proposals announced by the Secretary of State in February 2000 and a prospectus issued by Higher Education Funding Council for England (HEFCE) in 2000. They are predominantly delivered through partnerships of further and higher education institutions,

and are intended to help education providers to address the shortage of intermediate-level skills and to widen participation in higher education and stimulate lifelong learning. They are available in employment-related subject areas such as internet computing; learning support; and hospitality, leisure and tourism.

Following the Government's White Paper 'The Future of Higher Education' (GB. Parliament. HoC, 2003b), a new national body, 'Foundation Degree Forward' (FDF) was set up in 2003 to support and promote the development and validation of foundation degrees. Foundation degrees are now available in Wales and Northern Ireland as well as in England.

Foundation degrees do not represent an end of first cycle higher education in terms of the Bologna Declaration (see 6.2.), but are designed to offer opportunities to progress to a bachelor's degree, which represents completion of first cycle higher education.

Courses leading to qualifications at FHEQ level 4 are usually offered in a vocational subject and normally take one year of full-time study or the part-time equivalent.

Content of certificates

Students who successfully complete their course receive a certificate detailing their achievement. There are no rules or guidelines for institutions concerning the type of information to be included on degree certificates, but most higher education institutions produce certificates containing very similar information – usually including the following:

- name of awarding higher education institution
- full title of award
- class or grade of award, if applicable
- full name of recipient
- date of award
- signature of, typically, the Registrar or Vice-Chancellor of the institution
- possibly the faculty within which the degree is based
- possibly the location of the campus.

In addition, higher education institutions usually issue transcripts of students' marks in individual subjects during their degree. The forms of these transcripts vary. However, as part of the Bologna Process, which aims to create greater consistency and compatibility within European higher education (see 6.2.), all UK higher education institutions are now moving towards issuing the European Diploma Supplement (DS). The Diploma Supplement is a document to be issued to students by their higher education institutions on graduation. It aims to describe the qualification they have received in a standard format that is easy to understand and compare. It also describes the content of the qualification and the structure of the system within which it was issued. The information contained in the Diploma Supplement is similar to transcripts that universities currently offer. By making it easier to compare qualifications gained in higher education systems across Europe, the Diploma Supplement attempts to facilitate mutual recognition of qualifications and lead to greater transparency and mobility. In England, Wales and Northern Ireland, higher education institutions began to introduce the Diploma Supplement from 2004/05 and the majority of institutions now issue it. The UK Higher Education Europe Unit advises the sector on implementation and has produced information on its implementation in the UK.

Professional qualifications

Some courses offered in higher education institutions are professionally accredited by relevant professional bodies. There are 30 Professional, Statutory and Regulatory Bodies (PSRBs) in the UK, which are the governing bodies of professions such as accountancy, architecture, dentistry, engineering, law and medicine. They are established by statute or regulated by Government through their Royal Charter to protect the public interest. The PSRBs accredit universities' programmes as providing a right to practice a profession, achieve exemption from professional examinations and/or membership of a professional body. The

Chartered Institute of Library and Information Professionals (CILIP), for example, is a professional body which accredits degree courses in librarianship and information science offered by universities.

Qualifications specific to a profession and required for its practice, which may be taken at a university or after initial studies at university are completed, are more often obtained through successfully completing examinations set or accredited by professional bodies such as the Chartered Institute of Public Finance and Accountancy and the Inns of Court School of Law.

A comprehensive list of awards and professional qualifications made by higher education institutions and other professional and accrediting bodies in the United Kingdom is available (Kogan Page, 2010).

[Beyond the Honours Degree Classification: the Burgess Group Final Report \(UUK, 2007\)](#)

[British Qualifications: A Complete Guide to Professional, Vocational and Academic Qualifications in The UK \(Kogan Page, 2010\)](#)

[Higher Education in the Learning Society \(Dearing, 1997\)](#)

[The Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(QAA, 2008b\)](#)

[The Future of Higher Education \(Cm. 5735\) \(GB. Parliament. House of Commons, 2003b\)](#)

[Edexcel Foundation](#)

[Foundation Degree Forward](#)

[Higher Education Funding Council for England \(HEFCE\)](#)

[Quality Assurance Agency for Higher Education \(QAA\)](#)

[Further Education and Training Act 2007](#)

6.16. Educational/Vocational Guidance, Education/Employment Links

Educational/Vocational Guidance

Institutions vary in the guidance offered to students. It is usual for all students to be assigned to a member of the academic staff of an appropriate department to act as personal tutor. The tutor may arrange to see the student at regular intervals, and the student may at any time approach the tutor for guidance.

All institutions make provision for career guidance for students who wish to take advantage of it.

In June 2000, the then Department for Education and Employment (DfEE) asked Professor Sir Martin Harris to lead a review of careers services run by universities and higher education colleges in England. The need for a review was based on the recognition that some careers services operated at the margins of the life of the institution, with insufficient influence on students and their preparation for working life. The goal was to identify ways in which the performance of careers services could be improved, leading to a better service to their customers. The final report, which contained 41 recommendations, was published in 2001 (DfEE, 2001). Following this, guidance was published (Universities UK, 2002) to enable higher education institutions to develop their careers education policies in accordance with the recommendations of the Harris review. A further report was published in 2005 (DfES, 2005b) which reflects the importance of careers education, information and guidance within the strategic priorities of all higher education institutions. It highlights the significant contribution made by careers education, information and guidance activities within other key policy agendas, such as employability, work-based learning and personal development planning, and tracks the many changes which have taken place in this field since the Harris review.

Education/Employment Links

Sandwich courses are the traditional means for students to combine coursework with work experience.

Institutions also provide courses for employers such as professional updating or in-service professional training.

Many employers regularly visit higher education institutions to give students the opportunity to discuss possibilities for employment.

The Department for Education and Skills (then responsible for higher education) published a five year strategy (DfES, 2004c) for England, stating that:

'We need to build broader and deeper links between higher education and employers. Higher education contributes over £34 billion to our economy and supports over half a million jobs. These links need to cover the application of research to innovation and enterprise; the engagement of employers in expanding and developing new foundation degrees; and partnership between higher education and employers to meet the ever-growing advanced skills needs in the workforce.'

The Higher Education Funding Council for England (HEFCE) also encourages higher education institutions to seek out opportunities for engagement with business, the public sector and the wider community. HEFCE supports this by:

- laying the foundation for a permanent third stream of funding (so called because it supports the third element of a higher education institution's mission alongside teaching and research) covering a number of years, allocated to promote and support a basic level of activity in most or all higher education institutions, and enhanced activity in some
- facilitating the development of an overall strategy and a common funding regime with government departments, partners and other agencies
- encouraging and supporting higher education institutions to seek, create and develop new markets and opportunities
- supporting the development of staff within higher education institutions to take full advantage of these new opportunities.

The Higher Education Innovation Fund (HEIF) is a partnership between HEFCE and the Department for Business, Innovation and Skills (BIS). It supports institutions to engage in a broad range of activities with business, public sector and community partners. In September 2007 the Government announced a fourth round of HEIF, to run from 2008/09 to 2010/11.

In 2003 HM Treasury, the, then, Department for Education and Skills and the, then, Department for Trade and Industry published a review of business-university collaboration (HM Treasury, 2003), which made a series of recommendations aimed at smoothing out the path between Britain's strong science base and the business community. The recommendations include:

- a greater role for the Regional Development Agencies in facilitating knowledge transfer in their regions
- a new funding stream for business-relevant research, along with increased and improved 'third stream' funding for knowledge transfer
- universities to develop a code of governance and to demonstrate good management and strong performance in return for a lighter regulatory touch from government and the Funding Councils
- development of model contracts and a protocol for intellectual property (IP) to speed-up IP negotiations
- encouraging new forms of formal and informal networks between business people and academics, including the establishment of a business-led research and development employers' forum
- universities to provide more information on student employability, and businesses to take a greater role in influencing university courses and curricula.

The review concluded that investment in third stream funding had been successful in generating culture change and increasing the capacity and effectiveness of knowledge transfer between higher education and business. At the same time the review noted that continued funding was critical to embed the change, increase the flow of knowledge and further develop the capabilities and commitment in the sector.

In England, the graduate apprenticeships initiative was announced by the then Department for Education and Employment (DfEE) in 1998 in the Green Paper 'The Learning Age' (GB. Parliament. HoC, 1998). Graduate apprenticeships are sector-specific frameworks which integrate study at degree or diploma level with structured work-based learning focused on National Vocational Qualifications (NVQs), NVQ vocational units and key skills units. The aim is to enhance entry into the labour market through a framework of learning opportunities.

The higher education funding bodies are seeking to involve employers in the development of new programmes and types of programme, such as foundation degrees (see 6.15.2.) and New Technology Institutes (NTIs). NTIs have been set up by consortia of higher education institutions, further education colleges and private sector organisations, with support from the Higher Education Funding Council for England (HEFCE). They offer a range of employment-related courses, including some at higher education level. NTIs are intended to meet regional needs for: increasing the supply of people with technician and higher-level skills in information and communications technologies (ICT) and other advanced technologies; and making available better advice and support to small and medium sized enterprises (SMEs), through improved links with higher and further education, on the effective adoption of new technology and innovative business practices.

In January 2009, the Higher Education Funding Council for England (HEFCE) launched the Economic Challenge Investment Fund (ECIF) to enable universities and colleges to provide tailored training, developing and professional support to vulnerable employers and individuals during the economic downturn. The fund requires matched funding from institutions.

[Delivering Quality: Quality Assurance and Delivery of Careers Education, Information and Guidance for Learning and Work Within Higher Education \(DfES, 2005b\)](#)

[Developing Modern Higher Education Careers Services: Report of the review led by Sir Martin Harris, Vice-Chancellor Manchester University \(DfES, 2001\)](#)

[Five Year Strategy for Children and Learners \(Cm. 6272\) \(DfES, 2004c\)](#)

[Lambert Review of Business-University Collaboration: Final Report \(HM Treasury, 2003\)](#)

[Modernising HE Careers Education: A Framework for Good Practice \(Universities UK, 2002\)](#)

[The Learning Age: a Renaissance for a New Britain \(GB. Parliament. House of Commons, 1998\)](#)

[Department for Business, Innovation and Skills \(BIS\)](#)

[Higher Education Funding Council for England \(HEFCE\)](#)

6.17. Private Education

The higher education institutions described in this chapter are government-dependent private institutions. They are not owned by the state, but they depend to a greater or lesser degree on state funding.

There are also a very small number of independent private institutions which receive no government funding. Most of these are linked in one way or another to universities through, for example, franchise or validation arrangements. A small number of private providers have their own degree awarding powers. Of these, only one, the University of Buckingham, has the right to use the title 'university'.

Most private providers of higher education are not-for-profit organisations, although in 2007 a profit-making private sector educational institution was awarded degree-awarding powers.

Although private providers receive no direct government funding, students on designated courses may be eligible for financial help on the same basis as students in other institutions.

6.18. Organisational Variations, Alternative Structures

Open and distance learning

Open and distance learning opportunities are provided by the Open University, the National Open College Network, the Open College of the Arts and by private correspondence colleges. Further education institutions may also provide open learning workshops. An online database of higher education courses offered by distance learning in the UK and worldwide is maintained by the International Centre for Open Learning, based at the Open University: <http://icdl.open.ac.uk>.

The Open University (OU) is a major provider of distance learning. Like other universities, the Open University is an autonomous institution able to award its own degrees. It was granted its Royal Charter in 1969, and the first students were admitted in 1971. The Open University is now the UK's largest university in terms of student numbers, with over 175,000 students, most of whom are studying part-time. Around 10,000 OU students have a disability.

No entry qualifications are required for Open University courses, other than for postgraduate programmes.

Open University students pay their own tuition fees, although many are eligible for support for part-time students (see section 6.8.1.), depending on how intensively they are studying their course and on their income.

The Open University's style of teaching is called 'supported open learning', meaning that students receive support from a tutor and the student services staff at regional centres, as well as from centralised areas such as the library. Some courses include residential or day schools, held at various times and locations.

The Code of Practice for the guidance of institutions subscribing to the Quality Assurance Agency for Higher Education (QAA) includes a section (section 2) covering flexible and distributed learning (including e-learning) (QAA, 2004).

Collaborative provision

Higher education institutions may enter into a wide range of collaborative or partnership arrangements with other institutions or organisations, in both the UK and overseas. One example of such an arrangement is known as franchising, where an awarding institution agrees to authorise the provision of the whole or part of one or more of its own approved programmes, by a partner organisation.

The Code of Practice for the guidance of institutions subscribing to the Quality Assurance Agency for Higher Education (QAA) includes a section (section 2) covering collaborative provision (QAA, 2004).

Continuing education

Higher education institutions may also offer continuing education and professional development courses for individuals, organisations, and professional groups. Courses are offered on a part-time basis, online, or in the form of short courses (one day to several weeks and residential summer

[Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 2: Collaborative Provision \(QAA, 2004\)](#)

[National Open College Network \(NOCN\)](#)

[Open College of the Arts](#)

Open University

6.19. Statistics

Institutions

Number of Institutions, August 2009

	Higher education institutions	Universities	University colleges
England	132	91	9
Wales	11	8	1
Northern Ireland	4	2	2
Scotland	19	15	0
United Kingdom	166	116	12

Note: Federal institutions such as the University of London are counted as a single university and the self-governing constituent colleges are counted as separate HEIs.

Source: Higher Education in Facts and Figures - Summer 2009. (UUK, 2009).

HEIs range in size from just over 100 students to around 40,000 students. The Open University, whose part-time students study by distance learning, is even larger with over 175,000 students.

Staff and Students

In 2007/08 there were 2,476,900 higher education students in the UK, of which 1,540,000 were full-time and 936,900 were part-time. They include 508,200 postgraduate students, made up of 249,200 full-time postgraduate students and 259,000 part-time postgraduate students.

There were 347 300 overseas students in higher education in 2007/08.

There were 1.2 million new entrants to higher education in 2007/08, of which just under half (44 per cent) were part-time (DCSF 2009f).

In 2007/08 there were 116 000 full-time academic staff in higher education institutions in the UK

Qualifications Awarded

Higher Education Qualifications Awarded at UK HEIs: 2007/08

	Full-time	Part-time	Total
First degrees	297,235	37,655	334,890
Other undergraduate qualifications	49,955	74,630	124,585
Foundation degrees	9,570	5,405	14,975
Doctorates	13,140	3,495	16,635
Other higher degrees	86,390	32,540	118,930
PGCE	18,870	3,080	21,950
Other postgraduate qualifications	13,835	30,655	44,490
Total	488,995	187,460	676,455

Source: Higher Education in Facts and Figures - Summer 2009. (UUK, 2009).

Additional statistics

Additional statistics on higher education can be obtained from the following websites:

- The Higher Education Statistics Agency: <http://www.hesa.ac.uk>
- The Office for National Statistics: <http://www.statistics.gov.uk/CCI/nscl.asp?ID=6085>
- The Department for Children, Schools and Families / Department for Business, Innovation and Skills research and statistics gateway: <http://www.dfes.gov.uk/rsgateway/>
- Universities UK: <http://www.universitiesuk.ac.uk/Publications/Pages/Default.aspx>

7. Continuing Education and Training for Young School Leavers and Adults

This chapter deals primarily with the continuing education and training of young people (aged 16+) outside of schools, and of adults, which generally includes vocational, academic, leisure and personal development courses. In England, Wales and Northern Ireland the term traditionally used to describe such provision is 'further education'.

This chapter also deals briefly with vocational and work-related training for 14- to 16-year-olds provided by further education providers and schools working in partnership.

7.1. Historical Overview

Adult and further education developed mainly from the Mechanics Institutes in the early nineteenth century and later led to the establishment of technical schools. Mechanics Institutes were originally established to provide tuition for working people in the basic skills of reading, writing and arithmetic but, as the availability of free elementary education improved, they broadened their range to include scientific and technical subjects. Over time the sector grew to include a wide range of education and training opportunities, primarily for young people above compulsory school age (16 years) and adults.

The further education sector in England and Wales was reformed in 1992. The Further and Higher Education Act 1992 changed the structure of further education by creating the Further Education Funding Council sector (FEFC sector). This sector consisted largely of institutions previously maintained by local education authorities (LEAs) which became autonomous institutions and received funding through the Further Education Funding Councils for England and Wales respectively. Institutions which provided mostly part-time recreational activities for adults (see 7.5.3.) were not part of the FEFC sector, yet were still defined as further education by the 1992 Act.

The Further and Higher Education Act 1992 also granted independent status as further education corporations to existing LEA-maintained (both general and specialist) and tertiary colleges, which had at least 15 per cent of their students (in full-time equivalent terms) attending full-time on sandwich courses, day-release courses or block-release courses. Voluntary-aided tertiary colleges and some other institutions were included in the further education sector as designated institutions. These corporations and designated institutions offered full- and part-time further education courses to students over compulsory school age (16 years).

In Northern Ireland, since April 1998, further education colleges have been autonomous institutions independent of Education and Library Boards and with a legal status similar to that of public companies.

The Learning and Skills Act 2000 disbanded the Further Education Funding Councils along with the Training and Enterprise Councils (TECs) (local companies which organised training at local level) in England and Wales, and created new bodies, the Learning and Skills Council for England and the then National Council for Education and Training for Wales (National Council – ELWa). In April 2006, the responsibilities of ELWa were assumed by the Welsh Assembly Government's Department for Education, Lifelong Learning and Skills (DELLS) (now the Department for Children, Education, Lifelong Learning and Skills, DCELLS). The Learning and Skills Council and DCELLS fund and organise all post-compulsory education and training of young people aged 16+ and adults (excluding higher education) in one overarching sector. They operate through nine regional councils which oversee the work of local partnership teams in England, and through regional committees and community consortia for education and training (CCETs) in Wales.

Most recent legislation/developments

The Leitch Review of Skills was published in December 2006 (Leitch, 2006). It stated that the UK must urgently raise its skills levels and outlined a range of recommendations to help achieve this, which included increasing adult skills at all levels, and strengthening employers' engagement and investment in skills. The Review led to the establishment of the UK Commission for Employment and Skills (UKCES) in June 2008 to advise central Government and the devolved administrations in Northern Ireland, Scotland and Wales on the effectiveness of the employment and skills system. For more detailed information about the response to the review in England and Wales, see section 7.2.1. and 7.2.2. respectively.

The Further Education and Training Act 2007 was passed in October 2007. It made provision to restructure the Learning and Skills Council in England and allow English FE institutions to apply for foundation degree awarding powers. It also made provision to improve the quality of FE provision in England and Wales.

The Education and Skills Act 2008, which was passed in November 2008, includes provisions to raise the compulsory age of participation in education and training to 18 and strengthen the funding entitlement of adults to free training. These provisions apply to England only. See section 7.2.1. for further information.

In addition, the Apprenticeships, Skills, Children and Learning Act 2009, passed in November 2009, contains a range of measures affecting further education in England and Wales. For further information, see 7.2.1. and 7.2.2.

Developments specific to England

In 2003, the Government in England launched its first Skills Strategy, the White Paper '21st Century Skills – Realising our Potential: Individuals, Employers, Nation for England' (GB. Parliament. HoC, 2003). It set out the roles of key partners at national, regional and local level, and launched a 'Skills Alliance' of key government departments and employer and trade union representatives to take the strategy forward.

In March 2005, the then Department for Education and Skills (DfES) published 'Skills: Getting on in Business, Getting on at Work' (GB. Parliament. HoC, 2005b) which builds on the Skills Strategy. This developed the Government's strategy for ensuring that employers have the right skills to support the success of their businesses, and to help individuals gain the skills they need to be employable and personally fulfilled. It also set out a lifelong learning strategy to tackle the need for a skilled workforce.

Specific proposals outlined in the 2005 White Paper included the establishment of a network of Skills Academies. These are employer-led centres of excellence which aim to deliver the skills required by individual sectors of the economy (see section 7.5.5.). They are intended to provide a network of specialist colleges and training providers.

The 2005 White Paper also introduced 'Train to Gain', an employer-led training scheme in September 2006. The 'Train to Gain' service gives employers access to a free 'Skills Broker' service, which offers impartial advice and access to quality training, and matches training needs with training providers. The scheme also provides fully subsidised training for low-skilled employees. In November 2007, the Learning and Skills Council (LSC) published 'Train to Gain: A Plan for Growth' (LSC, 2007), which outlines plans to expand the service. It is intended that by 2010/11, the service will support more than 950,000 employees each year.

On 27 March 2006, the then Department for Education and Skills (DfES) (now BIS) published a new further education White Paper entitled 'Further Education: Raising Skills, Improving Life Chances' (GB. Parliament. HoC, 2006). This developed existing White Papers and responded to the recommendations made by Sir Andrew Foster in an independent review of the future role of further education (FE) colleges (Foster, 2005). It set out a series of reforms which aimed to raise skills and qualification levels for young people and adults, and make the sector more responsive to the skills needs of individuals and employers. The main reforms included:

- An entitlement to free tuition for people aged between 19 and 25 who are studying for their first qualification at Level 3 of the National Qualifications Framework (Qualifications and Credit Framework, see section 2.4.3.). This began to be introduced in August 2007.
- New Adult Learning Grants to help students with living costs, which were launched nationally in September 2007.

The White Paper also set out proposals for the development of standard indicators on quality, responsiveness and finance for post-16 learning providers – referred to as the Framework for Excellence (FfE). The Framework is part of a new, national Quality Improvement Strategy, which is intended to support the further education sector in its drive for excellence. For further information, see section 9.4.1.2.

Developments specific to Wales

In Wales, the 'Skills and Employment Action Plan for Wales' set a strategic framework for policies and programmes in this sector (WAG, 2003d). This strategy was strengthened by the 'Skills Concordat for Wales' (WAG, 2004a), signed by the National Assembly, the then National Council - ELWa (see), the Wales Trade Union Congress, and the Confederation of British Industry Wales (CBI Wales). This partnership was established to address the main key issues of skills development and productivity and to ensure synergy.

The first Skills and Employment Action Plan was replaced in 2005. The priorities of the new Skills and Employment Action Plan, known as SEAP2 (WAG, 2005a) were to improve the mechanisms for workforce development, supply new entrants to the labour market with the skills necessary for employment, work with employers and employees to improve skills, and help more people into sustained employment.

One of the key actions of SEAP2 was the renewal of the Welsh National Basic Skills Strategy. 'Words Talk – Numbers Count' (WAG, 2005b) is the second phase of this strategy and aims to raise literacy and numeracy standards for people of all ages in Wales. The strategy is being overseen by the Welsh Assembly Government, with cooperation from most other Welsh education bodies.

Also supported in SEAP2 were sector skills agreements. Business and education providers in Wales launched the first sector skills agreements in summer 2005. These agreements, co-ordinated and brokered by Sector Skills Councils (see section 2.6.1.8.) aim to ensure that education and training more closely meet the needs and demands of employers.

Produced in 2006, 'The Learning Country: Vision into Action' (DELLS, 2006c) sets out a plan for skills, further education (FE) and lifelong learning until 2010. Key areas for development include:

- Improving skills and adding value to the Welsh economy. A key part of the plan was to review the strategic mission of the FE sector in Wales (see 7.2.2. for further information).
- Improving the quality of post-16 learning, by developing a suite of indicators against which providers can benchmark their performance; improving collaboration between individual FE institutions and between FE institutions and schools; and fully implementing the National Planning and Funding system for post-16 provision (see section 2.8.3.1.).
- Supporting the Welsh language by revitalising 'Welsh for Adults' provision, and supporting staff training in schools, FE and training providers in the development of Welsh-medium and bilingual provision.

Developments specific to Northern Ireland

In response to the Northern Ireland Assembly Committee for Employment and Learning's inquiry into Education and Training for Industry in September 2001, the Department for Employment and Learning (DEL) undertook a major review of the further education (FE) sector in Northern Ireland.

The Department's strategy document 'Further Education Means Business' (DELNI, 2004) made proposals for the future of the further education sector in Northern Ireland and underlined the importance of collaboration and partnership between the statutory FE sector and voluntary and community organisations. In taking

forward the strategy, DEL envisaged voluntary bodies, in collaboration with FE colleges playing a valuable role in bringing FE provision to a wider cross-section of the community.

One of the other key strands of the strategy was the size and structure of the sector and, in June 2004, consultants were appointed to carry out an economic appraisal. Seven key principles were identified, against which options were evaluated:

- improving the capacity of colleges to deliver the FE strategy
- sustaining ease of access and equity to learners
- ensuring greater coherence across the sector
- enhancing the status of the sector
- making best use of investment
- securing better value for money and greater efficiency
- ease of implementation.

Following this review, in August 2007, Northern Ireland's 16 further education colleges were merged into six larger, area based groupings.

Further Education Means Business: For People, Communities and the Economy in Northern Ireland (DELNI, 2004)

Further Education: Raising Skills, Improving Life Chances (Cm 6768) (GB. Parliament. House of Commons, 2006)

Skills and Employment Action Plan for Wales (WAG, 2003d)

Skills and Employment Action Plan for Wales 2005 (WAG, 2005a)

Skills Concordat for Wales (WAG, 2004a)

Skills: Getting on in business, getting on at work (Cm 6483-1) (GB. Parliament. House of Commons, 2005b)

The Learning Country: Vision into Action (WAG, 2006e)

Train to Gain: A Plan for Growth (LSC, 2007)

UK Skills: Prosperity for all in the global economy –world class skills (Leitch, 2006)

Words Talk - Numbers Count: The Welsh Assembly Government's Strategy to Improve Basic Literacy and Numeracy in Wales (WAG, 2005b)

Confederation of British Industry (CBI)

Department for Business, Innovation and Skills (BIS)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Department for Employment and Learning (Northern Ireland) (DEL)

Learning and Skills Council (LSC)

National Assembly for Wales (NAfW)

Apprenticeships, Skills, Children and Learning Act 2009

Education and Skills Act 2008 Chapter 25

Further and Higher Education Act 1992

Further Education and Training Act 2007

7.2. Ongoing Debates and Future Developments

See the sub-sections which follow: 7.2.1. for England; 7.2.2. for Wales; and 7.2.3. for Northern Ireland.

7.2.1. England

Leitch Review of Skills

Lord Leitch was commissioned by the Chancellor of the Exchequer, the UK Cabinet Member responsible for economic and financial affairs to "identify the UK's optimal skills mix in 2020 to maximise economic growth, productivity and social justice, and to consider the policy implications of achieving the level of change required". His final report, 'UK Skills: Prosperity for all in the global economy – world class skills' was published in December 2006 (Leitch, 2006). It stated that the UK must urgently raise its skills levels and outlined a range of recommendations to help achieve this, which included increasing adult skills at all levels, and strengthening employers' engagement and investment in skills.

In July 2007, the Government published 'World Class Skills: Implementing the Leitch Review of Skills' (DIUS, 2007), which outlined its response to the Leitch Review. Responses made to employers and individuals included:

For employers:

- strengthening the employer voice, with a new UK Commission for Employment and Skills, which will report to central Government and the devolved administrations in Wales, Northern Ireland and Scotland and advise on the effectiveness of the employment and skills system (see below)
- giving employers a leading role in the reform and development of vocational qualifications for their sector, and making it easier for them to have their own training programmes accredited.
- encouraging employers to voluntarily commit to a new 'Skills Pledge' to train all eligible employees up to Level 2 of the National Qualifications Framework (which is now being replaced by the Qualifications and Credit Framework, see)
- improving and expanding the 'Train to Gain' scheme (see 7.10.8.)
- encouraging a wide range of higher education institutions to increase their focus on workforce development and collaborate with employers to deliver training that meets their needs. See for further information.

For individuals:

- creating 'Skills Accounts' and a new adult careers service to better meet the needs of low-skilled and unemployed adults
- strengthening the current funding entitlement for adults to free training.

UK Commission for Employment and Skills

In response to the Leitch Review, the Government launched the UK Commission for Employment and Skills (UKCES) on 1st April 2008 to advise Ministers across the UK on the effectiveness of the employment and skills system. In April 2009, UKCES published its corporate plan for 2009 to 2014 (UKCES, 2009). It is based on the following three broad priorities:

- to secure more strategic and demand-led employment and skills systems, better able to anticipate and respond to both current and emerging skills needs
- to maximise the number of individuals who achieve sustained employment with skills and progression
- to increase employer ambition, engagement and investment in skills.

Education and Skills Act 2008

The Education and Skills Act 2008, passed in November 2008, aims to help achieve the skills challenge highlighted by the Leitch Review by increasing participation in learning for young people and adults. Key elements of the Act include:

- raising the compulsory age of participation in education or training to 17 from 2013, and to 18 from 2015
- providing adults with free training in basic literacy and numeracy and courses leading to a first qualification at level 2 of the National Qualifications Framework (which is being replaced by the Qualifications and Credit Framework, see)
- requiring local authorities to have regard to new quality standards for information, advice and guidance services for young people.

Inquiry into the future of lifelong learning

In September 2007, the National Institute of Adult Continuing Education (NIACE) began an inquiry into the future of lifelong learning. Its overall goal was to offer a coherent strategic framework for lifelong learning in the UK. The inquiry considered the critical issues facing society over the next 15 to 20 years and their implications for lifelong learning. However, its primary focus was on adult learning, and on adults returning to learn. The key themes of the inquiry were: prosperity, employment and work; demography and social structure; well-being and happiness; migration and communities; technological change; poverty reduction; citizenship and belonging; crime and social exclusion; and sustainable development.

The main report of the inquiry was published in September 2009 (Schuller and Watson, 2009). It outlined a series of recommendations for a UK lifelong learning strategy, which aims to take account of an ageing society and changes in employment patterns resulting from young people taking longer to settle into jobs and older people taking longer to leave work. The recommendations included:

- basing lifelong learning policy on a new model of the educational life course, with four key stages (up to 25, 25 to 50, 50 to 75, 75+)
- building a set of learning entitlements to strengthen choice and motivation to learn
- implementing a credit-based system to make learning more flexible and accessible
- creating a common framework of learning opportunities, which should be available in all areas
- increasing responsibility for lifelong learning at local level within national frameworks that allow for the development of a coherent lifelong learning strategy across the UK.

Informal adult learning

From January to June 2008, the then Department for Innovation, Universities and Skills (DIUS) (now the Department for Business, Innovation and Skills, BIS) held a consultation to stimulate debate on informal adult learning. 'Informal Adult Learning – Shaping the Way Ahead' (DIUS, 2008b) considered the Government support for informal adult learning and how to improve it and ways to develop the use of technology in informal adult learning.

Following the consultation, in March 2009, DIUS (now BIS) published the White Paper, 'The Learning Revolution' (GB. Parliament. HoC, 2009z) which sets out its strategy for informal learning. The White Paper aims to increase opportunities for learning for pleasure, in particular, amongst disadvantaged groups and older learners. The proposals include:

- a new transformation fund to support the development of new adult learning partnerships and to encourage the use of technology and broadcasting to develop learning opportunities
- working across government departments and local authorities to develop new spaces such as libraries, art galleries, schools and colleges, for self-organised learning activities.

Adult literacy and numeracy strategy

In March 2009, the DIUS (now BIS) published a revised adult literacy and numeracy strategy, 'Skills for Life: Changing Lives' (DIUS, 2009). Plans set out in this strategy include spending £25 million each year between 2008 and 2011 for the delivery of family literacy, language and numeracy provision). A government target for public service delivery (a Public Service Agreement or PSA) is associated with this – a PSA target has been set for 597,000 people of working age to achieve a first level 1 or above literacy qualification between 2008 and 2011.

Apprenticeships, Skills, Children and Learning Act

The Apprenticeships, Skills, Children and Learning Act, which received Royal Assent in November 2009, makes provision for a range of reforms affecting further education (FE). These include:

- **Reforms to the delivery of post-16 education and training.** The Learning and Skills Council (LSC) is currently responsible for the planning and funding of all post-16 education. From April 2010, local authorities (LAs) will have responsibility for commissioning and funding all education and training up to the age of 19. A new organisation, the Young People's Learning Agency (YPLA) will support LAs in carrying out their new duties.
- **Responsibility for post-19 education and training** will transfer to a new Skills Funding Agency (SFA) from April 2010. It will be supported by a new Adult Advancement and Careers Service (AACCS) and a National Employer Service offering skills advice and support to large national employers, which should both be operational from 2010. The SFA will also house the National Apprenticeship Service, which was launched in April 2009. It provides leadership, support and advocacy for Apprenticeship programmes.
- **Sixth-form colleges.** These institutions are currently part of the FE sector. Although they have, and will continue to have, many features in common with FE colleges, they have also maintained a distinct identity, which will now be reflected in a separate legal definition.
- **Apprenticeships.** Taking forward the plans outlined in 'World-class Apprenticeships: Unlocking Talent, Building Skills' (DIUS, 2008f), the Act will provide a statutory framework for apprenticeships, including the development of a specification for apprenticeship standards and guarantee that all suitably qualified young people are entitled to an apprenticeship place from 2013.
- **Right to request time to train** From April 2010, all employees will be given a right to request from their employer time away from their core duties to undertake training.

Skills strategy

In November 2009, the Government published 'Skills for Growth' (BIS, 2009), which outlines its strategy for achieving economic growth and individual prosperity. The strategy sets an overarching target that three-quarters of the population should participate in higher education, or complete an advanced apprenticeship or a course at an equivalent level by the age of 30. Proposals include:

- giving a new strategy setting role to the Regional Development Agencies (RDAs). From April 2010, the nine regional Learning and Skills Councils will be dissolved and the work of developing regional skills strategies will be taken on by the RDAs
- increasing the number of advanced apprenticeships (see 7.10.7.) over the next two years
- investing in skills in the sectors of the economy which have most impact on economic growth and jobs
- improving skills accounts, which give access to training courses that are fully or partially-funded by the Government. By 2012, the Government intends to increase the number of places where they can be used and improve information about courses
- Introducing 'light touch' monitoring arrangements for the best colleges and training institutions.

Five Year Strategic Plan 2009-201 (UKCES, 2009)

Further Education: Raising Skills, Improving Life Chances (Cm 6768) (GB. Parliament. House of Commons, 2006)

Informal Adult Learning - Shaping the Way Ahead (DIUS, 2008b)

Learning Through Life: Inquiry into the Future for Lifelong Learning (IFLL) (Schuller and Watson, 2009)

Skills for growth: The National Skills Strategy. Cm 7641. (BIS, 2009a)

Skills for Life. The National Strategy for Improving Adult Literacy and Numeracy Skills (DfEE, 2004)

Skills for Life: Changing Lives (DIUS, 2009c)

The Learning Revolution (GB. Parliament. HoC, 2009z)

UK Skills: Prosperity for all in the global economy –world class skills (Leitch, 2006)

World Class Skills: Implementing the Leitch Review of Skills in England (DIUS, 2007)

World-class Apprenticeships: Unlocking Talent, Building Skills (DIUS, 2008d)

Department for Business, Innovation and Skills (BIS)

Learning and Skills Council (LSC)

National Apprenticeships Service

National Employer Service

National Institute of Adult Continuing Education (England and Wales) (NIACE)

Ofqual (Office of the Qualifications and Examinations Regulator)

Qualifications and Curriculum Development Agency (QCDA)

UK Commission for Employment and Skills

Apprenticeships, Skills, Children and Learning Act 2009

Education and Skills Act 2008 Chapter 25

Further Education and Training Act 2007

7.2.2. Wales

Following proposals outlined in 'The Learning Country: Vision into Action' (DELLS, 2006e) (see 7.1.), the Welsh Assembly Government commissioned a review of the mission and purpose of further education, which also included an analysis of developments in 14 to 19 education, responsiveness to the skills needs of employers and the economy, and adult learning. The review's final report (Webb, 2007), published in December 2007, outlined three core groups of recommendations relating to:

- the planning and funding of 14-19 provision through a new system of commissioning consortia
- a major refocusing of post-19 funding on employer-led training and
- the reconfiguration of further education institutions – merging smaller institutions with larger ones to ensure greater efficiency.

In July 2008, in response to the above review and the Leitch Review of Skills (see 7.2.1.), the Welsh Assembly Government published a new skills and employment strategy which supersedes the Skills and Employment

Action Plan 2005 (see 7.1.). 'Skills that Work for Wales: a Skills and Employment Strategy and Action Plan' (DCELLS, 2008k) aims to address the following key priorities:

- improving the levels of basic literacy and numeracy skills in the workforce
- ensuring everyone has skills essential to take up employment and maintain their employability within the labour market
- increasing the demand for, and supply of, intermediate and high-level skills
- addressing skills gaps and shortages in priority sectors and supporting economic development through investment in post-19 skills and
- establishing effective and efficient learning provision.

The Wales Employment and Skills Board (WESB) has been established to drive forward the implementation of 'Skills that Work for Wales'. It aims to strengthen the employer voice on skills in Wales; provide advice to Welsh Ministers; and help Wales to develop a high-skills economy.

From September to December 2008, the DCELLS held a consultation on adult community learning, focusing on provision for those aged 19+, which is not vocational in nature (DCELLS, 2008b). The consultation aims to address issues raised in 'Skills that Work for Wales' relating specifically to adult community learning policy. It is also intended to shape a five year policy to improve the way adult community learning is delivered.

Amongst the plans outlined in 'Skills that Work for Wales' was the introduction of a revised Quality and Effectiveness Framework for post-16 learning (WAG, 2009b). The revised framework places greater emphasis on providers themselves taking responsibility for working together to improve quality and share good practice, through initiatives such as benchmarking and peer review. See 9.4.1.2. for further information.

14-19 Learning Pathways is a commitment to the transformation of learning provision for all young people in Wales. It addresses the need for a more flexible and balanced approach to the education of 14- to 19-year-olds, providing a wider range of experiences which will suit the diverse needs of Wales' young people. The Learning and Skills (Wales) Measure 2009 received royal approval in May 2009 and creates a statutory basis for '14-19 Learning Pathways'. Further information is available in section 5.2.2.

The Apprenticeships, Skills, Children and Learning Act 2009 (see 7.2.1.), passed in November 2009, contains some provisions which apply to Wales. These include enabling FE institutions to apply for the power to grant foundation degrees and confer powers on Welsh Ministers to specify apprenticeship standards in Wales.

[Delivering Skills that Work for Wales: A New Approach to Adult Community Learning \(DCELLS, 2008b\)](#)

[Quality and Effectiveness Framework for post-16 learning in Wales: Delivering Skills that Work for Wales \(WAG, 2009b\)](#)

[Skills and Employment Action Plan for Wales \(WAG, 2003d\)](#)

[Skills and Employment Action Plan for Wales 2005 \(WAG, 2005a\)](#)

[Skills Concordat for Wales \(WAG, 2004a\)](#)

[Skills that Work for Wales: a Skills and Employment Strategy and Action Plan \(DCELLS, 2008k\)](#)

[The Learning Country: Vision into Action \(WAG, 2006e\)](#)

[The Report of the Independent Review of the Mission and Purpose of Further Education in Wales in the context of the Learning Country: Vision into Action \(Webb, 2007\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[National Assembly for Wales \(NAFW\)](#)

[Wales Employment and Skills Board \(WESB\)](#)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Further Education and Training Act 2007](#)

[Learning and Skills \(Wales\) Measure 2009](#)

7.2.3. Northern Ireland

In February 2006, the Department for Employment and Learning (DEL) published its skills strategy. This aims to allow people to progress up a skills ladder; to raise the skills level of the whole workforce; to help deliver high productivity and increased competitiveness; and to secure Northern Ireland's future in a global marketplace. 'Success through Skills: The Skills Strategy for Northern Ireland' (DEL, 2006) also sets out how DEL aims to take its proposals forward in partnership with employers and their representative bodies; individuals and trade unions; training and education providers; the community and voluntary sector; and other government departments.

In January 2007, DEL published 'Success through Excellence: A Quality Improvement Strategy for the Further Education and Training System in Northern Ireland' (DEL, 2007x). The strategy aims to develop and embed a culture of self-improvement within the system; ensure that inspection findings are addressed effectively and develop strong leadership and management.

In January 2009, the Minister of Education and the Minister for Employment and Learning jointly launched a new careers advice strategy, focusing initially on the next five years (DE et al., 2009). It outlines a strategy to improve the quality of careers education, information, advice and guidance (CEIAG) for learners of all ages. The strategy comprises five key themes:

- improving careers education – including career planning, careers information and work-related learning and skills
- improving access to careers information – including the development of the Northern Ireland Careers Service website as an information hub
- improving the provision of careers advice and guidance, particularly for young people and adults who are vulnerable to social exclusion
- improving quality through a new quality assurance framework for CEIAG and
- improving qualifications and continuous professional development for all those involved in CEIAG.

Between July and October 2009, the Department for Employment and Learning held a consultation (DEL, 2009) which outlined proposals to introduce a new right for employees to request time away from their duties to undertake training. The Government's response to the consultation is expected early 2010. Introducing this new right would bring Northern Ireland in line with England and Wales, where legislation has been passed to introduce this right from April 2010 (see 7.2.1.).

[Flexible Working and Time to Train: Proposed Extension of Flexible Working Law. Introduction of a New Right to Request Time to Train \(DEL, 2009\)](#)

[Preparing for Success: Careers Education, Information, Advice and Guidance \(DE and DEL, 2009\)](#)

[Success through Excellence: A Quality Improvement Strategy for the Further Education and Training System in Northern Ireland \(DEL, 2007x\)](#)

[Success through Skills: The Skills Strategy for Northern Ireland \(DEL, 2006\)](#)

[Department for Employment and Learning \(Northern Ireland\) \(DEL\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

7.3. Specific Legislative Framework

Separate legislative frameworks apply in England and Wales (see 7.3.1.) and Northern Ireland (see 7.3.2.).

7.3.1. England and Wales

In England, the Secretary of State for Business, Innovation and Skills and the Department for Business, Innovation and Skills (BIS) are responsible for the broad direction of policy in this sector, while the Learning and Skills Council (LSC) and its local arms implement policy and have statutory obligations for provision.

In Wales, responsibility lies with the Deputy Minister for Science, Innovation and Skills and the National Assembly for Wales.

The key piece of legislation is the Learning and Skills Act 2000, which radically reformed the post-compulsory sector in England and Wales. As a result, the planning and funding for all post-compulsory learning below higher education, including that provided in schools, was integrated into one overarching sector under the auspices of the Learning and Skills Council (LSC) in England and the then National Council - ELWa in Wales (whose responsibilities are now part of the Department for Children, Education, Lifelong Learning and Skills, DCELLS). In England, the LSC works through a national office in Coventry and nine regional offices which oversee the work of local partnership teams throughout the country. In Wales, ELWa worked through regional committees and community consortia for education and training (CCETs).

The 2000 Act distinguishes between education and training for persons aged 16 to 19 years and for those aged 19 years and over. In respect of both age groups, LSC in England and DCELLS in Wales, have a statutory duty to secure the provision of reasonable facilities for:

- education (other than higher education) suitable to the requirements of persons aged 16 to 19 years and for persons over 19
- training suitable to the requirements of such persons
- organised leisure-time occupation connected with such education
- organised leisure-time occupation connected with such training.

Facilities for those aged over 19 includes provision for what is now widely referred to as adult and community learning (ACL). This is an umbrella term for the wide range of learning made accessible to adults including language, basic skills, ICT and leisure courses, most of which take place outside the 'formal' further education sector. Local authorities (LAs) have responsibility for securing ACL as part of the range of post-16 education funded by the Learning and Skills Council in England or DCELLS in Wales. LAs have a high degree of autonomy in deciding which organisations they will work with and through to make this provision, and what the nature of that provision will be. Partners can include local community groups, voluntary organisations, colleges and schools.

NB. The Apprenticeships, Skills, Children and Learning Act, which was passed in November 2009, makes provision to reform further education in England. The Learning and Skills Council will be dissolved and from April 2010, responsibility for the education of 16- to 19-year-olds will be transferred to local authorities (LAs). Responsibility for post-19 education and training will be transferred to a new Skills Funding Agency (SFA). See 7.2.1. for more detailed information about the Act.

The Learning and Skills Act 2000 also made provision for the establishment of new youth support programmes, the Connexions service in England and Careers Wales in Wales (see 5.18.). In addition, the Act established the Adult Learning Inspectorate (ALI) and expanded the functions of the, then, Office for Standards in Education (Ofsted) in respect of provision for 16- to 19-year-olds in further education institutions as well as schools, see 9.4.2.2.. Similarly, in Wales, the remit of Estyn, Her Majesty's Inspectorate for Education and Training in Wales, was widened to include the inspection of post-16 education and training. The legislation also enabled the National Assembly for Wales to introduce other new structures for post-16 education and training as necessary.

Following the Education and Inspections Act 2006, on 1 April 2007, a new, single inspectorate for England came into being: the Office for Standards in Education, Children's Services and Skills. The new organisation – still known as 'Ofsted' – took over the responsibilities of the ALI as well as three other inspectorates. See section **9.1.1.** for further information.

The Learning and Skills Act 2000 extended the powers of further education institutions in England and Wales to provide secondary education to pupils in key stage 4 of compulsory education (aged 14 to 16). Such provision, funded through the LSC in England and DCELLS in Wales, can, for example, enable young people to undertake vocational or work-related learning at further education colleges. The aim of this measure was to support a drive to increase the flexibility of the curriculum for 14- to 16-year-olds (see 5.13.1.1.2.) and to introduce General Certificates of Secondary Education (GCSEs) in vocational/applied subjects (see 5.17.1.2.).

The Education Act 2002 further strengthened the strategic role of the Learning and Skills Council (LSC), including enabling the LSC to support workplace learning for 14- to 16-year-olds.

The reform of 14 to 19 education in England and Wales further extends links between schools and further education (FE) institutions. In England, the Education and Inspections Act 2006 made provision for the introduction of 17 new diploma qualifications combining general/academic and vocational learning from September 2008. From 2013, all young people will have an entitlement to access the diplomas in their local area. To deliver the entitlement, schools will need to work with each other and with FE institutions and other providers. The Act also empowers them to enter into formal collaboration with FE institutions. For further information regarding the new diplomas, see section 5.2.1.

In Wales, the Learning and Skills (Wales) Measure 2009 began to come into force in December 2009. Its main purpose is to create a right for 14- to 19-year olds to follow a course of study from a local area curriculum or 'Options Menu', which would contain a wide range of academic and vocational study options. It also places a duty on schools and FE institutions to consider cooperation to meet the requirements regarding local curricula. See 5.2.2. for further information.

The Teaching and Higher Education Act 1998 in England and Wales amended the Employment Rights Act 1996 to allow employees aged 16 or 17 to take paid time off during normal working hours, to study or train for a relevant qualification. This applies to those not in full-time secondary or further education and who have not yet achieved a qualification at level two of the National Qualifications Framework (Qualifications and Credit Framework, see 2.4.3.). Guidance is available on the provision of time off for study or training (DfEE, 1999d).

The Apprenticeships, Skills, Children and Learning Act 2009 (see 7.2.1.) allows English and Welsh employees of any age the right to request time away from their duties to undertake training.

The Further Education and Training Act 2007 was passed in October 2007. It made provision for a range of reforms to further education, which included restructuring the Learning and Skills Council in England and allowing English FE institutions to apply for foundation degree awarding powers. It also made provision to improve the quality of FE provision in both England and Wales.

The Education and Skills Act 2008, which was passed in November 2008, makes provision to raise the compulsory age of participation in education and training to 18 in England. See section 7.2.1. for further information.

NB. Full-time education for 16- to 19-year-olds is considered to be secondary education when it is provided in a school which also educates pupils of compulsory school age, and as such is subject to Schools Regulations (see 5.3.1.). This also applies, under the Learning and Skills Act 2000, to schools maintained by local authorities which cater exclusively for 16- to- 19-year-olds, where such schools have been established in accordance with the requirements of the School Standards and Framework Act 1998.

[Time Off for Study or Training \(DfEE, 1999d\)](#)

Careers Wales Association Ltd

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Department for Business, Innovation and Skills (BIS)

Estyn

Learning and Skills Council (LSC)

National Assembly for Wales (NAFW)

Ofsted - Office for Standards in Education, Children's Services and Skills

Apprenticeships, Skills, Children and Learning Act 2009

Education Act 2002

Education and Inspections Act 2006

Education and Skills Act 2008 Chapter 25

Employment Rights Act 1996

Further Education and Training Act 2007

Learning and Skills Act 2000

Learning and Skills (Wales) Measure 2009

School Standards and Framework Act 1998

Teaching and Higher Education Act 1998

7.3.2. Northern Ireland

The Learning and Skills Act 2000 applies to England and Wales only. The principal legislation in Northern Ireland is the Further Education (Northern Ireland) Order 1997. This defines further education as full-time and part-time education (other than higher education) for persons over compulsory school age. The 1997 Order permits further education institutions to provide or secure secondary education for pupils in key stage 4 of compulsory education (pupils aged 14 to 16 years) on behalf of the board of governors of a grant-aided school at which the pupils are registered, under arrangement with the Education and Library Boards (ELBs).

The Education (Northern Ireland) Order 2006 makes provision for the introduction of a Curriculum Entitlement Framework, which will guarantee learners aged 14 to 19 access to a minimum number of general/academic and vocational courses from 2013. The Order enables access to be provided by a school or in accordance with arrangements made with another school, FE institution or other provider. See 5.2.3. for further information.

As in England and Wales, employees aged 16 or 17 are entitled to take paid time off during normal working hours to study or train for a relevant qualification. The Employment Rights (Time Off for Study or Training) (Northern Ireland) Order 1998 came into effect in September 2000 (DHFETE, 2000).

Between July and October 2009, the Department for Employment and Learning held a consultation (DELNI, 2009) which outlined proposals to introduce a new right for employees of any age to request time away from their duties to undertake training. See 7.2.3. for further information.

Flexible Working and Time to Train: Proposed Extension of Flexible Working Law. Introduction of a New Right to Request Time to Train (DEL, 2009)

Time Off for Study or Training (DHFETE, 2000)

[Education \(Northern Ireland\) Order 2006](#)

[Employment Rights \(Time Off for Study or Training\) \(Northern Ireland\) Order 1998](#)

[Further Education \(Northern Ireland\) Order 1997](#)

7.4. General Objectives

The purpose of the statutory system of public education, including further education, was originally laid down in the Education Act 1944 in England and Wales, now reenacted in later legislation, as to contribute to the spiritual, moral, mental and physical development of the community. However, the emphasis is also now firmly placed on preparing students for adult and working life and on providing a skilled workforce which meets the needs of the economy.

In **England**, the Department for Business, Innovation and Skills (BIS) aims to build a dynamic and competitive economy by 'creating the conditions for business success; by promoting innovation, enterprise and science; and by giving everyone the skills and opportunities to succeed.' Its current priorities include:

- developing and implementing plans for new industrial opportunities and new jobs
- increasing innovation and enterprise in our society and economy
- progressing towards a world-class skills base
- fostering a world-class science and knowledge base.

In **Wales**, the key goal for further education is 'to give everyone over 16 access to flexible learning opportunities which enable them to participate fully in the economy and their communities'. This entails ensuring that everyone has the opportunity to continue their learning throughout life at a time and pace most suited to their needs and ability.

In July 2008, the Welsh Assembly Government published a new skills and employment strategy. 'Skills that Work for Wales: a Skills and Employment Strategy and Action Plan' (DCELLS, 2008k) aims to address the following key priorities:

- improving the levels of basic literacy and numeracy skills in the workforce
- ensuring everyone has skills essential to take up employment and maintain their employability within the labour market
- increasing the demand for, and supply of, intermediate and high-level skills
- addressing skills gaps and shortages in priority sectors and supporting economic development through investment in post-19 skills and
- establishing effective and efficient learning provision.

In **Northern Ireland**, the strategic objectives of the statutory further education sector include to:

- support regional economic development and, in particular, to provide the skills necessary for the knowledge-based economy
- increase participation and widen access to those previously under-represented in the sector
- improve the quality of provision and enhance standards of performance.

Non-statutory further education provision in Northern Ireland is, generally, also in line with the Department's strategic aims, and is of a vocational nature, linked primarily to the attainment and retention of employment.

[Skills that Work for Wales: a Skills and Employment Strategy and Action Plan \(DCELLS, 2008k\)](#)

[Department for Business, Innovation and Skills \(BIS\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[National Assembly for Wales \(NAFW\)](#)

Education Act 1944

7.5. Types of Institution

Further education (FE) institutions vary in their size, mission, subject mix and history. They include general FE colleges offering general and vocational courses over a wide range of subject areas; specialist colleges, which provide courses in a specific area of the curriculum such as art, or in a vocational area such as agriculture; and sixth-form colleges. Adult education centres, also part of this sector, may offer part-time (day or evening) education and training, as well as leisure courses to adults.

See the following subsections for further detail:

- 7.5.1. for further education colleges
- 7.5.2. for sixth-form colleges
- 7.5.3. for adult education centres
- 7.5.4. for the Workers' Educational Association, a voluntary body which aims to encourage adults to undertake continuing education
- 7.5.5. for employer-led centres
- 7.5.6. for information on the 'LearnDirect' initiative, which delivers a wide range of flexible online learning courses.

Post-compulsory education provided in schools is described in chapter 5.

Academic year and weekly/daily timetables

The full academic year in further education runs from 1 August to 31 July, although the teaching year is generally shorter. Full-time students usually attend for three terms per year, with holidays at Christmas, Easter and in the summer. However, there is considerable variation in the way in which courses are organised. Colleges increasingly offer courses throughout the year, including during the traditional holiday periods.

Institutions of further education operate three sessions per day: morning, afternoon and evening. They are generally open from around 9.00 a.m. to 9.00 p.m.

Courses in further education institutions vary in their duration and in the number of teaching hours per week and may include:

- Full-time courses lasting one or more academic years. The number of hours students are required to attend each day is determined by course requirements.
- Short full-time courses lasting 18 weeks or less, which are independent of any period of industrial training or employment.
- Sandwich courses requiring students to spend 19 weeks or more in college during the academic year. A period of industrial training forms an integral part of the courses.
- Day-release course or other courses for which employees are released by their employer to attend an FE institution for one or two days per week.
- Block-release courses or other courses for which employees are released by their employers for one or more periods of full-time study per year; block-release courses average up to 19 weeks per academic year.
- Part-time courses offered for students who can attend college during the day and/or evening, normally for a full academic year.
- Evening class courses lasting for several weeks or for a full academic year.

Courses in adult education centres are normally either part-time or evening classes.

Similar organisation of the academic year and day exists in Northern Ireland.

7.5.1. Further education colleges

Further education institutions in England, Wales and Northern Ireland are autonomous institutions and have a legal status similar to that of public companies. The institution's corporation (usually called the governing body) is responsible, within the limits imposed by its statutory obligations, for all decisions affecting the institution (see 2.6.4.2. and sub-sections for further information).

In England and Wales, further education colleges (FE colleges) provide full- or part-time education and training largely for students over compulsory school-leaving age (16 years). FE colleges traditionally offered full- and part-time technical and vocational courses for students over compulsory school age, including adults, but have since broadened their role to offer programmes such as basic education courses; general education qualifications such as GCSEs and GCE A-levels, access courses (see section 7.10.4.), and leisure courses for adults. Some colleges also provide vocational and work-related courses for 14- to 16-year-olds in partnership with schools. Increasingly, courses leading to higher education qualifications, particularly those at sub-degree level such as the foundation degree (see 6.15.) are also provided in further education colleges.

In England, there are some specialist further education colleges, which provide courses in a specific area of the curriculum such as art, or in a vocational area such as agriculture.

Colleges which combine the functions of a general FE college and a sixth-form college (see 7.5.2.) are sometimes known as tertiary colleges.

Further education colleges in Northern Ireland offer full- and part-time courses of general education, vocational education and recreational activities to students over compulsory school age (16 years). On 1st August 2007, the 16 further education colleges were merged into six larger area-based colleges. The aim was to offer students access to a wider range of courses. The mergers were also intended to ensure that further education supports business, industry and social cohesion more effectively and, to facilitate a more coordinated and collaborative approach across the sector.

Further education institutions in England, Wales and Northern Ireland are autonomous institutions and have a legal status similar to that of public companies. The institution's corporation (usually called the governing body) is responsible, within the limits imposed by its statutory obligations, for all decisions affecting the institution (see 2.6.4.2. and sub-sections for further information).

In England and Wales, further education colleges (FE colleges) provide full- or part-time education and training largely for students over compulsory school-leaving age (16 years). FE colleges traditionally offered full- and part-time technical and vocational courses for students over compulsory school age, including adults, but have since broadened their role to offer programmes such as basic education courses; general education qualifications such as GCSEs and GCE A-levels, access to higher education programmes (see section 7.10.4.), tertiary level courses (under arrangement with external awarding bodies e.g. universities) and leisure courses for adults. Some colleges also provide vocational and work-related courses for 14- to 16-year-olds in partnership with schools. Increasingly, courses leading to higher education qualifications, particularly those at sub-degree level such as the foundation degree (see 6.15.2.) are also provided in further education colleges.

In 2001, the Learning and Skills Council in England launched the Centres of Vocational Excellence (CoVEs) programme. CoVEs were units based within further education institutions, which were established to develop and deliver high-quality, specialist provision in a specific vocational subject or area. Such centres focused on developing skills to meet employers' needs.

As a result of proposals outlined in the White Paper 'Further Education: Raising Skills, Improving Life Chances' (GB. Parliament. HoC, 2006), the Learning and Skills Council launched the 'Training Quality Standard' on an informal basis in June 2007. This project aims to develop a new higher standard for certification of training

providers, including those previously recognised as Centres of Vocational Excellence. It is intended that the new certification system will deliver excellence in training provision to help address the UK's skills gaps. The Training Quality Standard was formally launched in May 2008 and 100 training providers had achieved the Standard by January 2009. Further information is available at: <http://www.trainingqualitystandard.co.uk/>

In England, there are some specialist further education colleges, which provide courses in a specific area of the curriculum such as art, or in a vocational area such as agriculture.

Colleges which combine the functions of a general FE college and a sixth-form college (see 7.5.2.) are sometimes known as tertiary colleges.

Further education colleges in Northern Ireland offer full- and part-time courses of general education, vocational education and recreational activities to students over compulsory school age (16 years). The further education sector has recently been restructured. On 1st August 2007, the 16 further education colleges were merged into six larger area-based colleges. The aim is to offer students access to a wider range of courses. The mergers are also intended to ensure that further education supports business, industry and social cohesion more effectively and, to facilitate a more coordinated and collaborative approach across the sector.

[Further Education: Raising Skills, Improving Life Chances \(Cm 6768\) \(GB. Parliament. House of Commons, 2006\)](#)

7.5.2. Sixth-form colleges

Sixth-form colleges in England offer full-time general secondary education courses and also some vocational courses for students aged 16 to 19. Courses are, generally, the same as those offered in the final two years of an 11-18/19 secondary school, but sixth-form colleges often offer a wider choice of both general and vocational programmes. They were once governed by Schools Regulations, but were brought into the further education sector by the Further and Higher Education Act 1992.

The Apprenticeships, Skills, Children and Learning Act, passed in November 2009, includes provisions to establish a separate legal definition for sixth-form colleges. Although sixth-form colleges have, and will continue to have many features in common with further education colleges (see 7.5.1.), they have also maintained a distinct identity. This will be reflected in a separate legal definition from April 2010.

There are no sixth-form colleges in Wales or Northern Ireland.

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Further and Higher Education Act 1992](#)

7.5.3. Adult education centres

Adult education centres may also be known as adult education institutes or community colleges. They offer part-time education and training, as well as leisure, recreation or 'for fun' courses, to learners over compulsory school age (16 years). Courses vary in length from those lasting a full academic year to short courses, providing a 'taster'.

Under the Learning and Skills Act 2000, adult education centres are funded by the Learning and Skills Council (LSC) for England, and the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales, although, generally, local authorities (LAs) are responsible for organising provision in their area.

NB From April 2010, the Learning and Skills Council will be dissolved and responsibility for the funding of all post-19 education, including adult education centres will transfer to a new Skills Funding Agency. See 7.2.1. for further information.

Adult and community learning (ACL), as this form of education is increasingly known, may be provided in a range of accommodation in addition to established adult education centres. This can include schools, community centres and leisure centres. Provision can also be offered in conjunction with a variety of partner organisations including voluntary organisations, community groups and schools.

For details of the new strategy on informal adult learning in England and the consultation on adult community learning in Wales, see sections 7.2.1. and 7.2.2. respectively.

There are no separate adult education centres or institutes in Northern Ireland, where adult education courses (including academic, vocational and leisure courses) are provided by the further and higher education colleges which comprise the statutory further education sector. The Department for Employment and Learning (DEL) also supports the non-statutory Ulster People's College and the Workers' Educational Association (see 7.5.4.) which provide community and personal development programmes. Provision purchased by DEL under these arrangements is in line with the Department's strategic aims, and is of a vocational nature, linked primarily to the attainment and retention of employment.

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Department for Employment and Learning (Northern Ireland) (DEL)

Learning and Skills Council (LSC)

Ulster People's College

Workers Educational Association

Learning and Skills Act 2000

7.5.4. The Workers' Educational Association (WEA)

The Workers' Educational Association (WEA) is a voluntary body which aims to encourage adults to undertake continuing education. It was founded in 1903 and has over 650 local and regional centres. It provides courses for adults in a wide range of subjects and of varying lengths, from weekend seminars to three-year courses. The majority of the provision made for students by the association is on a part-time basis.

In England and Wales, WEA centres are designated institutions under the Further and Higher Education Act 1992 and, as such, receive funding from the Learning and Skills Council (LSC) for England and the Welsh Assembly Government.

NB In April 2010, the Learning and Skills Council will be dissolved and responsibility for the funding of all post-19 education will be transferred to the new Skills Funding Agency. See 7.2.1. for further information.

In Northern Ireland, the WEA is an independent organisation which is networked to the WEAs in England and Wales. Whilst the WEA has a funding relationship with the Department for Employment and Learning, it remains free to set its own directions and priorities.

Department for Employment and Learning (Northern Ireland) (DEL)

Learning and Skills Council (LSC)

National Assembly for Wales (NAFW)

Workers Educational Association

Further and Higher Education Act 1992

7.5.5. Employer-led centres

Training Quality Standard

The White Paper 'Further Education: Raising Skills, Improving Life Chances' (GB. Parliament. HoC, 2006) led to the introduction of the 'Training Quality Standard' in England, Wales and Northern Ireland in May 2008. The 'Training Quality Standard' aims to deliver excellence in training provision to help address the UK's skills gaps. It also aims to offer a higher standard for certification of training providers, including those previously recognised as Centres of Vocational Excellence (CoVEs). Launched in 2001 by the Learning and Skills Council, CoVEs were units based within further education institutions, which were established to develop and deliver high-quality, specialist provision in a specific vocational subject or area. Further information about the 'Training Quality Standard' is available at: <http://www.trainingqualitystandard.co.uk/>

National Skills Academies

In England, a network of National Skills Academies (NSA) is being set up. These are a network of employer-led centres of excellence which aim to deliver the skills required by individual sectors of the economy. NSAs focus on vocational education and skills training delivered to young people. They take a range of different forms, from purpose-built training centres to online courses designed to meet the needs of each sector. There are currently academies in the construction; creative and cultural skills; enterprise; retail; financial services; manufacturing; food and drink manufacturing; hospitality; nuclear; process industries; social care; sport and active leisure; and materials, production and supply sectors. Another two academies are under development. Sector Skills Councils (see section **2.6.1.8.**) are responsible for pulling together bids and business plans and co-ordinating employer sponsorship for the academies. They work closely with employers, who have a key role to play in influencing the curriculum, setting standards, determining which learning providers they want to work with, and shaping the strategic direction of academies. The concept of involving employers in the development of NSAs was first announced in the March 2005 Skills White Paper (GB. Parliament. HoC, 2005b). Further information about NSAs is available at: <http://www.nationalskillsacademy.co.uk/>

NSAs only exist in England.

[Further Education: Raising Skills, Improving Life Chances \(Cm 6768\)](#) (GB. Parliament. House of Commons, 2006)

[Skills: Getting on in business, getting on at work \(Cm 6483-1\)](#) (GB. Parliament. House of Commons, 2005b)

7.5.6. LearnDirect

'Learndirect' is an e-teaching organisation and was developed with a remit from the Government to provide high quality post-16 learning which:

- Reaches those with few or no skills and qualifications who are unlikely to participate in traditional forms of learning.
- Equips people with the skills they need for employability, thereby strengthening the skills of the workforce and increasing productivity.
- Is delivered innovatively through the use of new technologies.

Learndirect is delivered through a network of more than 750 online learning centres in England and Wales. Learndirect access points have been set up in a diverse range of settings such as libraries, sports clubs, shopping centres, churches and railway stations. Particular emphasis is placed on using the Internet for flexible online learning. Users can access the online course materials at the development centres and receive support from centre staff or at home. Several hundred online courses are available in information technology, basic skills, general business skills and management skills, and in some job and sector specific areas, such as health and social care.

7.6. Geographical Accessibility

In England, the LSC works through a network of nine regional offices, which oversee local 'Partnership Teams' which plan and coordinate provision locally. In Wales, Community Consortia for Education and Training (CCETs) are responsible for making recommendations to DCELLS, learning providers and others on how post-compulsory education and training should develop at local level. In order to ensure wide accessibility of post-16 education and training, the LSC and DCELLS may fund provision not only in further education institutions and local authority (LA) adult education centres, but also in higher education institutions, privately-run training centres and in centres operated by voluntary organisations.

NB The LSC and its nine regional offices will be dissolved in April 2010. Its responsibilities for 16 to 19 education will transfer to local authorities, which will become responsible for education for the entire 0 to 19 age range. The LSC's responsibilities for post-19 education will transfer to a new Skills Funding Agency. The work of developing regional skills strategies will be taken on by the Regional Development Agencies.

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Learning and Skills Council (LSC)

7.7. Admission Requirements

Students are free to apply for admission to any further education institution. Entrance requirements are course-specific and are set by the institution.

Admission requirements to government-supported training programmes vary.

There is a general emphasis on widening participation in further education. The Learning and Skills Act 2000 imposed a statutory duty on the Learning and Skills Council (LSC) for England and the predecessor body to the Department for Children, Education, Lifelong Learning and Skills (DCELLS) (see) to encourage participation in further education and training. In September 2003, the Learning and Skills Council published a strategy for widening participation in further education (LSC, 2003a). The strategy aimed not only to increase the number of learners, but to ensure that these come from under-represented groups. Actions to implement the strategy focused on four cross-cutting themes:

- supporting learner interests
- promoting demand for learner opportunities
- developing the supply of diverse learning opportunities and
- creating a learning environment for adults.

In addition, the Education and Skills Act 2008, which was passed in November 2008, aims to increase participation in learning for young people in England by raising the compulsory age of participation in education or training to 17 by 2013, and to 18 by 2015.

Successful participation for all: Widening adult participation (LSC, 2003a)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Learning and Skills Council (LSC)

Education and Skills Act 2008 Chapter 25

Learning and Skills Act 2000

7.8. Registration and/or Tuition Fees

In publicly-funded further education institutions, provision is generally free for 16- to 19-year-olds from the UK and the European Union/European Economic Area who have ordinarily been resident in the UK for the previous three years. However, students may incur some costs, for example, for registration and examination fees, books and equipment, or transport to and from college.

Students over the age of 19 may be charged fees and, in England, there is an expectation that approximately 25 per cent of the notional full cost of a course will be met by fees. In August 2007, however, an entitlement to free tuition for people aged between 19 and 25 in England who are studying for their first qualification at level 3 of the National Qualifications Framework (Qualifications and Credit Framework) (see section 2.4.3.) began to be introduced. This development, intended to improve skills levels for those who left education at an early stage, was initially proposed in the White Paper 'Further Education: Raising Skills, Improving Life Chances' (GB. Parliament. HoC, 2006). In addition, the Education and Skills Act 2008, passed in November 2008, has introduced a new entitlement to free tuition for adults in England undertaking basic skills courses and courses leading to a first qualification at level 2 of the National Qualifications Framework. Students may be granted exemptions from tuition fees depending on personal circumstances (see section 7.9. for details).

Further Education: Raising Skills, Improving Life Chances (Cm 6768) (GB. Parliament. House of Commons, 2006)

Education and Skills Act 2008 Chapter 25

7.9. Financial Support for Learners

The following types of financial support may be available to students.

Education Maintenance Allowances. Following successful pilot programmes, Education Maintenance Allowances (EMAs) were introduced by the education departments in England, Wales and Northern Ireland in September 2004. The allowances (grants), for students aged 16 to 19 years of age, are designed to encourage young people to stay in full-time education beyond the end of compulsory schooling at age 16. EMAs work in a similar way in all three countries; they are means-tested, providing eligible students with a weekly payment of up to £30. The Education Act 2002 provides a secure legal foundation for Education Maintenance Allowances, and provides for regulations to be made that make it a condition that the student in receipt of an EMA has accepted a learning agreement (a document setting out certain conditions such as attendance, good conduct and the production of assignments). If students remain on their course and make good progress with their learning, they are entitled to periodic bonuses of £100 (up to £500 over a two-year period). In England, in April 2006, Education Maintenance Allowances were extended to young people on Entry to Employment (E2E) and Programme Led Apprenticeships (PLAs) (see 7.10.7.). This move was designed to make the training option as accessible as a GCE A-level or vocational education route.

In Northern Ireland, Education Maintenance Allowances were extended to young people on the Training for Success programme (see 7.10.7.) from September 2008.

Further information about implementation in England, Wales and Northern Ireland is available from national websites:

- England
<http://www.direct.gov.uk/en/EducationAndLearning/14To19/MoneyToLearn/EMA/index.htm>
- Wales
http://www.studentfinancewales.co.uk/portal/page?_pageid=56,1835661&_dad=portal&_schema=PORTAL
- Northern Ireland <http://www.emani.gov.uk/>

Hardship funds. Known as 'Discretionary Support Funds' in England, 'Financial Contingency Funds' in Wales, and 'Access Funds' in Northern Ireland, hardship funds are distributed by the further education funding bodies through individual colleges to students in greatest need. Colleges set their own criteria for awarding hardship funds and deciding the amount of money which eligible students should receive, although some funds have an upper limit, for example, residential and childcare funds in England. They are intended for the most disadvantaged and socially excluded students, helping them to complete a course should they get into financial hardship. The funds may be used for financial emergencies; childcare; support services for students

with disabilities; travel; accommodation costs; tuition, registration and exam fees; dance and drama course fees; and essential course-related equipment, material and field trips. They may be claimed alongside other financial assistance.

Grants and bursaries. Some national and local organisations, including charities, sometimes offer grants to students on particular courses. Some courses may also be eligible for European Union funding.

Professional and Career Development Loans. In England and Wales, these are loans available from banks, on which the Government pays the interest while a student is studying or training and for up to a month after they have completed their course. Students over the age of 18 may borrow up to 80 per cent of their course fees (100 per cent if they have been unemployed for three months before applying), plus the full cost of books and other course materials. Students on full-time courses may also borrow money to help with their living expenses. Professional and career development loans were originally known as 'career development loans', but their name was changed in 2009, with the aim of broadening their appeal to all types of potential learners who may be affected during the economic downturn. In addition, the maximum loan amount was increased from £8,000 to £10,000. Further information is available online:

http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/FinancialHelpForAdultLearners/CareerDevelopmentLoans/DG_10033237

NB. Career Development Loans are not available in Northern Ireland.

Further Education Awards. In Northern Ireland, these awards provide financial support to students undertaking both full- and part-time further education courses. To qualify for an award, students must be studying a vocational course accredited by an approved body, which is at least one year in duration. Courses attracting Advanced Further Education Awards have an entry requirement of at least five GCSE passes at grade C or equivalent (see 5.17.1.1.). Support is available up to a limit of approximately £1200 for tuition fees and £2050 for maintenance grants for living costs. Further Education Awards are available for students taking courses with an entry requirement of fewer than 5 GCSE passes at grade C or equivalent. Support is available up to a limit of approximately £900 for tuition fees and £2050 for maintenance costs.

Adult Learning Grant. The Adult Learning Grant is a means-tested allowance of up to £30 per week available to young adults (aged 19 or over) who are resident in England and are studying full-time for a first qualification at level 2 or 3 of the National Qualifications Framework (Qualifications and Credit Framework) (see section). The grant is intended to help meet the additional costs of learning including books and equipment and travel costs incurred as a result of attendance on a course.

Individual Learning Accounts (ILAs) have also been introduced in Wales. Aimed at those aged 18 or over, living in Wales, with no or low qualifications, the ILA programme offers financial help towards the cost of learning. The maximum ILA amount is £200 in the learning year and this can be used towards course fees, registration fees or examination fees, for example, for courses recognised by the Department for Children, Education, Lifelong Learning and Skills (DCELLS), and offered by registered providers. Further information is available online: <http://www.ila-wales.org.uk>

In autumn 2008, the Government in England began to trial new **Skills Accounts** in selected areas of the country. The trials have since expanded and are taking place in all areas of the country in the 2009/10 academic year. Skills Accounts are intended to help learners aged 19 and over as they progress with their learning, and find advice and support as they develop their skills. One of the key objectives of Skills Accounts is to enable individuals to understand and access the Government funding entitlement to a particular chosen learning course. The Government's new skills strategy, 'Skills for Growth' (BIS, 2009a), which was published in November 2009, outlines plans to improve Skills Accounts by increasing the number of places where they can be used and improving the information available about courses.

The **Sixth-form College Childcare Scheme** provides financial support for childcare costs to students who are studying full or part-time at a sixth form college or school sixth form in England. In the 2009/10 academic year, support of up to £175 per child per week is available, depending on the student's income.

The **Free Childcare for Training and Learning for Work Scheme** is another English scheme, similar to the one above, which provides financial support for childcare costs to those aged 20 or over who are unemployed and wish to train. It is aimed at low-income two parent families, where one parent is in work and the other wishes to train. In 2009/10, support of up to £175 per child per week is available, depending on household income.

In Wales, the **Assembly Learning Grant (ALG)** was introduced in 2002. It is available to full- and part-time further education and higher education students (19 years of age and over) from low-income families, and is intended to help cover the cost of books, equipment, travel and childcare. Eligible courses are further education courses that involve at least 275 hours of study and lead to a nationally recognised qualification. Grants of up to £1500 are payable with supplementary elements for mature students (over 25) and those with childcare costs. Financial contingency funds are made available to provide a financial safety net for students not covered by the ALG. Further information is available at: http://www.studentfinancewales.co.uk/portal/page?_pageid=56,1835674&_dad=portal&_schema=PORTAL

Dance and Drama Awards are scholarships funded by the Department for Children, Schools and Families (DCSF). They offer greatly reduced tuition fees and help with living and learning costs at some of the leading private dance and drama training providers in England. Each year there are approximately 500 awards for new students. Students must be aged 16 and above for dance courses and 18 and above for acting and stage management courses. To qualify for a Dance and Drama Award, students must have been ordinarily resident within the European Union or a European Economic Area (EEA) country for the three years prior to the start of the course.

Exemptions from tuition fees

Students in the following circumstances are usually exempt from tuition fees:

- students (or their families) in receipt of income-related state benefits
- unemployed people in receipt of 'jobseekers' allowance'
- those taking courses in adult basic education or English for speakers of other languages (ESOL)
- asylum seekers in receipt of specific state benefits.

Further education colleges can extend fee remission beyond these categories at their own discretion, although they cannot then claim full funding from the funding bodies.

In England, learners undertaking full-time education or training under the New Deal Programme have their fees paid for them (see section 7.10.7. and 7.10.8.).

Skills for growth: The National Skills Strategy. Cm 7641. (BIS, 2009a)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Learning and Skills Council (LSC)

[Education Act 2002](#)

7.10. Main Areas of Specialisation

Students choose from a wide range of courses available in further education institutions, adult education centres and through open and distance learning. The content of courses is determined either by the awarding body (in the case of nationally recognised qualifications) or by the institutions themselves (in the case of courses designed in-house).

For 16- to 19-year-olds at school and at FE colleges, the Government in England is planning to incorporate existing qualifications into four routes with the aim of ensuring that all courses offer young people clear progression into further study or employment. The four routes are: Apprenticeships (see 7.10.7.); GCSEs and A-levels; Diplomas and a Foundation Learning Tier. For further information, see 5.2.1.

The National Curriculum and the Northern Ireland Curriculum (see section 5.13. and its sub-sections) do not apply to post-compulsory education. However, in England, the Government is supporting the development of some programmes for all post-16 learners. These are citizenship education and drugs education.

Citizenship education

Also in 2004, the then Qualifications and Curriculum Authority (QCA) (now the Qualifications and Curriculum Development Agency, QCDA) published guidance (QCA, 2004a) to support the development of citizenship programmes for post-16 learners. The guidance uses case studies to demonstrate how an organisation (school, college, youth and community organisation, employer, training provider or voluntary group) interested in offering the subject can develop, implement and manage post-16 citizenship learning programmes.

In 2006, the Learning and Skills Network (LSN) was commissioned by the former Quality Improvement Agency (QIA) (see section 8.3.1.) to manage a new support programme for post-16 citizenship. The programme's central aim is to disseminate as widely as possible, and build on, outcomes from the development programme in order to make citizenship provision an integral part of post-16 education and training. Further information is available from the Post-16 Citizenship website: <http://www.post16citizenship.org/>

Drugs education

Guidelines published in 2004 require every further education college to draw up a drugs policy showing the steps they are taking to combat drug use (Alcohol Concern et al, 2004). The guidelines, produced by national charities, were funded by the then Department for Education and Skills (DfES). They aim to help further education (FE) institutions to respond to the drug education needs of students; manage drug related situations; and develop and implement a college policy on drugs.

See the sections which follow for further information regarding the main areas of study available across the further and adult education sector:

- 7.10.1. for courses leading to vocational and general academic qualifications;
- 7.10.2. for language courses;
- 7.10.3. for informal adult learning;
- 7.10.4. for access courses which prepare students without academic qualifications for higher education;
- 7.10.5. for adult literacy, numeracy and basic skills;
- 7.10.6. for continuing vocational education;
- 7.10.7. for government-funded training schemes for young people; and
- 7.10.8. for government-funded training for adults.

Drugs: [Guidance for Further Education Institutions \(Alcohol Concern et al, 2004\)](#)

Play your part: [Post-16 Citizenship \(QCA, 2004a\)](#)

[Learning and Skills Council \(LSC\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

7.10.1. Courses leading to vocational and general academic qualifications

Most further education institutions in England, Wales and Northern Ireland provide both academic (general education) and vocational courses, leading to nationally recognised qualifications offered by a number of national examining and awarding bodies. The subjects of study and the number of hours involved vary between courses. See 7.14.2. for details of vocational qualifications and 7.14.1. and 5.17.2. for academic (general education) qualifications.

[Further Education and Training Act 2007](#)

7.10.2. Language courses

Most further education institutions offer foreign language courses leading to nationally recognised qualifications, such as the General Certificate of Secondary Education (GCSE), General Certificate of Education Advanced-level (GCE A-level) and General Certificate of Education Advanced Subsidiary qualification (GCE AS qualification). See sections 5.17.1. and 5.17.2. for further details of these qualifications.

English as an additional language (EAL) courses are also available, in some areas, for students whose mother tongue is not English.

7.10.3. Informal adult learning

A wide variety of recreational courses, which do not always lead to a particular qualification, are available to adults. These courses may include arts subjects (e.g. painting, drawing, photography), crafts (e.g. pottery, jewellery design), health and wellbeing courses (e.g. physical exercise, stress management), personal development and ICT.

In March 2009, the then Department for Innovation, Universities and Skills (DIUS) published the White Paper, 'The Learning Revolution' (GB. Parliament. HoC, 2009z) which sets out its strategy for informal adult learning. The White Paper aims to increase opportunities for learning for pleasure, in particular, amongst disadvantaged groups and older learners. See 7.2.1. for further information.

[The Learning Revolution \(GB. Parliament. HoC, 2009z\)](#)

7.10.4. Access courses

In recent years, further education institutions have provided an increasing number of access courses to prepare students without academic qualifications for higher education. These courses are aimed mainly at mature students and are designed and taught to meet their needs. Some provide access to a particular institution of higher education, which may consequently be involved in designing the course, but most are designed to offer access to higher education (HE) in general. A typical access programme takes either a year full-time or one or two years part-time, although it is sometimes possible to spread study over a longer period. The structure normally includes the following key features, which may be taught separately, but which are often combined in various ways:

- subject modules or units
- key skills in information technology, numeracy and communication
- study skills
- tutorial support

Access programmes cover a range of subjects and are often discipline-related or related to progression to particular professions, for example, art and design, humanities, or nursing. However, there are also programmes of a more general nature which are designed to prepare students for entry into HE in a variety of ways.

There are no formal requirements concerning minimum age for access to such courses, but courses are generally aimed at adults (aged 19+). Most applicants are required to attend an interview. Many access courses were originally developed in response to an invitation made by the Government in 1978 to selected local education authorities (LEAs) to design courses for students from the United Kingdom's minority ethnic communities in inner city areas. The initiative was introduced to increase the number of teachers and social workers coming from these communities. Since then, a more general focus has evolved: targeting the programmes at those groups identified as under-represented in higher education, in particular, disabled learners, the unemployed, women returning to education, minority ethnic groups and those from socio-economic backgrounds where entry to higher education is not traditional. They form a strand of the Government strategy for widening participation in higher education (see section).

The Quality Assurance Agency for Higher Education (QAA) operates the Recognition Scheme for Access to Higher Education, which provides a regulatory framework for the validation of access courses and the certification of successful students in England, Wales and Northern Ireland.

[Quality Assurance Agency for Higher Education \(QAA\)](#)

7.10.5. Adult literacy, numeracy and basic skills

Adult literacy and basic skills courses are designed specifically for adults and include very flexible and informal programmes.

The Basic Skills Agency was formerly the central development agency for basic skills in England and Wales. In July 2007, it merged with the National Institute of Adult and Continuing Education (NIACE). NIACE and the private company, Tribal, now form the Alliance for Lifelong Learning, which is responsible for supporting literacy, language and numeracy across all age ranges in England. The Welsh Assembly Government is taking forward the Basic Skills Agency's work in Wales, supported by NIACE.

In Northern Ireland, the Educational Guidance Service for Adults (EGSA) offers 'Essential Skills' courses to adults wishing to improve their literacy and/or numeracy skills and also a referral and support service.

In 2001, the Government in England launched a national strategy for improving adult literacy and numeracy skills, 'Skills for Life' (DfEE, 2001). This led to the introduction of new Skills for Life qualifications, aimed at people over the age of 16 who have left compulsory education and do not have an up-to-date English or maths qualification at level 2 of the National Qualifications Framework (see 2.4.). They are available in adult literacy, adult numeracy and information and communication technology (ICT). A qualification is also available in English for Speakers of Other Languages (ESOL).

Following the 14-19 Education and Skills White Paper (GB. Parliament. HoC, 2005) and the Skills White Paper (GB. Parliament. HoC, 2005b), the then Qualifications and Curriculum Authority (QCA) (now the Qualifications, Curriculum and Development Agency, QCDA) in England was given a remit to develop functional skills qualifications in English, ICT and mathematics. The aim is to provide young people and adults with competencies that can be applied across life, work and further learning. To ensure that they will be widely available across a range of contexts, such as schools, colleges and workplaces, the functional skills will be:

- incorporated into revised General Certificates of Secondary Education (GCSEs)
- incorporated into new Diplomas for 14- to 19-year-olds (see 5.2.1.)
- available as stand-alone qualifications.

Functional skills standards have been developed to support the delivery and assessment of the qualifications. A three-year pilot of functional skills qualifications began in September 2007. It is intended that the final qualifications will be introduced nationally from September 2010.

The QCDA is to provide advice to the Government regarding the suitability of the functional skills qualifications in English and mathematics for adults by March 2010. Subject to this advice, functional skills qualifications will replace Skills for Life qualifications in England by 2012.

In Wales, the principal basic skills qualifications are currently adult literacy and adult numeracy qualifications and skills for life ICT. From September 2010, these will be replaced by the new Essential Skills Wales qualifications suite. It will consist of qualifications in communication, application of number and ICT available from entry level to level 4 of the Credit and Qualifications Framework for Wales (CQFW) (see 2.4.).

In March 2009, the then Department for Innovation, Universities and Skills (DIUS) (now the Department for Business, Innovation and Skills, BIS) published a revised adult literacy and numeracy strategy for England. See 7.2.1. for further information.

[14-19 Education and Skills \(GB. Parliament. House of Commons, 2005\)](#)

[Skills for Life: Changing Lives \(DIUS, 2009c\)](#)

[Skills for Life: The National Strategy for Improving Adult Literacy and Numeracy Skills \(DfEE, 2001a\)](#)

[Skills: Getting on in business, getting on at work \(Cm 6483-1\) \(GB. Parliament. House of Commons, 2005b\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Educational Guidance Service for Adults \(EGSA\)](#)

[National Assembly for Wales \(NAfW\)](#)

[National Institute of Adult Continuing Education \(England and Wales\) \(NIACE\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

7.10.6. Continuing vocational education

The Learning and Skills Council (LSC) for England and the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales, along with the Higher Education Funding Councils (in England and Wales), and the Department for Employment and Learning (DEL) in Northern Ireland, provide financial support for institutions in their respective sectors to develop continuing vocational education or continuing professional development courses. The courses are intended to be self-financing and are mostly held in the institutions themselves, although a substantial proportion are held on company premises or at other venues. Increasingly, courses are run for individual employers or organisations and tailored to the specific needs of the client. Courses vary from short seminars to full-time degree courses. Longer courses may be split into short, self-contained modules to make it easier for employees to attend.

NB The Apprenticeships, Skills, Children and Learning Act, passed in November 2009, includes provisions to abolish the Learning and Skills Council from April 2010. A new Skills Funding Agency will take on its responsibilities for funding post-19 education. See section 7.2.1. for further information.

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Department for Employment and Learning \(Northern Ireland\) \(DEL\)](#)

[Higher Education Funding Council for England \(HEFCE\)](#)

[Higher Education Funding Council for Wales \(HEFCW\)](#)

[Learning and Skills Council \(LSC\)](#)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

7.10.7. Government-funded training schemes for young people/young adults

The main government-funded training scheme is the Apprenticeship programme.

In **England**, the Apprenticeship programme has various levels:

- **Young Apprenticeships** (YAs) for 14- to 16-year-olds provide an opportunity for motivated school pupils to spend up to two days a week in the workplace learning a trade. Since September 2006, opportunities have been available in areas including art and design, business administration, engineering, health and social care, performing arts, the automotive industry, textiles, hospitality, construction, the electricity industry, food and drink manufacturing, hairdressing, retail, coaching and leadership, and science. The partnerships which deliver YAs are tailored to local circumstances, and include organisations such as schools, colleges, training providers and employers.
- **Entry to Employment (E2E) (or Pre-Apprenticeships)**, for young people aged 16 to 18, is designed to support disengaged young people, that is, those who have opted out of, or become disillusioned with education and training, to prepare for apprenticeships and employment.
- **Apprenticeships** are a work-based training option for young people and employers, and are based on National Vocational Qualifications (NVQs). For further information on NVQs, see section 2.4.3. and 7.14.2.1. Training frameworks have been developed in over 80 sectors of employment. Apprenticeships provide career-related skills and allow entry to an Advanced Apprenticeship (see below).
- **Advanced Apprenticeships** are a partnership initiative between government and industry to provide a high-quality, work-based route to NVQ level 3. They also aim to provide the broader skills and qualifications needed by industry and employers. Advanced Apprenticeships are intended largely for school leavers aged 16+, but are also open to more mature trainees. A previous upper age limit of 25 has been removed. Most advanced apprentices have employed status and are paid a salary by their employer. In England and Wales, training frameworks are developed by Sector Skills Councils (see 2.6.1.8.) and Industry Training Organisations for over 80 sectors of industry and business, ranging from engineering and construction to business administration, banking, information technology and the retail sector.
- **Apprenticeships for adults**, which cater for those over the age of 25, were piloted by the Learning and Skills Council in 2005. They began to be introduced nationally from September 2007.
- In addition, **Programme Led Apprenticeships (PLAs)** are programmes of learning that support apprentices through apprenticeship programmes. They were introduced by the Learning and Skills Council (LSC) to offer learners more routes into apprenticeships and are intended for individuals who may be unable to secure an employer-led pathway without extra support.
- The Apprenticeships, Skills, Children and Learning Act 2009 (see 7.2.1.) aims to strengthen and expand apprenticeships in England. The Act places Apprenticeships programme on a statutory basis and guarantee that all suitably qualified young people will be entitled to an apprenticeship place from 2013. It also included provisions to formally establish the National Apprenticeship Service (NAS) to provide leadership, support and advocacy for apprenticeship programmes. The NAS came into operation in April 2009.

In November 2009, the Department for Business, Innovation and Skills (BIS) published a new skills strategy, Skills for Growth (BIS, 2009a), which outlines further plans to expand apprenticeships in England. It includes proposals to increase the number of advanced apprenticeships over the next two years, with the aim of equipping people for higher level jobs.

In **Wales**, Apprenticeships and Advanced Apprenticeships are known as Foundation Apprenticeships and Apprenticeships respectively. They function in a similar manner to those in England (see above).

In **Northern Ireland**, the ApprenticeshipsNI Programme offers apprenticeships in a broad range of professional and technical areas, such as computer science, construction, electrical and mechanical

engineering and catering. They are available at levels 2 and 3 of the National Qualifications Framework (Qualifications and Credit Framework) (see). Until recently, apprenticeships were only available to 16- to 24-year-olds. However, since September 2008, they have been open to anyone over the age of 16. The 'Training for Success' programme, which aims to equip 16- to 24-year-olds with recognised basic skills and qualifications, can lead to an apprenticeship. The 'Pre-apprenticeship' component of the programme is directed at young people capable of achieving a level 2 qualification and prepares them for progression to employment as an apprentice. Further information about 'Training for Success' is available at: <http://www.delni.gov.uk/index/successthroughskills/trainingforsuccess.htm>

In September 2009, Programme Led Apprenticeships were introduced as an intervention measure to assist those school leavers who have not been in a position to secure an apprenticeship with an employer. They comprise a combination of off-the-job training and time spent with an employer on a work-placement for one day a week.

Other government-supported training programmes for young people include:

- **Youth Gateway**, a service run by Careers Wales, which is designed to assist 16 to 19-year-olds looking for a college or training course, or employment, to decide what to do next.
- **The New Deal for Young People** (England and Northern Ireland) aims to help young people between the ages of 18 and 24 who have been unemployed for six months or more to return to work. Under the first stage of the programme, young people are allocated a personal adviser, who provides support in identifying training needs and the necessary steps to finding employment. The second stage comprises relevant training or work experience. If employment has not been found after 26 weeks, further support to find employment is provided.
- In October 2009, **Flexible New Deal** began to replace the New Deal for Young People in some areas. In 2009/10, it is available in many areas of England and throughout Wales. It aims to help those who have been unemployed for 12 months or more to find a job. The programme is delivered for Jobcentre Plus, the government agency responsible for assisting people of working age to find work, by professional organisations which provide individuals with advice and support for finding work. The programme involves four weeks of work experience.

Skills for growth: The National Skills Strategy. Cm 7641. (BIS, 2009a)

Careers Wales Association Ltd

Department for Business, Innovation and Skills (BIS)

Department for Employment and Learning (Northern Ireland) (DEL)

Learning and Skills Council (LSC)

National Apprenticeships Service

Apprenticeships, Skills, Children and Learning Act 2009

7.10.8. Government supported training for adults

Government-supported training for adults includes the following programmes.

The '**Train to Gain**' employer training scheme (England), introduced in September 2006, aims to help businesses get training that meets their specific needs. The service gives employers access to a free 'Skills Broker' service, which aims to offer impartial advice and access to quality training, matching training needs with training providers. The scheme also provides fully subsidised training for low-skilled employees. In November 2007, the Learning and Skills Council published a plan to expand the Train to Gain scheme over the period to July 2011. It is intended that by 2011, the service will support more than 950,000 employees each year. The Train to Gain website is available at: <http://www.traintogain.gov.uk/>

The **New Deal for People aged 25 plus** (England and Northern Ireland). This aims to help people who have been unemployed for 18 months or more back into work. A personal adviser helps them to develop a plan that suits their needs, which can include measures such as subsidised employment and education and training opportunities. In addition, there are a number of other 'New Deal' programmes aimed at other groups of adults including those aged over 50, disabled people, lone parents and partners of unemployed people.

In October 2009, **Flexible New Deal** began to replace the New Deal for People aged 25 plus in some areas. In 2009/10, it is available in many areas of England and throughout Wales. It aims to help those who have been unemployed for 12 months or more to find a job. The programme is delivered for Jobcentre Plus, the government agency responsible for assisting people of working age to find work, by professional organisations which provide individuals with advice and support for finding work. The programme involves four weeks of work experience.

Work-based Learning for Adults (England and Wales), which provides programmes of work-based training, tailored to meet local needs within a framework set by central government. The aim of Work-based Learning for Adults is to help adults over the age of 25, who have been unemployed for six months or longer, to secure and sustain employment or self-employment through an individually tailored combination of guidance, structured work experience, training and approved qualifications. Several different models of training are offered within the programme, which also offers transitional support to participants immediately following their entry into employment and encourages the use of lifelong learning.

The **Modern Skills Diploma (MSD) for Adults** is a Welsh employment-based programme for adults over the age of 25 who are in employment. It provides opportunities for learners to improve their skills and knowledge at National Vocational Qualification (NVQ) level 4 of the National Qualifications Framework (Qualifications and Credit Framework) (see 2.4.3.). Entrants to the programme would normally be expected to already hold technician and/or people management positions. Learners usually follow an existing Master of Arts (MA) framework at NVQ level 4.

In addition, opportunities under the Apprenticeship programmes in England, Wales and Northern Ireland have been extended to adults aged 25 plus (see 7.10.7.) for further information

7.11. Teaching Methods

Institutions and teachers/lecturers are free to choose the appropriate teaching methods for the courses they teach. Courses may be structured in a variety of ways and the degree of practical training will depend on the course syllabus and the requirements of the awarding body (see 2.6.1.5.).

Information and Communication Technology

Becta is the Government's lead agency for information and communications technology (ICT) in education. Its remit covers the 'learning and skills' sector which includes all forms of adult learning. It delivers its work directly to the learning and skills sector through the provision of advice, digital resources, partnerships, standards and organisational development strategies.

'Learndirect' provides a very broad range of post-16 courses, the majority of which are delivered online. For further information, see 7.5.6.

British Educational Communications and Technology Agency (Becta)

Learndirect

7.12. Trainers

Information on all matters relating to staff in further and adult education institutions can be found in chapter 8..

7.13. Learner Assessment/ Progression

Student performance may be assessed by a variety of methods including examinations, continuous assessment or a combination of the two, depending on the course and the requirements of the awarding body.

Students have a right to regular information on their progress and personal achievements, but these arrangements are decided by the individual institution. The Data Protection Act 1998, which came into force on 1 March 2000, broadened the scope of the Data Protection Act 1984 and allowed students access to personal information held on them by institutions of further education.

[Data Protection Act 1984](#)

[Data Protection Act 1998](#)

7.14. Certification

Further education institutions offer a wide variety of courses, many of which lead to a range of nationally recognised qualifications, awarded by a number of different bodies. These qualifications may be academic (general education), general vocational or job-specific. The Learning and Skills Act 2000 requires that only approved qualifications are offered by publicly-funded schools and further education colleges. In England, approval is granted by the Secretary of State and, in Wales, by the National Assembly for Wales. Under the provisions of the Education (Northern Ireland) Order 1998, the Department of Education in Northern Ireland approves qualifications for students over compulsory school age.

The lists of qualifications are regularly reviewed by the regulatory authorities. These are the Office of the Qualifications and Examinations Regulator (Ofqual) (see 2.6.1.4.1.), the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales, and the Northern Ireland Council for the Curriculum, Examinations, and Assessment (CCEA).

Once external qualifications have been accredited by the regulators in England, Wales and Northern Ireland, they are placed on the National Qualifications Framework (NQF) or the Qualifications and Credit Framework (QCF), which is currently being implemented.

The NQF was introduced in 2006 and includes both academic and vocational qualifications at nine levels, ranging from entry level to level 8.

The QCF is a new framework which aims to enable learners to gain qualifications at their own pace. All vocational qualifications will be placed on the QCF by the end of 2010 and it is expected that academic qualifications will also in the future be placed on the QCF; until that time, the NQF remains the framework for all academic qualifications. It is intended that in Wales, the QCF will link with the wider Credit and Qualifications Framework for Wales (CQFW).

The QCF is unit-based and supported by a system of credit accumulation and transfer. That is, the achievements of learners will be expressed through credit, indicating the size of the unit or qualification, and by level, indicating the challenge. Learners will be able to bank, accumulate or transfer their credit as they progress up or across the framework. They will be able to plan and control their learning, opening up different pathways as they move forward. All individuals' achievements within QCF will be recorded in a personal 'learner record'.

For further information, see 2.4.

[Department of Education \(Northern Ireland\) \(DE\)](#)

National Assembly for Wales (NAfW)

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

Ofqual (Office of the Qualifications and Examinations Regulator)

Education (Northern Ireland) Order 1998

Learning and Skills Act 2000

7.14.1. Academic qualifications

Syllabuses and examinations in academic subjects are set by the awarding bodies or awarding organisations (see 2.6.1.5.) of the General Certificate of Secondary Education (GCSE) and the General Certificate of Education Advanced-level (GCE A-level). These are the same qualifications as those offered in schools. See section 5.17. and its subsections for further information.

7.14.2. Vocational qualifications

National Vocational Qualifications (NVQs) are job-specific vocational qualifications aimed largely at people who have left full-time education; see section 7.14.2.1.

Technical certificates have been developed as part of the Apprenticeship programmes; see 7.14.2.2.

General Certificates of Secondary Education (GCSEs) in applied subjects and GCE A-levels in applied subjects are aimed primarily at young people in schools and further education institutions. See sections 5.17.1.2. and 5.17.2.2. for further information.

A range of other vocational qualifications is also available.

Qualifications are regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) (see 2.6.1.4.1.) in England, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales, and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA), but are awarded by a variety of awarding bodies or awarding organisations (see 2.6.1.5.). Ofqual regulates NVQs in all three countries.

UK Vocational Qualifications Reform Programme (UK VQRP)

The UK Vocational Qualifications Reform Programme (UK VQRP) was established in November 2005. It is a UK-wide programme which aims to create a system:

- based on learner and employer needs;
- with greater clarity and more flexibility and choice;
- encouraging a more skilled and productive workforce;
- allowing individuals to fulfil their potential; and
- supporting greater social justice and opportunity.

Under the programme, Sector Qualifications Strategies (SQS) have been developed which outline current and future learning and qualifications needs by employers in sectors. Drawing on the SQS, the Sector Skills Councils (see section 2.6.1.8.) have been working with awarding organisations to produce action plans to refine and develop reformed vocational qualifications.

A key element of the programme is the development of a jointly regulated qualifications framework for England, Wales and Northern Ireland. The new Qualifications and Credit Framework (QCF) is intended to ensure that a wider range of achievements can be recognised and to establish a qualifications system that is more responsive to individuals' and employers' needs. The QCF began to be introduced in 2008/9 and it is

intended that all vocational qualifications will be placed on the framework by the end of 2010. For further information about the QCF, see 2.4..

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

Ofqual (Office of the Qualifications and Examinations Regulator)

7.14.2.1. National Vocational Qualifications (NVQs)

National Vocational Qualifications (NVQs) are job-specific vocational qualifications aimed largely at people who have left full-time education. NVQs are awarded to students who provide evidence of competence in one of 11 occupational framework areas (see below). The Office of the Qualifications and Examinations Regulator (Ofqual) (see 2.6.1.4.1.) is responsible for accrediting NVQs in England, Wales and Northern Ireland, and ensures that the NVQ qualifications offered by awarding bodies meet particular criteria and are broadly comparable across different sectors.

NVQs are based on National Occupational Standards (NOS). These are statements of performance standards which describe what competent people in a particular occupation are expected to be able to do. They cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements, and the knowledge and understanding which underpins competent performance.

National Occupational Standards were originally devised by National Training Organisations which were replaced by a UK-wide network of employer-led Sector Skills Councils (SSCs) from 2002, see 2.6.1.8.. 'Competence' is defined as a combination of relevant skills, knowledge and understanding and the ability to apply them. 'Units of Competence,' which may have been achieved in a range of different ways and over a period of time, may be combined into an NVQ. An awarding body may accept a variety of evidence that someone has reached the necessary standards of competence.

The occupational framework areas for the NVQ are:

- tending animals, plants and land
- extracting and providing natural resources
- constructing
- engineering
- manufacturing
- transporting
- providing goods and services
- providing health, social and protective services
- providing business services
- communicating
- developing and extending knowledge and skills.

NVQs are divided into five levels, which equate to the following levels in the workplace:

- Level 1 - Foundation skills in occupations
- Level 2 - Operative or semi-skilled occupations
- Level 3 - Technician, craft, skilled and supervisory occupations
- Level 4 - Technical and junior management occupations
- Level 5 - Chartered, professional and senior management occupations.

The UK Commission for Employment and Skills (UKCES) (see 7.2.1.) has been asked by the Government to conduct a full strategic review of National Occupational Standards (NOS). UKCES published a draft strategy for NOS for 2010 to 2020 in December 2009 (UKCES et al., 2009a). The strategy aims to ensure that NOS are used effectively and to expand the range of purposes for which they are used so that they can contribute fully

to raising skills levels. It is intended that the final version of the strategy, an implementation plan for 2010 to 2011 and NOS quality criteria will be agreed by the end of March 2010.

[NOS Strategy 2010-2020 \(UNCES, 2009a\)](#)

[Ofqual \(Office of the Qualifications and Examinations Regulator\)](#)

[UK Commission for Employment and Skills](#)

7.14.2.2. Technical Certificates

Technical Certificates form a component of the Apprenticeship programme (see 7.10.7.). They were originally developed by the predecessor body to the Qualifications and Curriculum Development Agency (QCDA) (see 2.6.1.4.1.), along with the predecessors to the Sector Skills Councils (SSCs) (see 2.6.1.8.) and the awarding bodies in 2001/02.

Technical Certificates are vocationally-related qualifications which aim to equip those on Apprenticeship programmes with the knowledge and understanding which underpin the National Vocational Qualification (NVQ) relevant to their chosen programme. Unlike the NVQ qualification, the Technical Certificate covers specialised occupational knowledge obtained through off-the-job training.

The Office of the Qualifications and Examinations Regulator (Ofqual) (see 2.6.1.4.1.), together with its partner regulatory authorities, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales and the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland, formally recognises Technical Certificates for use as accredited qualifications.

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Northern Ireland Council for the Curriculum, Examinations and Assessment \(CCEA\)](#)

[Ofqual \(Office of the Qualifications and Examinations Regulator\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

7.15. Education/Employment Links

See section 7.15.1. for training and employment links; and sections 7.15.2. and 5.18. and sub-sections for guidance services.

7.15.1. Training/employment links

Students completing studies in further education institutions may transfer directly to paid employment or continue their education in the further and higher education sector, depending on the courses studied and qualifications obtained.

General Certificate of Education Advanced-level (GCE A-level) qualifications and General Certificate of Education Advanced Subsidiary Qualifications (GCE AS qualifications) in general and applied subjects (see 5.17.2.) are acceptable for entry into higher education (see 6.6.).

Many students in further education are already in paid employment and follow either day-release courses part-time, or sandwich courses.

Many of the government-funded training schemes for young people and adults comprise both training/education and employment. See sections 7.10.7. and 7.10.8. for further information.

7.15.2. Guidance services

England

The 1997 Education Act requires further education institutions to work with the careers services and to provide students with access to a wide range of careers information.

Detailed information on guidance services provided for young people in England is provided in section 5.18..

The Apprenticeships, Skills, Children and Learning Act (see 7.2.1.), passed in November 2009, aims to strengthen advice and support services for adults through the establishment of a new Adult Advancement and Careers Service (AACCS), which should be operational from 2010.

Wales

Careers Wales was set up in April 2001. It provides a free, all-age, integrated advice, information and guidance service, working in partnership with a range of organisations including the Welsh Assembly Government, educational establishments, employers, training providers and youth services.

Careers Wales is currently undergoing review. The review's first report was published in August 2009 (Watts, 2009). It highlighted the need to restructure the service and to rebalance provision to better meet the needs of adult clients. See 5.18. for further information.

Northern Ireland

The Careers Service in Northern Ireland provides an all-age advice and guidance service, to help young people and adults make informed choices about their future career paths. In January 2009, the Minister of Education and the Minister for Employment and Learning jointly launched a new careers advice strategy (DE and DEL, 2009). One of the aims of the strategy is to improve access to careers information by developing the Careers Service website as an information hub. See 7.2.3. for further information about the strategy.

[Careers Wales: A Review in an International Perspective \(Watts, 2009\)](#)

[Preparing for Success: Careers Education, Information, Advice and Guidance \(DE and DEL, 2009\)](#)

[Careers Service in Northern Ireland](#)

[Careers Wales Association Ltd](#)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Education Act 1997](#)

7.16. Private Education

There are a number of independent institutions which offer post-compulsory education. Some of these institutions specialise in enabling students to gain university places and offer courses leading to General Certificate of Education Advanced-level (GCE A-level) examinations and General Certificate of Education Advanced Subsidiary Qualifications (GCE AS qualifications) (see 5.17.2.1.) or equivalent. As many of the students come from overseas, most also offer English language classes. Other independent post-compulsory institutions focus on vocational and professional education and training. The majority of courses are in business studies or information technology.

The British Accreditation Council for Independent Further and Higher Education (BAC) regulates independent further and higher education in the UK. It has developed a national quality assurance scheme for accrediting independent further and higher education providers.

[British Accreditation Council \(BAC\)](#)

7.17. Statistics

In 2007/08, there were 444 further education colleges including 95 sixth-form colleges in the United Kingdom. There are no sixth-form colleges in Wales or Northern Ireland. These figures do not include adult education centres. (These figures include data for Scotland as well as England, Wales and Northern Ireland.)

UNITED KINGDOM*		
	Further education institutions/colleges	444
	of which sixth form colleges	95
ENGLAND		
	Further education institutions	373
	of which sixth form colleges	95
WALES		
	Further education institutions	22
NORTHERN IRELAND		
	Further education institutions	6

*Includes Scotland

Source: Table 2.1. in Department for Children, Schools and Families (DCSF) (2009). *Education and Training Statistics for the United Kingdom 2009* (online). Available: <http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000891/index.shtml> (25/02/10)

Percentage of 16- and 17-year-olds participating in post-compulsory education and Government-supported training, 2006/07

16-year-olds	In further education			Government-supported training (GST)	All in full-time education and GST
	At school	Full-time	Part-time		
All					
United Kingdom*	39	38	5	6	83
England	37	41	4	6	84
Wales	41	33	5	7	81
Northern Ireland	54	31	26	10	95
Males					
United Kingdom*	37	37	5	7	80
England	34	39	4	7	80
Wales	36	33	5	9	78
Northern Ireland	45	35	26	11	91
Females					
United Kingdom*	42	40	4	4	87
England	39	43	3	4	87
Wales	45	34	5	6	85
Northern Ireland	64	27	27	9	99

17-year-olds	In further education			Government-supported training (GST)	All in full-time education and GST
	At school	Full-time	Part-time		
All					
United Kingdom*	29	34	5	7	70
England	29	36	5	8	72
Wales	31	28	6	8	67
Northern Ireland	47	32	15	10	89
Males					
United Kingdom*	27	31	6	9	67
England	27	34	5	9	69
Wales	27	26	7	9	63
Northern Ireland	38	34	14	12	84
Females					
United Kingdom*	32	36	5	6	74
England	31	39	4	6	76
Wales	34	30	6	7	71
Northern Ireland	57	29	16	8	95

*Includes Scotland

Source: Table 2.2. in Department for Children, Schools and Families (DCSF) (2008). *Education and Training Statistics for the United Kingdom 2008* (online). Available: <http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000823/index.shtml> (20/03/09)

Students in further education by country of study, mode of study, gender and area of learning, during 2007/08 (in thousands)

United Kingdom	Home and Overseas Students							
	United Kingdom		England		Wales		Northern Ireland	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Health, Public Services and Care	110.0	330.0	100.5	265.4	-	-	3.1	8.4
Science and Mathematics	62.9	42.3	59.7	27.3	-	-	1.8	8.6
Agriculture, Horticulture and Animal Care	24.6	35.8	23.2	25.8	-	-	0.2	0.6
Engineering and Manufacturing Technologies	56.4	111.5	48.9	76.9	-	0.1	2.7	6.5
Construction, Planning and the Built Environment	58.0	76.8	48.9	52.8	-	-	5.7	6.0
Information and Communication Technology	54.7	285.1	50.6	225.3	-	-	1.6	10.4
Retail and Commercial Enterprise	72.3	78.9	69.1	68.3	-	-	3.0	9.3
Leisure, Travel and Tourism	66.1	79.8	61.7	53.7	-	-	2.0	1.7
Arts, Media and Publishing	119.3	109.4	115.5	96.7	-	-	2.4	3.9
History, Philosophy and Theology	14.9	19.6	14.3	18.3	-	-	0.1	0.5
Social Sciences	20.4	9.8	19.0	4.6	-	-	0.2	2.2
Languages, Literature and Culture	30.0	148.4	28.3	102.2	-	13.0	0.1	13.0
Education and Training	7.3	108.4	5.3	83.3	1.0	1.9	0.3	17.6
Preparation for Life and Work	174.4	570.2	165.5	507.2	-	-	0.5	9.3
Business Administration and Law	66.5	158.1	62.6	135.5	-	-	1.7	8.5
Other subjects/unknown	115.6	251.6	67.8	42.8	42.9	164.7	-	-
All subjects	1053.3	2415.7	940.9	1786.1	43.9	179.6	25.3	106.5

Source: Table 2.3. in Department for Children, Schools and Families (DCSF) (2009). *Education and Training Statistics for the United Kingdom 2009* (online). Available: <http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000891/index.shtml> (25/02/10)

Additional statistical information on further education may be obtained from the Learning and Skills Council (England), the Department for Children, Education, Lifelong Learning, and Skills (DCELLS) Wales, the Welsh Assembly Government's Statistical Directorate, and the Department for Employment and Learning (Northern Ireland).

[Education and Training Statistics for the United Kingdom \(DCSF, 2009c\)](#)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Department for Employment and Learning (Northern Ireland) (DEL)

Learning and Skills Council (LSC)

National Assembly for Wales (NAfW)

8. Teachers and Education Staff

This chapter deals mainly with the training and employment of teachers and heads of institutions in pre-school settings, schools, further and adult education institutions and higher education institutions. It also deals briefly with the training and employment of support staff working in schools, and other staff involved in institutional management, administration and inspection.

8.1. Initial Training of Teachers

Pre-school, primary and secondary schoolteachers

In England and Wales, teachers employed in maintained schools including nursery schools, must have Qualified Teacher Status (QTS) or be otherwise licensed or authorised to teach by the Secretary of State for Children, Schools and Families, the Training and Development Agency for Schools (which has an England-only remit), or the National Assembly for Wales. In Northern Ireland, teachers employed in grant-aided schools must have qualifications approved by the Department of Education (DE).

Note: The term 'initial teacher training' (ITT) is used in England. The term 'initial teacher education and training' is often preferred in Wales, and 'initial teacher education' in Northern Ireland. For convenience, where a statement covers more than one of England, Wales and Northern Ireland, 'ITT' will be used.

Teachers in post-compulsory and further education

This covers teachers in further education institutions, including sixth form colleges, adult and community education and training organisations. Teachers of post compulsory students (16+) in maintained schools are covered by the section on pre-school, primary and secondary school teachers.

Since September 2001 in England, and 2002 in Wales, all new entrants to teaching in the post-compulsory sector have been required to undergo teacher training and to complete a professional teaching qualification that is endorsed by Lifelong Learning UK. Serving teachers who were employed before September 2001 are also encouraged to obtain relevant teaching qualifications through a process of continuing professional development. New teaching qualifications and a professional 'licence to teach' have been introduced in England from September 2007 and, in both England and Wales, new professional standards for teachers have been developed.

In Northern Ireland, further education teachers who do not have an initial teacher training qualification on appointment must hold an approved qualification such as a university degree or a vocational qualification in the subject they wish to teach. Since November 2009, all new entrants have been required to obtain a Post Graduate Certificate in Education (Further Education). Year 1 of the PGCE (Further Education) must be completed within the first year of teaching and be followed within the next 2 years by successful completion of the 2nd year.

Teachers in higher education

Higher education institutions are autonomous institutions. Each determines its own requirements concerning staff and there is no body of legislation dealing with higher education staff. UK professional standards for teaching in higher education have been developed for institutions to apply to their professional development programmes and activities.(see 8.1.2.3.).

Department of Education (Northern Ireland) (DE)

Lifelong Learning UK

National Assembly for Wales (NAfW)

Training and Development Agency for Schools (TDA)

8.1.1. Historical Overview

See the sub-sections which follow: 8.1.1.1. for pre-school, primary and secondary teachers; 8.1.1.2. for further and adult education institutions; and 8.1.1.3. for teachers in higher education.

8.1.1.1. Pre-school, primary and secondary school teachers

England and Wales

Before the Education Act 1902 the training of elementary school teachers was largely carried out under a pupil-teacher system, in which elementary school pupils were selected as pupil-teachers and received three years concurrent training and education in pupil-teacher centres, run by local school boards, with teaching practice at their elementary schools. These pupil-teachers were prepared for a scholarship examination at 18, and if successful, had the opportunity of attending training colleges for 2 or 3 years. These were residential colleges, mostly Church of England, run by voluntary societies with some government subsidy. The 1902 Act empowered Local Education Authorities (LEAs) to support teacher training colleges. In the early years of the 20th century the pupil-teacher system was gradually replaced by a system under which an intending teacher attended school until 17 or 18 and then either proceeded to a training college or became a student teacher at a public elementary school.

Following the Second World War, there was an increased demand for trained teachers and many new training colleges were established, including emergency colleges to attract returning service personnel. In 1960, the teacher training college programme was extended from two to three years. Following the Robbins Report of 1963, these colleges were re-designated colleges of education and were expanded rapidly to respond to the continuing increase in demand for teachers. A four-year Bachelor of Education (BEd) course was subsequently introduced alongside the existing three-year Certificate course. In 1983 the Certificate in Education was discontinued and teaching became an all-graduate profession. Following changes to the structure of higher education, and mergers of former teacher training colleges with other institutions, the providers of Bachelor of Education courses are now universities and colleges of higher education.

Professional training for all school teachers, including secondary school teachers, did not become mandatory until 1974. Until then, a holder of a bachelor's degree could teach without any further training. Since then, graduates have been required to take a one-year postgraduate course of professional training (the PGCE). This consecutive model of training was traditionally a major route for intending secondary school teachers, but it has now also become a major route for intending primary school teachers. The professional training provided by both the concurrent and consecutive routes combined training by higher education institutions (HEIs) with blocks of school-based experience known as teaching practice. However, there was considerable variation in the courses provided, within, as well as, across the different routes, as it remained the case that the professions themselves (professional teacher educators, the funding bodies, teaching unions) took the lead in shaping programmes, rather than the Government.

In 1984, the Council for the Accreditation of Teacher Education (CATE) was established to oversee initial teacher education in England and Wales on behalf of the Secretary of State, thus establishing the mechanism for increased central control. In 1989, new accreditation procedures were established for courses of initial teacher training.

Since the 1990s, the initial training of school teachers has undergone reform according to the following principles:

- There should be a variety of high-quality routes to Qualified Teacher Status (QTS), reflecting the different backgrounds and qualifications of candidates and responding to the increasingly diverse needs of schools.
- Schools should play a much larger and more influential part in initial teacher training in partnership, where appropriate, with HEIs.

- Accreditation criteria for institutions providing ITT should require HEIs, schools and students to focus on professional standards for teaching, that is on the subject knowledge and skills required by newly qualified teachers, which equip them to teach effectively and are the foundation of further professional development.
- Institutions, rather than courses, should be accredited for ITT.

The trend towards placing students in schools for greater proportions of their training has resulted in responsibility for ITT being shared between HEIs and schools. Courses are now provided either by partnerships of HEIs and schools or, in a limited number of cases in England only, by groups of schools, consulting HEIs and other agencies as required (see School Centred Initial Teacher Training 8.1.4.1.).

The first 'employment-based routes' into teaching began operation in the early 1990s with the introduction of the Licensed and Articled Teacher schemes. These have since been discontinued, but other employment-based routes are currently in operation (see section 8.1.8.). In recent years, in addition to employment-based routes, more flexible training programmes have been introduced which are designed to meet individual needs and circumstances.

The Teaching and Higher Education Act 1998 introduced significant reforms including:

- provision for the establishment of General Teaching Councils and the requirement for teachers to register with the General Teaching Council for England or the General Teaching Council for Wales. The Councils were established in September 2000. Their main functions include the maintenance of a register of teachers and the establishment and maintenance of a Code of Practice;
- the requirement for newly qualified teachers (NQTs) to serve an induction period. The statutory induction period designed to support all NQTs through their first year of teaching was introduced in England in 1999. Similar arrangements were introduced in Wales in 2003. See 8.1.4.1.3. for further details of induction arrangements;
- the inspection of teacher training providers by Her Majesty's Chief Inspector (HMCI) - see 9.4.2.3.2.; and
- the requirements for new headteachers to hold the professional qualification for headteachers - see 8.3.1..

The Education Act 1994 established the Teacher Training Agency (TTA) as an executive non-departmental public body whose purpose it was to raise standards in schools in England by attracting able and committed people to teaching and by improving the quality of teacher training. A key element of the TTA's strategy was to promote employment-based training and flexible routes to Qualified Teacher Status (QTS). The Act also empowered schools or consortia of schools, accredited by the TTA, to provide courses of initial teacher training. This is known as School-Centred Initial Teacher Training (SCITT); for more information see 8.1.4.1..

The 2003 Workload Agreement for England and Wales (DfES, 2003g) put greater emphasis on the role of teaching assistants and other members of the whole school team as part of workforce re-modelling for schools (see 8.2.12.1.).

In September 2005, the TTA became the Training and Development Agency for Schools (TDA). The Education Act 2005 extended its remit to include improving the professional development and training of the wider school workforce.

Northern Ireland

Professional training for all school teachers did not become mandatory until 1973. Until then, a holder of a bachelor's degree could teach without any further training. Since then, graduates have been required to take a one-year postgraduate course of professional training (the PGCE).

Following a review of teacher education between 1994 and 1996, a major reform of initial teacher education was implemented in the 1996/97 academic year. The main outcome of the reform was the development of

an integrated model of teacher education covering the initial and induction stages of teacher education and extending to the early years of professional development. The key recommendations of the Northern Ireland Teacher Education Committee (NITEC) were accepted by the Education Minister and took effect from September 1996, as follows:

- The period of school experience was extended to ensure full weight is given to this important element of training.
- Since the beginning of the 1996/97 academic year all teacher training courses in Northern Ireland have been based on the development of specific skills and competences (which have recently been revised by the General Teaching Council for Northern Ireland (GTCNI) – see [8.1.6.1.](#)).
- At the end of their courses, newly qualified teachers, known as ‘beginning teachers’ are provided with a career-entry profile of competences as an aid to further development during the period of induction and early in-service training.
- Responsibility for assessing student teachers’ progress during school experience remains with the higher education institutions, without formal, contractual participation by the schools, but with opportunities for fuller voluntary partnership where schools so wish.

The induction stage was introduced in 1997/98. The arrangements for early professional development commenced in 1998/99.

The Education (NI) Order 1998 made provision for the establishment of a General Teaching Council for Northern Ireland. The Council was established in 2002 (see 8.2.).

[Raising standards and tackling workload: A national agreement \(DfES, 2003g\)](#)

[General Teaching Council for England](#)

[General Teaching Council for Northern Ireland](#)

[General Teaching Council Wales \(GTCW\)](#)

[Training and Development Agency for Schools \(TDA\)](#)

[Education \(Northern Ireland\) Order 1998](#)

[Education Act 1994](#)

[Education Act 2005](#)

[Teaching and Higher Education Act 1998](#)

8.1.1.2. Teachers in further and adult education institutions

Traditionally, further education institutions concentrated on providing vocational education, and teachers (usually called lecturers) were normally drawn from the world of commerce and industry. Although teacher training for further education (FE) teachers was first recommended in the 1972 ‘James Report’ (DES, 1972) and courses have been available for a number of decades, the initial training of teachers in further education institutions was not until recently a statutory requirement in England and Wales.

Despite not being a statutory requirement, many teachers of academic subjects in further education institutions did have the teaching qualification required to become a schoolteacher, Qualified Teacher Status (QTS), having been previously employed in a school, or having been employed by a sixth-form college during the period when Schools Regulations applied to these institutions (prior to the implementation of the Further and Higher Education Act 1992).

In September 2001, the then Department for Education and Skills introduced mandatory teaching qualifications for FE teachers in England. In July 2002, the National Assembly for Wales (NAfW) introduced requirements for FE teachers in FE institutions in Wales to hold relevant qualifications. Between 2001 and

2007 in England, and from 2002 to 2008 in Wales, the qualifications were based on national standards for teaching developed by the former Further Education National Training Organisation or FENTO (now part of Lifelong Learning UK, a sector skills council – see 2.6.1.8.). The standards consisted of the following three main elements:

- professional knowledge and understanding;
- skills and attributes;
- key areas of teaching (FENTO, 1999).

Major reforms to the initial training, status and qualifications of teachers in the further education sector in England were introduced in September 2007 (see 8.1.4.2.). These reforms, together with new regulations concerning continuing professional development and the professional registration of teachers (see [8.2.2.2.](#)) and principals (see [8.3.1.2.](#)) of further education institutions are designed to deliver the Government's commitment to professionalise the further education workforce.

New professional standards have also been approved in Wales and have been specified as the standards required under the current Qualifications Regulations. Procedures have been put in place to ensure that qualifications offered by Welsh higher education institutions from September 2008 are endorsed against these new standards. See section 8.1.2.2..

In Northern Ireland, from 1 September 1994, all new permanent entrants to the teaching profession, who do not already have a post-graduate teaching qualification have been required to obtain the Postgraduate Certificate in Further and Higher Education (PGCFHE), from the University of Ulster, within three years of their appointment. This became a contractual requirement for new teachers from 1 September 1996. (The PGCFHE has recently been replaced by a new qualification. (See 8.1.4.2. for more details.)

[Standards for Teaching and Supporting Learning in Further Education in England and Wales \(FENTO, 1999\)](#)

[Teacher Education and Training: Report by a Committee of Inquiry \(DES, 1972\)](#)

[Lifelong Learning UK](#)

[National Assembly for Wales \(NAFW\)](#)

[Further and Higher Education Act 1992](#)

8.1.1.3. Teachers in higher education institutions

Traditionally most academic staff in higher education institutions (HEIs) are involved in both teaching and research. Although many institutions have developed accredited programmes to prepare staff for their teaching role and have established continuing professional development programmes, until relatively recently there has been no national framework of accreditation for staff involved in teaching in the sector.

The first teacher accreditation scheme for the sector was launched in 1993 by the newly formed Staff and Educational Development Association (SEDA).

In 1997, the Dearing report (Dearing, 1997) recognised that there was a need to establish higher education teaching as a profession in its own right and recommended the establishment of an Institute for Learning and Teaching in Higher Education (ILTHe). It was subsequently established in 1999 to develop an accreditation scheme for higher education teachers and to encourage innovation in teaching and learning. The Learning and Teaching Support Network (LTSN) was also established to promote high quality learning and teaching through the development and sharing of good practice.

The ILTHE worked in conjunction with partners across all areas of the higher education sector to develop an accreditation framework for training and professional development in higher education (HE). A professional development framework was also developed by SEDA to support the development of specialist staff within higher education.

Promoting high quality teaching and learning has become a key objective in higher education at national and institutional level. The Government White Paper, 'The future of higher education', published in 2003 (GB. Parliament. HoC, 2003b) proposed that 'from 2006 all new teaching staff should obtain a teaching qualification that incorporates agreed professional teaching standards' (see 8.1.2.3.). The White Paper also proposed the establishment of a single national body, a teaching quality academy, to develop and promote best practice in teaching. In April 2004, the ILTHE and the LTSN transferred into the newly established Higher Education Academy (HEA). The HEA's functions include the accreditation of programmes and of individuals as licensed practitioners, research and evaluation as well as providing discipline-based support for learning and teaching. The Leadership Foundation for Higher Education, which subsumed the former Higher Education Staff Development Association (HESDA), was also established in 2004 with a remit to develop and improve the management and leadership skills of existing and future leaders in HE.

Other bodies involved in training and professional development, and related activities include:

- Lifelong Learning UK, the sector skills council (see 2.6.1.8.) responsible for workforce development in the sector
- the HE funding bodies
- the University and College Union, formed by the amalgamation of the Association of University Teachers (AUT) and the University and College Lecturers' Union (NATFHE).

[Higher Education in the Learning Society \(Dearing, 1997\)](#)

[The Future of Higher Education \(Cm. 5735\) \(GB. Parliament. House of Commons, 2003b\)](#)

[Higher Education Academy \(HEA\)](#)

[Leadership Foundation For Higher Education](#)

[Lifelong Learning UK](#)

[University and College Union \(UCU\)](#)

8.1.2. Ongoing debates and future developments

See the following sub-divisions for further information: 8.1.2.1. for pre-school, primary and secondary teachers; 8.1.2.2. for teachers in further and adult education institutions and 8.1.2.3. and teachers in higher education institutions.

8.1.2.1. Pre-school, primary and secondary school teachers

In early 2009, the Government published 'Working together: Public services on your side' (GB. Cabinet Office, 2009a) which outlined measures to reform public services in England so that they are more capable of meeting local and individual needs. Some of these plans affect ITT recruitment and provision and include:

- Designing a diagnostic tool for screening ITT applicants for 'soft' skills such as empathy, communication and resilience. This project will be led by the Training and Development Agency for Schools (TDA) and will be piloted with a range of ITT providers;
- Developing a new fast-track ITT route for high-flying career changers and graduates moving into teaching. This would take six months to complete, and would be developed as an option alongside the current 1-year Post Graduate Certificate of Education (PGCE) and Graduate Teacher Programmes.
- The launch, in September 2010, of the Accelerate to Headship programme by the National College for Leadership of Schools and Children's Services. This pathway will enable outstanding people to progress to headship in four years.

In Wales, following a review of ITT provision published in 2006 (Furlong, et al, 2006), the Welsh Assembly Government issued an 'ITT Change Plan' setting out how it intends to take forward changes in light of the

review's recommendations and in order to better align ITT provision with need by 2010-11 (NAFW. Education, Lifelong Learning and Skills Committee, 2006). Issues which the plan aims to tackle include:

- a reduction in ITT course numbers
- improvements to teacher workforce planning
- adjusting current employment based training routes into teaching
- reviewing Welsh medium ITT provision.

In line with this review, ITT provision in higher education institutions has recently been restructured. Instead of individual institutions organising courses separately, they have combined to do this on a joint basis by forming three collaborative ITT centres. This is to ensure that the number of teachers trained each year does not exceed the number needed in Welsh schools.

Professional standards for teachers

The revision of professional standards for teachers from initial teacher training onwards has been a major factor in the move towards establishing 'a new professionalism' amongst teachers. Revised standards for Qualified Teacher Status (QTS) in England (TDA, 2007a) have been published by the Training and Development Agency for Schools (TDA) as part of the first coherent framework of professional standards for teachers at each stage of their careers. Similarly, in Northern Ireland, revised professional competencies for teachers have also been developed alongside the development of an electronic record (e-Portfolio), which will enable teachers to record their careers from start to finish. In Wales, revised QTS standards and requirements for the provision of courses of initial teacher training were introduced in October 2006. These were updated in 2009 to reflect the changes to the curriculum which began to be implemented in September 2008. In addition, a national programme of structured professional development is being introduced. See **8.1.6.1.** for further details of the professional standards for teachers.

[Becoming a Qualified Teacher: Handbook of Guidance \(Circular 017/2009\) \(NAFW, 2009\)](#)

[Initial Teacher Training Provision – next steps. ELLS\(2\) 06-06\(p2\) \(NAFW. Education, Lifelong Learning and Skills Committee, 2006\)](#)

[Initial Teacher Training. \(ELLS\(2\)-04-07\(Paper 2\) \(NAFW. Education, Lifelong Learning and Skills Committee, 2007\)](#)

[Policy Review of Teacher Education in Northern Ireland \(Osler, 2005\)](#)

[Professional Standards for Qualified Teacher Status and Requirement for Initial Teacher Training \(TDA, 2007a\)](#)

[Review of Initial Teacher Training Provision in Wales: A Report to the Welsh Assembly Government \(Furlong et al, 2006\)](#)

[Teaching: The Reflective Profession \(GTCNI, 2007\)](#)

[Working together: Public Services on your Side \(Great Britain. Cabinet Office, 2009a\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Training and Development Agency for Schools \(TDA\)](#)

8.1.2.2. Teachers in further and adult education institutions

England

Major reforms to the initial teacher training, status and qualifications of teachers in the further education sector in England were introduced in September 2007. The reforms were designed to deliver the Government's commitment to professionalise the further education workforce (see 8.1.4.2.).

In summer 2009, the Training and Development Agency for Schools (TDA) consulted on an assessment-only route to Qualified Teacher Status (QTS). This has resulted in an amendment to the Education (School Teachers' Qualifications) (England) Regulations 2003 which came into force in January 2010. This change means that FE teachers with a degree and Qualified Teacher Learning and Skills (QTLS) can now benefit from a faster, more flexible route to QTS. Previously, qualified FE teachers transferring to school-teaching could only work as unqualified teachers on a lower salary until they retrained. Now they can transfer their FE qualifications by completing a short assessment programme.

In June 2009, the Department for Business, Innovation and Skills (BIS) was created. It was formed through the merger of the Department for Innovation, Universities and Skills (DIUS) and the Department of Business, Enterprise and Regulatory Reform (BERR). Its key role is to enable the UK to compete in a global economy and its responsibilities include the further education and skills sectors. BIS is taking forward the programme of reforms in the further education workforce, working alongside partner organisations such as Lifelong Learning UK (LLUK), the Institute for Learning (IfL) and the Learning and Skills Improvement Service (LSIS).

Northern Ireland

Following an evaluation of the FE teacher education programme in 2006, the Department for Employment and Learning (DEL) has revised the existing Postgraduate Certificate in Further and Higher Education in order to meet the needs of the 14-19 agenda and facilitate the transfer of teachers' skills across the post-primary education sector. The revised qualification will be known as the Postgraduate Certificate in Education (PGCE) (Further Education). The implementation and delivery arrangements for the new qualification are being piloted from November 2009 for a two year period (see 8.1.4.2.).

In April 2009, Lifelong Learning UK published professional standards for teachers, tutors and trainers in the lifelong learning (further education) sector in Northern Ireland. They are being used to underpin qualifications for teachers in this sector (LLUK, 2009).

[Northern Ireland Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector \(LLUK, 2009\)](#)

[Department for Business, Innovation and Skills \(BIS\)](#)

[Institute for Learning](#)

[Learning and Skills Improvement Service \(LSIS\)](#)

[Lifelong Learning UK](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[Education \(School Teachers' Qualifications\) \(England\) Regulations 2003](#)

[Further Education Teachers' Qualifications \(England\) Regulations 2007](#)

8.1.2.3. Other Staff

Sector skills councils (SSCs) (see 2.6.1.8.) are required to produce a sector qualification strategy to cover the occupational roles for which they are responsible. In its role as the sector body for the school workforce in England, the Training and Development Agency for Schools (TDA) has produced a strategy document setting out its vision of future qualifications for school support staff (TDA, 2008a). The strategy aims to ensure that people working in a support role in schools in England can contribute to pupil attainment and well-being.

[Sector qualification strategy for school support staff \(TDA, 2008a\)](#)

8.1.3. Specific Legislative Framework

The framework depends on the sector (schools, further education or higher education). See sub-divisions for further information: 8.1.3.1. for pre-school, primary and secondary school teachers; 8.1.3.2. for teachers in further and adult education institutions and 8.1.3.3. for teachers in higher education institutions.

8.1.3.1. Training of teachers in pre-school, primary and secondary schools

England and Wales

The Education (School Teachers' Qualifications) (England) Regulations 2003 and the Education (School Teachers' Qualifications) (Wales) Regulations 2004 set out the process for determination of Qualified Teacher Status (QTS) in England and Wales respectively.

The Education (School Teachers' Qualifications) (England) Regulations 2003 also contain the statutory basis for the requirement that teachers of classes of pupils with hearing impairment, visual impairment or multi-sensory impairment must hold Mandatory Qualifications (see [8.1.3.4.](#)).

The Education (Health Standards) (England) Regulations 2003 state that providers of initial teacher training must ensure that those entering training have the health and physical capacity to teach and will not put children and young people at risk of harm. In Wales, the relevant regulations are Education (Health Standards) (Wales) Regulations 2004. These generalized health requirements are being reconsidered in the light of the Disability Discrimination Act 2005.

The requirements for initial teacher training (ITT) in England are contained in 'Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training' (TDA, 2008a). In Wales, requirements are set out in National Assembly for Wales Circular No. 017/2009 (NAfW, 2009).

These documents set out:

- the standards which must be met by trainee teachers before they can be awarded QTS
- the requirements for training providers and those who make recommendations for the award of QTS.

Northern Ireland

The employment of teachers is subject to the provisions of the Teachers' (Eligibility) Regulations (Northern Ireland) 1997 as amended and the Education (Northern Ireland) Order 1998, which established the requirement that all teachers who wish to teach in grant aided school be registered with the General Teaching Council for Northern Ireland (GTCNI).

The Education (Northern Ireland) Order 2006 transferred the approval of the qualifications of teachers in grant-aided schools from the Department of Education to the GTCNI.

[Becoming a Qualified Teacher: Handbook of Guidance \(Circular 017/2009\) \(NAfW, 2009\)](#)

[Professional Standards for Qualified Teacher Status and Requirement for Initial Teacher Training \(TDA, 2007a\)](#)

[Revised ITT Requirements 2007 \(TDA, 2007d\)](#)

[General Teaching Council for Northern Ireland](#)

[Disability Discrimination Act 2005](#)

[Education \(Health Standards\) \(England\) Regulations 2003](#)

[Education \(Health Standards\) \(Wales\) Regulations 2004.](#)

[Education \(Northern Ireland\) Order 1998](#)

[Education \(Northern Ireland\) Order 2006](#)

[Education \(School Teachers' Qualifications\) \(England\) Regulations 2003](#)

[Education \(School Teachers' Qualifications\) \(Wales\) 2004](#)

[Teachers' \(Eligibility\) Regulations \(Northern Ireland\) 1997](#)

8.1.3.2. Training of teachers in special education

NB: The following information relates to those teaching in non-mainstream, special schools.

In England, the Education (School Teachers' Qualifications) (England) Regulations 2003 stipulate that, in addition to holding Qualified Teacher Status (QTS), a person employed at a school as a teacher of a class of pupils with hearing impairment, visual impairment or multi-sensory impairment, must possess a qualification approved by the Secretary of State for the purposes of the Regulations. This is known as a mandatory qualification (MQ). All institutions approved to award MQs are expected to base their training on a national specification devised by the Training and Development Agency for Schools (TDA) and the Department for Children, Schools and Families (DCSF). The TDA conducted a review of the specification in 2008 to ensure that developments in technology and policy are taken into account and the revised specification has formed the basis for approving providers delivering courses leading to MQs from September 2009.

In Wales, teachers who wish to specialise in teaching children and young people with visual, hearing or multi-sensory impairments are required by the Education (School Teachers' Qualifications) (Wales) Regulations 2004 to obtain a mandatory qualification (MQ).

In Northern Ireland, DE Circular 2007/22 also requires those teaching pupils with visual or hearing impairments to obtain a mandatory qualification and gives a list of approved providers for these qualifications.

[Qualifications of teachers in nursery, primary, secondary and special schools \(DE Circular 2007/22\) \(DE, 2007b\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Training and Development Agency for Schools \(TDA\)](#)

[Education \(School Teachers' Qualifications\) \(England\) Regulations 2003](#)

[Education \(School Teachers' Qualifications\) \(Wales\) 2004](#)

8.1.3.3. Training of teachers in further and adult education institutions

England

Between September 2001 and September 2007, in accordance with the Further Education Teachers' Qualifications (England) Regulations 2001, all new unqualified teachers employed to teach a further education course in England leading to a nationally recognised qualification were required to hold, or to work towards and achieve in a specified time, a recognised teaching qualification appropriate to their role. The Further Education Teachers' Qualifications Regulations (England) 2007 came into force with effect from September 2007 introducing major reforms (see 8.1.4.2.). The regulations set out a new qualifications framework and the requirement to achieve professional status as 'licensed practitioners'.

Wales

In Wales, the Further Education Teachers' Qualifications (Wales) Regulations 2002 require persons employed as teachers in institutions in the further education sector to have relevant qualifications of a standard specified by the Welsh Assembly Government (specifically, the Welsh Ministers, by virtue of the Government of Wales Act 2006). The Welsh Ministers have specified that the new professional standards for teachers,

tutors and trainers in the lifelong learning sector in Wales developed by Lifelong Learning UK are the specified standards for FE teaching qualifications in Wales gained for ITT courses commencing from 1 September 2008.

Northern Ireland

Since September 1994, new entrants to full-time, permanent lecturer and associate lecturer posts in further education, who do not already possess a B.Ed degree or a PGCE, have been required to obtain the Post Graduate Certificate in Further and Higher Education (PGCFHE) within three years of appointment.

Following an evaluation of the teacher education programme in further education (FE) in 2006, the Department for Employment and Learning has revised the PGCFHE so that it meets the needs of the 14-19 agenda and facilitates the transfer of teachers' skills across the post-primary education sector. The new qualification is known as the Post Graduate Certificate in Education (PGCE) (Further Education). The qualification is underpinned by the Lifelong Learning UK (LLUK) professional standards for teachers. With effect from November 2009, the PGCE (FE) is a mandatory qualification for all new entrants, permanent, full-time and associate lecturers who are not qualified teachers. Year 1 of the PGCE must be completed within the first year of teaching and be followed within the next 2 years by successful completion of the 2nd year.

Guidance on the qualifications required to teach in institutions of further and higher education is provided in Department of Employment and Learning Circular FE12/09 (DEL, 2009a). In addition, Circular 2008/21 (DE, 2008g) provides guidance on the other qualifications required to teach in institutions of further and higher education.

[Qualifications of Teachers in Institutions of Further and Higher Education \(DE Circular 2008/21\) \(DE, 2008g\)](#)

[Qualifications required to teach in institutions of further and higher education \(DEL Circular FE12/09\) \(DEL, 2009a\)](#)

Lifelong Learning UK

[Further Education Teachers' Qualifications \(England\) Regulations 2001](#)

[Further Education Teachers' Qualifications \(Wales\) Regulations 2002](#)

[Further Education Teachers' Qualifications \(England\) Regulations 2007](#)

[Government of Wales Act 2006](#)

8.1.3.4. Training of teachers in higher education institutions

As higher education institutions (HEIs) are autonomous institutions, each determines its own requirements concerning staff and there is no body of legislation dealing with higher education staff. However, following the White Paper 'The Future of Higher Education' (GB. Parliament. HoC, 2003b) the Higher Education Academy (HEA) (see 8.1.1.3.) has led the development of the standards framework in partnership with institutions, staff and other stakeholders (Universities UK, GuildHE and the UK HE funding bodies) (see 8.1.2.3.).

[The Future of Higher Education \(Cm. 5735\) \(GB. Parliament. House of Commons, 2003b\)](#)

[Department for Employment and Learning \(Northern Ireland\) \(DEL\)](#)

[GuildHE](#)

[Higher Education Academy \(HEA\)](#)

[Higher Education Funding Council for England \(HEFCE\)](#)

[Higher Education Funding Council for Wales \(HEFCW\)](#)

Universities UK

8.1.4. Institutions, Level and Models of Training

See the sub-sections which follow for further information: 8.1.4.1. for pre-school, primary and secondary school teachers; 8.1.4.2. for teachers in further and adult education institutions and 8.1.4.3. for teachers in higher education institutions.

8.1.4.1. Pre-school, primary and secondary school teachers

The main routes to Qualified Teacher Status (QTS) in England and Wales and 'eligible to teach' status in Northern Ireland are the concurrent and the consecutive routes (see the sub-sections 8.1.4.1.1. and 8.1.4.1.2. respectively). In England and Wales, employment-based training and flexible routes are also available (see 8.1.8.).

England

Higher education institutions (HEIs) whose initial teacher training provision satisfies criteria regarding quality and efficiency are accredited by the Training and Development Agency for Schools (TDA) to offer programmes which lead to the award of Qualified Teacher Status (QTS). The TDA has a statutory function to accredit and fund providers of ITT who can demonstrate that they satisfy the Secretary of State's criteria for ITT. Accreditation covers all courses run by that provider and is neither conditional nor time limited. The TDA uses information about the quality and efficiency of provision, obtained from Ofsted - the Inspectorate for Children and Learners, TDA-managed data collections, and other sources to inform their decisions. The TDA also works with providers to improve the quality of all routes into teaching, particularly by supporting the preparation of improvement plans following inspection of ITT. See section 9.4.2.3.2. for details of the inspection of ITT.

HEIs, with the involvement of their partner schools, have responsibility for course planning and management and for the recruitment and selection (see 8.1.6.1.) and training and assessment (see 8.1.5.1.) of students. How the number of available training places is determined is outlined in 8.2.4..

Through their partnerships with HEIs, schools are also involved in planning initial teacher training (ITT) courses and recruiting candidates, and in teaching and assessing trainees. In addition, under the Training Schools scheme, selected primary and secondary schools are funded to promote, develop and spread good teacher training practices.

In addition, some schools and consortia of schools are accredited by the TDA to provide another route, known as School-Centred Initial Teacher Training (SCITT). Schools take the lead in designing the training programme and can choose to work with a range of partners, including HEIs, local authorities (LAs) and others. SCITT courses are available to those who hold a recognised bachelors degree or equivalent, and lead to Qualified Teacher Status (QTS). Many also lead to the award of a Professional Graduate/Postgraduate Certificate in Education (PGCE) validated by a HEI.

Wales

Higher education institutions (HEIs) whose initial teacher training provision satisfies criteria regarding quality and efficiency are accredited by the Higher Education Funding Council for Wales (HEFCW) to offer programmes which lead to the award of Qualified Teacher Status (QTS).

The HEFCW bases the accreditation of initial teacher training institutions on Estyn's inspection evidence. The outcomes of the five-year cycle of inspection agreed with Estyn contribute to this process (see 9.4.2.3.2.).

HEIs, with the involvement of their partner schools, have responsibility for course planning and management and for the recruitment and selection (see 8.1.6.1.) and training and assessment (see 8.1.5.1.) of students. Following a review of the structure of ITT provision in Wales, in September 2009 providers merged to form

three collaborative ITT centres (see 8.1.2.1.). Schools are also involved through their partnerships with HEIs, in planning initial teacher training (ITT) courses and recruiting candidates, and in teaching and assessing trainees.

Northern Ireland

Initial teacher training (ITT) is provided by five higher education institutions (HEIs) in Northern Ireland, including the Open University (Northern Ireland), through undergraduate degree and postgraduate certificate courses. The programmes lead to 'eligible to teach' status and are prepared and delivered in partnerships with schools. Close partnerships between the relevant institutions (schools, Education and Library Boards and, where appropriate, the Council for Catholic-Maintained Schools) are considered to be important in all stages of teachers' development, from initial training through induction to early professional development. The partnerships between schools and ITT providers include the development of arrangements for supporting students when they are in schools, but responsibility for the evaluation and assessment of student teachers' progress during their school experience rests with the HEIs. The Department of Education (DE) is responsible for the accreditation of initial teacher training (ITT) courses. This is expected to change. Accreditation of initial teacher education programmes will be carried out by the General Teaching Council for Northern Ireland (GTCNI). The Department will continue to make the final approval but only programmes that have been accredited by GTCNI.

Further information on the roles and responsibilities of the various teacher education partners in Northern Ireland is provided in 'The Teacher Education Partnership Handbook' (NITEC et al, 2009).

[The Teacher Education Partnership Handbook \(September 2009 Edition\) \(NITEC et al, 2009\)](#)

[Council for Catholic-Maintained Schools \(CCMS\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[General Teaching Council for Northern Ireland](#)

[Higher Education Funding Council for Wales \(HEFCW\)](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[Open University](#)

[Training and Development Agency for Schools \(TDA\)](#)

8.1.4.1.1. Concurrent model of initial teacher training

Most programmes following the concurrent model are for primary teaching, but there are also a few programmes aimed at secondary subject specialist teaching, particularly in subjects such as physical education and design technology.

The concurrent degree is generally organised in an integrated pattern, comprising a mixture of higher education subject studies, theoretical classes and practical teaching activities throughout the period of study. The degree normally involves three or four years of combined full-time higher education and teacher training, leading to an education degree and to Qualified Teacher Status (QTS) or 'eligible to teach' status in Northern Ireland. The qualifications awarded on successful completion of the course include the Bachelor of Education (BEd) and the Bachelor of Arts or Bachelor of Science in Education (BA Ed) or BSc Ed), although other titles may be used. The course includes curriculum, pedagogical and educational studies; university-level study of one or more main subject(s); and the application of the students' main subject(s) in primary or secondary schools, as appropriate. In England and Wales, two-year concurrent degree courses are available for mature students who have already completed at least one year of relevant higher education. Some courses are available part-time.

For information on the time spent training in schools, see 8.1.6.1..

8.1.4.1.2. Consecutive model of initial teacher training

Traditionally, programmes following the consecutive model are for secondary teaching, but consecutive programmes for primary teaching are increasingly popular and, in England, the number of students on primary postgraduate (consecutive) courses of initial teacher training courses now exceeds those on primary undergraduate (concurrent) programmes.

The consecutive training model involves three or four years of study leading to a bachelor's degree followed by one year of professional training leading to the Postgraduate Certificate in Education (PGCE). Courses may be full- or part-time, with full-time courses lasting one year. The PGCE focuses on curriculum (the National Curriculum or specialised subjects), pedagogical and educational studies, practical teaching skills and the application of the students' degree subject(s) to school teaching.

The academic level of the PGCE may be pitched either as the equivalent of the final year of a bachelor's degree (with honours); or beyond this level, incorporating subject or specialist work in greater detail. It is a matter for training providers to determine the appropriate title in line with the principles underpinning the Framework for HE qualifications (QAA, 2008b); either Professional Graduate Certificate in Education for those PGCE qualifications which are pitched at honours level; or Postgraduate Certificate in Education titles for those PGCE qualifications which are pitched beyond honours level. Teachers taking the second of these two routes gain credits at master's level.

Some institutions in England offer Postgraduate Certificate in Education (PGCE) courses of two academic years' duration, which provide subject enhancement, as well as professional training. The courses are designed to enable graduates in a wide range of disciplines to train to be specialist teachers in the secondary age range, particularly in design and technology, mathematics, modern foreign languages and science. For these courses, the content of the applicant's initial degree must normally include at least one year of full-time higher education study or equivalent relevant to the appropriate subject specialism.

For information on the time spent training in schools, see 8.1.6.1. For information on alternative work-based training routes see 8.1.8.

[The Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(QAA, 2008b\)](#)

8.1.4.1.3. Induction and early professional development

England

The Teaching and Higher Education Act 1998 legislated for arrangements to provide all newly qualified teachers (NQTs) with a period of monitoring and support during their first year in the profession and, since May 1999, all newly qualified teachers in England have been required to serve an induction period of three school terms (i.e. an academic year). Induction arrangements are governed by regulations made under the Act. The induction period must be satisfactorily completed to nationally set standards. The current standards, now known as the 'core standards' (as part of the framework of professional standards for teachers – see 8.2.6.1.) have applied to all newly qualified teachers (NQTs) starting induction from September 2007. The 'core standards' for NQTs are published by the Training and Development Agency for Schools (TDA, 2007b) and set out the requirements in terms of professional attributes, knowledge and understanding, and skills which all NQTs are expected to reach by the end of their induction period. Guidance for NQTs is provided; (TDA, 2007e) and (DCSF, 2008n).

The induction period combines an individualised programme of support, which provides opportunities for NQTs to further develop their knowledge, skills and achievements in relation to the standards for the award of QTS, with an assessment of their performance. It takes account of the NQT's strengths and areas for development as set out in the Career Entry and Development Profile (CEDP) which each NQT brings from initial teacher training to their first teaching post. The CEDP is primarily an online resource aimed at trainee

and newly qualified teachers (NQTs) and provides a framework in which to focus on achievements, goals and professional development needs. Guidance is available at the TDA's CEPD page: <http://www.tda.gov.uk/teachers/induction/cedp.aspx?keywords=cedp>

Headteachers have a duty to ensure that, during the induction period, NQTs' teaching time does not exceed 90 per cent of the teaching timetable of other teachers at the school.

NQTs who do not satisfactorily complete the statutory induction period will not be eligible for employment as a teacher in a maintained school. They have the opportunity to appeal to the General Teaching Council for England.

Full details of the induction year are available on the Training and Development Agency for Schools (TDA) website (see <http://www.tda.gov.uk/teachers/induction.aspx>).

Wales

In Wales, newly qualified teachers (NQTs) who obtained Qualified Teacher Status (QTS) after 1 April 2003 must complete an induction period of three school terms (or equivalent) if they are to work in maintained schools in Wales. Induction consists of an individualised programme of monitoring and support which provides opportunities for NQTs to develop their knowledge, skills and achievements in relation to the standards for the award of QTS, together with an assessment of their performance. It takes account of the NQT's strengths and areas for development as set out in the Career Entry and Development Profile that each NQT brings from initial training to their first teaching post (NAfW, 2006c). NQTs must have a reduction of 10 per cent of their teaching timetable in relation to other teachers in their school. From September 2005, changes to induction regulations have made the statutory induction period more flexible: NQTs are able to work as supply teachers for up to five years to allow them sufficient time to secure a suitable post in which to undertake their induction period and there is greater discretion for local authorities to regard the induction period to be completed. Further education institutions in Wales can now also offer statutory induction.

NQTs who do not satisfactorily complete the statutory induction period are not eligible for employment as a teacher in a maintained school.

Since September 2004, following successful completion of the statutory induction period, all teachers in Wales have been entitled to a programme for Early Professional Development (EPD) during their second and third years of teaching. During this time teachers and their mentors are expected to reflect on their progress and develop an action plan that supports their EPD. EPD is provided by the General Teaching Council for Wales (GTCW) Further details are available in the 'Induction and Early Professional Development Handbook' (NAfW, 2008).

Northern Ireland

In Northern Ireland, induction and early professional development are essential phases of the integrated, competence-based approach to teacher training which comprises four stages:

- initial teacher education
- induction
- early professional development
- continuing professional development, collaborative practice and school improvement.

The requirements and competences expected of beginning teachers during the induction period are set out by the General Teaching Council for Northern Ireland in their publication: 'Teaching: The reflective profession' (GTCNI, 2007). Induction involves mentoring and professional development activities, and is informed by the Career Entry Profile, which is completed at the end of Initial Teacher Education and outlines the strengths of the beginning teacher and areas for further development. Currently the five Education and Library Boards, through their Curriculum Advisory Support Service take the lead in induction, in partnership

with schools and higher education institutions. Guidance is also available from the recently updated Teacher Education Partnership Handbook (NITEC, et al, 2009).

Induction and Early Professional Development Handbook (NAFW, 2008)

Professional Standards for Teachers: Core (TDA, 2007b)

Statutory Guidance on Induction for Newly Qualified Teachers in England (DCSF Guidance 00364-2008) (DCSF, 2008n)

Supporting the induction process: TDA guidance for newly qualified teachers (TDA, 2007e)

Teaching: The Reflective Profession (GTCNI, 2007)

The Teacher Education Partnership Handbook (September 2009 Edition) (NITEC et al, 2009)

General Teaching Council for England

Training and Development Agency for Schools (TDA)

Teaching and Higher Education Act 1998

8.1.4.2. Teachers in further and adult education institutions

England

Reforms introduced in 2007 (see 8.1.3.2.) are based on the identification of two distinct teaching roles in the sector: a full teaching role with a full range of responsibilities and an associate teaching role which involves fewer teaching responsibilities. Initial teaching qualifications have been developed to provide initial training for both these roles. These are:

- The Certificate in Teaching in the Lifelong Learning Sector (CTLTS) for the role of associate teacher, leading to Associate Teacher Learning and Skills (ATLS) status.
- The Diploma in Teaching in the Lifelong Learning Sector (DTLLS) for the full teaching role, leading to Qualified Teacher Learning and Skills (QTLS) status.

In addition to the Certificate and Diploma there is another new qualification, the Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS), which provides a basic minimum standard for all those entering the profession from September 2007 and confers a minimum 'licence to teach'. This is an introductory programme for all new teachers in the sector which must be achieved within one year of entering the profession. It is available as a stand-alone qualification, but is often embedded within a larger qualification.

Qualifications which meet the new requirements do not confer a licence to practise but they do form a route to QTLS or ATLS which are awarded following a period of 'professional formation' which confers the status of 'licensed practitioner'. Professional formation is the post-qualification process by which a teacher demonstrates, through professional practice, that they meet the standards, and can effectively utilise the skills and knowledge acquired during teacher training. Under the 2007 regulations, new teachers are required to register with the Institute for Learning (IfL), the professional body for teachers in the learning and skills sector. The IfL oversees the process towards licensed practitioner status. Teachers employed before 31 March 2008 were also required to register with the IfL by that date, for the purpose of continuing professional development.

Although existing teachers working in a full teaching role are not required to undertake further qualifications or become licensed practitioners, they still have the opportunity to gain QTLS status through professional recognition of their qualifications and experience. A scheme of professional recognition, the General Professional Recognition *Learning and Skills* scheme (GPRLS), has been developed. The scheme is open to:

- new entrants to the learning and skills sector as one route to gaining licensed status;

- those part way to achieving the qualification for their role when the 2007 regulations were implemented; and
- existing members of the workforce who voluntarily wish to seek licensed status.

In addition, Centres of Excellence in Teacher Training (CETTs) have been developed which are new networks of training centres, working together to provide high quality initial teacher training and continuing professional development opportunities for teachers in the lifelong learning sector.

Professional standards (LLUK, 2006a) for teachers in the further education sector in England, which underpin the new framework of qualifications, have been developed by Lifelong Learning UK (LLUK), the sector skills council with responsibility for identifying the training needs of staff in the sector. More detail is provided in **8.1.6.2.**

Wales

The Further Education Teachers' Qualifications (Wales) Regulations 2002 require persons employed as teachers in institutions in the further education sector to have relevant qualifications of a specified standard. In June 2008, the Welsh Assembly Government confirmed that new professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales developed by Lifelong Learning UK (LLUK, 2007a) are the specified standards for FE teaching qualifications in Wales gained for courses commencing from 1 September 2008 for the purposes of the 2002 Regulations. See 8.1.6.2. for more information on the new Welsh standards.

Northern Ireland

Since September 1994, new entrants to full-time, permanent lecturer and associate lecturer posts in further education, who do not already possess a B.Ed degree or a PGCE, have been required to obtain the Post Graduate Certificate in Further and Higher Education (PGCFHE) within three years of appointment.

Following an evaluation of the teacher education programme in further education (FE) in 2006, the Department for Employment and Learning (DEL) has revised the PGCFHE so that it meets the needs of the 14-19 agenda and facilitates the transfer of teachers' skills across the post-primary education sector. The new qualification is known as the Post Graduate Certificate in Education (PGCE) (Further Education). The qualification is underpinned by the Lifelong Learning UK (LLUK) professional standards for teachers. With effect from November 2009, the PGCE (FE) is a mandatory qualification for all new entrants, permanent, full-time and associate lecturers who are not qualified teachers. Year 1 of the PGCE must be completed within the first year of teaching and be followed within the next 2 years by successful completion of the 2nd year.

The implementation arrangements will be piloted for a 2-year period. In November 2011 DEL will review the arrangements with a view to extending the PGCE (FE) to all FE lecturers. These entry requirements are set out in Circular FE12/09 (DEL, 2009a). In addition, Circular 2008/21 (DE, 2008g) provides guidance on the other qualifications required to teach in institutions of further and higher education.

[New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector \(LLUK, 2006a\)](#)

[New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector. In Wales \(LLUK, 2007a\)](#)

[Northern Ireland Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector \(LLUK, 2009\)](#)

[Qualifications of Teachers in Institutions of Further and Higher Education \(DE Circular 2008/21\) \(DE, 2008g\)](#)

[Qualifications required to teach in institutions of further and higher education \(DEL Circular FE12/09\) \(DEL, 2009a\)](#)

Department of Education (Northern Ireland) (DE)

Institute for Learning

Lifelong Learning UK

Further Education Teachers' Qualifications (Wales) Regulations 2002

Further Education Teachers' Qualifications (England) Regulations 2007

8.1.4.3. Teachers in higher education institutions

As higher education institutions (HEIs) are autonomous institutions, each determines its own requirements concerning staff. There is no body of legislation dealing with higher education staff.

The Higher Education Academy (HEA) has led the development of professional standards framework for higher education (see 8.1.2.3.). It also accredits programmes of training in learning and teaching in higher education, aligned with the professional standards.

Higher Education Academy (HEA)

8.1.5. Admission Requirements

See the sub-sections which follow: 8.1.5.1. for pre-school, primary and secondary teachers; 8.1.5.2. for teachers in further education institutions and 8.1.5.3. for teachers in higher education institutions.

8.1.5.1. Pre-school, primary and secondary school teachers

Admissions criteria for initial teacher training (ITT) programmes in England are contained in 'Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training' (TDA, 2008a) and Revised ITT Requirements 2007' (TDA, 2007d) which replaced the 'Qualifying to Teach' document with effect from 1 September 2007. Access to all initial teacher training courses is restricted and subject to a preliminary selection process, including an interview, to determine the applicant's suitability for teaching as a career. Since 1989, it has been a requirement that experienced practising teachers are involved in the selection process. Providers of ITT must ensure that all applicants have the intellectual and academic capabilities needed to meet the standards required for Qualified Teacher Status (QTS), possess the appropriate qualities, attitudes and values expected of a teacher, and can read effectively and are able to communicate clearly and accurately in standard English. Admission is also subject to meeting physical and mental fitness to teach. Institutions must also check that applicants do not have a criminal background which might prevent employment as a teacher with children or young people (see 8.2.3.1).

All prospective teachers must be able to demonstrate that they have attained the standard required to achieve a Grade C in the General Certificate of Secondary Education (GCSE) (or equivalent) examination in English language, mathematics and, for primary courses, science. Applicants for training according to concurrent training schemes (see 8.1.4.1.1.) must normally satisfy the criteria for university entrance. Applicants for consecutive training schemes (see 8.1.4.1.2.) must hold a recognised university degree or the equivalent.

Admissions requirements for Wales are set out in National Assembly for Wales Circular No. 017/2009 (NAFW, 2009).

In Northern Ireland, guidance on the admissions requirements for entry to initial teacher education is provided by the Department of Education (DE, 2000).

Applications for undergraduate teacher training programmes, the concurrent route (see 8.1.4.1.1.) are made through the Universities and Colleges Admissions Service for the UK (UCAS) (see 6.6.2.). In Northern Ireland, applications are made directly to individual institutions.

Applications for entry to Professional Graduate/Postgraduate Certificate in Education (PGCE) courses, the consecutive route (see 8.1.4.1.2.), are made through the Graduate Teacher Training Registry (GTTR). The GTTR is a central admissions service which acts on behalf of universities, colleges of higher education and certain groups of schools in England and Wales to process applications for entry to PGCE courses.

From 1 September 2008 there will be a requirement for students on ITT courses in England to be provisionally registered with the General Teaching Council for England (see **8.2.**) before commencing their course.

[Becoming a Qualified Teacher: Handbook of Guidance \(Circular 017/2009\) \(NAfW, 2009\)](#)

[Courses of Initial Teacher Training Provided in Northern Ireland \(DE, 2000\)](#)

[Professional Standards for Qualified Teacher Status and Requirement for Initial Teacher Training \(TDA, 2007a\)](#)

[Revised ITT Requirements 2007 \(TDA, 2007d\)](#)

[Graduate Teacher Training Registry](#)

[Universities and Colleges Admissions Service \(UCAS\)](#)

8.1.5.2. Teachers in further and adult education institutions

New entrants to the profession are required to undergo a period of teacher education and training covering the applicable professional standards, for example, in England, since September 2007, all new entrants have been required to gain the Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS), which provides a basic minimum standard and confers a minimum licence to teach. It is possible for new teachers to study for the PTTLS whilst already being in a teaching post.

Individual institutions set their own entry requirements for admission to the PTTLS course, however typically applicants would be expected to have a minimum of a Grade C in the General Certificate of Secondary Education (GCSE) in mathematics and English (see 5.17.1.1.). In addition, it is usual for students to have a strong background in the subject, discipline or vocational area which they are intending to teach. This is normally based upon academic, trade or professional qualifications, and / or relevant industrial experience.

For further information on requirements for entry to the profession see 8.2.5.2.

[Criminal Records Bureau \(CRB\)](#)

8.1.5.3. Teachers in higher education institutions

As higher education institutions (HEIs) are autonomous institutions, each determines its own admissions requirements concerning staff. There is no body of legislation dealing with higher education staff.

The Higher Education Academy (HEA) has led the development of a professional standards framework for higher education see 8.1.1.3. and 8.1.2.3..[Higher Education Academy \(HEA\)](#)

8.1.6. Curriculum, Special Skills, Specialisation

See the sub-sections which follow for information on each sector: 8.1.6.1. for pre-school, primary and secondary school teachers; 8.1.6.2. for teachers in further and adult education institutions and 8.1.6.3. for teachers in higher education institutions.

8.1.6.1. Pre-school, primary and secondary school teachers

England

Providers of initial teacher training (ITT) are accredited by the Training and Development Agency for Schools (TDA). Providers must design training which meets the requirements specified by the Secretary of State and which allows trainees to achieve the award of Qualified Teacher Status (QTS).

The standards for QTS to be awarded are set out in the 'Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training' (TDA, 2007a). The standards set out what a trainee teacher must know, understand and be able to do to be awarded QTS. They apply to all trainee teachers, whatever route they take to QTS. They do not set a curriculum but include a clear statement of professional values and practice. They are grouped into three interrelated categories:

- *Professional attributes* covering standards relating to relationships with children and young people; frameworks (i.e. awareness of professional duties, statutory frameworks and work place policies and practice); communicating and working with others; and personal professional development.
- *Professional knowledge and understanding* including standards relating to teaching and learning; assessment and monitoring; subjects and curriculum; literacy, numeracy and ICT; achievement and diversity; and health and well-being.
- *Professional skills* focusing on standards concerning planning; teaching; assessing, monitoring and giving feedback; reviewing teaching and learning; the learning environment; and team working and collaboration.

The requirements for training providers and those who make recommendations for the award of QTS are set out in the 'Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training' (TDA, 2007a). They do not specify how training should be organised or run, but allow providers of initial teacher training autonomy and flexibility in the design and delivery of training provision, to enable them to respond to an individual trainee teacher's needs. They apply to all ITT providers and all routes to QTS. They are organised in four sections:

- entry requirements
- training requirements
- time training in schools or settings requirements
- management and quality assurance.

While there are, of course, many commonalities in provision offered, the principle of tailoring provision to take account of individual training needs allows for the individual teacher training provider to determine the exact content of provision.

Providers of ITT include higher education institutions (HEIs) and school centred initial teacher trainers (SCITTs) (see 8.1.4.1.). ITT programmes are often, though not exclusively, delivered through academic programmes such as the PGCE, BA, BEd or similar (see 8.1.4.1.). These might include elements that address, for example, trainees' management of classes of children, planning lessons, setting learning objectives, teaching children of differing abilities, and/or using ICT in teaching and managing behaviour effectively.

The amount of time spent training in schools depends on the route into teaching and the phase of teaching. Concurrent route trainees spend 24 weeks during three-year courses, or 32 weeks during four-year courses. Consecutive route trainees spend 18 weeks in schools for primary school teaching, and 24 weeks for secondary and key stage 2 (7- to 11-year-olds) and 3 (11 to 14-year-olds) training. Trainee teachers must have taught in at least two schools in order to obtain QTS. To begin with they might watch and learn from experienced classroom teachers. Later they are introduced to managing larger groups of children. During the final school experience they take responsibility for the teaching and learning of a whole class over an extended period of time. They are expected to demonstrate that they are able to plan, teach and assess learning. On an employment-based course, trainees may spend the majority of their time in schools. ITT

providers must take individuals' training needs into account, and trainees with significant prior experience may need shorter school-based experiences on their programmes. It is possible for a very experienced trainee, for example, to undergo an assessment-only route whereby he/she may spend as little as six weeks in school being assessed against the QTS standards. If trainee teachers are on a school-based training scheme, such as School-Centred Initial Teacher Training (SCITT), the Graduate Teacher Programme (GTP) or the Registered Teacher Programme (RTP), they learn to teach 'on the job' with the support of experienced teachers. They may also have theoretical training covering similar areas that HEI-based courses address.

Information and communication technology (ICT) forms an important part of many aspects of teachers' work in schools and, in order to be awarded Qualified Teacher Status (QTS), trainee teachers in England are required to demonstrate that they know how to use ICT effectively, both to teach their subject and to support their wider professional role, for example to complete students' records of progress and to prepare resources for students.

Since May 2002, all trainees in England have been required to pass skills tests in numeracy, literacy and ICT. Computerised tests in numeracy and literacy were introduced in February 2001 and tests in ICT skills began in September 2001. All trainees are required to pass these skills tests before they can obtain QTS, register with the General Teaching Council for England (GTC) and begin their induction period. The tests, which cover the core skills teachers need to fulfil their wider professional role in schools, rather than the subject knowledge required for teaching, must be taken by all new entrants into the teaching profession regardless of the training route followed.

After gaining QTS, all newly qualified teachers (NQTs) undergo a year of induction. This gives them an entitlement to professional development while they work towards the standards they must meet by the end of the induction year. They must also continue to demonstrate that they are meeting the QTS standards. See also 8.1.4.1.3..

Special educational needs

All initial teacher training courses in England must provide all student teachers with basic knowledge and skills in the field of special educational needs (SEN). For further information on standards for the award of QTS which relate to special educational needs please see 8.1.6.4.

Wales

Providers of initial teacher training are accredited by the Higher Education Funding Council for Wales (HEFCW). Providers must design training which meets the requirements specified by the National Assembly for Wales and which allows trainees to achieve the award of QTS. Accreditation covers all courses run by that provider and is neither conditional nor time limited.

The requirements for QTS and the provision of initial teacher training are set out in Circular 017/2009 (NAfW, 2009). QTS standards and ITT course requirements have recently been updated and became mandatory for those assessed on or after 1 September 2009. The 'Qualified Teacher Status Standards Wales', which replaced the 2006 standards, maintain the equivalence and interchangeability of QTS between Wales and England, but reflect the specific requirements of the new National Curriculum for Wales and related frameworks implemented from September 2008. Trainee teachers are not required to pass skills tests in numeracy, literacy and ICT in Wales.

All initial teacher training institutions in Wales must offer training in Welsh as a second language as an integral part of their courses of primary teacher training. Students who successfully complete this component are awarded a certificate of competence to teach Welsh in primary schools. The Welsh Assembly Government is supporting a range of measures aimed at substantially increasing the number of teachers able to teach through the medium of Welsh.

In Wales, concurrent courses leading to the Bachelor of Education (BEd) must include at least 24 or 32 weeks' practical teaching experience in the classroom for two and three year courses or four year courses respectively. Consecutive courses leading to the Professional Graduate/Postgraduate Certificate in Education (PGCE) must include at least 18 weeks (for intending primary teachers) or 24 weeks (for intending primary and secondary teachers) of classroom-based experience. All trainees must have experience of at least two schools.

An induction period is statutory in Wales for all newly qualified teachers (see 8.1.4.1.3.).

Northern Ireland

In 2007, building on over a decade of the competence-based approach to teacher education and as part of the ongoing review of teacher education (see 8.1.2.1.), the General Teaching Council for Northern Ireland (GTCNI) published new professional competences for teachers. 'Teaching: The reflective profession' (GTCNI, 2007), sets out the relevance of each competence to each stage of teacher education from initial teacher education, induction, early professional development and onwards into continuing professional development, collaborative practice and school improvement. The competences cover three main areas:

- professional values and practice
- professional knowledge and understanding
- professional skills and application.

To accompany the new professional competences, the recently updated 'Teacher Education Partnership Handbook' (NITEC et al, 2009) draws together in one place guidance for student teachers, beginning teachers, teacher tutors and others with a role in the three main stages of early teacher education.

In Northern Ireland, concurrent courses leading to the Bachelor of Education (BEd) must include at least 32 weeks' practical teaching experience in the classroom. Consecutive courses leading to the Professional Graduate/Postgraduate Certificate in Education (PGCE) must include at least 18 weeks (for intending primary teachers) or 24 weeks (for intending secondary teachers) of classroom-based experience.

Guidance on the qualifications required to teach in grant-aided nursery, primary, secondary and special schools in Northern Ireland is provided in DE Circular 2007/22.

[Becoming a Qualified Teacher: Handbook of Guidance \(Circular 017/2009\) \(NAfW, 2009\)](#)

[Professional Standards for Qualified Teacher Status and Requirement for Initial Teacher Training \(TDA, 2007a\)](#)

[Qualifications of Teachers in Institutions of Further and Higher Education \(DE Circular 2008/21\) \(DE, 2008g\)](#)

[Revised ITT Requirements 2007 \(TDA, 2007d\)](#)

[Teaching: The Reflective Profession \(GTCNI, 2007\)](#)

[The Qualified Teacher Status Standards Wales 2009 No. 25 \(NAfW, 2009b\)](#)

[The Teacher Education Partnership Handbook \(September 2009 Edition\) \(NITEC et al, 2009\)](#)

[General Teaching Council for Northern Ireland](#)

[Higher Education Funding Council for Wales \(HEFCW\)](#)

[Training and Development Agency for Schools \(TDA\)](#)

8.1.6.2. Teachers in further and adult education institutions Standards

Standards Verification UK Ltd, part of Lifelong Learning UK, is responsible for endorsing initial teacher training qualifications for the further education sector in England and Wales.

Guidance has been produced for awarding institutions developing qualifications in England under the new framework of initial teacher training qualifications introduced in September 2007 (LLUK, 2007a). The new qualifications are:

- the Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- the Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) see **8.1.4.2.**

These new qualifications replace existing qualifications endorsed under the 2001 regulations. The guidance sets out the requirements for mandatory and optional units of credit that make up the new qualifications and also specifies the necessary number of guided learning hours, teaching practice and observed and assessed practice. Separate guidance for providers of initial teacher training is provided on the minimum core of literacy, language, numeracy and ICT that teachers require (LLUK, 2007).

The qualifications are underpinned by new professional standards for teachers in the further education system (LLUK, 2006a). These overarching professional standards define, generically, the expectations in terms of the overarching skills, knowledge and attributes required of teachers, tutors and trainers and underpin the Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) and qualifications leading to the new Associate Teacher Learning and Skills (ATLS) and Qualified Teacher Learning and Skills (QTLS) professional status (see **8.1.4.2.**).

They cover:

- professional values and practice
- learning and teaching
- specialist learning and teaching
- planning for learning
- assessment for learning
- access and progression (LLUK, 2006a).

In Wales, the most common qualifications are the Professional Graduate/Postgraduate Certificate in Education (PGCE) and the Certificate in Education (Cert. Ed) for further education/post-compulsory education. In June 2008, the Welsh Assembly Government confirmed that the new professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales developed by Lifelong Learning UK (LLUK, 2007a) were the specified standards for FE teaching qualifications in Wales gained for courses commencing from 1 September 2008 and that Standards Verification UK should endorse qualifications against those new standards. The standards describe consistent performance for all teachers, in terms of knowledge, understanding and professional practice. The Welsh standards have been designed to meet the needs of Wales and allow articulation with the standards for England. Therefore the standards cover the same areas as the English ones (see above) alongside standards addressing the distinct needs of Wales such as bilingualism, cultural diversity and sustainable development and global citizenship. The standards have been approved by ministers in Wales and work is under way to ensure that qualifications offered by Welsh higher education institutions are endorsed against these new standards.

Following an evaluation of the teacher education programme in further education in 2006, the Department for Employment and Learning (DEL) has revised the existing Postgraduate Certificate in Further and Higher Education in order to meet the needs of the 14-19 agenda and facilitate the transfer of teachers' skills across the post-primary education sector. The revised qualification is known as the Postgraduate Certificate in Education (PGCE) (Further Education). It is underpinned by the Lifelong Learning UK (LLUK) professional standards for teachers (LLUK, 2009), which were formally introduced in Northern Ireland in April 2009. Since November 2009, it has been a mandatory qualification for all new-entrant, permanent and associate lecturers who are not qualified teachers. Year 1 of the PGCE must be completed within the first year of teaching, and be followed, within the next 2 years, by successful completion of the second year of the course. These post-entry requirements are set out in Circular FE12/09 (DEL, 2009) (see also 8.1.4.2.)

Curriculum content

The curriculum and duration of courses may vary according to the qualification and specialisation concerned. The choice of teaching methods is largely determined by the staff of the institution providing the training. Training involves both theoretical and practical elements. Courses may be offered on a pre-service, in-service, full-time, part-time or day-release course basis. Practical teaching experience and observed teaching practice are essential elements in all courses.

Addressing Literacy, Language, Numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills – A guide for initial teacher education programmes (LLUK, 2007)

New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (LLUK, 2006a)

New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector. In Wales (LLUK, 2007a)

Northern Ireland Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK, 2009)

Qualifications required to teach in institutions of further and higher education (DEL Circular FE12/09) (DEL, 2009a)

Teachers, tutors and trainers in the Further Education Sector in England: Guidance for awarding institutions on teacher roles and initial teaching qualifications (LLUK, 2007b)

Department of Education (Northern Ireland) (DE)

Lifelong Learning UK

8.1.6.3. Teachers in higher education institutions

As higher education institutions (HEIs) are autonomous institutions, each determines its own requirements concerning staff and there is no legislative provision relating to staff. Increasingly, institutions provide training programmes for their teaching staff, especially those who are new to the profession such as those leading to the Postgraduate Certificate in Teaching and Learning in Higher Education.

The Higher Education Academy (HEA) has led the development of a professional standards framework for higher education see 8.1.2.3.. The HEA accredits programmes of training in learning and teaching in higher education in alignment with the professional standards.

Higher Education Academy (HEA)

8.1.6.4. Teachers in special education

All school teachers (working in both mainstream and special schools)

All initial teacher training courses in England must provide all student teachers with basic knowledge and skills in the field of SEN and during induction newly qualified teachers are expected to build on that. The professional standards for induction, known as the 'core standards', require them to:

- know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching
- understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people

- know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies
- use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.

In February 2004, the Government published the current strategy for special educational needs (SEN) in England, 'Removing Barriers to Achievement' (DfES, 2004f) (see 10.5.2.). This sets out the Government's vision for enabling children with SEN to realise their potential and includes a long-term programme to support pre-school settings, schools and local authorities in improving provision for children with SEN. The Government aims to raise the expectations and achievement of children with SEN by developing teachers' skills and strategies for meeting such children's needs. Working with the Training and Development Agency for Schools (TDA) and higher education institutions, the Government is seeking to ensure that initial teacher training programmes provide a good grounding in core skills and knowledge of SEN, and that opportunities are available for developing specialist skills. As part of this strategy, the TDA is taking forward a programme to improve the skills of both trainee and established teachers through a range of measures such as:

- a network for SEN initial teacher training tutors to help them develop trainee teachers' abilities to accurately identify pupils with SEN and help these pupils meet their potential;
- resources to support providers of initial teacher training and induction, including materials for a range of taught sessions, self study tasks and a scheme for arranging and managing extended placements for trainees in special provision;
- new opportunities for established teachers to embark on more in-depth SEN studies at Masters level, including a framework of nationally approved training for SENCOs for those new to the role (see below).

In Wales, a new 'e-learning' course in special educational needs was launched in November 2007. The course is designed so that it can form part of initial teacher training or as a stand-alone module that can be undertaken later on in a teacher's career. The course, which seeks to improve the understanding and knowledge of teachers working with pupils with SEN, is available bilingually.

Specialists working in mainstream schools

All mainstream schools must appoint a Special Educational Needs Coordinator (SENCO) to oversee provision of teaching and learning for pupils in the school with special educational needs. The Education (SENCOs) (England) Regulations 2008 introduced a new requirement for SENCOs to be qualified teachers (although in practice most of them were anyway – see 10.5.3.1.).

Further regulations passed in 2009 ensure that all newly appointed SENCOs (those with less than 12 months' experience in the role) should undertake additional, specific training, designed by the Training and Development Agency for Schools (TDA), which will typically take one year to complete on a part-time basis.

In addition, the former Teacher Training Agency (TTA) (now the Training and Development Agency for Schools – TDA) published the 'National Standards for Special Educational Needs Coordinators (SENCOs) (TTA, 1998) which set out the professional knowledge, skills and attributes required in the role of SENCO.

Specialist teachers working in special schools

Guidance was published by the former Teacher Training Agency (TTA) (now the Training and Development Agency for Schools – TDA) to assist schools in auditing their provision for pupils with special educational needs: The 'National SEN Specialist Standards' (TTA, 1999), designed to assist those teachers who are working with students with severe and/or complex SEN to identify their training needs.

See 8.1.3.4. for information about Mandatory Qualifications for teachers working with visually or hearing impaired pupils.

National Special Educational Needs Specialist Standards (TTA, 1999)

National Standards for Special Educational Needs Co-ordinators (TTA, 1998)

Removing Barriers to Achievement: The Government's strategy for SEN (DFES, 2004f)

Training and Development Agency for Schools (TDA)

Education (Special Educational Needs Co-ordinators) (England) Regulations 2008 (SI 2008/2945)

8.1.7. Evaluation, Certificates

Arrangements vary according to the sector of education. See the following sub-sections for further information: 8.1.7.1. for pre-school, primary and secondary school teachers; 8.1.7.2. for teachers in further and adult education institutions; and 8.1.7.3. for teachers in higher education institutions.

8.1.7.1. Pre-school, primary and secondary school teachers

England and Wales

Student teachers are supervised and assessed both by tutors from the higher education institution (HEI) where they study, and by teachers in the schools where they undertake their practical experience. Students are assessed against all the standards for the award of Qualified Teacher Status (QTS) (see 8.1.6.1.). Teachers are partly responsible for assessing student competence to teach the specialist subject, to assess pupils and to manage classes. Assessment may include examinations and continuous assessment during the course.

Students following a concurrent course (see 8.1.4.1.1.) normally receive the award of QTS and a Bachelor of Education (BEd) or Bachelor of Arts or Bachelor of Science in Education degree (BA (Ed) or BSc Ed).

The Professional Graduate/Postgraduate Certificate in Education (PGCE) (see 8.1.4.1.2.) and QTS is awarded to those who have successfully completed:

- a one-year full-time or a two-year part-time course of postgraduate initial teacher training; or
- a School-Centred Initial Teacher Training (SCITT) course (see **8.1.4.1.**), if this is validated by a university for the award of a PGCE.

Since May 2002, all trainees in England have been required to pass skills tests in numeracy, literacy and ICT in order to achieve QTS – see **8.1.6.1.** for further details.

The academic award, such as the PGCE or bachelor's degree, is separate from QTS. A trainee may meet the academic requirements of the PGCE or bachelor's degree, but still fail to meet the standards laid down for QTS. The skills tests mentioned above are one of these standards and trainees will not be awarded QTS until they have passed them. Also the academic award may be aimed at the post-16 sector (see **8.1.4.2.**). Qualifications for the post-16 sector do not lead to the award of QTS.

There are no skills tests in Wales.

The General Teaching Councils award qualified teacher status when they are informed by the initial teacher training provider that a trainee has met all the QTS standards. The teacher is then issued with a QTS certificate, or in some cases, a letter.

All providers of initial teacher training in England are required to provide every newly qualified teacher (NQT) with a 'Career Entry and Development Profile'. This document summarises information about a new teacher's strengths and about priorities for their further professional development in relation to the standards for the award of QTS. It is designed to help schools provide targeted monitoring, training and support for NQTs during the induction period.

The National Assembly for Wales has published guidance (NAfW, 2009a) on Career Entry and Development Profiles for newly qualified teachers. Such profiles are intended to support the transition from initial teacher training (ITT) to induction by:

- summarising the NQT's strengths and priorities for further development
- guiding their initial thoughts about the type of school or particular post in which they will begin induction
- requiring the new teacher to set objectives for professional development and develop an action plan for their induction period.

Northern Ireland

The General Teaching Council for Northern Ireland (GTCNI) now accredits initial teacher education programmes which lead to 'eligible to teach' status. Accredited programmes are then approved by the Department of Education (DE).

Students are supervised and assessed by tutors from the higher education institution (HEI) and by those in teacher-tutor roles in the schools where they undertake their practical experience. HEI staff are responsible for assessing students' competence to teach their specialist subject, to assess pupils and to manage classes. Assessment may include examinations and continuous assessment during the course. Model profiles for both formative and summative assessment of professional competencies (which are set out in 'Teaching: The reflective profession' (GTCNI, 2007)) have been made available to higher education institutions (NITEC et al, 2009) (see 8.1.6.1.). The summative profile is also known as the Career Entry Profile. A student who has demonstrated, in the classroom, the ability to teach effectively and to secure effective learning, the ability to maintain discipline and to manage pupil behaviour, and any other specified criteria may be awarded one of the following:

- the Bachelor of Education (BEd) degree on successful completion of the four-year concurrent degree course; or
- the Professional Graduate/Postgraduate Certificate in Education (PGCE), on successful completion of a one-year full-time or 18-month part-time course of postgraduate initial teacher training.

[Notes of guidance for the completion of the Career Entry Profile \(Circular 004/2009\) \(NAfW, 2009a\)](#)

[Teaching: The Reflective Profession \(GTCNI, 2007\)](#)

[The Teacher Education Partnership Handbook \(September 2009 Edition\) \(NITEC et al, 2009\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[General Teaching Council for England](#)

[General Teaching Council for Northern Ireland](#)

[General Teaching Council Wales \(GTCW\)](#)

[National Assembly for Wales \(NAfW\)](#)

8.1.7.2. Teachers in further and adult education centres

The assessment of students' performance for further education teaching qualifications is, like other teaching qualifications, increasingly based on demonstrated competences in line with professional standards, and the practical teaching component is a particularly important part of the assessment.

Following reforms of initial teacher training in the further education sector in England which took effect in September 2007, the main qualifications are:

- the Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)

- the Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- the Diploma in Teaching in the Lifelong Learning Sector (DTLLS).

However, please note that the higher education institutions in England which offer these qualifications may, as autonomous bodies, still use existing terminology such as PGCE, Certificate in Education to describe awards (see [8.1.6.2.](#)).

In Wales, the most common qualifications are the Professional Graduate/Postgraduate Certificate in Education (PGCE) and the Certificate in Education (Cert. Ed) for further education/post-compulsory education.

In Northern Ireland, new entrants to the further education sector who are not qualified teachers will be required to obtain the Post Graduate Certificate in Education (PGCE) (Further Education). This qualification is a revision of the existing Postgraduate Certificate in Further and Higher Education, and reflects the needs of the 14-19 agenda and facilitates the transfer of teachers' skills across the post-primary education sector. The implementation and delivery arrangements for the new qualification are being piloted from November 2009 for a two-year period. See section [8.1.4.2.](#) for further details.

8.1.7.3. Teachers in higher education institutions

The Higher Education Academy (HEA), which accredits programmes in teaching and learning for HE staff, has led the development of the 'UK Professional Standards Framework' (Universities UK et al., 2006) on behalf of Universities UK (UUK), GuildHE and the four UK higher education funding councils. The framework is designed to provide reference points; its use is not mandatory. It has been developed for institutions to apply to their professional development programmes and activities and thus demonstrate that professional standards for teaching and supporting learning are being met.

[The UK Professional Standards Framework for teaching and supporting learning in higher education \(Universities UK et al, 2006\)](#)

[Department for Employment and Learning \(Northern Ireland\) \(DEL\)](#)

[GuildHE](#)

[Higher Education Academy \(HEA\)](#)

[Higher Education Funding Council for England \(HEFCE\)](#)

[Higher Education Funding Council for Wales \(HEFCW\)](#)

[Universities UK](#)

8.1.8. Alternative Training Pathways

Employment-based training for pre-school primary and secondary school teacher in England and Wales

The Graduate Teacher Programme (GTP) and Registered Teacher Programme (RTP) were introduced in England and Wales in 1998. (NB: The RTP ended in Wales in 2007.)

The programmes enable schools to employ teachers who are not yet qualified and to support them through an individual training programme leading to Qualified Teacher Status (QTS). Trainees must first find employment in a school and are paid as unqualified teachers.

Responsibility for the administration of the programmes lies with the Training and Development Agency for Schools (TDA) in England and with the National Assembly for Wales (NAfW) in Wales, although this is currently in the process of being transferred to the Higher Education Funding Council for Wales (HEFCW) and higher education institutions providing initial teacher education and training (ITET). The school is responsible

for assessing training needs and devising and overseeing the training plan, which is approved by the TDA or the NAFW, and may include off-site training.

Applicants to the GTP must already hold a bachelor's degree. Training usually takes up to one school year.

Applicants to the RTP must have successfully completed two years of full-time higher education or the part-time equivalent. They then spend between one and two years working and training as a teacher while they complete a degree.

In England, the Overseas Trained Teacher (OTT) Programme is available to teachers who qualified outside the European Economic Area and who have obtained a teaching post in a school. They are provided with an individual training and assessment programme which enables them to gain QTS while working as temporary unqualified 'instructors'. OTTs who have not obtained QTS within four years may not continue teaching. Currently, the programme is available in England only; in Wales, OTTs must achieve QTS within two years through one of the established routes and may not spend more than four months in any one post.

In England, the Teach First programme, which began in 2003, selects, trains, places and supports talented graduates in challenging secondary schools. The graduates commit to teaching for two years and obtain Qualified Teacher Status at the end of their first year. The scheme currently places participants in London, the North West of England and the Midlands. In 2008/09 a primary scheme for primary schools was piloted. Participants are being trained to deliver the full primary curriculum and lead on modern foreign languages. Further information is available via the Teach First website: <http://www.teachfirst.org.uk>

Other programmes in England

Subject enhancement/extension courses are intensive courses for graduates needing to strengthen their subject knowledge prior to training for Qualified Teacher Status. 'Enhancement courses' lasting 26 weeks are available in chemistry, mathematics and physics and are suitable for graduates with experience of the subject to at least A-level standard. Modern language 'extension courses' of 14 weeks' duration enable graduates who already have one language at degree standard (or are native speakers) to develop the capability to teach French or German.

Intensive returners' courses are open to non-serving teachers who have not taught for a period of 12 months. These intensive courses offer in-depth and individualised support, may be full- or part-time, and last between six and 12 weeks. They cover revised curriculum requirements, assessment for learning; behaviour management; SEN and personalisation including gifted and talented; subject knowledge; the workforce agreement; performance management; and support in making applications and preparing for interview.

An 'assessment only' route to QTS is available, aimed at those who have substantial experience of working in a UK school, for example as an unqualified teacher, as a teacher in an independent school or in a further education institution.

Higher Education Funding Council for Wales (HEFCW)

National Assembly for Wales (NAFW)

Training and Development Agency for Schools (TDA)

8.2. Conditions of Service of Teachers

The arrangements for recruitment and selection of teachers, their pay and conditions of service for teachers vary according to the sector (schools, further education or higher education) in which they teach.

8.2.1. Historical Overview

See sub-divisions for further information: 8.2.1.1. for pre-school, primary and secondary school teachers; 8.2.1.2. for teachers in further and adult education institutions and 8.2.1.3. for teachers in higher education institutions.

8.2.1.1. Pre-school, primary and secondary school teachers

England and Wales

Following the 1944 Education Act, a number of agreements were reached between teachers' employers (then the local education authorities) and teachers' organisations, covering the general field of conditions of service, including, for example, details of sick pay entitlement and leave of absence entitlements. These arrangements were, in due course, codified in a document agreed in 1978 by the, then, Council of Local Education Authorities (CLEA) and the teachers' organisations.

Until 1987, the Burnham Committee, first formed in 1919, was the national collective body responsible for negotiation of salary scales for teachers in England and Wales. The Teachers Pay and Conditions Act 1987 abolished the Burnham Committee and empowered the Secretary of State having received advice from an Interim Advisory Committee, to issue documents which laid down the pay and conditions of teachers. The Act also introduced certain conditions of service which had not previously been set in such a form. The key features were:

The professional duties which a teacher may be required to undertake were listed for the first time.

- The length of time a teacher was required to be available to undertake duties at the direction of the headteacher was specified as 1265 hours per year. Any necessary preparation and marking time was in addition to these hours.
- There was a new requirement for teachers to work for five days in addition to the 190 days laid down for the opening of schools for pupils. These days were normally to be used as training days.

The Education Reform Act 1988 effectively transferred many functions of local education authorities (LEAs) to individual school governing bodies. Although LEAs remained the 'de jure' employers of teachers, responsibility for decisions relating to, for example, the appointment and dismissal of staff passed to governing bodies.

The School Teachers Pay and Conditions Act 1991 established the School Teachers' Review Body (STRB) which took over the functions of the Interim Advisory Committee to make recommendations to the Secretary of State on school teachers' pay. The current legislation which empowers the Secretary of State to issue guidance on pay and conditions matters and which governs the STRB is the Education Act 2002.

The Education (School Teacher Appraisal) Regulations 1991 placed a duty on Local Authorities (LAs) to 'secure that the performance of school teachers in discharging their duties is regularly appraised'. In September 2000 (2002 in Wales) new performance management schemes were introduced in England and Wales, ensuring that teachers are involved in an annual process of performance review based on the establishment of objectives. The arrangements for England were revised and updated in 2007, see 8.2.9.1..

Reforms to the teaching profession in England and Wales over the last decade followed publication of the Green Papers 'Teachers: Meeting the Challenge of Change' (DfEE, 1998f) and 'The BEST for Teaching and Learning in Wales' (WO, 1999a) and aimed:

- to promote excellent school leadership by rewarding leading professionals properly
- to recruit, retrain and motivate high-quality classroom teachers, by paying them more
- to provide better support to all teachers
- to deploy teaching resources in a more flexible way.

A new pay structure designed to reward teachers for high performance and to improve career prospects was first introduced in September 2000 and has since been subject to a number of further revisions. see 8.2.13.1..

For many years there had been demand for the establishment of a professional body to regulate the teaching profession. The Teaching and Higher Education Act 1998 provided for the establishment of General Teaching Councils for England and Wales (see 8.2.).

A major remodelling of the school workforce was set in progress in England and Wales, following the signing of the national agreement on workforce reform, 'Raising Standards and Tackling Workload' (DfES, 2003g). The stated aims of the remodelling exercise were to reduce teacher workload, raise standards, increase job satisfaction and improve the status of the profession. Changes to teachers' contracts resulting from the workload agreement were included from the School Teachers' Pay and Conditions Document 2003 and were phased in between September 2003 and September 2009.

The reforms included:

- changes to the regulations on the role and deployment of support staff in teaching and learning (see 8.6.2.)
- changes to the cover arrangements for absent teachers (see 8.2.7.1.)
- the transfer of administrative and clerical tasks from teachers to appropriate support staff or ICT
- the introduction of a reasonable work/life balance for teachers
- the provision of a reasonable allocation of time during the normal school day to support those with leadership and management responsibilities
- guaranteed time for planning, preparation and assessment (PPA) within the timetabled teaching day (in place since September 2005).

Northern Ireland

In 1987, the Northern Ireland Negotiating Committee agreed new terms concerning the pay and conditions of service for schoolteachers. The new agreement, the Terms and Conditions of Employment Regulations 1987, commonly known as the Jordanstown Agreement, introduced the concept of 'directed time' which may not exceed 1265 hours per year nor apply to more than 195 days per year. School principals became responsible for determining the time which teachers spend in class contact hours, staff meetings, supervising pupils and other activities.

Following the provisions of the Education (Northern Ireland) Order 1998, the General Teaching Council for Northern Ireland was established in 2002. The Council has established a register of teachers and developed a Code of Professional Conduct and Practice expected of registered teachers. In a similar way to the General Teaching Councils in England and Wales, the Council has powers to remove individual teachers from the register if found guilty of serious professional misconduct.

An inquiry into teachers' pay and conditions of service was established in June 2002. An interim report (Curran, 2002) making recommendations on principal and vice-principal (head teacher and deputy head teacher) pay, was published in November 2002. Part 1 of the final report, which was published in June 2003 (Curran, 2003), made recommendations concerning pay parity, teacher performance arrangements, and procedures relating to the progression of classroom teachers and those in the leadership group on their respective pay scales.

The national agreement on workforce reform for England and Wales does not apply in Northern Ireland. The Curran inquiry recommended that a similar workforce agreement, but tailored to the context of Northern Ireland, should be reached (see 8.2.12.1. and for pay reforms 8.2.11.1.)

[Raising standards and tackling workload: A national agreement \(DfES, 2003g\)](#)

[Teachers: Meeting the Challenge of Change \(DfEE, 1998f\)](#)

Teachers' pay and conditions of service enquiry: FINAL REPORT - PART 1 Parity, Performance & Progression June 2003 (Curran, 2003)

Teachers' pay and conditions of service enquiry: Interim report principal and vice-principal pay November 2002 (Curran, 2002)

The BEST for Teaching and Learning in Wales (NAfW, 1999a)

General Teaching Council for England

General Teaching Council for Northern Ireland

General Teaching Council Wales (GTCW)

Education (Northern Ireland) Order 1998

Education (School Teacher Appraisal) Regulations 1991

Education Act 1944

Education Act 2002

Education Reform Act 1988

School Teachers' Pay and Conditions Act 1991

Teachers' Pay and Conditions Act 1987

Teaching and Higher Education Act 1998

8.2.1.2. Teachers in further and adult education institutions

In England and Wales, terms and conditions of service are agreed at local and institutional level in further education colleges and tertiary colleges. Each college is an independent corporation with its own board of governors and is the legal employer of its staff. Both pay and conditions of employment can vary according to the institution and employer concerned, although national guidelines are negotiated and agreed on. A new negotiating body, the further education National Joint Forum (NJF) of employer and recognised trade union representatives, was established in 2000 to consider pay and conditions in the further education sector (see 8.2.11.2.).

There are separate arrangements for sixth form colleges. The National Joint Council for Sixth Form Colleges (NJC) was set up following the establishment of the colleges as autonomous corporations on 1 April 1993 in England and Wales. The remit of the NJC is to negotiate national pay and conditions of service for staff in sixth form colleges, and to recommend agreements reached in the NJC to individual colleges. The union National Association of Schoolmasters/Union of Women teachers chairs the Teachers' Side and the Sixth Form Colleges Forum provide the Employers' Side.

In Northern Ireland, further education institutions became autonomous bodies in April 1998 and staff are now employed by the governing body of each institution. As in England and Wales, pay and conditions of service for lecturing (teaching) staff are, however, still negotiated and agreed centrally.

National Association of Schoolmasters Union of Women Teachers (NASUWT)

Sixth Form Colleges' Forum (SFCF)

8.2.1.3. Teachers in higher education institutions

In February 1998, an Independent Review Committee (known as the 'Bett Committee') was set up to look at the framework for determining the pay and conditions of service for staff in higher education. Its wide-

ranging report was published in June 1999 (IRHEPC, et al, 1999). The recommendations covered new negotiating machinery, changes in pay structures and levels, training, appraisal and equal opportunities.

In 2001, the Joint Negotiating Committee for Higher Education Staff (JNCHES) was established, following agreement between the Universities and Colleges Employers' Association (UCEA) and the ten unions representing staff in higher education. A key achievement of the JNCHES was the agreement, in August 2004, which brought all staff in higher education onto a single pay spine (see 8.2.11.3.), ending the separate pay scales and career structures that had existed, for historical reasons, in the 'old', pre-1992 and new, post-1992 universities (see [6.3.](#)).

[Independent Review of Higher Education Pay and Conditions \(IRHEPC et al, 1999\)](#)

[Universities and Colleges Employers' Association \(UCEA\)](#)

8.2.2. Ongoing debates and future developments

See the sub-sections which follow: 8.2.1.1. for pre-school, primary and secondary school teachers; 8.2.1.2. for teachers in further and adult education institutions and 8.2.1.3. for teachers in higher education institutions for details of ongoing debates and future developments.

8.2.2.1. Pre-school, primary and secondary school teachers

In December 2008, the 2020 Children and Young People's Workforce Strategy (DCSF, 2008) set out the Government's vision that everyone who works with children and young people should be:

- ambitious for every child and young person
- excellent in their practice
- committed to partnership and integrated working
- respected and valued as professionals.

Whatever their role, the aim is to ensure that the workforce has the skills and knowledge to do the best job they possibly can to help children and young people develop and succeed across all the outcomes which underpin Every Child Matters: being safe, staying healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

In 2008, the three-year Young People's Workforce Reform Programme was also launched. The Children's Workforce Development Council (CWDC) and the Children's Workforce Network are coordinating activities in three main areas: providing support to strengthen leadership and management across the youth workforce; improving the skills of the third sector (voluntary) youth workforce; and developing a common platform of skills and competences for the children's workforce (see 8.5.). To support the DCSF 2020 Workforce Strategy, the Training and Development Agency for Schools recently published a strategy for the professional development of the entire children's workforce in schools. It establishes 3 priorities for the period 2009-2012: embedding a learning culture; increasing coherence and collaboration; and improving quality and capacity. See 8.2.10.1. for more details.

Recent government proposals have focused on further improving teachers' continuing professional development (CPD). The Children, Schools and Families Bill, which is currently before Parliament, includes a provision for a new 'Licence to Practise' which teachers will need to renew every five years by demonstrating their effectiveness in the classroom. To support these changes, every teacher will be entitled to CPD. If the Bill is passed, this CPD entitlement will be set out in the School Teachers Pay and Conditions Document (DCSF, 2009r), and introduced alongside the Licence to Practise by September 2011.

Following the publication of the New Opportunities White Paper (GB. Cabinet Office, 2009), the Department for Children, Schools and Families has launched a package of incentives to encourage good teachers to work in challenging schools. These incentives include:

- a bonus payment of up to £10,000 (known as 'golden handcuffs') if they stay in the school for at least three years
- access to a government-funded network of teachers working in similar schools who work collaboratively to share good practice
- a CPD package devised specifically for teachers working in challenging schools.

In Wales, a scheme for Chartered Teachers is currently under development which is aimed at teachers aspiring to excellence in the classroom or who are middle leaders. As part of the wider professional development framework, the Chartered Teacher 'milestone' seeks to provide teachers with a more structured pathway to professional development throughout their careers. A recent independent evaluation of the two-year pilot programme has been positive and the GTCW has put forward a business case to the Welsh Assembly Government for mainstreaming the Chartered Teacher Programme from September 2010. See 8.2.6.1..

The Welsh Assembly Government has adopted the UN Convention on the Rights of the Child as the basis of all its work for children and young people in Wales. These have been translated into seven Core Aims which will work to ensure that all children and young people:

- have a flying start in life
- have a comprehensive range of education and learning opportunities
- enjoy the best possible health and are free from abuse, victimisation and exploitation
- have access to play, leisure, sporting and cultural activities
- are listened to, treated with respect, and have their race and cultural identity recognized
- have a safe home and a community which supports physical and emotional wellbeing
- are not disadvantaged by poverty

In this context, in 2005 the Welsh Assembly Government charged the Care Council for Wales with taking forward the development of a Children and Young People Workforce Development Network for Wales. The Network's tasks were: to bring forward a children and young people workforce development strategy; to develop a common core of skills, knowledge and understanding for the Children's and Young People's workforce in Wales; and to develop a qualification framework for the workforce. The common core and the development strategy are currently subject to internal consultation.

[2020 Children and Young People's Workforce Strategy \(DCSF, 2008\)](#)

[New Opportunities: Fair Chances for the Future \(Cm. 7533\) \(Great Britain. Cabinet Office, 2009\)](#)

[Professional development framework for teachers in Wales. Advice to the Welsh Assembly Government \(GTCW, 2005\)](#)

[School Teachers' Pay and Conditions Document 2009 \(DCSF, 2009r\)](#)

[Strategy for the professional development of the children's workforce 2009-2012 \(TDA, 2009\)](#)

[The Children's Plan: Building Brighter Futures \(Cm 7280\) \(DCSF, 2007g\)](#)

[Care Council for Wales \(CCW\)](#)

[Children's Workforce Development Council](#)

[Children's Workforce Network](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[National College for School Leadership and Children's Services \(NCSL\)](#)

[Training and Development Agency for Schools \(TDA\)](#)

Children, Schools and Families Bill 2009

8.2.2.2. Further and adult education

The pay and conditions of teaching staff in this sector, which historically have been less favourable than those afforded to school teachers and which vary across the sector despite national pay recommendations, have also been the focus of debate, although some measures have been taken to address this imbalance, see **8.2.11.2.**

Institute for Learning

8.2.3. Specific Legislative Framework

See the sub-sections which follow: 8.2.3.1. for pre-school, primary and secondary school teachers; 8.2.3.2. for teachers in adult and further education institutions; and 8.2.3.3. for teachers in higher education institutions.

8.2.3.1. Pre-school, primary and secondary school teachers

England and Wales

Staffing functions

Sections 35 and 36 of the Education Act 2002 provide the legislative basis for staffing arrangements. Regulations made under the Act provide the framework in which staffing functions (conduct and discipline, capability, staff grievance, appointment, suspension, and dismissal of staff in schools) are exercised. In England, these are the School Staffing (England) Regulations 2009 which came into effect on 2 November 2009. In Wales, these are the Staffing of Maintained Schools (Wales) Regulations 2006 which came into force in 2006.

The regulations apply differently to the different categories of school (see 2.6.4.1.1.). The school's governing body is the employer in voluntary aided school and foundation schools. The local authority (LA) is the employer of teachers and other staff in community schools and voluntary controlled schools. However, the governing body has many of the functions of the employer, including determining the number and composition of staff and making appointment and dismissal decisions (or delegating this function to the headteacher).

The staffing regulations require that teachers and support staff in maintained schools meet specified requirements with regard to qualifications, health, physical capacity and the absence of any bar from working with children. They also require that, subject to exceptions, a person appointed to be a teacher or member of the support staff must, prior to, or as soon as practicable after, his appointment be subject to an enhanced Criminal Records Bureau (CRB) check made under the Police Act 1997. The same requirement is imposed in relation to supply teachers employed by local education authorities. The CRB check enables employers and voluntary organisations to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially work which involves children or vulnerable adults. The 2009 regulations for England, which largely consolidate and remove minor inconsistencies in the 2003 regulations, also introduce a new requirement that, from November 2009, at least one person involved in the recruitment of school staff undertakes safer recruitment training.

In Wales, an additional safeguard has been introduced requiring the General Teaching Council for Wales (GTCW) to determine the suitability of a person before registering them. The GTCW uses a CRB check as a proxy for determining suitability.

The Education (Health Standards) (England) Regulations 2003 state that employers and initial teacher training providers must ensure that a person has the health and physical fitness to teach. Employers also have a duty to have regard to the provisions of the Disability Discrimination Act 1995. 'Fitness to Teach Guidance 2007' (DfES, 2007a) has been issued to advise school employers and providers of initial teacher

training in England of their obligations under these regulations. In Wales, the relevant regulations are Education (Health Standards) (Wales) Regulations 2004.

Pay and conditions

The School Teachers' Review Body (STRB) was originally established by the School Teachers Pay and Conditions Act 1991. The Education Act 2002 repealed the 1991 Act, replacing it with a modernised framework but retaining the main outline of the existing machinery for teachers' pay and conditions, appraisal, qualifications and provision about misconduct. Under 2002 Act, the STRB continues to report annually to the Prime Minister and Secretary of State on the pay and conditions of teachers in maintained schools in England and Wales. Under the same Act, the Secretary of State has the power to make provision for the determination of the pay and conditions for teachers in pre-school, primary and secondary schools in England and Wales. These provisions are contained in the School Teachers' Pay and Conditions Document which is issued annually by the Department for Children, Schools and Families (DCSF).

Following devolution, teachers' pay and conditions of service have not been devolved to the Welsh Assembly Government and remains the responsibility of the Department for Children, Schools and Families (DCSF) for England and Wales, although the Welsh Assembly Government reserves the right to comment. The Secretary of State for Children, Schools and Families continues to have statutory responsibility for the pay and conditions of employment of teachers in both England and Wales. However, funding for all aspects of teachers' pay in Wales is provided by the National Assembly for Wales to local authorities (LAs) via the revenue support grant (see 2.8.2.). This, together with the devolution of matters such as teacher appraisal, the system of performance management (see 8.2.9.1.) and the separate funding arrangements which exist for schools in Wales, has implications for the operation of the overall pay and conditions framework. The STRB has raised this as an issue to be kept under review.

The Secretary of State also consults other representative bodies on any changes to teachers' pay and conditions before they are put into legislation.

The National Employers' Organisation for School Teachers (NEOST) provides national support to local authorities in their role as employers. The organisation's main functions include national negotiations on pay and conditions of local government employees. NEOST, in conjunction with the Local Government Association (LGA) and the teacher organisations, publishes a handbook setting out the national conditions of service for teachers. This is known as 'the Burgundy Book' (National Employers Organisation for School Teachers, 2000).

The associations which represent school teachers' interests are:

Association of Teachers and Lecturers (ATL)

- Association of Teachers and Lecturers (ATL)
- National Association of Headteachers (NAHT)
- National Association of Schoolmasters/Union of Women Teachers (NASUWT)
- Undeb Cenedlaethol Athrawon Cymru (National Association of Teachers for Wales, known by the Welsh acronym UCAC)
- National Union of Teachers (NUT)
- Voice
- Association of School and College Leaders (ASCL).

Under the Education (Specified Work and Registration) (England) Regulations 2003 as amended, and the Education (Specified Work and Registration) (Wales) Regulations 2004 qualified teachers may only carry out 'specified work' in maintained schools, non-maintained special schools and pupil referral units if they are registered with the General Teaching Council. 'Specified work' is defined as planning and preparing lessons and courses for pupils, delivering lessons to pupils, and assessing and reporting on the development, progress and attainment of pupils. The regulations made under the Education Act 2002 make clear the

categories of people who can undertake 'specified work' and specify circumstances under which certain kinds of staff without qualified teacher status (QTS) – usually support staff – may carry out 'specified work', including requirements for appropriate supervision by a qualified teacher.

In the School Staffing (England) Regulations 2009 there is also a new requirement on governing bodies to ensure that the head teacher complies with the duties imposed by the School Teachers' Pay and Conditions Document and benefits from the entitlements it confers. The responsibility on governors regarding the head's work/life balance has been re-enacted as part of these regulations. Amendments made to the Staffing of Maintained Schools (Wales) Regulations 2006 also place a duty on governing bodies in Wales to comply with these requirements.

Registration

The Teaching and Higher Education Act 1998 provided for the formation, in September 2000, of the General Teaching Council for England and the General Teaching Council for Wales. The composition of the Councils represents a wide range of stakeholders, both current teachers and representatives of organisations involved with the teaching profession, while ensuring a majority on the Councils for teachers with current or recent teaching experience. They are expected to act in the interests of the public, in order to contribute to improving the standards of teaching and quality of learning and to maintain and improve standards of professional conduct. They have regulatory and, in the case of the GTCW, operational functions. The main functions of the Councils are to:

- advise the Secretary of State for Children, Schools and Families in England, and the National Assembly for Wales, on matters relating to standards of teaching, standards of conduct for teachers, the role of the teaching profession and the training, career development and performance management of teachers;
- establish and maintain a register of teachers;
- establish and maintain a code of practice which lays down standards of professional conduct and practice expected of registered teachers;
- exercise disciplinary powers in relation to registered teachers and persons applying for registration and act as an appeal body for teachers who fail their induction period;
- in Wales, the GTCW may be asked to carry out activities designed to promote the continuing professional development (CPD) of teachers or recruitment to the profession.

Safeguarding

The Safeguarding Vulnerable Groups Act 2006 provides the legislative framework for a new vetting and barring scheme for people who work with children and vulnerable adults. The Act was passed as a result of the 2004 Richard Inquiry which questioned the way employers recruit people to work with vulnerable groups, and, in particular, the way in which background checks were carried out. The Inquiry identified a need for a single agency to vet all individuals who want to work or volunteer with children or vulnerable adults and to bar unsuitable people from doing so. The Independent Safeguarding Authority (ISA) was set up to fulfil this role across England, Wales and Northern Ireland. From October 2009, all new job applicants will have to apply for ISA registration. The ISA will decide whether to give an applicant ISA registration or put them on an ISA Barred List on the basis of data gathered by the Criminal Records Bureau (CRB), such as relevant criminal convictions, cautions, police intelligence and other appropriate sources. Employers will not be able to recruit staff who are not registered. When new information becomes known about an ISA-registered individual already in the workforce, the ISA will be informed, will reconsider the person's suitability and will advise the employer if the person is placed on a Barred List. From 2010 existing employees will need to apply for ISA registration. Ahead of the new scheme, new guidance came into force on 1 January 2007 in England. 'Safeguarding Children and Safer Recruitment in Education' (DfES, 2006g) considers all recruitment and selection processes, including but not restricted to recruitment and vetting checks.

Northern Ireland

Staffing functions

The employment of teachers is subject to the provisions made in the Education (Northern Ireland) Order 1998 which established the requirement that all teachers who wish to teach in grant aided school be registered with the GTCNI and the Teachers' (Eligibility) Regulations (Northern Ireland) 1997 as amended. The Regulations concern the qualifications, age and health requirements for persons eligible to teach.

The employer depends on the category of school (see 2.6.4.1.1.). Teachers in controlled schools are employed by the Education and Library Boards (ELBs) and in Catholic-maintained schools are employed by the Council for Catholic-Maintained Schools (CCMS) and teachers in maintained schools other than Catholic-maintained schools, voluntary grammar schools and grant-maintained integrated schools (GMI schools) are employed by the Boards of Governors of these schools. All schools have responsibility for determining the number and composition of staff.

NB. Following the recent review of public administration in Northern Ireland, a new single Education and Skills Authority will replace the five existing ELBs and also bring together current support services such as those delivered by the CCMS and thus will become the sole employing authority for all teachers and education support staff in 2010, subject to legislation being passed by the Northern Ireland Assembly.

Pay and conditions

Policy concerning teachers' pay and conditions in Northern Ireland is the responsibility of the Department of Education (DE). Agreement on teachers' pay and conditions of service is reached through the Teachers' Salaries and Conditions of Service Committee (Schools) which comprises the employing authorities/employer representatives, the Department of Education (DE) and the five recognised teachers' unions (Irish National Teachers' Organisation, National Association of Schoolmasters and Union of Women Teachers, Ulster Teachers' Union, Association of Teachers and Lecturers, and National Association of Headteachers).

Registration

The Education (Northern Ireland) Order 1998 made provision for the establishment of a General Teaching Council for Northern Ireland. The Council, which was established in 2002, advises the Department of Education (DE) and the employing authorities on a wide range of issues, including training, career development and performance management of teachers, and standards of teaching and standards of conduct for teachers. The Council has similar powers to the General Teaching Councils in England and Wales. Its core activities include:

- the registration of teachers
- the development of a Code of Professional Values and Practice for the profession
- disciplinary functions relating to professional misconduct
- the provision of advice to the Department of Education and Employing Authorities on training, career development and performance management of teachers, standards of teaching, registration issues, standards of conduct for teachers and any other issues such as may be determined by the Department of Education.

Safeguarding

The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007 provide the legislative framework for a new vetting and barring scheme for people who work with children and vulnerable adults. The Independent Safeguarding Authority (ISA), described above in the section on England and Wales, has been set up to vet all individuals who want to work or volunteer with children or vulnerable adults and to bar unsuitable people from doing so across England, Wales and Northern Ireland.

[Fitness to teach \(DfES, 2007a\)](#)

[Safeguarding Children and Safer Recruitment in Education \(DfES, 2006g\)](#)

[Criminal Records Bureau \(CRB\)](#)

Department for Children, Schools and Families (DCSF)

Department of Education (Northern Ireland) (DE)

General Teaching Council for England

General Teaching Council for Northern Ireland

General Teaching Council Wales (GTCW)

Independent Safeguarding Authority (ISA)

Disability Discrimination Act 1995

Education (Health Standards) (England) Regulations 2003

Education (Health Standards) (Wales) Regulations 2004.

Education (Northern Ireland) Order 1998

Education (Specified Work and Registration) (England) Regulations 2003

Education Act 2002

Safeguarding Vulnerable Groups Act 2006

School Staffing (England) Regulations 2009

School Teachers' Pay and Conditions Act 1991

Staffing of Maintained Schools (Wales) Regulations 2006

Teachers' (Eligibility) Regulations (Northern Ireland) 1997

Teaching and Higher Education Act 1998

8.2.3.2. Teachers in further and adult education institutions

England and Wales

The governing body (or corporation) of each further education institution is responsible for all decisions affecting the institution, its organisation and its resources. The governing body is therefore responsible for the employment and management of staff. (Further information is provided in 2.6.4.2.1.)

The Association of Colleges (AoC) and the Sixth Form Colleges' Forum (SFCF) are the employers' organisations which recognise and negotiate with trade unions on behalf of institutions. The National Joint Forum (NJF) (see 8.2.11.2.) is the union/employer bargaining group which negotiates pay and conditions in the further education sector. fforwm is the national organisation representing further education institutions in Wales.

Adult education centres in England and Wales are largely operated by local authorities (LAs) but, under the Learning and Skills Act 2000, LAs are funded by the Learning and Skills Council for England (see 2.2.3. for more information) and by the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales. Day-to-day management is delegated to the principal or director of the centre.

The main professional associations which represent the interests of lecturers (teachers) in further education colleges and tertiary colleges in England, Wales and Northern Ireland are:

- the University and College Lecturers' Union (UCU) (formed from the amalgamation of the Association of University Teachers and the National Association of Teachers in Further and Higher Education)
- the Association of Teachers and Lecturers (ATL)
- Unison, whose members include support staff.

In sixth form colleges the interests of lecturers are represented by the main teacher unions - the Association of Teachers and Lecturers (ATL), the National Association of Schoolmasters/Union of Women Teachers (NASUWT) and the National Union of Teachers (NUT).

In England, regulations were introduced with effect from September 2007 to support the Government's drive towards the professionalisation of the further education workforce. These are the Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007, explained in section **8.2.10.2.**, and the Further Education Teachers' Qualifications Regulations (England) 2007, explained in section **8.1.2.2.**

Northern Ireland

The governing body is the employer of staff in further education colleges. Lecturers' terms and conditions are determined by a contract agreed by the Further Education Negotiating Committee in 1996. The Association of Northern Ireland Colleges (ANIC) is the employers' body for the colleges in Northern Ireland. The Association has set up Negotiating Committees to deal with directors, lecturers and non-teaching staff in negotiating terms and conditions of service.

Association of Northern Ireland Colleges (ANIC)

Association of Colleges (AoC)

Association of Teachers and Lecturers (ATL)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Learning and Skills Council (LSC)

National Association of Schoolmasters Union of Women Teachers (NASUWT)

National Union of Teachers (NUT)

Sixth Form Colleges' Forum (SFCF)

University and College Union (UCU)

Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007

Further Education Teachers' Qualifications (England) Regulations 2007

Learning and Skills Act 2000

8.2.3.3. Teachers in higher education institutions

Universities are autonomous institutions and are therefore individually responsible for employing teachers and other staff.

The Universities and Colleges Employers' Association (UCEA) is the employers' association for UK universities and colleges of higher education (except for 13 institutions in Scotland). UCEA provides a framework within which representatives of institutions can discuss salaries, conditions of service, employee relations and all matters connected with the employment of staff and employees. As such, it negotiates with the appropriate trade unions on behalf of the institutions.

The trade unions recognised by the Government and employers for negotiations about terms and conditions of employment of staff in higher education include:

- the University and College Union (UCU), whose members include lecturers, researchers and other staff working in higher education institutions; and
- Unison, whose members include support staff in universities.

Universities and Colleges Employers' Association (UCEA)

University and College Union (UCU)

8.2.4. Planning Policy

England

The Secretary of State for Children, Schools and Families is responsible for ensuring that there are sufficient facilities for training teachers for service in maintained schools in England. The responsibility for forward planning rests with the Department for Children, Schools and Families (DCSF). Projections of teacher supply and demand have been produced for many years. Since the late 1970s, the main purpose of these projections has been to set targets for initial teacher training. Planning is based on the number and type of teachers needed and assumptions of likely trends. The 'Teacher Supply Model' analyses data such as pupil demography, teacher/pupil ratio, the number of likely qualified teachers returning to teaching, the capacity of the initial teacher training sector and the impact of policy initiatives, and predicts the number of teachers that need to be trained to meet demand. The DCSF then provides the Training and Development Agency for Schools (TDA) with initial teacher training (ITT) intake targets, to use as the basis for its funding and allocation decisions in England. Previously these allocations were set one year at a time but the TDA is now working on a two-year cycle. The aim is to manage teacher supply so as to avoid excessive surpluses and shortages.

In recent years, there have been shortfalls in the number of applicants to teacher training and a range of measures have been introduced to improve recruitment to the profession including financial incentives. Following the introduction of these measures and a number of successful recruitment campaigns, the situation has improved considerably to the extent that some financial incentives have now been reduced. Full details of funding and financial incentives, including training bursaries and 'golden hello' payments paid to teachers in some shortage subjects at the end of their induction year, is provided on the Training and Development Agency for Schools (TDA) website: <http://www.tda.gov.uk/Recruit/thetrainingprocess/fundinginengland.aspx>.

The marketing of the teaching profession is currently undertaken by the TDA on an integrated England and Wales basis. The current TDA recruitment campaign includes television, outdoor, press, online and radio advertising. Some specific priority subjects for recruitment (maths, physics and chemistry), are featured in the current recruitment campaign.

Wales

In 2003 the General Teaching Council for Wales issued an action plan for teacher recruitment and retention in Wales (GTCW, 2003). Amongst other things, the plan included a presentation of the outcome of the Council's work to analyse the issue of teacher supply and recommended ways of ensuring a sufficient supply of high quality teachers for schools in Wales.

The Welsh Assembly Government bases its recruitment targets on information provided by the 'Teacher Supply Model' used in England, enhancing it, where possible, for use in Wales. Consideration is given to issues specific to Wales, such as the demand for teachers in the Welsh-medium sector and teachers to teach Welsh as a subject. Recruitment targets are set for overall recruitment and recruitment to subjects and phases. The Welsh Assembly Government provides the Higher Education Funding Council for Wales (HEFCW) (see 2.8.4.) with the targets for the recruitment of teacher trainees in Wales. The Council translates these intake targets into targets for courses at individual initial teacher training institutions. The Council is

responsible for the funding of initial teacher training for school teachers and the accreditation of providers of initial teacher training in Wales. Following a review of initial teacher training in Wales, the Welsh Assembly Government is currently implementing an ITT Change Plan aimed at better aligning ITT provision with need by 2010-11, see 8.1.2.1.. One consequence of this Change Plan has been the amalgamation of ITT providers in Wales into three area-based collaborative centres of ITT. ITT provision has been re-structured in this way to reduce the number of ITT places available to avoid training more teachers than can gain employment in Wales or elsewhere.

Northern Ireland

In Northern Ireland, the Department of Education (DE) carries central responsibility for education and related services. It sets annual quotas for initial teacher training places in the light of assessed requirements of the number and type of teachers needed and assumptions of likely trends. In determining annual intakes the DE makes use of a statistical Teacher Demand Model.

[Action plan for teacher recruitment and retention in Wales \(GTCW, 2003\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[General Teaching Council Wales \(GTCW\)](#)

[Higher Education Funding Council for Wales \(HEFCW\)](#)

[Training and Development Agency for Schools \(TDA\)](#)

8.2.5. Entry to the Profession

Requirements for entry to the profession differ according to the sector (schools, further education or higher education). See the sub-divisions which follow for further information: 8.2.5.1. for pre-school, primary and secondary school teachers; 8.2.5.2. for teachers in further and adult education institutions; and 8.2.5.3. for teachers in higher education institutions.

8.2.5.1. Pre-school, primary and secondary school teachers England and Wales

The School Staffing (England) Regulations 2009 made under sections 35 and 36 of the Education Act 2002 regulate for the appointment of a headteacher and deputies, other teachers and support staff. In general they provide a greater level of flexibility for schools than former regulations, made under the School Standards and Framework Act 1998. Under the regulations, headteachers are expected to take the lead in making decisions on appointments outside the leadership group and in making initial dismissal decisions for staff. The school governing body is expected to delegate these functions to the headteacher unless there are good grounds not to do so.

In Wales, the Staffing of Maintained Schools (Wales) Regulations 2006, as amended, were made under the 2002 Act and came into force in 2006, although they do not make substantial changes to the former arrangements. In maintained schools in England and Wales, the governing body has the overall responsibility for all staff appointments and dismissals in its school. The governing body may delegate these responsibilities to the headteacher; an individual governor or a group of governors with or without the headteacher.

The regulations set out different procedures for the appointment of staff according to the school's legal category (see 2.6.4.1.1.). In community schools and voluntary controlled schools

the local authority (LA) is the employer. In foundation schools and voluntary aided schools the governing body is the employer. In all types of school the governing body decides whether to fill a teaching post when

it becomes available. If they do so they must draw up a specification for the post and send a copy to the LA. Vacancies must be advertised unless the governing body recommends an existing staff member for appointment or accepts somebody nominated by the LA. In Wales, however, an amendment made in 2009 to the Staffing of Maintained Schools (Wales) Regulations 2006 gives governing bodies of maintained schools the choice of whether or not to advertise a head teacher or deputy head teacher post in circumstances relating to new or amalgamated schools, In community schools and voluntary controlled schools, the LA has the right to attend selection meetings and to offer advice, whereas in foundation schools and voluntary aided schools, the LA or a representative will only have a right to attend selection meetings to offer advice if it has been agreed by the governing body or determined by the secretary of state.

Where the headteacher is not already involved in making the decision, he/she has the right to attend selection meetings to offer advice. For community and voluntary controlled schools, the LA must appoint the person selected by the governing body unless they are not satisfied that the candidate meets the legal requirements. In foundation schools and voluntary-aided schools, the governing body, as employer, is responsible for the appointment of suitable applicants.

Any teacher that a school plans to appoint should have Qualified Teacher Status (QTS). Guidance on this is available at the Department for Children, Schools and Families (DCSF)'s appointing qualified teachers page at:

<http://www.teachernet.gov.uk/management/staffingandprofessionaldevelopment/recruitment/checkingqts/>

There are a few exceptions to this such as overseas trained teachers (OTTs), who are allowed to work as unqualified teachers for a maximum of four years, and teachers undertaking employment-based routes into teaching (see 8.1.8. for further details).

In order to comply with the requirements for the protection of children from people with a criminal background, the LA or the governors, as appropriate, must, after a candidate has been recommended, check his or her background with the Criminal Records Bureau (CRB). Applicants must also demonstrate evidence of physical and mental fitness for teaching. In addition, under the 2009 School Staffing Regulations (see above), governing bodies are expected to ensure that at least one person involved in the recruitment of school staff undertakes safer recruitment training. Information about the Safeguarding Vulnerable Groups Act 2006, which introduced a vetting and barring scheme for all those working with children, young people and vulnerable adults is provided in 8.2.3.1.. Recruitment procedures need not be followed for the appointment of temporary staff where the contract would be of less than four months' duration.

All teachers in maintained schools in England and Wales are required to register with the appropriate General Teaching Council (see 8.2.) and must meet any conditions for registration laid down by the Council.

In 2009, the Department for Children, Schools and Families (DCSF) launched its online Schools Recruitment Service which aims to provide schools in England with an improved process for recruiting all permanent, part-time and contract school staff. It also streamlines the application process for those applying for jobs. In addition, the site provides advice for employers and jobseekers on all aspects of recruitment to schools. More information is available from:

<https://www.schoolsrecruitment.dcsf.gov.uk/>

Northern Ireland

Each of the five education and library boards (ELBs) must have a Teaching Appointments Committee, drawn from the membership of the ELB. They must also draw up a scheme for the appointment of teachers. Posts are advertised and the ELB passes the application forms of those candidates who appear to be qualified for the post to the Board of Governors of the school. The Board of Governors considers applicants, interviews the candidates, and submits to the Education and Library Board the names of candidates whom it considers

most suitable for appointment. If the Education and Library Board accepts the proposals, the preferred candidate is appointed.

The Council for Catholic-Maintained Schools (CCMS) is also required to draw up a scheme for the appointment of teachers to Catholic-maintained schools. The procedure involves the Board of Governors of the school, the Diocesan Office and representatives of the CCMS.

The Boards of Governors of maintained (other than Catholic-maintained schools) voluntary grammar schools and grant-maintained integrated schools are responsible for all procedure relating to the recruitment or appointment of staff in their schools. All teachers in grant-aided schools are required to register with the General Teaching Council for Northern Ireland and must meet any conditions for registration laid down by the Council.

The Department of Education (DE) has produced guidance on the assessment procedures of the physical and mental fitness to teach of intending and serving teachers and on procedures for physical and mental assessment while in service as a teacher (DENI, 1997 and DE, 2005d).

[Physical and mental fitness of teachers to teach \(DENI Circular 1997/16\) \(DENI, 1997\)](#)

[Physical and mental fitness of teachers to teach. Amendment to Circular 1997/16 \(DE Circular 2005/13\) \(DE, 2005a\)](#)

[Council for Catholic-Maintained Schools \(CCMS\)](#)

[Criminal Records Bureau \(CRB\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[General Teaching Council for England](#)

[General Teaching Council for Northern Ireland](#)

[General Teaching Council Wales \(GTCW\)](#)

[Education Act 2002](#)

[Safeguarding Vulnerable Groups Act 2006](#)

[School Staffing \(England\) Regulations 2009](#)

[School Standards and Framework Act 1998](#)

[Special Educational Needs and Disability Act 2001](#)

[Staffing of Maintained Schools \(Wales\) Regulations 2006](#)

8.2.5.2. Teachers in further and adult education institutions

England and Wales

In England, between September 2001 and September 2007, all new further education teachers (lecturers) were required, for the first time, to have a formal teaching qualification in accordance with the Further Education Teachers' Qualifications (England) Regulations 2001 (see 8.1.3.2.). Many staff, especially those in sixth form colleges have the teaching qualification required to become a schoolteacher, Qualified Teacher Status (QTS). From September 2007, under the Further Education Teachers' Qualifications Regulations (England) 2007, new entrants to teaching in the further education sector have to complete an initial award as a minimum licence to teach and then go on to achieve professional status as an Associate Teacher Learning and Skills or Qualified Teacher Learning and Skills (QTLS) (see section 8.1.2.2.).

For more information on the Safeguarding Vulnerable Groups Act 2006, which introduced a vetting and barring scheme for all those working with children, young people and vulnerable adults, see 8.2.3.1.

In Wales, the Further Education Teachers' Qualifications (Wales) Regulations 2002 require persons employed as teachers in institutions in the further education sector to have relevant qualifications of a standard specified by the Welsh Assembly Government (specifically, the Welsh Ministers, by virtue of the Government of Wales Act 2006). The Welsh Ministers have specified that the new professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales developed by Lifelong Learning UK are the specified standards for FE teaching qualifications in Wales gained for courses commencing from 1 September 2008 for the purposes of the 2002 Regulations.

Staff in the further education sector are employed by the governing body of the institution. Applicants apply to the institution for advertised vacancies. Staff in adult education centres are normally employed by local authorities (LAs), and apply direct to the LA.

The National Joint Forum (NJF) (see 8.2.11.2.) has produced national guidelines on recruitment and selection of employees in further education colleges (NJF, 2004). The guidance is intended to promote good practice at local level.

Northern Ireland

Governing bodies are the employers of staff in further education colleges. Lecturers apply to the institution in response to advertised vacancies. Further education lecturers are not required to have an initial teacher training qualification, before appointment, but those who do not must hold an approved qualification, such as a university degree or a vocational qualification in the subject they wish to teach. Since November 2009, new entrants to the profession who are not qualified teachers are required to obtain the Postgraduate Certificate in Education (Further Education). Year 1 of the PGCE must be completed within the first year of teaching and be followed within the next two years by successful completion of the second year. See 8.1.4.2. for full details.

Holders of approved vocational qualifications must also have achieved a pass at grade C or above in the General Certificate of Secondary Education (GCSE) in both English language and mathematics, and have three years' relevant industrial or business experience. Approved qualifications are listed in Department of Education Northern Ireland Circular 2008/21 (DE, 2008). The Department of Education (DE) has produced guidance on the assessment procedures of the physical and mental fitness to teach of intending and serving teachers and on procedures for physical and mental assessment while in service as a teacher (DENI, 1997 and DE, 2005a).

[Joint agreement on national guidelines on recruitment and selection of employees in further education colleges \(NJF, 2004\)](#)

[Physical and mental fitness of teachers to teach \(DENI Circular 1997/16\) \(DENI, 1997\)](#)

[Physical and mental fitness of teachers to teach. Amendment to Circular 1997/16 \(DE Circular 2005/13\) \(DE, 2005a\)](#)

[Qualifications of Teachers in Institutions of Further and Higher Education \(DE Circular 2008/21\) \(DE, 2008g\)](#)

[Further Education Teachers' Qualifications \(England\) Regulations 2001](#)

[Further Education Teachers' Qualifications \(Wales\) Regulations 2002](#)

[Further Education Teachers' Qualifications \(England\) Regulations 2007](#)

[Government of Wales Act 2006](#)

[Safeguarding Vulnerable Groups Act 2006](#)

8.2.5.3. Teachers in higher education institutions

Each higher education institution decides which qualifications and skills it requires from a candidate to fill a particular post. There are no national arrangements or national listings of eligible candidates; each post is advertised and suitably qualified candidates are invited to apply. Short-listing of applicants is carried out by departments or schools and interview panels can include representatives from the department, faculty, senior management and human resource department. A good first degree in the subject to be taught is normally a minimum requirement and a higher degree such as a masters degree or a doctorate is often required. Professional experience may be required for teaching within vocational disciplines, and, in the case of programmes leading to professional registration (such as nursing and social work), current professional registration.

Many higher education institutions provide training for their teaching staff, especially those new to the profession.

The Higher Education Academy (see 8.1.1.3.) accredits training programmes for teachers in higher education and has developed professional teaching standards for the sector (see 8.1.2.3.).

[Higher Education Academy \(HEA\)](#)

8.2.6. Professional Status

See sub-divisions which follow for further information: 8.2.6.1. for pre-school, primary and secondary school teachers; 8.2.6.2. for teachers in further and adult education institutions; and 8.2.6.3. for teachers in higher education institutions.

8.2.6.1. Pre-school, primary and secondary school teachers

Teachers are public employees, but not civil servants. They are not guaranteed employment at any stage of their professional life, but must apply for specific posts. Appointments may be made on a permanent (that is, open-ended) basis or on a fixed-term contract. General UK employment law applies.

In England and Wales, teachers are employed either by the local authority (LA) or the school governing body depending on the legal category of the school (see 2.6.4.1.1.).

In Northern Ireland, teachers are employees of the education and library boards (ELBs), the Council for Catholic-Maintained Schools (CCMS), or of the governing body of the maintained school (other than Catholic-maintained schools), the voluntary grammar school or the grant-maintained integrated school in which they work.

Professional registration

All teachers who wish to teach in maintained schools must be registered with the General Teaching Council for England (GTC), the General Teaching Council for Wales (GTCW), or the General Teaching Council for Northern Ireland (GTCNI). In order to maintain their registration status, teachers are required to pay an annual registration fee (for which an allowance is payable to teachers in maintained schools in England and Wales as set out in the 'School Teachers' Pay and Conditions Document'). Since 1 September 2008 it has been a requirement for students on ITT courses in England to be provisionally registered with the GTC before commencing their course. Part of the Councils' remit is to guarantee and maintain the high professional standards of the profession. To this end the Councils have issued professional codes of values and practice for teachers, describing the standards of professional conduct and practice expected of registered teachers.

Professional Standards for Teachers

England

In September 2007, following a review, the Training and Development Agency for Schools (TDA) introduced revised standards for classroom teachers in England which together form the first clear and progressive framework of standards (TDA, 2007c). The framework sets out the expected characteristics of teachers at each stage of their career as their professional attributes, knowledge and understanding and skills develop and they demonstrate increasing effectiveness in their roles. Specific standards are set for:

- Qualified Teacher Status achieved at the end of initial teacher training – see **8.1.6.1.**
- teachers on the main pay scale – ‘core’ standards for main scale teachers who have successfully completed their induction period (see **8.1.4.1.3.**). Following the induction period teachers are expected to continue to meet the core standards, whilst continuing to develop professionally at that level
- teachers on the upper pay scale – ‘post-threshold’ standards for those teachers that reach the upper pay scale – see **8.2.11.1.**
- Excellent Teachers (ETs) – this post is designed to reward a minority of high achieving classroom teachers who meet the required standards and who secure an Excellent Teacher post on a salary level beyond the upper pay scale. ETs use and share their skills in classroom teaching for the benefit of professional development of other teachers within their school. See 8.2.13.1.
- Advanced Skills Teachers (ASTs) – an alternative career path to management/leadership enabling outstanding teachers to continue teaching and use their skills to enhance the performance of others both in their own schools and, unlike Excellent Teachers (ETs), with teachers in other schools. See **8.2.13.1.**
- The standards for Post Threshold Teachers, ETs and ASTs are related to pay. Teachers who are assessed as meeting these standards (and in the cases of ETs and ASTs secure a specific post at this level) move to the applicable pay scale.

The standards for Post Threshold Teachers, ETs and ASTs are related to pay. Teachers who are assessed as meeting these standards (and in the cases of ETs and ASTs secure a specific post at this level) move to the applicable pay scale.

The professional standards for teachers are also interlinked with the ‘Every Child Matters’ outcomes for children and young people and the areas of common core of skills and knowledge for the children’s workforce (see **8.2.2.1.**).

A separate scheme leading to Chartered London Teacher status (CLT) was launched in September 2004, designed to recognise and reward the skills and expertise of London teachers. The first teachers gained CLT status in December 2006. A one-off special payment is made to these teachers. See www.clt.ac.uk for further details.

Wales

A professional framework for teachers is currently being developed in Wales. In late 2003, the Welsh Assembly Government invited the General Teaching Council for Wales (GTCW) to take the lead in developing a Professional Development Framework for teachers in Wales. In its July 2005 advice to the Assembly (GTCW, 2005), the GTCW revealed there were no national professional development arrangements for the vast majority of teachers who were not in their early years of teaching or who did not aspire to headship or senior leadership posts in their careers. The Council recommended that this should be rectified by introducing a national programme of structured professional development – the Chartered Teacher Programme. Further details of such a programme, to provide a framework for the accreditation of CPD provision in Wales and for the professional recognition of teachers’ professional development was provided in 2006 (GTCW, 2006). The Minister for Education and Lifelong Learning accepted, in principle, the majority of the Council’s recommendations and has invited it to proceed, notably by piloting the Chartered Teacher Programme. The Council recommended that those teachers who successfully complete the Programme should receive professional recognition for their achievements, in order that their standing be recognised both within and

outside the teaching profession. The national programme of Chartered Teacher will be underpinned by professional standards. An underlying principle of the scheme is that the status has no connection to pay and should be open to all teachers (post-induction stage) who aspire to it. Two-year pilots of the Chartered Teacher Programme began in September 2007. A recent independent evaluation of the two-year pilot programme has been positive and the GTCW has put forward a business case to the Welsh Assembly Government for mainstreaming the Chartered Teacher Programme from September 2010.

The developing national programme of structured professional development in Wales comprises the following arrangements for teacher's initial and ongoing professional development:

- QTS – see **8.1.6.1.**
- Statutory Induction, followed by early professional development – see **8.1.4.3.1.**
- Chartered Teacher Status (see below)
- National Professional Qualification for Headship (NQPH) – see **8.3.1.1.**

Northern Ireland

In 2007, the General Teaching Council developed professional competences for teachers which apply across all four phases of teacher education:

- initial teacher education
- induction
- early professional development
- continuing professional development, collaborative practice and school improvement (GTCNI, 2007).

See **8.1.6.1.** for further details.

Professional development framework for teachers in Wales. Advice to the Welsh Assembly Government (GTCW, 2005)

Professional development, recognition and accreditation: advice to the Welsh Assembly Government (GTCW, 2006)

Professional Standards for Teachers: Why Sit Still in Your Career? (TDA, 2007c)

Council for Catholic-Maintained Schools (CCMS)

Department of Education (Northern Ireland) (DE)

General Teaching Council for England

General Teaching Council for Northern Ireland

General Teaching Council Wales (GTCW)

Training and Development Agency for Schools (TDA)

8.2.6.2. Teachers in further and adult education institutions

Further education lecturers are public employees, but not civil servants. They are employed by the college governing body or, in the case of adult education centres in England and Wales, by the local authority (LA). They do not have guaranteed employment at any stage of their professional life, but must apply for specific posts.

In England, with effect from September 2007, all teachers in further education colleges must register with the sector's professional body, the Institute for Learning (IfL). The Department for Business, Innovation and Skills (BIS) funds the standard membership costs.

The introduction of professional status as ‘licensed practitioners’ for teachers in the further education sector was also introduced in England in September 2007 and all new entrants are now expected to work towards the new professional status of Qualified Teacher Learning and Skills (QTLS) for those undertaking a full teaching role, or Associate Teacher, Learning and Skills (ATLS) for those undertaking less than a full teaching role. Existing teachers can also pursue this status. Qualifications are one part of gaining licensed practitioner status: QTLS or ATLS can only be awarded on completion of appropriate qualifications followed by a process of professional formation according to criteria developed by the Institute for Learning (IfL). Once awarded, qualifications cannot be removed, however the licence to practise must be maintained through demonstrating the fulfilment of annual requirements for continuing professional development (see **8.2.10.2**).

Professional standards for teachers in the further education sector have been developed for England, for Wales, and, most recently, for Northern Ireland. (LLUK, 2006a; LLUK, 2007d; LLUK, 2009). See **8.1.6.2** for further details.

New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (LLUK, 2006a)

New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector. In Wales (LLUK, 2007a)

Northern Ireland Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK, 2009)

Department for Business, Innovation and Skills (BIS)

Institute for Learning

8.2.6.3. Teachers in higher education institutions

Higher education teachers are employees of the individual institution and are not civil servants. They are not guaranteed employment at any stage of their professional life and must apply for specific posts.

Individual teachers in higher education can apply for professional recognition from the Higher Education Academy, a body which aims to enhance the professional standing of teaching and learning support activity in UK higher education. Eligibility for membership is based on evidence of professional activity in six broad areas:

- teaching and the support of learning
- contribution to the design and planning of learning activities and/or programmes of study
- assessment and giving feedback to learners
- developing effective learning environments and learner support systems
- evaluation of practice and personal development
- integration of scholarship, research and professional activities with teaching and supporting learning.

Professional standards for teachers in the higher education sector have recently been developed (Universities UK et al., 2006), see **8.1.2.3**.

The UK Professional Standards Framework for teaching and supporting learning in higher education (Universities UK et al, 2006)

Higher Education Academy (HEA)

8.2.7. Replacement Measures

See the sub-divisions for further information: See sub-divisions which follow for further information: 8.2.7.1. for pre-school, primary and secondary school teachers; and 8.2.7.2. for teachers in further and adult education institutions.

8.2.7.1. Pre-school, primary and secondary school teachers

Long term absences, such as maternity leave, are normally covered by the appointment of teachers on a temporary contract.

When teachers undertake professional development during the school day or are absent due to short-term sickness, their classes are normally taught by teaching colleagues from within the school, or by qualified replacement teachers known as supply teachers. The costs of employing replacement teachers are normally met by the individual school.

Sources of supply teachers include:

- employment agencies
- the school's own contacts
- lists of potential supply teachers kept by a local authority (LA)
- part-time teachers working at the school or locally who are willing temporarily to work extra hours.

In order to ensure that supply teachers are recruited and managed well, the then Department for Education and Skills (now the Department for Children, Schools and Families) and the Recruitment Employment Confederation launched the Quality Mark. The Quality Mark sets minimum standards for agencies and local authorities to reach in areas such as the way they recruit and interview supply teachers, the way they check and manage their performance, and the way they stay at the forefront of change in the teaching sector. More information on the Quality Mark scheme is provided on the Teachernet website:

<http://www.teachernet.gov.uk/management/supplyteachers/>

One of the ways that schools now manage cover is the deployment of support staff with appropriate skills and training, known as 'cover supervisors'. The background to this development is the national workload agreement, 'Raising Standards and Tackling Workload', reached between government, employers and school workforce unions for England and Wales (DfES, 2003f) (see 8.2.2.1.) which recognised that there should be limits on the extent to which teachers at a school can be asked to cover. In September 2004, the time teachers could be required to cover for absent colleagues was limited to 38 hours per academic year. Since September 2009, schools have been expected to implement the objective that teachers should 'only rarely cover'.

In addition to supply teachers and cover supervisors, the 'School Teachers' Pay and Conditions Document' (DCSF, 2009) highlights other options for cover, namely HLTAs – higher level teaching assistants (see **8.6.2.**) and 'floating teachers' employed purely for the purposes of cover.

Similar arrangements are in operation in Northern Ireland, although the provisions of the workload agreement do not apply. DE Circular 2004/21 outlines the statutory obligations relating to vetting teachers supplied by employment agencies (DE, 2004c).

[Raising standards and tackling workload: A national agreement \(DfES, 2003g\)](#)

[School Teachers' Pay and Conditions Document 2009 \(DCSF, 2009r\)](#)

[The Use of Substitute Teachers Provided by Employment Agencies \(DE Circular 2004/21\) \(DE, 2004c\)](#)

8.2.7.2. Teachers in further and higher education institutions

Methods of temporarily replacing teachers or lecturers who are absent vary according to the institution. For long term absences, temporary teachers may be appointed. For information on appointment procedures in further education institutions see 8.2.5.2. and for higher education institutions see 8.2.5.3.).

8.2.8. Supporting Measures for Teachers

See the sub-sections which follow for information on the types of support available to teachers in different sectors: see 8.2.8.1. for pre-school, primary and secondary school teachers; 8.2.8.2. for teachers in further and adult education institutions; and 8.2.8.3. for teachers in higher education institutions.

Note that all employing organisations have a statutory responsibility to safeguard the health, safety and welfare of their staff; to conduct risk assessments; and to take steps to address potential hazards and reduce the risk of adverse health effects.

8.2.8.1. Pre-school, primary and secondary teachers

For information on the support for teachers in their induction period see [8.1.4.1.3.](#)

Where teachers need advice or support concerning professional matters, they would normally first discuss the situation with other staff in the school, for example their line manager e.g. head of key stage, head of department, the relevant head of year or the headteacher. Support, training and development needs should also be identified by performance management arrangements (see [8.2.9.1.](#)). Other help can be sought from bodies such as the local authority, a trade union, or the appropriate General Teaching Council.

Many local authorities have systems in place to support teachers needing advice and guidance which schools may access. For example, some offer confidential staff counselling services, or training and advice on stress management.

The Teacher Support Network is a charity which provides advice and guidance to teachers. It aims to enable all teachers to have access to practical and emotional support to improve their wellbeing and effectiveness. Its current free services include:

- telephone counselling via Teacher Support Line
- online coaching via Teacher Support Online
- information and support material – news, guides and factsheets on relevant issues
- signposting – to relevant partner organisations
- money management advice
- financial assistance – the needs-based provision of grants and loans.

The services extend to teachers in England and Wales but not Northern Ireland.

In Northern Ireland, each education and library board (ELB) and the Council for Maintained Catholic Schools (CCMS) employs a welfare officer available to support teachers' health and well-being.

Teacher training providers and employing organisations have a statutory responsibility to safeguard the health, safety and welfare of teachers; to conduct risk assessments; and take steps to address potential hazards and reduce the risk of adverse health effects. They also have a duty to ensure that the teaching workforce is fit to teach. Occupational health professionals have a key role in advising organisations in these regards.

[Council for Catholic-Maintained Schools \(CCMS\)](#)

[Teacher Support Network](#)

8.2.8.2. Teachers in further and adult education institutions

Where teachers or lecturers need advice or support concerning professional matters, they would normally first discuss the situation with other staff in the institution, for example the head of department (responsible for a particular subject area within the institution) or the principal. Other help can be sought from other bodies such as a trade union.

The employers and unions of the National Joint Forum (see 8.2.11.2.) have produced guidance for colleges on addressing the problem of work-related stress. The model policy emphasises the need for the effective management and control of stress in the workplace. It is directed at the whole college workforce, particularly those with management responsibilities. The procedures provide practical guidance for management, reflect current best practice and comply with national advice in this area.

Formerly, teachers in the further and adult education sector used the services of the Teacher Support Network (TSN, see 8.2.8.1.). However the College and University Support Network (CUSN), has recently been established to provide a service catering more specifically for the needs of further and higher education staff. The new network, which was developed by the Teacher Support Network in close collaboration with the University and College Union, offers information and advice, telephone counselling, online coaching and financial assistance.

College and University Support Network

Teacher Support Network

University and College Union (UCU)

8.2.8.3. Teachers in higher education institutions

Where teachers or lecturers need advice or support concerning professional matters, they would normally first discuss the situation with other staff in the institution, for example the head of department (responsible for a particular subject area in the institution). Other help can be sought from bodies such as a trade union.

As employers, higher education institutions have a statutory responsibility to safeguard the health, safety and welfare of their staff; to conduct risk assessments; and to take steps to address potential hazards and reduce the risk of adverse health effects.

Teachers in higher education can access the support services of the College and University Support Network (CUSN), see [8.2.6.2.](#)

College and University Support Network

8.2.9. Evaluation of teachers

Procedures for the evaluation of teachers vary depending on the sector. See the sub-sections which follow for further information: 8.2.9.1. for pre-school, primary and secondary school teachers, 8.2.9.2. for teachers in further and adult education institutions; and 8.2.9.3. for teachers in higher education institutions.

8.2.9.1. Pre-school, primary and secondary school teachers

England

Performance management of teachers is defined as ‘the process for assessing the overall performance of a teacher or headteacher, in the context of the individual’s job description and the provisions of the School Teachers’ Pay and Conditions Document (DCSF, 2009r) and making plans for the individual’s future development in the context of the school’s improvement plan’. The performance management process is underpinned by the professional standards for teachers which define the professional attributes, knowledge, understanding and skills for teachers at each career stage (see 8.2.6.1.)

Revised arrangements for the performance management of teachers came into effect in England in September 2007 (and, for pay progression purposes, from September 2008 when the first performance reviews took place under the new regulations). The statutory basis for performance management in England is the Education (School Teacher Performance Management) (England) Regulations 2006. Both of these documents have their basis in the provisions made in primary legislation – the Education Act 2002). Guidance entitled 'Performance management for teachers and head teachers' has been issued to support the revised arrangements (DfES, 2006d).

Teachers' performance must be reviewed on an annual basis. The regulations require that schools develop a pay and performance management policy which:

- states what results the policy is intended to achieve and how these will be measured
- shows how the school's arrangements for school teacher performance management link with those for school improvement, school self-evaluation and school development planning
- shows how the school will seek to achieve consistency of treatment and fairness between those teachers with similar experience or levels of responsibility
- sets out the timing of the cycle
- includes a classroom observation protocol
- provides for performance management training to be made available as the need arises;
- states the arrangements for monitoring and evaluating the policy
- specifies any ancillary or supplementary procedures necessary for the operation of performance management of teachers at the school.

A model performance management policy has been developed as a guide for schools.

The regulations require that a planning meeting must be held at the beginning of each cycle between reviewer and the teacher concerned, 'the reviewee'. Matters to be considered and determined at this meeting include the reviewee's objectives, the arrangements for observing the reviewee's performance in the classroom, any other evidence that will be taken into account to judge the reviewee's performance, the performance criteria, support to be provided to reviewee to enable him/her to meet the performance criteria, and any training and development needs and action to be taken to address them. These matters must be determined with regard to the reviewee's job description, any relevant pay progression criteria, any relevant whole school/team objectives specified in the school improvement plan, what can reasonably be expected of any teacher in that position, the desirability of achieving a suitable work/life balance, the reviewee's professional aspirations, and the relevant professional standards. Following the meeting a draft planning and review statement, which records the plan for managing and reviewing the reviewee's performance, must be prepared within five days of the meeting and finalised within 10 days, with the reviewee able to add comments at both stages. This part of the cycle must be finalised by 31st October for teachers and by 31st December for headteachers.

At or near the end of each cycle a review meeting must take place to review the teacher's performance throughout that cycle against the performance criteria specified in the statement; and where the reviewee is eligible for pay progression, determine the recommendation on pay progression. Teachers on the main scale will normally be awarded an annual increment and no recommendation is needed except in the case of excellent performance in which case an additional point may be recommended. For teachers on the upper pay scale, the Advanced Skills Teacher pay scale and the leadership scale, the reviewer will make a pay recommendation. The review meeting should be combined with the planning meeting for the next cycle, wherever this is practicable. Again, within five days of the review meeting a draft statement must be prepared to record the results of the review and any recommendations on pay progression, which, again must be finalised and signed within ten days of the meeting. The reviewee is able to add comments to both draft and final statement.

Wales

Revised performance management arrangements for teachers (including headteachers) in Wales took effect in autumn 2002. The legislative basis is the School Teacher Appraisal (Wales) Regulations 2002 (which replace the Education (School Teacher Appraisal) (Wales) Regulations 1999) and the School Government (Terms of Reference) (Amendment) (Wales) Regulations 2002). The regulations require the governing body of a school to establish a performance management policy and to secure that the performance of all teachers at the school is reviewed annually. They also provide for an annual performance management cycle for all teachers, with performance objectives set at the outset of the cycle, monitoring during the cycle, and a performance review at the end. An 2009 amendment to the regulations extends the arrangements to include teachers who were previously outside them (i.e. 'unattached' teachers such as supply teachers, those on short-term contracts and staff in Pupil Referral Units). A set of guidance documents for schools and governing bodies has been published which describe the operation of the system and provide model performance management policies (WAG, 2002). Closer links between performance management/appraisal and pay decisions (excluding the annual increment awarded to teachers on the main pay scale – 8.2.11.1.) came into effect in Wales in September 2007.

Northern Ireland

Common arrangements for reviewing the performance of teachers and school principals were phased into all schools between 1995 and 2000, starting with principals and other senior staff. The current scheme, the Performance Review and Staff Development Process (PRSD) was implemented from September 2005. Teachers' performance is reviewed on an annual basis. Wherever possible, the reviewer should have management and/or curricular responsibility for the teacher. Before or at the start of the review cycle, the reviewer and reviewee meet to agree three personal/shared objectives, covering the areas of professional practice, pupil and curriculum development and the personal and professional development of the teacher and relate to the school development plan. Two classroom observations, of a maximum period of one hour, take place as a prelude to the review discussion. At the review discussion they establish the reviewee's performance and identify any personal and professional development needs in relation to the agreed objectives, and agree an action plan and objectives for the incoming year. Since September 2007 procedures for determining threshold progression are on the basis of the principal's professional judgement informed by two PRSD review statements.

[Performance management for teachers \(WAG, 2002\)](#)

[Performance management for teachers and head teachers \(DfES, 2006d\)](#)

[School Teachers' Pay and Conditions Document 2009 \(DCSF, 2009r\)](#)

[Education \(School Teacher Performance Management\) \(England\) Regulations 2006](#)

[School Teacher Appraisal \(Wales\) Regulations 2002](#)

8.2.9.2. Teachers in further and adult education institutions

Methods of evaluation of teachers and lecturers in further education institutions vary depending on the arrangements in place in individual institutions. Although there is no nationally agreed performance management scheme, most colleges have an agreed appraisal scheme in place.

Sixth form colleges also have appraisal and self-assessment processes in place. In 2003, a nationally-agreed performance management framework, building on the systems already in place in colleges was produced jointly by the unions and employers, as part of the review of the salary structures in the sector. The aims of the performance management scheme are to:

- motivate staff and strengthen and recognise their commitment
- improve the performance of staff by concentrating on key objectives.

8.2.9.3. Teachers in higher education institutions

Higher education institutions in England, Wales and Northern Ireland are autonomous self-governing institutions. Each is responsible for the quality and standards of its academic programmes and awards. Each has its own internal procedures for assuring and enhancing the quality of its provision, and for satisfying itself that appropriate standards are attained.

Some form of staff appraisal has been introduced in all institutions. Appraisal normally takes into account the individual teacher's publications, research and involvement in administrative departmental work, as well as performance as a teacher.

8.2.10. In-service Training

Arrangements for the continuing professional development of teachers vary according to the sector in which they teach. See the sub-sections which follow for further information: 8.2.10.1. for pre-school, primary and secondary school teachers; 8.2.10.2. for teachers in further and adult education institutions; and 8.2.10.3. for teachers in higher education institutions.

8.2.10.1. Pre-school, primary and secondary school teachers

For information concerning continuing professional development (CPD) of teachers specifically during induction and the second and third years of teaching, please refer to 8.1.4.1.3.

Responsibility for continuing professional development (CPD) in England, Wales and Northern Ireland is shared across a range of organisations, including:

- central government - the Department for Children, Schools and Families (DCSF) and the Training and Development Agency for Schools (TDA) in England, the National Assembly for Wales (NAFW) in Wales and the Department of Education (DE) in Northern Ireland
- the National College for Leadership of Schools and Children's Services (The National College) (England)
- the General Teaching Councils
- local authorities (LAs) and Education and Library Boards in Northern Ireland, where appropriate
- school governing bodies (boards of governors in Northern Ireland)
- Regional Training Unit (RTU) in Northern Ireland
- headteachers; and
- the individual teachers concerned.

The term CPD covers a wide range of staff development activities both formal and informal designed to improve teachers' practice. These activities might include:

- within-school activities such as coaching, mentoring, support for individual members of staff arising from performance management interviews (see **8.2.9.1.**), team teaching, sharing good practice, lesson observation and feedback, and whole school development activities
- school networks such as cross school or virtual networks for example to share good practice
- external activities such as training courses, postgraduate study, conferences, industrial placement or work shadowing, international study visits and exchanges such as the Teachers' International Professional Development Programme (TIPD) and sabbaticals for certain experienced teachers

The Government's current agenda for CPD in England is set out in the '2020 Children and Young People's Workforce Strategy' published in December 2008 (DCSF, 2008). The strategy outlines plans for the development of the entire children's workforce which includes teachers, school support staff, early years and childcare workers, social and social care workers, foster carers, Connexions personal advisers, learning mentors and educational welfare officers. Its main aim is to ensure that the children's workforce can help children succeed across all the outcomes which underpin Every Child Matters: being safe, staying healthy, enjoying and achieving, making a positive contribution and achieving economic well-being. In doing this it encourages integrated working and partnership between sectors. Measures for the school workforce include:

- encouraging clusters of schools to work together to deliver CPD more efficiently
- a CPD entitlement for every teacher linked to the performance management framework (see 8.2.9.1.)
- plans to make teaching a Master's level profession (more information available at the end of this section).

Part of the remit of the Training and Development Agency for Schools (TDA) is to support and develop the school workforce by providing guidance to schools on CPD. In 2009, the TDA published its 'Strategy for the professional development of the children's workforce in schools 2009-2012' which applies to both teachers and the wider school workforce. The strategy, which reflects the '2020 Children and Young People's Workforce Strategy', proposes a coherent approach to working with other partner agencies with an interest in the professional development of the children's workforce. It also takes account of the flexibility schools have to ensure efficient and effective use of resources. The strategy establishes three priorities for 2009-2012:

- Embed a learning culture, which means enabling schools to sustain improvement by linking individual and team CPD to school improvement and using induction and performance review processes to plan and provide CPD for the whole school workforce.
- Increase coherence and collaboration, which means increasing opportunities for collaboration at local, regional and national levels, reducing duplication and bringing coherence, challenge and sustainability to CPD practice.
- Improve quality and capacity, which means building capacity in and across schools to make the best use of available resources, including technology and funding.

The CPD strategy, guidance to schools and a wide range of supporting documents can be accessed via the TDA website: <http://www.tda.gov.uk/teachers/continuingprofessionaldevelopment.aspx>.

In Wales, the National Assembly for Wales strategy document 'The Learning Country' (NAfW, 2001) sets out a commitment to the continuing professional development of teachers. This has recently been followed by the development of a professional development framework for teachers in Wales, including the Chartered Teacher Programme (for more information on the background to this see 8.2.6.1.). Two routes to Chartered Teacher Status are available: a taught route and an accreditation route. The programme route is intended to be relevant to teachers' daily work and practice, with a strong emphasis on analysis, reflection and improving practice. A combination of delivery mechanisms is offered, including: taught programmes; self-study; face-to-face training; workshop sessions; classroom observation; a residential experience; distance and web-based learning. It will enable teachers to undertake a small number of modules if they so choose. It is envisaged that there will be a sliding scale of recognition, up to a master's degree, depending on how many modules of the programme are completed. Two-year pilots of the Chartered Teacher Programme began in September 2007 and following a positive independent evaluation, the General Teaching Council for Wales (GTCW) has recently put forward a business case to the Welsh Assembly Government to mainstream the Chartered Teacher Programme from September 2010.

There are also measures to increase the number of Welsh-medium practitioners through CPD including a pilot Sabbaticals Scheme. The main aim of the scheme is to improve the linguistic skills of teachers to enable them to work professionally through the medium of Welsh or bilingually. The scheme is in an extended pilot phase until April 2010.

In Wales, in addition to the funding devolved to schools (see below), the Welsh Assembly Government has since 2001 provided funding for training bursaries. The General Teaching Council for Wales administers this funding programme of bursaries, grants and sabbaticals through which individual teachers may apply for assistance to address their own professional development needs. However, the GTCW recently announced that due to Government spending cuts, from April 2010 there will no longer be a budget for CPD bursaries for established professionals. However, individual CPD bursaries for teachers in their first three years of practice will still be available.

In Northern Ireland, early professional development has been an integral part of teacher training since 1998/99. All newly qualified teachers are provided with a career entry profile of competences to aid their further development during the period of induction and early professional development. The professional competences for teachers published in 2007 by the General Teaching Council Northern Ireland (GTCNI, 2007) apply across all phases of teacher education including early professional development and continuing professional development, collaborative practice and school improvement (GTCNI, 2007). See [8.1.6.1.](#) for further details.

The GTCNI also provide bursaries for teachers' professional development. These focus on particular aspects of the Northern Ireland curriculum and support CPD activities which are targeted at improving pupils' teaching and learning. In 2010-11 individual bursaries are available for teachers of STEM (science, technology, engineering and mathematics) subjects.

CPD may be provided within a school, at a local authority (LA) (in England and Wales) or Education and Library Board (ELB) (in NI) teachers' centre, at a higher education institution (HEI) or a further education institution or at an independent training or conference centre in England, Wales, Northern Ireland or overseas. Trainers include a wide range of agencies and individuals: HEIs, school staff, LA/ELB advisory teachers, advisers and inspectors and independent consultants. Through its School Leadership College and Staff College, the Regional Training Unit provides leadership, co-ordination and direction in the planning and delivery of professional development and training for the education community in Northern Ireland. In England, in May 2008, the Learning and Skills Council (LSC) launched a national quality mark for training excellence. The Training Quality Standard (TQS) recognises, through a rigorously assessed certification process, those training providers that are highly focused on meeting the needs of employers, and can demonstrate vocational excellence.

In England, the National College for Leadership of Schools and Children's Services (The National College) provides training tailored to the needs of middle management. In Wales, it is anticipated that the Chartered Teacher Programme will cater for the professional development of middle leaders when it is mainstreamed from 2010. The term 'middle management' refers to roles such as 'head of subject or faculty' or 'head of year' in secondary schools and, in primary schools, to roles such as subject or key stage' coordinators.

Funding for CPD is devolved to schools. Each school determines its own continuing professional development (CPD) needs depending on the requirements of the school development plan and, where appropriate, within the broad framework provided by the Government's specific grant provisions. This funding is not ring-fenced to CPD; schools themselves decide how much to allocate to CPD based on their specific needs and circumstances.

There is no legal minimum requirement stated for the length of time to be spent on continuing professional development. However, the statutory conditions of service do require teachers to be available for work under the direction of the headteacher for 195 days per year, of which only 190 are teaching days. The five days when school sessions are not required were introduced to support a number of non-teaching activities, including in-service training (INSET). The timing, organisation and focus of in-service training (INSET) days in schools is for individual headteachers to determine. Also, all teachers have a professional duty to review their methods of teaching and programmes of work, and to participate in arrangements for their in-service training or CPD as teachers throughout their careers. Performance management arrangements (see [8.2.9.1.](#)) are designed to identify and act upon teachers' training and development needs. The framework of professional standards for teachers (see [8.2.6.1.](#)) is also designed to help teachers identify and address their development needs according to their career aspirations.

Within these parameters, participation depends on the professional needs of the teacher concerned and the availability of the resources in the school to meet them. It can range from a few hours to several days and sometimes full- or part-time studies over an extended period, in preparation for nationally recognised qualifications. Courses may be held during school hours, in 'twilight' sessions after school or at weekends or

during holidays. School governing bodies have discretion to make a payment to any teacher who undertakes continuing professional development outside school hours. Individual teachers may undertake professional development in the form of postgraduate study. In England, there is government support for providers to develop and run programmes for teachers that lead to a postgraduate qualification such as a post graduate diploma or master's degree or doctorate. This support is provided through the Training and Development Agency for Schools (TDA), the national agency and recognised sector body responsible for the training and development of the school workforce. The TDA is currently supporting the development of a new masters in teaching and learning (MTL), following on from the proposal in the 'Children's Plan' (DCSF, 2007g) to make teaching 'a Masters-level profession' with all new teachers able to study for a Masters-level qualification through continued professional development. The MTL will provide teachers with the opportunity to develop their professional skills and specialist expertise in the workplace with the support of a trained in-school coach as well as a tutor from a higher education institution. It is initially available for Newly Qualified Teachers (NQTs) and teachers in schools receiving national challenge funding (see 5.4.). First teaching for the MTL will begin in April 2010.

Senior staff within a school also provide ongoing professional guidance and development for their less experienced colleagues, either as part of their day-to-day monitoring or as special, focused training. In England, Advanced Skills Teachers (ASTs) have a duty to spread expertise in their own school and across other schools and similarly, teachers appointed to the new grade of 'Excellent Teacher' are contractually obliged to participate in the induction of newly qualified teachers and the professional mentoring of other teachers in their own school (see 8.2.13.1. for further information on these grades). Another development related to teacher's CPD is the new digital television channel, 'Teachers' TV' which was launched in early 2005. The channel, government-funded but editorially independent, offers programmes on training and development, resources for the classroom and education news. See www.teachers.tv for further information.

[2020 Children and Young People's Workforce Strategy \(DCSF, 2008\)](#)

[Strategy for the professional development of the children's workforce 2009-2012 \(TDA, 2009\)](#)

[Teaching: The Reflective Profession \(GTCNI, 2007\)](#)

[The Children's Plan: Building Brighter Futures \(Cm 7280\) \(DCSF, 2007g\)](#)

[The Learning Country: A Comprehensive Education and Lifelong Learning Programme to 2010 in Wales \(NAfW, 2001\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[General Teaching Council for England](#)

[General Teaching Council for Northern Ireland](#)

[General Teaching Council Wales \(GTCW\)](#)

[Learning and Skills Council \(LSC\)](#)

[National Assembly for Wales \(NAfW\)](#)

[National College for School Leadership and Children's Services \(NCSL\)](#)

[Regional Training Unit](#)

[Training and Development Agency for Schools \(TDA\)](#)

[Education Act 2005](#)

8.2.10.2. Teachers in further and adult education institutions

Responsibility for continuing professional development is shared between the individual teacher and their employer, for example, the further education college in which they work.

Continuing professional development (CPD) of teachers in England, Wales and Northern Ireland covers all professional development, from short courses to higher degrees. The Institute for Learning, the IfL, the professional body for teachers and trainers in the learning and skills sector in England, states that 'it should not be limited to attendance on structured courses, rather it should include a range of professional development activities to balance all of a teacher's commitments'.

In England, major reforms aimed at professionalising the further education workforce have included the introduction of regulations for continuing professional development (CPD) with effect from September 2007. These reforms respond to criticisms of weaknesses in the further education workforce and significant variations in the type and amount of CPD undertaken across the sector highlighted in a number of influential reports. The main stipulations of the Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007 are that:

- All full-time further education teachers and trainers must undertake a minimum of 30 hours of continuing professional development per academic year (pro-rata for part-time staff).
- They must maintain a record/portfolio of CPD activities undertaken which must be provided as evidence to the Institute for Learning (IfL) to maintain licensed practitioner status (see [8.2.6.2.](#)).
- All FE teachers must be professionally registered with the Institute for Learning (IfL), the professional membership body for the FE sector (see [8.2.6.2.](#)).

Lifelong Learning UK (LLUK) is responsible for the development, quality assurance, and promotion of national standards for all aspects of further education staff training and development, including continuing professional development. It has a remit to develop the workforce in further education, higher education, work-based learning, community learning and development, information services and libraries.

In 2007, LLUK published 'The Workforce Strategy for the Further Education Sector in England, 2007-2012' (LLUK, 2007d). The strategy establishes four priorities for developing the FE workforce:

- understanding the nature of the workforce, which includes an audit of workforce skills to enable employers to predict the specific needs of their workforce as the environment changes
- attracting and recruiting the best people
- retaining and developing the modern, professionalized workforce, which involves providing an effective professional development system so that skills and knowledge remain relevant and current, particularly in relation to the use of digital technology
- ensuring equality and diversity are at the heart of strategy, policy-making, planning and training.

The '2020 Children and Young People's Workforce Strategy' (DCSF, 2008) also outlines measures to develop the FE workforce in line with 14-19 curriculum reform. This has a particular focus on the delivery of diplomas and functional skills (for more information on these new pathways see [5.17.1.5.](#)). The strategy tasks LLUK and the Training and Development Agency for Schools (TDA) with preparing a CPD framework for school and college staff who deliver diploma qualifications. For more information on the work which LLUK and TDA have done to date to support the 14-19 workforce see: <http://www.lluk.org/14-19.htm>.

In England, the IfL has responsibilities relating to CPD which involve ensuring that teachers have completed the minimum annual amount in order to maintain their professional registration. The IfL has produced a CPD model and guidance which specifically focuses on the needs of further education teachers (IfL, 2007).

In England, the Learning and Skills Network (LSN) is an independent not-for-profit organisation committed to making a difference to education and training. One of the ways it aims to do this is by delivering quality improvement and staff development programmes that support specific government initiatives.

In Wales, the successor to Dysg (the former Welsh arm of the Learning and Skills Development Agency (LSDA)) is incorporated in the Learning Improvement and Professional Development Division within the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS. NB. A cabinet reshuffle in December 2009 has seen the responsibility for skills moving from DCELLS to the Department for the Economy and Transport. It is not yet known if their new remit will include further education). The division focuses on promoting and supporting high professional standards and effective teaching and learning for practitioners such as teachers, tutors, youth workers, support staff and leaders working in the education system in Wales.

In Northern Ireland, LSDA Northern Ireland continues its work as a part of the Learning and Skills Network. LSDA NI provides post-inspection support for FE colleges, as well as for Steps to Work and Training for Success Providers. It also facilitates training for college governors, supports the Lecturers into Industry Scheme, provides training for college principals. And other senior staff, and plays a key role in supporting the DE/DEL 14 to 19 Framework, as well as supporting cross-college curriculum development projects.

Other organisations involved in aspects of professional development include Lifelong Learning UK (see above), the Association of Colleges (AoC) and fforwm, the national organisation representing FE institutions in Wales.

Most institutions offer courses and programmes to develop the professional skills of staff. The timing, duration and content of such courses and conferences varies. Members of staff are also normally encouraged to attend meetings and other activities to help them fulfil the requirements of their job including, for example, team meetings and course development activities. The duration of higher degree courses, such as Master's degree courses, where applicable, is dependent on individual institutions.

Continuing professional development courses may be provided within a further education institution at a higher education institution (HEI) or by independent providers. Senior staff in further education institutions in England and Wales may also provide induction and ongoing professional guidance and development for less experienced colleagues.

There are no general admissions requirements for continuing professional development programmes in England, Wales or Northern Ireland. Courses leading to particular qualifications, for example, a higher degree, may have specific requirements.

[2020 Children and Young People's Workforce Strategy \(DCSF, 2008\)](#)

[Guidelines for your Continuing Professional Development \(IFL, 2007\)](#)

[Workforce Strategy for Further Education Workforce in England 2007-2012 \(Lifelong Learning UK, 2007d\)](#)

[Association of Colleges \(AoC\)](#)

[Association of Further Education Colleges in Wales \(Fforwm\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Institute for Learning](#)

[Learning and Skills Development Agency Northern Ireland](#)

[Learning and Skills Network \(LSN\)](#)

[Lifelong Learning UK](#)

[Regional Training Unit](#)

Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007

8.2.10.3. Teachers in higher education institutions

Continuing professional development of teachers covers all professional development, from short courses to higher degrees.

There is no legal requirement for teachers and lecturers in higher education to undertake professional development courses. The continuing professional development (CPD) of teachers and lecturers is the responsibility of each individual higher education institution (HEI) and there is no single decision-making body. However, most employers would expect their staff to participate in courses and conferences as the need arises; most universities have their own staff development officers or units.

Organisations involved in the promotion of the professional development of higher education staff include the following:

The Leadership Foundation for Higher Education is a new organisation which has subsumed the former Higher Education Staff Development Agency (HESDA). The Foundation has a remit to help universities and colleges enhance their world-class skills in leadership and governance.

The Staff and Educational Development Association (SEDA) is the professional association for staff and educational developers in the UK, and aims to promote innovation and good practice in higher education. It accredits programmes of continuous professional development for all staff within higher education, as well as programmes for new teachers. SEDA has produced an integrated professional development framework to support the planning, operation and recognition of professional development for staff working in higher education.

There are no formal admissions requirements for courses except in the case of courses leading to specific qualifications – such as a higher degree.

Many institutions offer courses leading to qualifications such as the Postgraduate Certificate in Higher Education (PGCHE). Study for such courses is usually undertaken on a part-time, modular basis. Institutions also make provision for their staff to undertake studies leading to a higher degree. Some staff undertake study visits and establish joint projects with HEIs in other countries, whereby the examination of another education system provides alternative models of tackling issues of common concern. Such visits may be arranged bilaterally or as part of European Community Action programmes.

[Leadership Foundation For Higher Education](#)

[Staff and Educational Development Association \(SEDA\)](#)

8.2.10.4. Teachers in special education

In-service training for special educational needs is available through full-time or part-time routes. Teachers mainly pursue advanced study (leading to postgraduate diplomas, certificates and possibly Master's Degree via part-time study at higher education institutions).

Many schools and LAs run in-service courses for teachers. These are usually provided to address local need. Similarly, teachers' associations and voluntary organisations play a large role in providing specialist training and support for teachers in mainstream and special schools.

See also 8.1.6.4.

8.2.11. Salaries

Information about salaries is available in the following subsections: Please see 8.2.11.1. for pre-school, primary and secondary school teachers; 8.2.11.2. for teachers in further and adult education; 8.2.11.3. for teachers in higher education and 8.2.11.4. for teachers in special education.

8.2.11.1. Pre-school, primary and secondary school teachers

England and Wales

The pay and conditions of school teachers in England and Wales are based on the recommendations of the independent School Teachers' Review Body (STRB). Its recommendations cover the duties and working time of teachers, as well as their remuneration. Salary structures for schoolteachers and the monetary value of the points on the pay scales are determined annually by the Secretary of State for Children, Schools and Families, taking into account the STRB's recommendations.

The latest provisions are contained in the 'School Teachers' Pay and Conditions Document 2009' (DCSF, 2009r). The key features of teachers' pay are as follows:

Classroom teachers and post-threshold teachers: main pay scale and upper pay scale

There are now two pay ranges for qualified teachers, with a performance 'threshold' at the end of the first range giving access to a second range for those teachers meeting the threshold standards. Classroom teachers start on the first six-point (main) pay scale and each September move to the next point on the scale subject to satisfactory performance (advancement by two points is possible if performance is excellent). On reaching the top of the main pay scale teachers may apply to be assessed against national standards and if they meet the standards cross the 'threshold' to the second (upper) scale. The upper pay scale has no quota; it is intended to provide the salary to which all good classroom teachers can aspire. Progression on the three-point upper pay scale is then based on performance and post-threshold teachers will not normally move through the upper pay scale more frequently than every two years.

Teachers who return to teaching after a break usually return to the same point on the pay scale for which they had qualifications and experience when they left teaching. Teachers who have passed the performance threshold and are paid on the upper pay scale retain this personal entitlement regardless of whether the teacher remains in the same school or obtains a post in another school.

Excellent Teachers (ETs)

The 'Excellent Teacher Scheme', introduced in September 2006, rewards outstanding classroom teachers at a set salary point beyond the top of the upper pay scale (see 8.2.13.1. for further information about the scheme). Excellent Teachers must have been on the top point of the upper pay scale for at least two years when they apply for an 'excellent' post. These pay points, which from September 2009 have been weighted according to geographical area, apply in both England and Wales but only a few such posts have been created in Wales.

Advanced Skills Teachers (ASTs)

The salaries of Advanced Skills Teachers (ASTs) (see 8.2.13.1.) are based on an 18 point pay spine which mirrors the first 18 points on the leadership spine, reflecting the fact that the grade is an alternative career path to taking up a leadership or management post. When appointing an AST, the governing body must select a pay range consisting of five consecutive points on the spine. Movement up the pay spine is dependent on sustained high-quality performance by the teacher. These pay points apply in both England and Wales but no AST appointments have been made in Wales.

For all 'grades' of teacher differential pay scales apply dependent upon which of the following geographical areas the teacher is in post:

- England and Wales (excluding the London area)
- Inner London

- Outer London
- Fringe area (a number of specified areas in the South/South-east of England).

In September 2006, teaching and learning responsibility (TLR) payments replaced the previous system of management allowances. TLRs are paid in addition to the salary according to the teacher's position on the main scale or upper (post-threshold) scale. They may be awarded to a classroom teacher (i.e. a qualified teacher who is not a member of the leadership group, an Excellent Teacher or an Advanced Skills Teacher) for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning. A higher level of TLR may be awarded if the additional responsibility includes line management responsibility for a significant number of people.

As part of the transition to TLRs, schools in England were required to undertake a statutory review of their staffing structure by the end of 2005 and those in Wales by the end of March 2006. The purpose of such reviews was to ensure that the management and deployment of, and allocation of responsibilities to, all staff at the school makes effective use of resources. The reviews indicate how the school planned to implement TLRs and how staff will be appointed to posts with TLRs attached. Schools have until 31 December 2008 to implement any planned changes.

Previous fixed recruitment and retention allowances were removed in April 2004 and schools can now make extra payments or offer other benefits to teachers for recruitment and retention purposes and are free to determine the value themselves.

Teachers of pupils with special educational needs may also receive an allowance.

School governors are required to provide each teacher with an annual statement of his or her position on the spine, including any spine points or allowances allocated to them for the above-mentioned reasons.

Increasingly, the arrangements for the performance management of teachers are linked to pay decisions. See 8.2.9.1. for further details.

Accommodation for Teachers

There are no accommodation allowances within the pay structure. Open Market Homebuy is a Government-backed scheme that aims to help teachers in England who cannot afford to buy a home on the open market without assistance. The scheme provides access to additional money called equity loans, which run alongside a conventional mortgage loan. See <http://www.teachernet.gov.uk/professionaldevelopment/homebuyscheme/>

Northern Ireland

Teachers' pay and conditions are agreed through the Teachers' Salaries and Conditions of Service Committee (Schools) Constitution which comprises the employing authorities/employer representatives, the Department of Education (DE) and the teaching unions. With respect to salaries, the Committee is largely guided by arrangements in England and Wales. Changes to the teachers' pay structure, including the establishment of a leadership scale, were introduced in 2000. The latest information on teachers' pay and allowances from 2008 is contained in Department for Education Circular 2009/13 (DE, 2009). In a similar manner to England and Wales, it makes provision for the replacement of management allowances by teaching allowances. There is a main pay scale and upper pay scale for classroom teachers in Northern Ireland as in England and Wales. Teachers must meet the standards set out in the threshold assessment to access the upper pay scale.

An independent inquiry into the salaries and conditions of service of teachers in Northern Ireland was announced in April 2002. The final report (part 1) 'Parity, Performance and Progression' was published in June 2003 (Curran, 2003). Its recommendations include:

- That teachers' salaries in Northern Ireland continue to be based on parity with England and Wales, and that the main terms and conditions of service continue to be based on those applicable in England and Wales, but contextualised to the particular circumstances of Northern Ireland.
- The establishment of a School Development and Performance Management scheme.
- That, for the main pay scale, teachers should continue to expect an annual increment as long as they are not in the unsatisfactory teacher procedure.
- The second part of the Final Report 'Improving Conditions, Raising Standards and Negotiating Arrangements' (Curran, 2004) is currently being considered by the Teachers' Negotiating Committee (see also 8.2.12.1.).

School Teachers' Pay and Conditions Document 2009 (DCSF, 2009r)

Teachers' Pay and allowances from 1 September 2009 (2009/13) (DE, 2009e)

Teachers' pay and conditions of service enquiry: FINAL REPORT - PART 1 Parity, Performance & Progression June 2003 (Curran, 2003)

Teachers' pay and conditions of service enquiry: FINAL REPORT - PART 2 Improving Conditions, Raising Standards and Negotiating Arrangements February 2004 (Curran, 2004)

Department of Education (Northern Ireland) (DE)

8.2.11.2. Teachers in further and adult education institutions

England

Rates of pay for lecturers (teachers) in further education colleges and tertiary colleges have traditionally been agreed at national level between employers and unions. A negotiating body, the further education (FE) National Joint Forum (NJF) of employer and recognised trade union representatives, was established in 2000 to consider pay and conditions in the further education sector. The FE employers are represented by the Association of Colleges (AoC). The result of negotiation is a recommendation to the sector. National collective agreements covering a wide range of policies and procedures on employment issues have been negotiated and agreed within the NJF and are recommended for adoption by FE Colleges in England and Wales.

The 2003/05 pay agreement which contained salary scales for main grade lecturers in England was a key lever in bringing FE pay into line with that of school teachers.

As independent corporations, each institution has its own pay policy and is free to choose how, or even whether, to implement the negotiated pay scales. However, each college should have a policy determining the point on which new appointments are made.

The salaries and conditions of service of adult education teachers employed in local authorities are now negotiated at local level. Most staff are paid at an agreed hourly rate.

The pay and conditions of teachers in sixth-form colleges in England and Wales are agreed nationally in the National Joint Council for Staff in Sixth Form Colleges and are set out in the Teaching Staff in Sixth Form Colleges Conditions of Service Handbook, known as the Red Book (NASUWT, 2007). The teachers' pay scale has six annual increase points followed by a 3-point Professional Standards Payment (PSP) range. Movement to the PSP range is after application for assessment under the Professional Standards (similar to the threshold in schools). Teachers with additional responsibilities are placed on one of the 5 levels of the management range. The management range has 3 PSP points for each of the 5 levels.

Wales

Rates of pay for lecturers are negotiated between fforwm and the joint trade unions and this has resulted in a National Pay Agreement which has been signed up to by fforwm on behalf of all FE institutions in Wales. The

Welsh Assembly Government has promoted and funded pay parity between college lecturers and teachers in Wales and, as part of their conditions of funding, institutions are encouraged to comply with the pay agreement between fforwm and the unions and to maintain pay parity with teachers.

Northern Ireland

Pay and conditions for further education lecturers are negotiated centrally through the further education Lecturers' Negotiating Committee (LNC) in accordance with the provisions of the Further Education (Northern Ireland) Order 1997 and the constitution for negotiating the salaries and conditions of service of lecturers employed in incorporated colleges of further education. The constitution which has been operative since 1998, sets out the arrangements for collective bargaining regarding salaries and conditions of service.

[Teaching Staff in Sixth Form Colleges Conditions of Service Handbook - The Red Book \(NASUWT, 2007\)](#)

[Association of Colleges \(AoC\)](#)

[fforwm](#)

[Further Education \(Northern Ireland\) Order 1997](#)

8.2.11.3. Teachers in higher education institutions

Until recently pay arrangements had not been significantly revised since the Further and Higher Education Act 1992 ended the 'binary divide' in the higher education sector between universities and polytechnics. Following the 'Bett Report' (IRHEPC et al., 1999), the national Joint Negotiating Committee for Higher Education Staff (JNCHES), established in 2001 has been working towards modernising the pay arrangements for the whole UK higher education sector. As a result, a new pay framework has been agreed, which unifies pay arrangements across the sector, addresses equal pay concerns and introduces job evaluation to ensure fairness and transparency in reward has been introduced. It specifies a single national pay spine for all staff. New pay structures are underpinned by job evaluation as a means of securing equal pay for work of equal value. An academic role profile has been developed for most of the common roles found within higher education institutions. The framework agreement includes an illustrative 'model' pay structure, but makes clear that variants and alternatives can be negotiated in partnership locally to meet the varying needs and circumstances of different universities and colleges. Within the pay structure, five academic grades each with a minimum and maximum salary point cover:

- AC1: research and postgraduate teachers (these are postgraduate students teaching under close supervision)
- AC2: lecturers
- AC3: senior lecturers
- AC4: principal lecturers
- AC5: heads of departments or professor*

*A minimum salary for professors and heads of department is indicated on the pay structure. Maximum salaries for professors and heads of department are negotiated at institutional level.

The framework agreement is not mandatory and is not fully implemented across all institutions.

[Independent Review of Higher Education Pay and Conditions \(IRHEPC et al, 1999\)](#)

[Further and Higher Education Act 1992](#)

8.2.11.4. Teachers in special education

Subject to certain conditions set out in the School Teachers Pay and Conditions Document (DCSF, 2009r), classroom teachers in England and Wales who are paid on the main pay scale (see 8.2.11.1.) may be awarded

special educational needs allowances to recognise their contribution to the teaching of children with special needs. Such allowances may be awarded to a classroom teacher:

- in a special school
- in a mainstream school, who is engaged wholly or mainly: in teaching pupils with statements of special educational needs in designated special classes; or in taking charge of special classes consisting wholly or mainly of children who are hearing or visually impaired.

The relevant body (normally the local authority or the school governing bodies) may also award a special needs allowance to a classroom teacher in a mainstream school, where they consider that the teacher makes a particular contribution to the teaching of pupils with special educational needs in the school which is significantly greater than that which would normally be expected of a classroom teacher.

Similar arrangements are in place in Northern Ireland.

[School Teachers' Pay and Conditions Document 2009 \(DCSF, 2009r\)](#)

8.2.12. Working Time and Holidays

See the following sub-sections: 8.2.12.1. for pre-school, primary and secondary school teachers; 8.2.12.2. for teachers in further and adult education; and 8.2.12.3. for teachers in higher education.

8.2.12.1. Pre-school, primary and secondary school teachers

In England and Wales, full-time teachers are required, as part of their conditions of service, to teach for 190 days each year and to be available for staff development or other duties for a further five days a year. Within the 195 days, teachers must undertake duties at the direction of the headteacher for up to 1,265 hours per year. These directed duties include teaching, attendance at consultation meetings with parents and others, and staff development, but they exclude other professional duties such as the preparation of lessons, teaching materials and teaching programmes; the marking of pupils' work; and the writing of reports on pupils' progress, which must all be carried out in addition to the directed duties. Full details are given in the latest version of the School Teachers' Pay and Conditions Document (DCSF, 2009r) which is issued annually.

The School Teachers' Pay and Conditions Document sets out the number of days that teachers must be available for work (see above). It does not state a precise holiday entitlement although it is expected that teachers will normally take annual leave during school holiday periods.

Teachers are entitled to 'a break of reasonable length', either between school sessions or between the hours of 12 noon and 2 p.m. However, on those days when the school is in session, teachers are required to remain on the school premises throughout the day, except during the midday break, unless they have special permission from the headteacher.

The issue of teachers' workload and working hours has had a high priority in recent years in the UK. In 2001, the then Department for Education and Skills (DfES) commissioned a review to identify the main factors that determine teachers' and headteachers' workload in England and Wales. The findings are contained in the report *Teacher Workload Study* (PwC, 2001). In January 2003, the Government, school workforce unions and employers signed a new agreement which is intended to tackle the issue of teacher workload in England and Wales. 'Raising Standards and Tackling Workload' (DfES, 2003g) set out a plan to progressively reduce teachers' overall hours during the period 2003-2007, and to work towards the provision of guaranteed time for planning, preparation and assessment' (PPA). As a result since 1 September 2005, all teachers have been allocated a guaranteed minimum of 10 per cent of their timetabled teaching for PPA. Additionally since that date teachers are no longer required to arrange or supervise public examinations. Between 2004 and 2009 the time teachers could be required to provide cover for absent colleagues was limited to 38 hours per year. From 1 September 2009, schools have been expected to implement the objective that teachers should "only rarely" cover.

In Northern Ireland arrangements are generally the same as those in operation in England and Wales, although the workforce agreement described above does not apply. However the last in a series of reports on teachers and pay and conditions currently under consideration recommends that a "contextualised agreement with features similar to the National Agreement for England and Wales...should be reached in Northern Ireland by the Teachers' Negotiating Committee (TNC)" (Curran, 2004). The report's recommendations would, if implemented, place significant demand upon the education budget. Therefore, the Teachers Salaries and Conditions of Service Committee (Schools) has been asked to consider what could be progressed, without additional funding, based on the benefits to children.

Details of current conditions in Northern Ireland are set out in the Teachers' (Terms and Conditions of Employment) Regulations (Northern Ireland) 1987 and amendments.

[Raising standards and tackling workload: A national agreement \(DfES, 2003g\)](#)

[School Teachers' Pay and Conditions Document 2009 \(DCSF, 2009r\)](#)

[Teacher workload study. Final report \(PwC, 2001\)](#)

[Teachers' pay and conditions of service enquiry: FINAL REPORT - PART 2 Improving Conditions, Raising Standards and Negotiating Arrangements February 2004 \(Curran, 2004\)](#)

[Teachers \(Terms and Conditions of Employment\) Regulations \(Northern Ireland\) 1987](#)

8.2.12.2. Teachers in further and adult education institutions

In England and Wales, the teaching hours of teachers and lecturers in the further education (FE) sector vary between institutions. At present, there is no national statutory agreement on working hours. However, the University and College Union (UCU) has reached agreement with the majority of colleges in the sector, which now limit weekly working hours to 37 hours, and teaching to between 800 and 850 hours per year, often with a weekly limit of 24 hours.

As is the case in schools, in sixth form colleges, teachers are contracted to undertake directed duties for 1,265 hours per year, over 195 days. They are not required to undertake duties during college holidays. There are no regulations regarding teaching or contact time. Within their contracted hours, staff may be required to work up to two evenings per week.

Adult education tutors normally work part-time and their working time is dependent on their individual contracts.

The annual leave of teachers in further education colleges and tertiary colleges is dependent on the contract issued by individual institutions. The Association of Colleges recommends that institutions provide for 37 days of annual holiday entitlement, plus public holidays, but locally agreed contracts may provide improved entitlement. Usually, holiday entitlement can only be taken at certain times of the year, in periods outside the college teaching year. Most local agreements allow for a minimum of four weeks' consecutive leave to be taken over the summer.

The annual leave of adult education tutors employed by local authorities (LAs) is agreed at local level.

National guideline agreements on maternity leave, family purpose and dependants leave, and sickness leave have been agreed by the employers' organisation and unions which establish recommended minimum standards for such entitlements.

In Northern Ireland, the Lecturers' Negotiating Committee agrees terms and conditions of employment for all FE lecturers; the conditions relating to working time are applied by all FE employers in Northern Ireland on the basis of a centrally negotiated collective agreement. Lecturers work up to a maximum of 200 days per year, of which 185 are for student contact time; 10 days are for other duties; and five days or their equivalent are for staff development. The working week is Monday to Friday and the working hours are 36 hours per

week, of which up to 23 hours are student contact hours. Senior lecturers with management responsibilities may have a reduced number of student contact hours. Lecturers are entitled to 49 days' annual leave. Staff paid on the management grade receive 35 or more days, depending on their amount of student contact time.

Association of Colleges (AoC)

University and College Union (UCU)

8.2.12.3. Teachers in higher education institutions

The nationally agreed contract of employment for teachers in pre-1992 universities (see 6.3.) assumes 36 teaching weeks and two weeks to carry out administrative and other duties per year.

The nationally agreed contract of employment for teachers in 'new', post-1992 universities sets out conditions of employment which include a maximum teaching load of 550 hours over the year and 18 hours during a week. This assumes 36 teaching weeks and two weeks to carry out administrative duties each year. Teachers are expected to engage in research and scholarly activity and to carry out the duties required of them by their heads of department or heads of institution. Teachers may be required to be present outside teaching hours, although permission may be given by the heads of department or the heads of institution for absences to pursue research and other scholarly activities. Like their pre-1992 university counterparts, teachers wishing to undertake paid work outside their contract must obtain the approval of their institution, and such work is normally expected to complement their teaching activities.

At both pre- and post-1992 universities, teachers are expected to pursue research and scholarly activity, in addition to other academic and administrative duties, during the non-teaching periods of the year. In addition, sabbatical leave may be granted for staff to undertake activities approved by the university. In the case of the pre-1992 universities, annual leave, other than statutory public holidays and other days when the institution is closed, is set by the individual institution. Leave must normally be taken outside term time and with the agreement of the line manager.

In addition to public holidays and other days when the institution is closed, teachers in the 'new', post-1992 universities are allowed 35 days' leave, which must normally be taken outside term time and with the agreement of the line manager.

8.2.13. Promotion, Advancement

See the sub-sections which follow: 8.2.13.1. for pre-school, primary and secondary school teachers; 8.2.13.2. for teachers in further and adult education; and 8.2.13.3. for teachers in higher education.

8.2.13.1. Pre-school, primary and secondary school teachers

Teachers who reach the top of the main six-point salary scale can apply to cross the 'threshold' to the 'upper salary scale'. The teacher must demonstrate that they can meet nationally set standards to access the upper pay scale. Access to the upper pay scale is not competitive and there is no quota.

With the exception of promotion to the upper pay scale, teachers generally achieve promotion by applying for appointment to a more senior post, either at the school in which they are currently employed, or at another school.

For the majority of teachers, the management career path is the most likely progression route. Progression through the management career path depends on the staffing structure of the individual school. School staffing structures vary, but typically promoted posts would involve one or more of the following additional responsibilities:

- pastoral responsibilities, including pupil support and guidance and liaison with parents, such as head of year in a secondary school or head of key stage in primary and secondary schools
- curriculum responsibility, such as curriculum coordinator (in a primary school), head of department (secondary)
- responsibility for whole-school issues such as Special Educational Needs Coordinator (SENCO) and management of specific initiatives such as specialist schools or extended schools.

These middle management responsibilities are recognised within the pay structure by Teaching and Learning Responsibilities payments (TLRs), which replace the former system of management allowances. TLRs may be paid if the teacher's duties include a significant responsibility that is not required of all classroom teachers and:

- is focused on teaching and learning
- requires the exercise of a teacher's professional skills and judgement
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and involves leading, developing and enhancing the teaching practice of other staff.

Classroom teachers who receive TLRs also receive non-contact time during the school day in order to discharge their additional responsibilities.

Beyond the middle management layer, all schools have a senior leadership team (SLT). All schools except the smallest primary schools would have a senior leadership team that includes one or more deputy headteachers and one or more assistant headteachers. (The SLT sometimes also includes staff who are not teachers, eg a school business manager). A small primary school might have just one deputy head who would combine management duties with classroom teaching, while a large secondary school might have several deputies and assistant heads who would spend only a small proportion of their time in the classroom. The senior leadership team are paid on a separate pay spine, see **8.3.2.** For information on promotion to the post of headteacher, see 8.3.1.1..

The Excellent Teacher and Advanced Skills Teacher schemes were designed to provide a new career path for classroom teachers who wish to stay in the classroom and share their expertise rather than line-manage others. The grade of 'Advanced Skills Teacher' (AST) was introduced in 2000. It enables outstanding teachers to continue teaching and use their skills to enhance the performance of other teachers as an alternative career path to taking up a management or leadership post. The grade of 'Excellent Teacher (ETs)' was subsequently introduced in 2006. Although there are similarities between excellent teachers and Advanced Skills Teachers, excellent teachers use and share their skills in classroom teaching for the benefit of professional development of other teachers within their school, whilst ASTs also disseminate good practice to schools other than their own. The pay points apply in both England and Wales but no AST appointments have been made in Wales.

8.2.13.2. Teachers in further and adult education institutions

Lecturers (teachers) in further education normally achieve promotion by applying for appointment to a more senior post which falls vacant, either at their own institution or at another. Those with suitable qualifications and experience may seek promotion to senior posts in response to advertised vacancies for these posts. Job titles vary between institutions but may include, for example, senior lecturer, principal lecturer, head of department, vice-principal and principal. Management posts normally involve less time spent in teaching and contact with students.

8.2.13.3. Teachers in higher education institutions

The pay framework, which is not statutory, has five academic grades:

- research and postgraduate teachers (these are postgraduate students teaching under close supervision)
- lecturers
- senior lecturers
- principal lecturers
- heads of departments or professor.

Professors are the most senior members of the teaching staff and are described as holders of a 'chair' in their subject. A specific department may have several professors or none at all and, although it is most common for the head of department to be a professor, this is not always the case. However, the head of department, if not also a professor, is normally a senior member of the department. Some departments rotate the headship among senior members of staff and some such headships are filled following a ballot of the members of that department, although this last procedure is rare.

Staff achieve promotion by successfully applying for a vacant post at a higher grade. Vacancies are advertised and both internal and external candidates may apply. However, an institution may also promote a member of staff independently of any vacancies. Titles such as reader or professor are typically awarded to recognise exceptional contribution that may also be reflected in the award of discretionary points on the pay scale.

Some form of staff appraisal has been introduced in all institutions. Appraisal normally takes into account the individual teacher's publications, research and involvement in administrative departmental work, as well as performance as a teacher.

8.2.14. Transfers

In the UK, teachers, in all phases of education, are not civil servants. They are appointed by the individual institution and there are no permanent arrangements for staff to be transferred to an alternative institution. Some local authorities (LAs) have informal arrangements to assist redeployment if school teachers are made redundant in a particular school but this is an arrangement based on goodwill alone.

8.2.15. Dismissal

See the sub-sections which follow: 8.2.15.1. for pre-school, primary and secondary school teachers; 8.2.15.2. for teachers in further and adult education; and 8.2.15.3. for teachers in higher education.

8.2.15.1. Pre-school, primary and secondary school teachers

The regulation of staff conduct and discipline is under the control of the governing body. The governing body must establish staff disciplinary rules and procedures and must take appropriate steps for making them known to staff. These must include rules and procedures for dealing with lack of capability on the part of any member of staff.

Teachers are protected against unfair dismissal under general employment legislation. If a teacher fails to carry out his/her duties satisfactorily despite appropriate support and training, the local authority (LA) or school governing body as employer, is responsible for taking action in accordance with agreed procedures. A teacher found guilty of gross misconduct or specific criminal offences may be summarily dismissed.

Employers may dismiss employees fairly on the basis of: conduct, capability, redundancy, contravention of a legal requirement, or some other substantial reason, provided an appropriate procedure has been followed in a reasonable manner. Schools are required to have appropriate procedures in place to deal with such staff matters. These procedures are usually closely based on models drawn up by the LA in consultation with staff representatives.

In England, under the School Staffing (England) Regulations 2009, the process of making initial dismissal decisions is normally delegated to the headteacher who is expected to lead on these matters. The head may

involve other governors in the dismissal process but the final decision is the headteacher's. The governing body should form an appeal panel of at least three governors (who have had no previous involvement in the case) to hear any appeal. There are varying requirements for the governing body to give the employee a written statement of the reasons for dismissal (depending on the legal category of school).

In Wales, under the Education Act 2002, the decision to dismiss a member of staff must be delegated to the staff dismissal committee of the governing body. NAFW Circular 45/2004 offers guidance to school governing bodies on disciplinary procedures (NAFW, 2004b).

Similar arrangements exist in Northern Ireland.

Guidance from the former Department for Education and Skills (DfES, 2005g) introduces new arrangements for dealing with allegations of abuse made against a teacher, member of staff or volunteer in an education setting. It aims to ensure that any allegation is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The guidance applies in England and Wales.

The General Teaching Councils (GTC see 8.2.) have a key role in promoting and upholding the standards of the teaching profession. The GTC for England first published the 'Code of Conduct and Practice for Registered Teachers' in 2004. An updated version came into effect on 1st October 2009 (GTCE, 2009). The code sets out expected standards of conduct and practice for registered school teachers. These standards also apply to trainee teachers, overseas trained teachers and instructors who are provisionally registered with the GTC. Teachers can be referred to the GTC following dismissal (or their resignation when dismissal was possible) for misconduct or incompetence, or for criminal convictions. The Code provides a basis for assessing each case and deciding whether the teacher's actions were acceptable or not. (NB: Allegations which raise issues relating to the safety and welfare of children and young people under 19 are dealt with by the Independent Safeguarding Authority, not the GTC). The GTC for Northern Ireland also published a code of values and professional practice in 2004, and the GTC for Wales is currently consulting on a code which brings together and condenses two separate documents.

Employees may resign their contracts for any reason provided the agreed notice is given. Notice periods should be followed in line with the teacher's contract. This will normally be as set out in teachers' local terms and conditions (agreed nationally in England and Wales by teacher and employer representatives and known as the Burgundy Book (NEOST, 2000). These provide for teachers other than headteachers to give two months notice in the autumn and spring terms and three months notice in the summer term. Similar arrangements apply in Northern Ireland.

[Code of Conduct and Practice for Registered Teachers \(GTCE, 2009\)](#)

[Code of Values and Professional Practice: Building Dynamic Professional Communities \(GTCNI, 2004\)](#)

[Conditions of service for school teachers in England and Wales \(NEOST, 2000\)](#)

[Safeguarding Children in Education: Dealing With Allegations of Abuse Against Teachers and Other Staff \(DfES, 2005g\)](#)

[Staff Disciplinary Procedures in Schools \(NAFW Circular 45/2004\) \(NAFW, 2004b\)](#)

[General Teaching Council for England](#)

[General Teaching Council for Northern Ireland](#)

[General Teaching Council Wales \(GTCW\)](#)

[Education Act 2002](#)

[School Staffing \(England\) Regulations 2009](#)

School Standards and Framework Act 1998

8.2.15.2. Teachers in further and adult education institutions

Arrangements for redundancy and dismissal are similar to those applicable to schoolteachers (see 8.2.15.1.). However, since staff in further education institutions are not required to register with the appropriate General Teaching Council, they are not subject to the disciplinary procedures of the Councils.

8.2.15.3. Teachers in higher education institutions

Until 1988, members of a university's academic staff were, by custom and practice, and in some cases by the terms of their contracts, considered to have the right to remain in post until retiring age ('tenure'), unless grounds for dismissal for misconduct were established. The Education Reform Act 1988 required the statutes of each university to enable an appropriate body to dismiss any member of a university's academic staff 'by reason of redundancy' (see Section 203, clause 5, of the Act).

Individual institutions are responsible for internal discipline and may establish a code of conduct. If a teacher fails to carry out his/her duties satisfactorily, the employer is responsible for taking action in accordance with agreed disciplinary procedures. The Education Reform Act 1988 also required the statutes of each university to make provision to enable an appropriate body to dismiss any member of a university's academic staff 'for good cause'.

Education Reform Act 1988

8.2.16. Retirement and Pensions

See the sub-sections which follow for information on the retirement and pensions arrangements for teachers in different phases: 8.2.16.1. for pre-school, primary and secondary school teachers; 8.2.16.2. for teachers in further and adult education; and 8.2.16.3. for teachers in higher education.

8.2.16.1. Pre-school, primary and secondary school teachers

The Teachers' Pension Scheme is a contributory scheme run by Teachers' Pensions which administers the scheme for teachers in England and Wales on behalf of the Department for Children, Schools and Families (DCSF). The benefits of the scheme are governed by the Teachers' Pensions Regulations 1997 and subsequent amendments. Employers have an important role in administering the scheme. Local authorities (LAs) are statutorily responsible for all matters relating to scheme members employed by them or working in schools maintained by the LA including the collection and remittance of contributions. Teachers contribute 6.4 per cent of their pre-tax salary to the scheme and their employers currently contribute a further 14.1 per cent making a total of 20.5 per cent. The Government Actuary reviews these rates at regular intervals.

The scheme automatically covers full-time teachers who have not yet retired and who have not opted out of the scheme to make their own pension arrangements. Part-time teachers may elect to join the scheme. It pays guaranteed benefits which are protected against inflation. The scheme is a 'final salary' scheme; the benefits are an annual pension based on a teacher's salary when they leave teaching, and a tax-free lump sum. The lump sum and monthly pension are calculated according to the number of years' service and the teacher's highest salary during the last three years of service.

For existing scheme members (see below for arrangements for new entrants to the scheme), the normal pensionable age in this scheme, for both men and women is 60 but it is possible to work beyond 60 and claim benefits on leaving pensionable employment. Retirement benefits can be paid before age 60 for those who become permanently incapacitated due to ill-health or are aged 50 or over if the employer certifies that the teacher's contract has been terminated through redundancy or as a result of reorganisation leading to greater efficiency. Also, those who leave pensionable or excluded employment on or after 30 March 2000 and who are aged 55 or over, have the option of applying for actuarially reduced retirement benefits. The scheme also provides death and family benefits.

Arrangements in Northern Ireland are generally similar to those in operation in England and Wales.

The Teachers' Pension Scheme is not open to non-teaching staff for whom provision is made under the Local Government Pension Scheme.

Pension Reforms

In December 2002, the Government published a Green Paper entitled 'Simplicity, Security and Choice: Working and Saving for Retirement' (DfES, 2003h) which proposed a package of reforms to ensure that people are adequately provided for in retirement and to meet the challenge of increased life expectancy. As a result, revisions, applying to new members from 2007, include:

- raising the Normal Pension Age (NPA) from 60 to 65
- Minimum Retirement Age (MRA) of 55, except on grounds of ill health
- benefits at retirement to be calculated on the last year's salary, or, if it produces a higher figure, the average of the best three consecutive years' salary in the last ten years of service
- teachers may also take advantage of the provisions for phased retirement, a way of continuing to work in education but in a position of less responsibility or working for less hours.

Further information is available from the Teachers Pension Scheme website: <http://www.teacherspensions.co.uk>

Arrangements in Northern Ireland are generally similar to those in operation in England and Wales.

Simplicity, Security, and Choice: Working and Saving for Retirement (CM 5677) (DfES, 2003h)

Department for Children, Schools and Families (DCSF)

8.2.16.2. Teachers in further and adult education institutions

Teachers/lecturers who work in further education institutions are eligible to join the Teachers' Pensions Scheme. See section 8.2.16.1. for details of the Scheme.

8.2.16.3. Teachers in higher education institutions

The normal age of retirement is 65 years, but teachers may apply to retire at the age of 60 and permission may be granted if it is deemed to be in the interests of the service.

A teacher who suffers from ill-health may be granted premature retirement on medical grounds.

Teachers in 'old', pre-1992 universities (see 6.3.) and their employers contribute to the Universities' Superannuation Scheme. These contributions are linked to the teacher's salary. The Scheme pays teachers a lump sum on retirement and a monthly pension which is adjusted annually to reflect inflation. The lump sum and monthly pension are calculated according to the number of years' service and the teachers' highest salary during the last three years of service.

Teachers in 'new' post-1992 universities may join the Teachers' Pensions Scheme administered on behalf of the Department for Children, Schools and Families (DCSF). See 8.2.16.1. for further details of the scheme.

There are similar, but separate, arrangements for teachers in Northern Ireland.

Department for Children, Schools and Families (DCSF)

8.3. School Administrative and/or Management Staff

A range of staff are involved in school and institutional management and administration. Section 8.3.1. briefly covers the appointment of different types of staff responsible for administering and/or managing schools and other educational institutions. It covers the appointment of headteachers in nursery, primary and secondary schools in more detail. Section 8.3.2. deals with the arrangements for pay and conditions for

headteachers and other school leaders in nursery, primary and secondary schools. It also deals briefly with the arrangements for other administrative staff working in schools.

8.3.1. Requirements for Appointment as a school head

This section briefly covers the different types of staff responsible for administering and/or managing schools and other educational institutions. It covers headteachers in nursery, primary and secondary schools in more detail.

Headteachers, deputy headteachers and assistant headteachers in pre-school, primary and secondary schools

The School Staffing (England) Regulations 2009 provide for the appointment of a headteacher and deputies, other teachers and support staff. In Wales, the Staffing of Maintained Schools (Wales) Regulations 2006 came into force in September 2006, provides for the staffing of maintained schools including the appointment of staff.

The regulations set out different procedures according to the legal category of school (see 2.6.4.1.1.). For the appointment of headteachers and deputy heads in community schools and voluntary controlled schools, the school governing body must:

- inform the local authority (LA) of the vacancy
- advertise the vacancy at the very least throughout England and Wales
- appoint a selection panel of at least three governors to select suitable applicants for interview (and, where the post is that of headteacher, notify the LA in writing of the names of the selected applicants), interview those applicants and, where appropriate, recommend for appointment one of the applicants interviewed
- where appropriate, approve the recommendation of the selection panel and put forward the recommended applicant to the LA for appointment.

The procedure for the appointment of headteachers and deputy heads in foundation schools and voluntary aided schools is similar to that for community schools and voluntary controlled schools except that the governing body, as the employer, is responsible for approving the recommendation of the selection panel and appointing the person recommended.

In England, guidance to assist school governors in the process of recruiting headteachers and senior leaders has been produced by the, then, National College for School Leadership (NCSL – now the National College for Leadership of Schools and Children’s Services) (NCSL, 2007).

In Northern Ireland, candidates recommended by the school Board of Governors for posts of principals and deputy principals, may be interviewed by the Education and Library Board which may appoint any candidate so recommended.

In England, a requirement for new headteachers to hold the professional qualification for headteachers was established under the Teaching and Higher Education Act 1998. From 1 April 2004, first-time headteachers of maintained schools have been required to hold the National Professional Qualification for Headship (NPQH) or to be working towards it. Once in post they must gain the qualification within four years. From 1 April 2009 holding the NQPH will be a pre-appointment requirement. Revised ‘National Standards for Headteachers’ define the expertise demanded of the headship role and underpin the NPQH programme (DfES, 2004d).

The NPQH programme is run by the National College for Leadership of Schools and Children’s Services (The National College) to support leadership development for existing and aspiring school leaders. The National College (formerly known as the National College for School Leadership) was launched in November 2000 and in March 2009 its remit was extended to include development opportunities for leaders of children’s services.

In addition to the NPQH, the National College offers a range of professional development programmes for existing heads. These include Early Headship Provision (EHP) for new headteachers (which will be replaced in April 2010 by Head Start), and the Fellowship Programme which is aimed at successful heads who have the potential to become leaders of groups, chains and federations of schools.

There are similar headship standards in Wales which are designed to provide a framework for professional development and action (WAG, 2006c) In addition, new statutory requirements for first time headteachers came into force in September 2005. From that date all new heads have been required to:

- hold the National Professional Qualification for Headship (NPQH)
- hold Qualified Teacher Status (QTS); and
- be registered as a teacher with the General Teaching Council for Wales.

The National Headship Development Programme provides development opportunities for aspiring, newly appointed and experienced headteachers in Wales. NPQH training and development for aspiring headteachers is available throughout Wales. The programme is managed by the Welsh Assembly Government, supported by the local authorities and delivered by the Wales NPQH Centre at Cardiff University. The Professional Headship Induction Programme (PHIP) supports the professional development of newly appointed headteachers during their first two years in post.

In Northern Ireland, the leadership college of the Regional Training Unit (RTU) also provides a range of programmes to support the professional development of leaders and senior managers. This includes the emergent and aspirant leader as well as serving headteachers and managers. The programme includes the Professional Qualification for Headship in Northern Ireland (PQH NI) which was first introduced in 1999. The model for the PQH (NI) is a licensed adaptation of the National Professional Qualification for Headship in England and reflects Northern Ireland's varying circumstances. There are plans to make the PQH (NI) mandatory for those applying for first-time 'principalship' in due course, although no date has been set as yet. Although not yet mandatory, new first time principals who do not have PQH and are not working towards it when they are appointed are expected to acquire the qualification via the RTU's Professional Qualification for Serving Headteachers Programme (PQSH).

Headteachers in England and Wales must carry out their professional duties in accordance with, and subject to, certain overriding requirements. These include the provisions of the Education Acts and any orders or regulations made under them, and the local authority (LA's) scheme of local management. Subject to these, headteachers are responsible for the internal organisation, management and control of their schools. In carrying out these duties, headteachers must consult, where appropriate, the local authority, the governing body, the staff of the school, and parents. The specific professional duties of headteachers are included in the latest version of the School Teachers' Pay and Conditions document (DCSF, 2009r). These duties include formulating the overall aims and objectives of the school and policies for their implementation. See section 2.6.1.4.3. for further information on the responsibilities of headteachers in the management and administration of schools.

Other administrative, specialist and technical support staff

Schools employ a variety of staff other than teachers. In recent years, following the 'National Agreement on Raising Standards and Tackling Workload' (see 8.2.1.1.) with its emphasis on tackling teacher workload and enhancing the role of support staff, the number of such staff working in schools has expanded significantly, along with the complexity and range of roles they undertake. Administrative, specialist and technical support roles include:

- librarians / media resources officers
- science technicians / art and design technology technicians
- school business managers/finance officers administrative and clerical assistants
- ICS technicians / network managers

- examinations officers / managers (responsible for submitting exam entries, organising exam timetables, overseeing the exams themselves and processing the results) data managers
- site staff such as premises managers, cleaning, caretaking and catering staff.

In England, recognised qualifications for administrative staff in school administration and financial management are also available, as are qualifications for librarians, media resources officers and science technicians.

The Support Work in Schools qualification for support staff, including caretaking staff, was piloted from 2004. It became a fully accredited vocational qualification in January 2008.

The role of school business manager has developed significantly and is now widely recognised as being key to helping school leaders to manage better the available resources and facilities. In some schools, the school business manager is part of the senior leadership team with the headteacher, deputy headteachers and assistant headteachers. The National College for Leadership of Schools and Children's Services (the National College) has developed the School Business Manager Development Programme, designed to give school business managers the knowledge and skills to support effective school leadership and management and which lead to the Certificate, Diploma or Advanced Diploma of School Business Management' (CSBM/DBSM/ADSBM).

Principals in further education institutions

The National Improvement Strategy for the further education sector contains a commitment to workforce development. One of the elements of this commitment is the introduction of a leadership qualification for all new college principals and for principals changing post. Lifelong Learning UK (the Sector Skills Council – see 2.6.1.8. responsible for workforce development in the sector) has, in cooperation with other FE bodies, drawn up a set of clear statements of the expectations placed on FE college principals (LLUK, 2006). These statements underpin the development of the new principals' qualification (see below). Additionally the specifications are designed to help college boards of governors to recruit and appoint principals with the skills needed for college leadership and assist in the performance review and professional development of existing and aspiring principals.

The Further Education (Principals' Qualifications) (England) Regulations 2007 came into force on 1 September 2007 and require newly appointed principals in further education institutions to hold or be working towards the new Principals' Qualification, awarded on successful completion of the Principals Qualifying Programme (PQP). The Regulations do not apply to serving principals in post prior to 1 September 2007, although they may wish to undertake the PQP as part of their continuing professional development.

The Principals' Qualifying Programme (PQP) referred to above is provided by the Centre for Excellence in Leadership (CEL), originally launched in October 2003 to work with sector partners to deliver high quality learning, support and advice to leaders and aspiring leaders in the learning and skills sector. On 1 October 2008, CEL transferred its operations to the Learning and Skills Improvement Service (LSIS), the new improvement body dedicated to the development of the FE and skills sector.

Senior managers in higher education institutions

The Leadership Foundation for Higher Education was launched in Spring 2004. It aims to offer world-class development in leadership, governance and management to current and future leaders within higher education institutions.

Guidance for higher education institutions was issued on 'Appointing Senior Managers in Higher Education: A Guide to Best Practice' (UUK, 2004) which aims to encourage best practice in recruitment and selection procedures at senior management level and in developing a more diverse pool of future leaders in the sector. It covers senior managers who have taken an administrative route and those who have taken an academic route.

Appointing Senior Managers in Higher Education: A Guide to Best Practice (Universities UK, 2004)

Benchmark role specifications for principals of further education, sixth form and specialist colleges (LLUK, 2006)

NAFWC 14/06 - Revised National Standards for Headteachers in Wales Guidance Circular (WAG, 2006c)

National Standards for Headteachers (DfES 0083/2004) (DfES, 2004d)

Recruiting headteachers and senior leaders (NCSL, 2007)

School Teachers' Pay and Conditions Document 2009 (DCSF, 2009r)

Leadership Foundation For Higher Education

Learning and Skills Improvement Service (LSIS)

Lifelong Learning UK

National College for School Leadership and Children's Services (NCSL)

Regional Training Unit

Education Act 2002

Further Education (Principals' Qualifications) (England) Regulations 2007.

School Staffing (England) Regulations 2009

Staffing of Maintained Schools (Wales) Regulations 2006

Teaching and Higher Education Act 1998

8.3.2. Conditions of Service

This section deals with the arrangements for pay and conditions for headteachers and other school leaders in nursery, primary and secondary schools. It also deals briefly with the arrangements for other administrative staff working in schools.

The 'School Teachers' Pay and Conditions Document' (DCSF, 2009r), which is issued annually by the Department for Children, Schools and Families, sets out the pay scales for headteachers, deputy headteachers and assistant headteachers in England and Wales. Headteachers, deputy headteachers and assistant headteachers and other school leaders are paid on the 43-point leadership spine. The school governing body assigns the school to a 'head teacher group' on the pay spine based on a formula which takes into account the number of pupils, their age and the number of pupils with special educational needs. Within that 'head teacher group', the governing body then sets an 'individual school range' of seven consecutive spine points. Governing bodies may pay more where necessary to recruit and retain headteachers for the most challenging and largest schools. Deputies and assistant headteachers are paid on a five point range below that of the headteacher and above the pay of the highest paid classroom teacher. Members of the leadership group all receive an increase when the pay scales are up-rated, but may also be awarded one or two pay points in September each year provided their performance is of high quality. Following the implementation of the 'National Agreement' (see [8.2.1.1.](#)), headteachers have a right to 'dedicated headship time' which is defined in the School Teachers' Pay and Conditions Document as 'a reasonable amount of time during school sessions, having regard to his teaching responsibilities, for the purpose of discharging his leadership and management responsibilities'. The School Staffing (England) Regulations 2009, places a duty on school governing bodies to ensure that headteachers benefit from the entitlements outlined in the document and are able to achieve a satisfactory work / life balance.

Arrangements for the performance management for headteachers set out under the same arrangement as for the performance management of teachers; see 8.2.9.1..

The annual leave entitlement for headteachers is not stipulated in the School Teachers' Pay and Conditions document. It is generally expected that headteachers will take leave during school holiday periods.

In Northern Ireland, similar but separate arrangements apply for the pay and conditions of employment of school heads (known as principals).

Like teachers and headteachers, support staff working in schools are not civil servants, but employees of the LA in community schools and voluntary controlled schools or the school governing body in the case of foundation schools and voluntary aided schools. Some may be employed directly by the LA, or, in the case of school nurses, the health authorities. In England and Wales, at present, there is no agreed national pay scale for support staff. Support staff are often paid according to rates applying across LAs. However, following an investigation into the feasibility of a nationally consistent pay and conditions framework for support staff, in 2009, the Government established the School Support Staff Negotiating Body for England (SSSNB). This body is responsible for setting up and implementing a framework within which to negotiate the pay and conditions of service for school support staff in all maintained schools in England.

[School Teachers' Pay and Conditions Document 2009 \(DCSF, 2009r\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[School Support Staff Negotiating Body for England \(SSSNB\)](#)

[School Staffing \(England\) Regulations 2009](#)

8.4. Staff involved in Monitoring Educational Quality

This section deals briefly with some of the staff involved in the monitoring and evaluation of pre-school, primary and secondary schools. For full information on the evaluation of schools and other institutions, see Chapter 9.

In England and Wales, the responsibilities of local authorities (LAs) with regard to the quality of education provided in the schools in their area are defined by the School Standards and Framework Act 1998. This imposed a specific duty on every LA to exercise their functions with a view to promoting high standards of education for pupils of school age in their area. As part of their responsibility to raise standards of achievement, LAs employ staff such as school improvement officers/advisors. However, in England, as part of the 'New Relationship with Schools' (see 9.4.1.1.) the role of the School Improvement Partner (SIP) was phased in from September 2005 to September 2007 to replace the role of the link adviser/inspector. SIPs act as a critical professional friend to a school, helping its leadership to evaluate its performance, identify priorities for improvement, and plan effective change. The National College for Leadership of Schools and Children's Services is responsible for accrediting SIPs. Education and Library Boards (ELBs) in Northern Ireland also employ a range of staff to provide support and guidance for schools. Each local authority and ELB decides what posts to offer and designates its own job titles.

Schools are also subject to a regular cycle of external inspections.

In England, regular school inspections are carried out by teams of independent inspectors under contract to Ofsted - the Inspectorate for Children and Learners in England. There are three inspection service contractors, which are external organisations, appointed by and working with Ofsted on a commercial basis. They organise inspection teams using Her Majesty's Inspectors (HMIs), who are appointed by and employed by Ofsted and/or additional inspectors (AIs) who are either the employees of the inspection provider, or who work under contract to them.

All inspectors who undertake inspections for the Ofsted, whether HMI or AI are trained to use the relevant inspection frameworks effectively, fairly and scrupulously. Inspectors normally have:

- a relevant degree and/or equivalent professional qualification
- a minimum of five years recent and successful experience within the relevant setting, for example teaching, training, inspecting or advising
- a wide range of experience within the relevant area, including two years management experience
- up-to-date professional knowledge, for example of the curriculum, recent developments and statutory requirements within the relevant area.

Estyn, Her Majesty's Inspectorate for Education and Training in Wales, has comparable responsibilities with respect to inspection teams in Wales. In Wales, Estyn appoints HMI. However, most inspections are contracted out to registered inspectors - trained assessed and registered by Estyn. There are no specific requirements for registered inspectors but they would normally be required to have a degree, Qualified Teacher Status (QTS) and management experience. Estyn is currently consulting on major changes to the school inspection regime to come into force in 2010, which may end the system of contracting out inspections.

In Northern Ireland, inspection is the responsibility of the Education and Training Inspectorate (ETI) within the Department of Education (DE).

The requirements needed for the Education and Training Inspectorate (ETI) can vary depending on the specification of the post being advertised. However, as a general rule, the following would be the educational qualifications and experience needed:

- a teacher training qualification which meets the requirements to teach in grant-aided schools
- a degree (usually honours) or post-graduate qualification in education.
- at least 10 years' teaching experience (this can vary).
- some experience of working in a promoted post involving management and leadership responsibilities (this can vary depending on the post and the opinion of the recruiting panel).

[A New Relationship with Schools \(DfES and Ofsted, 2004\)](#)

[Education and Training Inspectorate \(Northern Ireland\)](#)

[Estyn](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[School Standards and Framework Act 1998](#)

8.5. Educational Staff responsible for Support and Guidance

This section deals with the staff, both qualified teachers and support staff, who are employed by nursery, primary and secondary schools and have special responsibilities for pupil welfare and guidance. It also deals briefly with other professionals employed by other bodies who work with schools on welfare and guidance issues.

Each class teacher (in primary schools) or form tutor (in secondary schools) has pastoral responsibility for the students in his/her class; this includes responsibility for student progress, student behaviour and student guidance and support. Secondary schools, which are generally much larger than primary schools, typically appoint a teacher as Head of Year to oversee pastoral matters for each year group. Pastoral roles, such as Head of Year, are now increasingly also taken by support staff, to allow teachers to concentrate on teaching.

All mainstream schools in England and Wales including nursery schools must designate a member of staff to act as the Special Educational Needs Coordinator (SENCO). This role might be taken by the headteacher or deputy headteacher or another teacher. The SENCO is responsible for:

- the day-to-day operation of the school's special educational needs (SEN) policy
- liaising with and advising fellow teachers
- coordinating provision for children with SEN
- maintaining the school's SEN register and overseeing the records on all pupils with SEN
- liaising with parents of children with SEN
- contributing to the continuing professional development of teaching staff
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.

For more information on the SENCO role and the training and qualifications available see 10.5.3.1..

Most secondary schools appoint a careers coordinator to take responsibility for leading and supporting the development of careers education and guidance across the school. This role would be taken by a teacher alongside his/her subject teaching responsibilities and would normally attract a teaching and learning responsibilities payment (management allowance in Northern Ireland). The careers coordinator would ideally have an accredited professional qualification in managing careers education and guidance for young people, but this is not mandatory. The careers coordinator would not normally deliver all careers education him/herself. This subject is often taught by non-specialist teachers as part of a wide programme of personal, social, health and economic education. In some schools, all teachers are expected to contribute to careers education and guidance and work-related learning in their roles as subject teachers and/or as form tutors. Careers guidance is also provided by external guidance services (see below).

Schools also have a teacher who is responsible for co-coordinating provision for gifted and talented pupils. For general information on provision for able pupils see 10.3.5..

Schools also employ a variety of welfare/pupil support staff other than teachers. They include the following roles (actual job titles may vary).

- midday supervisors who look after the welfare of pupils in the dinner hall and playground during lunchtime
- learning mentors who support, motivate and challenge pupils who are underachieving and help pupil overcome barriers to learning caused by social, emotional and behavioural problems
- parent support advisers are part of a recent initiative in England, and provide parenting support and swift access to targeted and specialist services
- attendance officers
- home-school liaison officers.

A range of qualifications are available to such staff. In England, Learning Mentors are now established as an occupational group through the National Occupational Standards for Learning, Development and Support Services (NOS LDSS). NOS LDSS provide minimum standards of practice for the work of Learning Mentors, Education Welfare Officers and practitioners supporting children and young people, such as Connexions Personal Advisers.

The Support Work in Schools qualification for support staff, including midday supervisors, was piloted from 2004. It became a fully accredited vocational qualification in January 2008. Further details about support staff roles and the range of qualifications available to them, are available from the TDA: <http://www.tda.gov.uk/support.aspx>

In England, the former Department for Education and Skills (DfES) developed a 'Common Core of Skills and Knowledge for the Children's Workforce' which draws together the basic knowledge and skills required to practise in the sector (DfES, 2005a). 'The 2020 Children and Young People's Workforce Strategy' (DCSF, 2008 –

see 8.2.10.1.) pledged to review the six areas of the 'common core' to establish whether they are still appropriate for today's children's workforce. The review will also ensure that all those who work with children and young people are aware of the common core of skills and knowledge and can use them in their day-to-day work. The Children's Workforce Development Council (CWDC) is leading the review which is due for completion in 2010. The CWDC was set up in 2005 to support the implementation of the Every Child Matters programme in England (see 2.2.1.). It works directly with early years and childcare workers, social workers and social care workers, foster carers, Connexions personal advisers (see below), learning mentors and education welfare officers (see below). The CWDC is also developing an integrated qualifications framework (IQF) which is scheduled to be in place across England by April 2010. The IQF will be a set of approved qualifications that allows progression, continuing professional development and mobility across the children's workforce. It aims to ensure all qualifications are accessible, fit for purpose and recognisable across different occupational groups within the sector.

In Wales, a Children's and Young People's Workforce Development Network has been set up to consult and advise on a workforce strategy for the provision of services for children and young people, a Common Core of Skills, Knowledge and Understanding for the Children's and Young People's Workforce in Wales; and a Qualification Framework for the workforce. See 8.2.2.1. for more information.

Like teachers, support staff employed in schools are not civil servants, but employees of the LA in community schools and voluntary controlled schools or the school governing body in the case of foundation schools and voluntary aided schools. Some may be employed directly by the LA, or, in the case of school nurses, the health authorities. In England and Wales, at present, there is no agreed national pay scale for support staff. Support staff are often paid according to rates applying across LAs. However, an investigation into the feasibility of a nationally consistent pay and conditions framework for support staff was announced by the Secretary of State in May 2007. In 2009, the Government established the School Support Staff Negotiating Body for England (SSSNB), which consists of union and employer representatives. The SSSNB is responsible for setting up and implementing a framework within which to negotiate the pay and conditions of service for school support staff. The SSSNB will aim to submit negotiated agreements to the Secretary of State in 2010. Once ratified, agreements will apply to support staff in all maintained schools in England. Some staff involved in pupil support and guidance are employed by other bodies. In England, the Connexions Service brings together a range of services such as careers services, youth services and other statutory and voluntary services for young people in an integrated and coherent service providing information, advice and guidance. Connexions staff working with young people are known as personal advisers and may have a different background and qualifications to traditional careers advisers. Advisors who deliver in-depth careers guidance are required to hold a relevant careers guidance qualification. See section 5.18. for further information about the Connexions qualification. See section 5.18. for further information about the Connexions Service, Careers Wales and the Careers Service Northern Ireland. Careers advisers in the Careers Service Northern Ireland are all specialist careers advisers and qualified at postgraduate level.

Education welfare officers (EWOs) are employed by LAs (in England and Wales) or ELBs (in Northern Ireland). They work with pupils, parents and schools to promote regular attendance at school. Although many educational welfare officers have degrees, requirements vary. EWOs also carry out the authority's statutory duties in respect of child employment and liaise with other agencies.

Educational psychologists work with children (mainly aged under 19) who are experiencing difficulties in school (learning, emotional and/or behavioural). They are employed by LAs or ELBs.

[2020 Children and Young People's Workforce Strategy \(DCSF, 2008\)](#)

[Common Core of Skills and Knowledge for the Children's Workforce. \(DfES, 2005a\)](#)

[Children's Workforce Development Council](#)

[School Support Staff Negotiating Body for England \(SSSNB\)](#)

8.6. Other Educational Staff or Staff working with Schools

This section deals with staff who work with qualified teachers to support children's learning in pre-school settings, primary and secondary schools.

Pre-school settings

Job titles of staff employed within pre-school settings vary; for example, nursery assistant or supervisor, pre-school assistant or leader, playgroup assistant or leader.

In the past, training courses and titles of the qualifications awarded have also varied greatly. National standards are now being introduced to ensure coherence and quality by the Qualifications and Curriculum Development Agency (QCA), and its partner regulatory authorities in Wales, the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS) and in Northern Ireland, the Council for the Curriculum, Assessment and Examinations (CCEA).

In England, the Children's Workforce Development Council (CWDC) was set up in 2005 to support the implementation of the Every Child Matters programme in England (see 2.2.1.). The CWDC is part of Skills for Care and Development, a sector skills council (see 2.6.1.8.). Its remit covers early years and childcare workers as well as other groups such as social workers and social care workers. The CWDC has taken over responsibility from the former Early Years National Training Organisation (NTO) as the body with responsibility for ensuring that the people working with children in childcare provision and in pre-school settings have the best possible training, qualifications, support and advice. The CWDC has undertaken a review of existing qualifications in order to develop a new Qualifications List for those delivering the Early Years Foundation Stage for children from birth to the start of compulsory education aged around five. From September 2009, only qualifications on this list will enable settings to meet the statutory requirements for qualifications. The list includes a wide range of qualifications at a range of levels, equivalent to ISCED 3 and ISCED 5. At ISCED 5 the qualifications include foundation degrees in early years. The CWDC endorses foundation degrees to provide employers and students with confidence that the qualification studied is required by the sector. In order to achieve endorsement, foundation degrees must support progression towards Early Years Professional Status.

Early Years Professional Status (EYPS) has been introduced by the CWDC for those leading practice. Early Years Professionals have a bachelor's degree ie the same level of general qualification as qualified teachers but a different professional qualification. To be awarded EYPS, all candidates must demonstrate that they meet a set of 39 national professional standards, specifically covering child development for 0-5 year olds. Candidates holding a relevant degree, such as a degree in Early Childhood Studies, would probably be able to access the shorter pathways, while candidates holding a non-relevant degree would probably need to join the longer pathway, which would take 12 months full-time study. The Government aims to have an Early Years Professional in every full daycare setting by 2015 and in every children's centre by 2010.

Primary and Secondary schools

In recent years, following the 'National Agreement on Raising Standards and Tackling Workload' (see 8.2.1.1.) with its emphasis on tackling teacher workload and enhancing the role of support staff, the number of such staff working in schools has expanded significantly, along with the complexity and range of roles they undertake. Job titles and precise responsibilities vary as they are determined by individual schools, but schools generally employ staff in all or some of the following roles:

- Teaching assistants (TAs) or learning support assistants (LSAs) or classroom assistants work alongside teachers in the classroom, helping pupils with their learning on an individual or group basis. Some specialise in areas such as literacy, numeracy, special education needs, music, English as an additional language – these may be known as bilingual assistants.
- Higher level teaching assistants (HLTAs) are experienced teaching assistants who plan and deliver learning activities under the direction of a teacher and assess, record and report on pupils' progress.

They may also manage other classroom-based staff or may supervise a class in a teacher's absence. This role was created in England and Wales in 2003 as part of the workload agreement.

- Nursery nurses work in co-operation with a teacher, looking after the social and educational development of children aged 3 to 5.
- Cover supervisors provide replacement cover for teachers who are absent – see [8.2.7.1](#).

Support staff do not need to have Qualified Teacher Status (QTS), although some may be experienced teachers. As there are now many more support staff working alongside qualified teachers, regulations have been made under the Education Act 2002 to govern the deployment of support staff in undertaking 'specified work', including requirements for appropriate supervision by a qualified teacher. 'Specified work' is defined as planning and preparing lessons and courses for pupils, delivering lessons to pupils, and assessing and reporting on the development, progress and attainment of pupils. Guidance has been issued (DCSF, 2007f).

The National Agreement recognised the contribution of school support staff and highlighted the need for training, standards and career paths for staff in support roles. The remit of the Training and Development Agency for Schools (TDA) was extended to work on behalf of the whole school workforce in England. The TDA receives advice on the professional development of teachers and support staff from the National Advisory Group for the Professional Development of the Children's Workforce in Schools (NAG). The NAG was established in 2008 and replaced two separate stakeholder groups: the National Reference Group, who were concerned with teachers' professional development, and the School Workforce Development Board who advised on training and development for the wider school workforce. In 2009, the TDA published its 'Strategy for the professional development of the children's workforce in schools 2009-2012' (TDA, 2009) which applies to both teachers and the wider school workforce (see also 8.2.10.1.). To accompany the strategy, the TDA published an implementation plan which establishes the following priorities for support staff:

- developing and introducing a formal performance review process for the wider workforce which is underpinned by relevant professional and national occupational standards
- endorsing higher education support staff qualifications for inclusion in the integrated qualifications framework for the children's workforce from its launch date of April 2010 (see 8.5.)
- updating and promoting the career development framework for support staff.

The TDA produces introductory training materials for teaching assistants and support staff. The materials cover a range of role-specific and generic modules including: literacy, numeracy, behaviour management, inclusion, special educational needs and ICT. From late 2009, these materials will begin to be superseded by new introductory qualifications for school support staff available through the Qualifications and Credit Framework (QCF) (see 2.4.3.). There are now also a range of qualifications available for specialist support staff roles such as teaching assistants, cover supervision, pastoral support roles, bilingual support, subject support and special educational needs and additional support, underpinned by the National Occupational Standards for Supporting Teaching and Learning in schools developed by TDA and covering the whole of the UK. For more information see the TDA's NTO STL webpage at: <http://www.tda.gov.uk/partners/supportstafftraining/NOS/Supporting.aspx>

As the role of school support staff has developed, so has their need for higher level knowledge and skills. In 2008, the TDA published a foundation degree framework to give guidance to higher education institutions on the design and delivery of higher education that meet the needs of school support staff. The framework drew on research into the changing needs of schools and the experience of higher education institutions in meeting those needs. The framework was developed in partnership with a range of other organisations and places the development of school staff within the context of integrated children's services and the integrated qualifications framework for the children's workforce. For more information see the TDA's Foundation degree framework webpage at: http://www.tda.gov.uk/partners/supportstafftraining/Training_and_qualifications/foundation_degree.aspx

In England, revised professional standards for HLTAs were published in 2007 (TDA, 2007). The TDA awards HLTA status to support staff who can successfully demonstrate the national professional standards through an HLTA assessment programme In Wales, professional standards for HLTAs were published in the Education (Specified Work and Registration) (Wales) Regulations 2004 and Professional Standards for Higher Level Teaching Assistants (HLTAs) (WAG, 2008h).

Common Core of Skills and Knowledge for the Children’s Workforce. (DfES, 2005a)

Higher Level Teaching Assistance Candidate Handbook (TDA, 2007)

Regulations and Guidance under S133 of the Education Act 2002 (DCSF, 2007f)

Strategy for the professional development of the children’s workforce 2009-2012 (TDA, 2009)

The Education (Specified Work and Registration) (Wales) Regulations and Professional Standards for Higher Level Teaching Assistants (Circular 42/2004) (WAG, 2008h)

Children's Workforce Development Council

Council for the Curriculum Examinations and Assessments (CCEA)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Qualifications and Curriculum Development Agency (QCDA)

Education (Specified Work and Registration) (England) Regulations 2003

Education Act 2002

8.7. Statistics

Full-time qualified teachers by type of school and gender 2007/08 (thousands)

	England and Wales			Northern Ireland		
	Men	Women	Total	Men	Women	Total
Maintained nursery and primary	27.7	149.1	176.8	1.3	6.2	7.5
Maintained secondary	83.7	114.1	197.8	3.6	6.1	9.7
Non-maintained mainstream schools	24.1	35.1	59.2	–	0.1	0.1
All special schools	5.4	12.4	17.8	0.1	0.6	0.7
Total	140.9	310.7	451.6	5.0	12.9	18.0

Source: Education and Training Statistics for the United Kingdom (2009). Table 1.5 Available:

<http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000891/index.shtml>

Age distribution of teachers in nursery and primary and secondary education in England March 2005 (latest available)

	Nursery and Primary education	Secondary education
Below 25	9.5	7.6
25-29	31.6	33.6
30-34	25.2	28.8
35-39	18.6	23.8
40-44	18.0	19.7
45-49	16.9	21.3
50-54	23.5	26.8
55-59	29.3	20.7
60 and over	2.6	3.2

Source: Additional Tables: D (Teachers in Service) Statistical First Release 23/2009: School Workforce in England (January 2009)

Available: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000874/index.shtml>

Full-time vacancy rates in maintained schools England: January 2009

	Number	Rate (vacancies as % of teachers in post)
Nursery and primary	760	0.5
Secondary	1310	0.7
Special	160	1.4
Total	2240	0.6

Source: Table 7 Statistical First Release 23/2009: School Workforce in England (January 2009)

Available: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000874/index.shtml>

In England, the total number of support staff (Full-time equivalent or FTE) in the Local Authority maintained sector rose by 16,500 to reach 338,900 in January 2009;

- the number of teaching assistants (FTE) rose by 5,900 to reach 181,600;
- the number of administrative staff (FTE) rose by 2,600 to reach 71,100;
- the number of technicians (FTE) rose by 200 to reach 24,300;
- the number of other support staff (FTE) rose by 7,800 to 61,900.

Source: Statistical First Release 23/2009: School Workforce in England (January 2009) Available:

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000874/index.shtml>

9. Evaluation of Educational Institutions and the Education System

In England, Wales and Northern Ireland, the education service operates within a strong framework of accountability to students, to parents, to the community and to the Government and its agencies. External inspection (dealt with within this chapter) plays an important role, as does the publication of performance data and other information on individual institutions and on wider aspects of the education system (dealt with in this chapter and also in chapter 2.). Institutional self-evaluation (see section 9.4.1.) is both an increasingly important part of the quality improvement process and a key input to external evaluation. Another important element in the accountability framework is the role of governing bodies of individual institutions, see section 2.6.4.1.2..

9.1. Historical Overview

Please refer to the subsections which follow. Section 9.1.1. provides a historical overview covering pre-primary education and primary and secondary education in schools (up to age 19) in England and Wales; section 9.1.2. covers further and adult education (from age 16) in England and Wales; section 9.1.3. covers all non-higher education in Northern Ireland; and section 9.1.4. covers higher education across England, Wales and Northern Ireland.

9.1.1. Pre-primary, primary and secondary education in England and Wales

Evaluation of provision in schools

Her Majesty's Inspectors of Schools (HMI) were first appointed in 1839 to report on the quality of education in schools. Their function was to inspect and report on education provision, including the financial aspects, in order to assist the Government in the exercise of its responsibilities in relation to education and, in the process, to contribute to its improvement.

The Education Act 1944 required the Secretary of State to have inspections carried out in primary, secondary, special and independent schools and in establishments of further and higher education and of teacher training and adult education. The Act also stipulated that the inspections should be carried out by inspectors appointed for this purpose by the monarch. However, the number of HMI remained relatively low and it was never possible to operate a regular cycle of full inspections. The inspectorate was constituted as 'Her Majesty's Inspectorate for England and Wales' although, in practice, the Chief Inspector in Wales had autonomy in operational matters.

The Education (Schools) Act 1992 created two completely separate non-ministerial government departments which became known as the Office for Standards in Education (Ofsted), led by Her Majesty's Chief Inspector of Schools in England (HMCI), and the Office of Her Majesty's Chief Inspector of Schools in Wales (OHMCI), led by Her Majesty's Chief Inspector of Schools in Wales (HMCI). These bodies were created, with similar powers, to manage the independent inspection of all schools on a regular cycle and to set out procedures and criteria for inspections within the statutory framework. The concept of 'special measures' – schools failing to provide an acceptable standard of education – was introduced and provision was made for the publication of information about individual schools in order to assist parents in choosing schools for their children. The new system of inspection was implemented in secondary schools in England with effect from September 1993, and in primary and special schools from September 1994. Since 1993, there have been some significant but less fundamental developments, and new frameworks were published in England in 1996, 2000, 2003 and 2005. In 1999, OHMCI changed its name to Estyn: Her Majesty's Inspectorate for Education and Training in Wales. Following the passing of the Learning and Skills Act 2000, Her Majesty's Chief Inspector of Schools in Wales became known as Her Majesty's Chief Inspector of Education and Training in Wales.

In January 2004, the Government announced a package of education proposals for England aimed at simplifying the school improvement process, increasing the importance of school self-evaluation in the inspection process, improving data flows and strengthening the accountability framework for schools. As a consequence, in February 2004, Ofsted consulted on proposals to introduce shorter, more regular and less burdensome inspections based on the school's own cycle of planning and the alignment of inspections across the education sector. The two sets of proposals were brought together in a policy document, 'A New Relationship with Schools' (DfES and Ofsted, 2004), published jointly by the Government and Ofsted in June 2004. This developed Ofsted's proposals for inspection reform and set out accompanying changes for the new accountability framework. These changes included the abolition of the requirement on school governing bodies, in England, to hold an annual parents' meeting and on the governors to produce an annual report. They also included the introduction of a school profile, the simplified school improvement process, and improved data and information systems. The Education Act 2005 provided the legislative basis for these reforms and repealed the School Inspections Act 1996. The Act also gave the National Assembly for Wales the power to introduce similar reforms in the future and included a number of Wales-only provisions: for the inspection of careers services in Wales; for the Assembly to establish an advisory board; and for the Assembly to provide advice on the appointment of the Chief Inspector for Wales.

Under the Education Act 2005, Her Majesty's Chief Inspector of Schools in England (HMCI) and Her Majesty's Chief Inspector of Education and Training in Wales are required to keep the Secretary of State and the National Assembly for Wales respectively informed about:

- the quality of the education provided in schools
- how far that education meets the needs of the range of pupils at those schools
- the educational standards achieved in those schools
- the quality of the leadership in and management of those schools, including whether the financial resources made available to the school are managed efficiently
- the spiritual, moral, social and cultural development of the pupils at those schools
- the contribution made by the school to the well-being of those pupils.

The Act also required Her Majesty's Chief Inspector of Schools in England to keep the Secretary of State informed about:

- the extent to which those schools are developing rigorous internal procedures of self-evaluation, and
- the behaviour and attendance of pupils at those schools.

The Act also expanded HMCI's general duty to keep the Secretary of State informed on nursery education.

On 1 April 2007 a new, single inspectorate for England came into being: the Office for Standards in Education, Children's Services and Skills, under Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI). The new organisation – still known as 'Ofsted' – took on responsibilities from four existing inspectorates: the Adult Learning Inspectorate (ALI); the work relating to children of the Commission for Social Care Inspection (CSCI); the work relating to the children and family courts of HM Inspectorate of Court Administration (HMICA); and the previous work of Ofsted. These changes came about as a result of the Education and Inspections Act 2006 which gave legal force to many of the proposals contained in the 2005 Schools White Paper 'Higher Standards, Better Schools for All - More Choice for Parents and Pupils' (GB. Parliament. House of Commons, 2005a). This Act applies mainly to England, but provides for a framework power which enables the National Assembly for Wales, by regulations, to make provision about the matters set out in the Act.

The Nursery Education and Grant Maintained Schools Act 1996 introduced grants for nursery education in the private, voluntary and independent sectors, together with the requirement for Her Majesty's Chief Inspector to arrange the inspection of all nursery settings receiving nursery education grant. In September 2001, Ofsted also took over from local authorities the responsibility for registering and inspecting all

providers of early years care and education, including local authority day nurseries, independent and voluntary providers and home-based childminders. The legal basis for this was originally the Children Act 1989 and the Care Standards Act 2000, which have been amended by the Children Act 2004 and the Education Act 2005. Ofsted assesses not only the quality of education but also the quality of childcare, including safety aspects.

The Childcare Act 2006 applies mainly to England and in part to Wales. The Act sets out three new duties for local authorities and reforms the legal basis for the regulation and inspection of early years education and childcare. It provides for the Early Years Foundation Stage (EYFS) (see section 3.10.1.) to be established as a single quality framework for care, learning and development for children in all early years settings from birth to the August after their fifth birthday. The EYFS was first implemented in September 2008. Ofsted already holds a register of persons rewarded for looking after children under eight for more than two hours a day and, since the Act took effect, it also holds the Early Years Register (all settings delivering the Early Years Foundation Stage) and the General Childcare Register (GCR) of other providers.

Local services

Inspection and advisory services have also been provided at a local level for many decades, by local authorities (formerly known as 'local education authorities' when acting in respect of their responsibilities for education).

Local authorities' (LAs) responsibility for the quality of education provided in their schools was defined more precisely by the School Standards and Framework Act 1998, which amended the Education Act 1996, to impose a duty on every local education authority to exercise their functions with a view to promoting high standards of education for pupils of school age in their area. This requirement is re-enacted, with amendments, by the Education and Inspections Act 2006.

The School Standards and Framework Act 1998 also introduced the requirement for local authorities to prepare an Education Development Plan (known as an Education Strategic Plan in Wales), a strategic plan setting out the authority's arrangements for monitoring its schools' performance. Under the Children Act 2004, these education-specific plans have since been replaced in England by a single, strategic, overarching plan for all local services for children and young people, a Children and Young People's Plan (CYPP). CYPPs have been required in Wales since September 2008.

In 2003, the Government Green Paper 'Every Child Matters' (HM Treasury, HoC, 2003a) set out a proposed new approach for the delivery of services for children, young people and families, so that children at risk of harm and neglect are protected and all children are supported in developing their full potential. The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

This means that the organisations involved with providing services to children – including hospitals and schools, police and voluntary groups – are expected to work together and share information to protect children and young people from harm and help them achieve these five outcomes. The Children Act 2004 implemented the principles of 'Every Child Matters' and made provision for a framework for integrated inspection of children's services and for joint area reviews of children's services.

In England, as part of the 'New Relationship with Schools' (DfES and Ofsted, 2004) (see 9.4.1.1.) the role of the School Improvement Partner (SIP) was introduced to replace that of the link local authority adviser/inspector. (A link advisor/inspector was previously allocated to schools to provide appropriate advice in areas which

needed improvements.) SIPs act as a critical, professional friend to a school, helping its leadership to evaluate its performance, identify priorities for improvement, and plan effective change. The Education and Inspections Act 2006 builds on this and includes a requirement for local authorities to appoint school improvement partners for all schools.

The Education and Inspections Act 2006 also gave local authorities in England new powers to tackle failing and underperforming schools more quickly and effectively, by providing for a new power to force failing and underperforming schools to federate or take another partner for school improvement, and by amending the formal warning notice legislation. The Act also gave new powers to Ofsted to investigate complaints from parents about the schools attended by their children.

In addition to providing support and advice to schools, local authorities themselves are subject to inspections. Up to the end of the 2004/05 school year, under the Education Act 1997, Ofsted also inspected the way in which LAs performed any function which related to the provision of education – including the education of pupils in school and the education of children educated otherwise than at school. These inspections, known as 'LEA inspections', were conducted with the assistance of the Audit Commission (an independent body with statutory responsibilities to regulate the audit of local government in England and Wales). Ofsted also inspected the quality of provision for education and training for 14- to 19-year-olds in an area – including provision in schools, in further education institutions, and covering one LA area, part of an LA area or more than one LA. The Learning and Skills Act 2000, as amended by the Education Act 2002 set out the statutory basis for these area inspections, which were carried out by Ofsted and the Adult Learning Inspectorate (ALI).

Following on from the Every Child Matters Green Paper (HM Treasury, 2003a), the arrangements described above were replaced by the integrated inspection of children's services (under the 2004 Children Act). Services provided by LAs are monitored through two inspection processes. The first is an annual performance assessment (APA) of each LA's children's services. The second is a programme of joint area reviews (JARs), which involve greater depth than the APA and also range beyond council services to include, for example, health and police services. Both processes look at how services are working together locally to improve outcomes for children and young people. In 2009, APA and JARs, were replaced by Comprehensive Area Assessments (CAAs). See section 9.5.1. for further information.

[A New Relationship with Schools \(DfES and Ofsted, 2004\)](#)

[Every Child Matters \(HM Treasury, 2003a\)](#)

[Higher Standards, Better Schools for All: More Choice for Parents and Pupils \(GB. Parliament. House of Commons, 2005a\)](#)

[Audit Commission](#)

[Estyn](#)

[National Assembly for Wales \(NAFW\)](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[Care Standards Act 2000](#)

[Childcare Act 2006](#)

[Children Act 1989](#)

[Children Act 2004](#)

[Education \(Schools\) Act 1992](#)

[Education Act 1944](#)

[Education Act 1996](#)

[Education Act 1997](#)

[Education Act 2002](#)

[Education Act 2005](#)

[Education and Inspections Act 2006](#)

[Learning and Skills Act 2000](#)

[Nursery Education and Grant-Maintained Schools Act 1996](#)

[School Inspections Act 1996](#)

[School Standards and Framework Act 1998](#)

9.1.2. Further and adult education in England and Wales

New provisions for the inspection of further and adult education were introduced from April 2001 under the Learning and Skills Act 2000, which also provided for the dissolution of the Further Education Funding Council for England and the Further Education Funding Council for Wales. In England, the Learning and Skills Council (LSC) took over responsibility for planning, funding and improving the quality of all post-16 education and training (other than higher education) from the funding councils. The Act also created a new Adult Learning Inspectorate (ALI), responsible for the inspection of provision for those aged 19 and over and also of work-based learning for those aged 16 and over, formerly within the remit of the Further Education Funding Council Inspectorate. The ALI's remit included the inspection of adult and community learning.

Under the 2000 Act, Ofsted took over responsibility for inspecting further education provision for 16- to 19-year-olds from the Further Education Funding Council (FEFC) for England. Many general further education colleges and tertiary colleges and some sixth-form colleges and specialist colleges provide programmes for both 16- to 19-year-olds and adult learners. Where the remits of the ALI and Ofsted overlapped in this way, a joint inspection was carried out.

In April 2007, under the Education and Inspections Act 2006, the inspection remit of the Adult Learning Inspectorate transferred to the Office for Standards in Education, Children's Services and Skills - Ofsted. See 9.1.1. for more information.

Also in England, a new non-departmental public body (NDPB), the Quality Improvement Agency (QIA) for Lifelong Learning came into operation in April 2006. The QIA's role was to:

- lead the development of an improvement strategy for the learning and skills sector
- build the capacity of learning providers for self-improvement
- secure the commitment of the learning and skills sector to national strategic priorities
- speed up the pace of improvement.

In April 2008, the QIA merged with the Centre for Excellence (CEL) to form the Learning and Skills Improvement Agency (LSIS), a sector-owned centre of expertise in improvement, leadership and innovation for the further education system. See section 2.6.1.8. for further information.

In Wales, the Learning and Skills Act 2000 transferred the responsibility for planning, funding and improving the quality of all post-16 education and training (other than higher education) to the National Council for Education and Training for Wales (which was known as the National Council – ELWa, before being merged into the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills – DCELLS). The duty to inspect further education, work-based training, and adult and community learning was

transferred from the Further Education Funding Council for Wales to Estyn, Her Majesty's Inspectorate for Education and Training in Wales.

Measuring learner success and the performance of education and training providers

'Success for All', (DfES, 2002d) published in November 2002, set out the Government's agenda for reforming further education and training in England and establishing a new framework for quality and success. As part of the Success for All theme 'Developing a framework for quality and success', four partners, the then Department for Education and Skills (DfES), the LSC, Ofsted and the Adult Learning Inspectorate (ALI), made a commitment to develop ways of measuring the success of learners and the performance of education and training providers more accurately and fairly. NB. The responsibilities of the Adult Learning Inspectorate have since been subsumed within Ofsted.

On 27 March 2006, the Government published its White Paper, 'Further Education: Raising Skills, Improving Life Chances' (GB. Parliament. HoC, 2006). This set out a comprehensive programme of change to transform the further education system into the 'powerhouse of economic prosperity and social mobility'. Following on from this, Success for All has been subsumed within the new, national Quality Improvement Strategy (QIS). The Quality Improvement Agency (QIA) was asked by the Government to lead the development of the integrated QIS which is intended to support the further education (FE) system in its drive for excellence, and to help implement the Government's major FE reform programme (see section 7.2.1.). The aims of the QIS are that:

- All learners in the further education system are equally able to access high quality education and training that equips them with the skills, knowledge and qualifications they need for work and personal fulfilment.
- Training provision meets employer and business needs and employers can recruit people with the vocational and employability skills needed to increase productivity.
- The further education system continuously improves so that colleges and providers aspire to and achieve excellence, and no provision is unsatisfactory.

The QIS is intended to support colleges and providers to improve themselves in the context of the LSC's Framework for Excellence (see section 9.4.1.2.) and of moves towards greater self-regulation

[Further Education: Raising Skills, Improving Life Chances \(Cm 6768\) \(GB. Parliament. House of Commons, 2006\)](#)

[Success for All: Reforming Further Education and Training: Our vision for the Future \(DfES, 2002d\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Estyn](#)

[Learning and Skills Council \(LSC\)](#)

[Learning and Skills Improvement Service \(LSIS\)](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[Education and Inspections Act 2006](#)

[Learning and Skills Act 2000](#)

9.1.3. Pre-primary, primary, secondary, further and adult education in Northern Ireland

In Northern Ireland, the Education and Training Inspectorate (ETI), which is part of the Department of Education (DE) is a direct descendant of the schools inspectorate established in 1832 by the Commissioners of National Education in Ireland. It is the sole body with responsibility to inspect and report on the quality of education and training. It inspects and reports on the work which is taking place throughout the education system (except higher education), including that done by the advisory and support service provided by the Education and Library Boards (ELBs). The power of inspection is contained in the Education and Libraries (NI) Order 1986, as amended by the Education (NI) Order 1996, and was extended in the Education Reform (Northern Ireland) Order 1989 to include a general duty to promote high educational standards. The Education (Northern Ireland) Order 1996 introduced further amendments by involving lay persons in the inspection process.

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Education and Training Inspectorate \(Northern Ireland\)](#)

[Education \(Northern Ireland\) Order 1996](#)

[Education and Libraries \(Northern Ireland\) Order 1986](#)

[Education Reform \(Northern Ireland\) Order 1989](#)

9.1.4. Higher education in England, Wales and Northern Ireland

Prior to the early 1990s, university programmes and awards were not subject to any external monitoring or regulation other than the use of external examiners, and (as now) each institution was responsible for ensuring the quality and standards of its own programmes. Higher education delivered by some polytechnics and some further education colleges was externally quality assured by the Council for National Academic Awards (CNAA).

As a response to a series of studies carried out by the universities themselves, the Committee of Vice Chancellors and Principals Academic Audit Unit (AAU) was set up. The AAU undertook peer-review academic audits of universities, scrutinising key areas where academic standards were set and monitored. Reports were published on a voluntary (near-universal) basis but they contained no formal judgements or recommendations.

The Further and Higher Education Act 1992 fundamentally changed the way higher education in the UK was structured and funded (see section 6.1.). A sector-owned Higher Education Quality Council (HEQC) was tasked with auditing institutions' management of their internal quality audit processes. In addition the Act had established separate Higher Education Funding Councils for England and Wales to distribute funds to this sector.

In 1996, a Joint Planning Group consisting of representatives of the funding councils and the higher education institutions recommended that a single agency should be established to rationalise quality assurance arrangements throughout the UK. The Quality Assurance Agency for Higher Education (QAA) was set up in the following year, funded by subscriptions from higher education institutions and through contracts with the main higher education funding bodies. Since then, the mechanisms used by the QAA for external quality in assurance in England and Northern Ireland, and Wales (there are two separate systems) have evolved to meet both the needs of providers and government requirements.

[Higher Education Funding Council for England \(HEFCE\)](#)

[Higher Education Funding Council for Wales \(HEFCW\)](#)

Quality Assurance Agency for Higher Education (QAA)

Further and Higher Education Act 1992

9.2. Ongoing Debates and future developments

See the sub-sections which follow: 9.2.1. for England; 9.2.2. for Wales and 9.2.3. for Northern Ireland.

In addition to the information provided in these subsections, the Higher Education Funding Council for England (HEFCE), the Department for Employment and Learning (DEL) Northern Ireland, Universities UK (UUK) and GuildHE are working together to discuss the future development of the quality assurance system for higher education in England and Northern Ireland. A key part of this work is the development of a new institutional audit method which will apply from 2011-2012. Other areas of work under review include:

- Public information about higher education, looking at how Teaching Quality Information (see section 9.4.2.3.1.) is currently used and the needs of the information users
- A UK-wide review of Academic Infrastructure (the set of reference points used by higher education institutions to guide their policies for maintaining academic standards and quality).
- A review of external examining (see section 6.13.).

Department for Employment and Learning (Northern Ireland) (DEL)

GuildHE

Higher Education Funding Council for England (HEFCE)

Universities UK

9.2.1. England

In September 2009, new inspection arrangements began to apply to schools in England. Key elements of these amended arrangements are to create a stronger link between inspection and school improvement and for inspections to be proportionate to risk. Full details are available in section 9.4.2.1.1..

In addition, one of the recommendations of the 2009 Lamb Inquiry (see section 10.2.1.) is a commitment to strengthen inspection law, so that schools are assessed on how they support children with special educational needs (SEN) and disabilities. Provision for this is included in the Children, Schools and Families Bill 2009.

At the beginning of 2008, the Quality Assurance Agency for Higher Education (QAA) and Ofsted have signed a memorandum of understanding which is designed to prevent any unnecessary overlapping of their work. Overlapping may take place where higher education institutions offer further education, and where further education institutions offer higher education provision.

The system for the measurement of the quality of research in all UK higher education institutions has recently been reviewed. Since 1986, the distribution of quality-related funding for research (see section 2.8.4.) has been informed by the Research Assessment Exercise (RAE) (see 9.4.2.3.3. This is based on academic peer review of selected research outputs carried out by subject specific assessment panels. RAE 2008 was the last of these exercises and will be replaced by the Research Excellence Framework (REF). The REF will consist of a single unified framework for the funding and assessment of research across all subjects. It will make greater use of quantitative indicators in the assessment of research quality than the RAE, while taking account of key differences between the different disciplines. Assessment will combine quantitative indicators - including bibliometric indicators wherever these are appropriate - and light-touch expert review. Which of these elements are employed, and the balance between them, will vary as appropriate to each subject. Work on the REF is ongoing; it is planned that full implementation will take place in 2013, for funding allocations from 2014.

Ofsted - Office for Standards in Education, Children's Services and Skills

Quality Assurance Agency for Higher Education (QAA)

Children, Schools and Families Bill 2009

9.2.2. Wales

During 2009, Estyn completed a consultation (Estyn, 2009) on the next cycle of the inspection of education training in Wales, which will begin in September 2010. Respondents were generally satisfied with the consultation proposals and the new Common Inspection Framework (CIF) and handbooks will be based upon them. The CIF will include:

- More proportionate inspection – all providers will receive a core inspection within a six-year cycle, with follow-up visits that are proportionate and responsive to particular issues within the provider. In most sectors, there will be four levels of follow-up activity on a sliding scale of needs, and the extent and nature of this activity will be determined by each sector.
- A streamlined framework of inspection indicators and grades – the new categories will be 'excellent', 'good', 'adequate' and 'unsatisfactory'. Core inspections will be shorter and based on three new key questions, which will include reference to wellbeing, and place greater emphasis on schools' partnership working. There will be less emphasis on subject areas, which will be looked at more closely as part of the programme of national survey and advice work planned for 2010. Core inspections will be strongly based on analysis of provider self-evaluation. As a result, the CIF, the School Effectiveness Framework (SEF) and the Quality and Effectiveness Framework (QEF) will be appropriately aligned and designed to work together as part of a coherent quality system.
- Greater emphasis on the user – further measures to find out what learners and stakeholders think about the education provision will be included in the process.
- Extension of the use of inspection teams lead by Her Majesty's Inspectors of Education and Training (HMIs) inspection teams with strong 'peer-inspector' involvement.
- More emphasis on building capacity for self-evaluation and improvement.
- Clearer, more accessible reports
- Introduction of a four-week notice period of inspection for all providers, including partnership inspections.

These proposals are aligned with the School Effectiveness Framework (DCELLS, 2008i) which is currently under development in Wales. See section 2.2.2. for further information.

[Estyn 2010, Public Consultation on proposals for the next cycle of Estyn inspection 2010-2016 \(Estyn, 2009\)](#)

[School Effectiveness Framework: Building effective learning communities together \(DCELLS, 2008i\)](#)

Estyn

9.2.3. Northern Ireland

The Department of Education (DE) has published the school improvement policy: 'Every School A Good School' (DE, 2009w). The new policy, which has been developed in consultation with education partner bodies and principals and pupils across Northern Ireland, places a strong emphasis on each school engaging in rigorous self evaluation, and using this to form the basis of school development planning and target setting. The document sets out quality indicators for use by all involved in the school improvement process.

It is intended that these indicators will be used to provide an informed picture of a school's performance alongside a range of contextual information.

[Every School a Good School: a Policy for School Improvement \(DE, 2009w\)](#)

Department of Education (Northern Ireland) (DE)

9.3. Administrative and Legislative Framework

England

On 1 April 2007, a new, single inspectorate for England came into being: the Office for Standards in Education, Children's Services and Skills, under Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI). The new organisation – which continues to be known as 'Ofsted' – took on responsibilities from four existing inspectorates: the Adult Learning Inspectorate (ALI); the work relating to children of the Commission for Social Care Inspection (CSCI); the work relating to the children and family courts of HM Inspectorate of Court Administration (HMICA); and the previous work of Ofsted. These changes came about as a result of the Education and Inspections Act 2006. This Act applies mainly to England, but provides for a framework power which enables the National Assembly for Wales, by regulations, to make provision about the matters set out in the Act.

The following paragraphs outline the current administrative and legislative frameworks which underlie the responsibilities of Ofsted (for historical details see section 9.1. and its subsections).

The 'new' Ofsted is responsible for the inspection of more than 30 different types of provision, including the inspection of childminders, fostering services, children's homes, nurseries, schools and colleges, adult education provision, and education and care in secure establishments. Previously, inspection in each of these different types of establishment, was carried out in different ways; different types of judgments were made, and findings were reported differently. Ofsted has now devised a single framework 'Ofsted Inspects' (Ofsted, 2009e), in use from September 2009, which draws on best practice from all of these different inspection arrangements. The framework sets out the principles and common practices which form the basis of all Ofsted inspection and regulation. Detailed inspection guidance and a methodology for the inspection of each service, whilst based on the framework, are tailored to meet the needs of the service's users.

All inspections are based on the following principles:

- support and promote improvement
- be proportionate
- focus on the needs of users
- focus on the needs of providers
- be transparent and accountable
- demonstrate value for money.

Since the introduction of the Early Years Foundation Stage (EYFS) (see section 3.10.1.) single framework which sets the standards for care, learning and development for children from birth to age five, providers for this age group have been registered on either the childcare or the early years register, and have been inspected against the 'Statutory framework for the Early Years Foundation Stage' (DCSF, 2008m). Those who provide care only for older children (aged five and above) are registered and inspected slightly differently.

The legislative basis for the current system for the inspection of maintained schools is the Education Act 2005. The Act implemented Ofsted's proposals for inspection reform and set out accompanying changes for the new accountability framework as set down in the policy document 'A New Relationship with Schools' (DFES and Ofsted, 2004) and the 'Framework for the inspection of schools in England (Ofsted, 2010) which has been frequently revised since first published in 2005. The 'Common Inspection Framework for Inspecting Education and Training' sets out the principles applicable to the inspection of post-16 non-higher education and training (Ofsted and ALI, 2005).

The inspection of initial teacher training for teachers in maintained schools and in further education is also the responsibility of Ofsted under the Education and Inspections Act 2006. The 'Framework for the

Inspection of initial training for the award of qualified teacher status 2005-2011' (Ofsted, 2005) sets out how initial teacher training provision should be inspected.

Local services

Ofsted does not only inspect individual institutions. The Education and Inspections Act 2006 charged Ofsted with providing an annual performance rating for children's services for each local authority. Ofsted provides this rating as one element of its contribution to the new joint inspectorate Comprehensive Area Assessment (CAA), in place since April 2009. CAA replaces the annual comprehensive performance assessment of councils by the Audit Commission, as well as the annual performance assessments (APA) and joint area reviews (JAR) previously carried out by Ofsted. Ofsted's inspection and regulation will now contribute to the wider assessment of local authorities for local people under CAA.

The document 'Comprehensive Area Assessment: assessing children's services and adult learning (Ofsted, 2009a) outlines how Ofsted will contribute to the joint inspectorate CAA. This should be read alongside the joint inspectorate Comprehensive Area Assessment framework (Audit Commission, 2009). For further information about how CAAs are carried out, see section 9.5.1..

Wales

The system of national inspection of schools in Wales is underpinned by the same framework of primary legislation as is described above for England.

As well as performing broadly similar functions to Ofsted, Estyn, Her Majesty's Inspectorate for Education and Training in Wales, also evaluates further education and, since April 1999, has had responsibility for inspecting government-funded training and the work of the careers companies in Wales. The 'Common Inspection Framework for Education and Training in Wales' (Estyn, 2002b) sets out inspection arrangements for all phases inspected by Estyn apart from local authorities. Arrangements for the inspection of local authorities are set out in 'Local Authority Education Services in Wales' (Estyn, 2006).

Northern Ireland

In Northern Ireland, the system of inspection is based on different legislation from that which applies in England and Wales.

The Education and Training Inspectorate (ETI) is a division within the Department of Education. The power of inspection is contained in the 1986 Education and Libraries (Northern Ireland) Order which gives the Department of Education the power to inspect all schools. The power of inspection was extended under the Education Reform (Northern Ireland) Order 1989 to include a general duty to promote high educational standards. The Education (Northern Ireland) Order 1996 introduced further amendments by involving lay persons in the inspection process. 'A Common Framework for Inspection' (ETI, 2008) forms the basis of inspection in all phases and sectors; the different approaches to these are laid out in Appendix 8 of the framework.

The Education and Library Boards in Northern Ireland have a responsibility for the provision of primary and secondary education, and for the accountability of resources spent. However, they do not have the same obligations and powers as local authorities in England and Wales so are not considered here.

Independent schools

There are separate arrangements for the inspection of independent schools. See 4.16.

Higher Education

External evaluation of higher education institutions throughout the UK is undertaken by the Quality Assurance Agency (QAA), which was set up in 1997 to provide an integrated quality assurance service for UK higher education institutions. The Agency is an independent body, funded by subscriptions from universities

and colleges of higher education and through contracts with the funding bodies. In England and Northern Ireland this is known as institutional audit, in Wales institutional review. These services fulfil the requirements of the higher education funding councils to assess the quality of subject provision. The quality of research undertaken in higher education institutions is assessed through the Research Excellence Framework (see section [9.4.2.3.3.](#)).

In England and Northern Ireland, a revised method of institutional audit was introduced in 2006 (QAA, 2006c) for the cycle that extends from 2005-06 to 2010-11. The Handbook for academic review 2004 (QAA, 2004e) sets out similar details for Wales.

[A New Relationship with Schools \(DfES and Ofsted, 2004\)](#)

[Common Framework for Inspection \(ETI, 2008\)](#)

[Comprehensive Area Assessment Framework Document \(Audit Commission, 2009\)](#)

[Comprehensive Area Assessment: assessing children's services and adult learning \(Ofsted, 2009a\)](#)

[Framework for School Inspection \(Ofsted, 2010\)](#)

[Framework for the Inspection of Initial Teacher Training for inspections from September 2005 \(Ofsted, 2005\)](#)

[Handbook for academic review 2004 \(QAA, 2004e\)](#)

[Handbook for Institutional Audit: England \(QAA, 2006c\)](#)

[Local Authority Education Services in Wales' \(A framework for inspection under Section 38 of the Education Act 1997 and Section 51 of The Children Act 2004 \(Estyn, 2006\)](#)

[Ofsted Inspects \(Ofsted, 2009e\)](#)

[Statutory Framework for the Early Years Foundation Stage \(DCSF, 2008m\)](#)

[The Common Inspection Framework for Education and Training in Wales \(Estyn, 2002b\)](#)

[The Common Inspection Framework for Inspecting Post-16 Education and Training \(Ofsted and ALI, 2005\)](#)

[Audit Commission](#)

[Care Quality Commission](#)

[Education and Training Inspectorate \(Northern Ireland\)](#)

[Estyn](#)

[National Assembly for Wales \(NAfW\)](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[Quality Assurance Agency for Higher Education \(QAA\)](#)

[Children Act 2004](#)

[Education \(Northern Ireland\) Order 1996](#)

[Education Act 2005](#)

[Education and Inspections Act 2006](#)

[Education and Libraries \(Northern Ireland\) Order 1986](#)

[Education Reform \(Northern Ireland\) Order 1989](#)

9.4. Evaluation of Schools/Institutions

Publicly funded schools, colleges and universities in England, Wales and Northern Ireland are accountable for their own performance through a governing body which includes representatives of key stakeholders, such as, in the case of schools, parents, staff and representatives of the local community. Please see section 9.4.1. and its subsections for details of institutional self-evaluation and quality improvement, including the support given to quality improvement by funding bodies.

In addition, there are well-established systems for the external inspection of individual institutions by national-level bodies. See section 9.4.2. and its subsections for details. Subsection 9.4.2.1.2. deals with the responsibilities of local authorities for monitoring and evaluating the schools they maintain, for supporting school improvement, and also for intervening when a school gives cause for concern.

There is a separate section, 9.4.2.3. describing the external evaluation of higher education. This is subdivided into the evaluation of institutions 9.4.2.3.1., the evaluation of initial teacher training 9.4.2.3.2. , and the evaluation of research in higher education institutions 9.4.2.3.3.

9.4.1. Internal Evaluation

Publicly funded schools, colleges and universities in England, Wales and Northern Ireland have a high level of autonomy. They carry first-line responsibility for their own quality assurance, generally referred to as 'self-assessment' or 'self-evaluation'. See 9.4.1.1. for internal evaluation in pre-primary, primary and secondary education; 9.4.1.2. for further and adult education institutions; and 9.4.1.3. for higher education institutions.

9.4.1.1. Internal evaluation in pre-primary, primary and secondary education

Although it is not a recent initiative, school self-evaluation has been increasingly promoted and supported by the Government and local authorities in recent years as an essential element of school improvement.

Pre-primary

In England, the system for the inspection of day-care providers, child minders and nursery education settings in the private and voluntary sectors, introduced by Ofsted (the Office for Standards in Education, Children's Services and Skills) in April 2005, requires the completion of a short self-evaluation form by the provider.

In Wales, the Care and Social Services Inspectorate Wales (CSSIW) requires all those providing day-care services for children to complete a self-assessment form as part of the inspection process.

In Northern Ireland, the Education and Training Inspectorate has provided guidance on self-evaluation for providers of pre-school education including those in the private and voluntary sector. 'Together Towards Improvement: Pre-School Education' (ETI, 2004) was published in 2004.

The guidance provided for self-inspection in maintained nursery schools and nursery classes within primary schools in England and Wales, and of grant-aided nursery schools and nursery classes in Northern Ireland is covered by the same arrangements as schools, see below.

Primary and secondary schools

The prime responsibility for institutional self-evaluation and school improvement lies with the school governing body and headteacher of each individual school. The professional staff of the school, in particular, the headteacher and senior management, need to know how well the school is performing in order to set objectives for improvement. They therefore need to monitor and evaluate all aspects of the work of the school. The school governing body also needs to have an overview of the performance and management of the school in order to perform its strategic role, and it is expected to ensure that effective systems for monitoring and evaluation are in place. There is also a specific statutory requirement for the governing body to set and publish annual targets for pupil performance. See 2.6.4.1.2..

The system of school inspections first introduced in September 2005, which has since been reviewed and amended (outlined in section 9.4.2.1.1.), placed great emphasis on school self-evaluation as a contributor to school improvement and to school inspections. Guidance for schools was issued jointly by the then DfES (now the Department for Children, Schools and Families - DCSF) and Ofsted in 2004 in 'A New Relationship with Schools: Improving performance through school self-evaluation and development planning' (DfES and Ofsted, 2004). The inspection system places the onus on the school to be proactive and demonstrate to inspectors that it can not only diagnose where its strengths and weaknesses are, but also do something about improving and developing them. As the new system allows schools very little notice of inspection, this sets up an expectation that schools will keep their self evaluation form or SEF (held on Ofsted's database), up to date. The SEF asks schools:

- to evaluate their progress against inspection criteria
- to set out the main evidence on which this evaluation is based
- to identify strengths and weaknesses
- to explain the action the school is taking to remedy the weaknesses and develop the strengths.

In addition, some schools also use national quality standards to help them evaluate particular tasks. For example, the 'Investors in People' standard is focused on the development of staff in line with business objectives to improve organisational performance, while the 'Charter Mark' accredits good customer service in public sector organisations.

Broadly similar principles apply to schools in Wales. Estyn (Her Majesty's Inspectorate for Education and Training in Wales) began using the 'Common Inspection Framework for Education and Training in Wales' (Estyn, 2002b) in schools in 2004. The framework, which had been used for the inspection of other sectors since 2002, includes an emphasis on self-evaluation as the starting-point for external evaluation. The framework has been designed to be compatible with other widely used quality systems such as the European Foundation for Quality Management Excellence Model (EFQM) and Investors in People. Although Estyn has designed self-assessment materials, schools are not required to use them. However any self-assessment is expected to focus on:

- standards
- the quality of education
- leadership and management.

In Northern Ireland too, school self-evaluation is seen as an essential part of the process of school improvement. The prime responsibility for institutional self-evaluation lies with the Board of Governors and headteacher of each individual school. Guidance on evaluating schools is available (DENI, 1999a), along with Education and Training Inspectorate (ETI) guidance on self-evaluation ('Together Towards Improvement' (ETI, 2003). A range of school evaluation mechanisms are also in use. These include school development planning and target setting; Performance Review and Staff Development (PRSD); school development days; and, data and other support provided by the Education and Library Boards, the Regional Training Units (RTU) and sectoral support.

The new school improvement policy 'Every School A Good School' (DE, 2009w) places strong emphasis on schools engaging in rigorous self evaluation, and using it to form the basis of school development planning and target setting. The document sets out quality indicators for use by all involved in the school improvement process. It is intended that these indicators will be used to provide an informed picture of a school's performance alongside a range of contextual information.

Use of data to support self-evaluation

In England, Wales and Northern Ireland, the self-evaluation of schools, and the closely related activities of school target-setting and school improvement, are underpinned by the collection and analysis of data. School-level and pupil-level data is collected from schools via an annual census, and is then matched with

data on individual pupils' achievements in national tests (where these exist) and public examinations. This data is then used centrally to monitor progress towards national targets and to feed into the external inspection of individual schools by the national inspectorates and by local authorities to monitor the performance of their schools. It is also used to support school self-evaluation. Schools are supported in their use of this data by a range of analytical tools produced by central government, by local authorities. These tools enable schools to examine the performance of the school as a whole and the performance of different groups within the school in comparison with other schools.

In **England**, RAISEonline (Reporting and Analysis for Improvement through School self-Evaluation) provides an interactive analysis of school and pupil performance data. It became available for use by schools, LAs, School Improvement Partners (SIPs) (see section 9.4.2.1.2.) and Ofsted inspectors in summer 2006. It is intended to aid schools' self evaluation, inform school improvement and support inspection. Inspectors and SIPs use the analysis and data in the product to raise their own hypotheses and act as a starting point for discussions with schools. Inspection arrangements require schools to make judgments about their strengths and weaknesses and provide evidence to back up what they say. The self-evaluation form (SEF) provides a framework for doing this and the type of analysis that is available in RAISEonline helps schools to undertake this self-evaluation process. However, it is not mandatory for schools to use the tool and they may use alternative methods to aid self-evaluation and target setting if they wish. RAISEonline replaced Ofsted's Performance and Assessment (PANDA) reports and the DfES' s Pupil Achievement Tracker (PAT). It is provided by Ofsted and the DCSF.

See section 2.7.2.1.2. for information about achievement and attainment tables.

[A New Relationship with Schools \(DfES and Ofsted, 2004\)](#)

[Evaluating Schools \(DENI, 1999a\)](#)

[Every School a Good School: a Policy for School Improvement \(DE, 2009w\)](#)

[The Common Inspection Framework for Education and Training in Wales \(Estyn, 2002b\)](#)

[Together Towards Improvement: A Process Towards Self Evaluation \(ETI, 2003\)](#)

[Together Towards Improvement: Pre-School Education \(ETI, 2004\)](#)

[Care and Social Services Inspectorate Wales \(CSSIW\)](#)

[Education and Training Inspectorate \(Northern Ireland\)](#)

[Estyn](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[Regional Training Unit](#)

9.4.1.2. Internal evaluation in further and adult education institutions

England

In England, the primary responsibility for improving the quality of provision in further education (FE) lies with colleges, which are autonomous, self-governing institutions. However, since April 2001, all providers have been required to carry out an annual self-assessment covering all aspects of their provision for their local Learning and Skills Council (LSC). This requirement applies equally to providers of adult and community learning, whether provided directly by local authorities (LAs) or secured by them under contract from further education colleges, community groups or voluntary organisations. At the same time, the self-assessment report, together with data on student outcomes, became the starting point for external inspection. The criteria set out in the 'Common Inspection Framework for Inspecting Post-16 Education and Training' (ALI, 2005) are now expected to be the starting point for self-assessment. Self-assessment is also expected to

evaluate other, related aspects of provision and consider the provider's financial probity. Self-assessment reports are used by Ofsted when planning an inspection and are a factor in the grades for quality assurance and for leadership and management. Since 2005, college inspection has been closely matched to the quality of provision, with good colleges being inspected with a 'lighter touch'. Such arrangements therefore place more emphasis on a college's self-assessment.

The Learning and Skills Council produced guidance on quality improvement and self-assessment in May 2005 (LSC, 2005a).

The Excellence Gateway is an online service for everyone working in the further education system in England. It provides examples of effective practice and support documents to help develop knowledge and skills. It also hosts the Ofsted Excalibur Good Practice Database; see <http://excellence.qia.org.uk/page.aspx?o=goodpracticedatabase>

Framework for excellence

The Framework for Excellence (FfE) is a government provided tool for performance management and quality improvement in the FE sector. It grew from measures introduced throughout the 1990s and early 2000s to better measure learner success and the performance of education and training providers (see 9.1.2.). FfE provides a mechanism by which colleges and other providers can maintain their standards of performance and aspire to improve. It does this by making clear a universally accepted definition of 'excellence' – and other descriptions of performance – and by describing what a provider will have to do to achieve and maintain that level of excellence. FfE was designed in consultation with the sector and other partners including the predecessors to the Department of Business, Innovation and Skills (BIS) (or its predecessors), the Department for Children, Schools and Families (DCSF) and Ofsted. During 2009/10 FfE is being piloted in school sixth forms, and local authorities; subject to the outcomes, this pilot is likely to be fully implemented from 2010.

The Framework has a small number of core performance indicators that apply to all types of provider. The core indicators are supplemented by specific indicators that are related to particular providers and provision.

The basis of the FfE is a 'scorecard' of seven Key Performance Areas, or KPAs. Each KPA sits within one of three 'dimensions'. The 'effectiveness dimension' looks at the quality of the provision – qualification success rates, retention rates, Ofsted inspection judgments etc. The second dimension is responsiveness, which provides a numerical value assessing how well each provider listens and responds to its core constituents – learners and employers – and how well it puts together a curriculum that meets their needs. The third dimension reflects the financial situation of the provider. Providers are scored on each and then receive an overall rating which they can compare against a national average.

Further information is available from the Framework for Excellence website: <http://ffe.lsc.gov.uk/>

Wales

In Wales, further education institutions are autonomous, self-governing institutions and the primary responsibility for improving the quality of provision lies with the institutions. However, the Welsh Assembly Government's Department for Children, Education, and Lifelong Learning and Skills (DCELLS) expects the institutions which it funds to develop their own quality management systems to ensure continuous improvement and achieve and maintain high standards. The 'Quality Handbook' (WAG, 2007a) sets out the requirements for providers of further education and adult and community learning to submit an annual self-assessment report and quality development plan. There is no requirement for a specific model to be used for self-assessment, but DCELLS expects that processes and documentation will reflect the good practice guidelines included in this Handbook. The 'Self Assessment Manual' (Haines et al, 2007) supplements this guidance by setting requirements for providers to produce an annual self-assessment report (SAR) and quality development plan (QDP). This self-assessment is the starting point for DCELLS' monitoring of performance in the annual Provider Performance Review (PPR) (see section 9.4.2.2.2.).

'Skills that Work for Wales' (WAG, 2008k) signalled the introduction of a new Quality and Effectiveness Framework (QEF) (WAG, 2009b). This is intended to enable the Welsh Assembly Government (WAG) to monitor learning providers' performance, ensuring that public funding is used effectively and that there are possibilities to intervene if necessary. The new framework places increased emphasis on providers themselves taking responsibility to work together to drive up quality and share good practice, through initiatives such as benchmarking and peer review. The WAG will carry out regular reviews of providers' performance and monitor their progress, but against a more streamlined set of performance indicators with the main focus being on learner outcomes and provider responsiveness. Providers with a good track record of delivering high quality learning can expect to see 'lighter touch' assessments.

The QEF is based on a small number of measurable performance indicators. These will form the basis of an initial desk-based review of each provider, resulting in a summary report which highlights good features and any areas of concern. DCELLS has set up four area teams to work with providers to explore underlying reasons for poor performance, challenge all providers to improve; help to disseminate good practice; agree targets for improvement; and monitor providers' progress.

The introduction of a new cycle of external inspection starting from September 2010 is intended to ensure that Estyn and WAG work together to develop frameworks for international external inspection, which complement each other and that use resources to best effect. Efforts are also being made to bring self-assessment guidance provided by each organisation together, so that providers only have one framework against which to evaluate their own performance.

Northern Ireland

In Northern Ireland, the evaluation of the effectiveness of a college's self-evaluation arrangements forms an important part of external inspections. Providers must submit their annual self-evaluation reports and improvement plans to the Department for Employment and Learning (DEL) for monitoring and approval. The Education and Training Inspectorate (ETI) evaluates the quality of the organisation's improvement planning through district visits and scrutiny of their self-evaluation report and improvement plan. Each organisation's improvement plan is graded, and feedback provided to both the DEL and the organisation. Guidance on quality assurance, including self-evaluation and its links to inspection are available in a publication first revised in 2003 and then in 2008, 'Improving Quality: Raising Standards: Arrangements for the Inspection of Further Education Programmes in Northern Ireland' (ETI, 2008).

Performance indicators

In England, Wales and Northern Ireland, a range of performance indicators are required by law to be made available to students, prospective students and the wider community; see sections 2.7.2.1.2. and 2.7.2.2. .

[Improving Quality: Raising Standards: Arrangements for the Inspection of Further Education Programmes in Northern Ireland Part A and Part B \(ETI, 2008a\)](#)

[Quality and Effectiveness Framework for post-16 learning in Wales: Delivering Skills that Work for Wales \(WAG, 2009b\)](#)

[Quality Handbook \(WAG, 2007a\)](#)

[Quality Improvement and Self-Assessment \(LSC, 2005a\)](#)

[Self-assessment and planning for improvement: A practical guide for providers of post-16 education and training in Wales \(Haines et al, 2007\)](#)

[Self-assessment and the Inspection Process \(ALI, 2005\)](#)

[Skills that Work for Wales: a Skills and Employment Strategy and Action Plan \(DCELLS, 2008k\)](#)

[The Common Inspection Framework for Inspecting Post-16 Education and Training \(Ofsted and ALI, 2005\)](#)

Department for Business, Innovation and Skills (BIS)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Department for Children, Schools and Families (DCSF)

Department for Employment and Learning (Northern Ireland) (DEL)

Education and Training Inspectorate (Northern Ireland)

Learning and Skills Council (LSC)

Ofsted - Office for Standards in Education, Children's Services and Skills

9.4.1.3. Internal evaluation in higher education institutions

Universities and colleges of higher education in England, Wales and Northern Ireland are autonomous, self-governing institutions. Each is responsible for the standards and quality of its academic awards and programmes and has its own internal procedures for attaining appropriate standards and assuring and enhancing the quality of its provision.

Most institutions carry out both regular monitoring and periodic review of programmes. This monitoring considers how effectively a programme achieves its stated aims and the success of students in attaining the intended learning outcomes. It is usually undertaken by the department providing the programme, and often involves a programme team appraising its own performance at the end of an academic year. The process may take into account reports from external examiners, staff and student feedback, reports from any professional body that accredits the programme and feedback from former students and their employers. It may result in adjustments to the curriculum or to student assessment, to ensure continued effectiveness.

Periodic review in institutions is carried out, typically, every five years and normally involves external experts. It looks at whether the aims and intended learning outcomes set for a programme are still valid and are being achieved. Institutions also have in place arrangements for the periodic review of the various services they provide to their students.

Scrutiny of internal quality assurance systems forms a central part of the institutional audit process of external evaluation. The Higher Education Funding Council for England has issued guidance, 'Information on Quality and Standards in Higher Education: Final Guidance' (HEFCE, 2003) on the information to be provided by each higher education institution.

Institutions are supported in their internal evaluation procedures by reference points which aim to define clear and explicit academic standards provided by the Quality Assurance Agency for Higher Education (QAA) (see 9.4.2.3.1.). The QAA's work on defining academic standards for public information and as reference points for review activities has produced the following frameworks:

- The frameworks for higher education qualifications which aim to promote a clear understanding of the achievements and attributes represented by the main qualification titles.
- Subject benchmark statements which set out expectations about the standards of degrees in a range of subject areas.
- Programme specifications – the sets of information that each institution provides about its programmes.
- The 'Code of Practice for the Assurance of Academic Quality and Standards' which sets out system-wide expectations covering matters relating to the management of academic quality and standards in higher education.
- Records of achievement for students which help to make the outcomes, or results, of learning in higher education explicit and valuable.

Indicators on other aspects of institutional performance are also published. They are intended to offer an objective measure of how a higher education institution (HEI) is performing, to contribute to a greater public accountability by the sector, as well as to ensure that policy decisions can be made on the basis of consistent and reliable information. Comparative data on the performance of higher education institutions in widening participation, student retention, learning and teaching output, research, and employment of graduates is published annually by the Higher Education Statistics Agency (HESA) for all publicly funded higher education institutions (HEIs) in the UK. The Performance Indicators Steering Group (PISG) oversees the development and publication of the performance indicators on behalf of the funding bodies and the higher education (HE) sector. (NB. PISG is made up of representatives of the funding bodies, HESA, government departments, HE institutions, and other interested bodies.)

As part of the consultation on the future of quality assurance in higher education, a new method of institutional audit which will apply from 2011-12 is being developed. See section 9.2. for further information.

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 2: Collaborative Provision (QAA, 2004)

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 10: Admissions To Higher Education (QAA, 2006)

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 1: Postgraduate Research Programmes (QAA, 2004a)

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 4: External Examining (QAA, 2004b)

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 5: Academic Appeals and Student Complaints on Academic Matters (QAA, 2000a)

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 6: Assessment of Students (QAA, 2006a)

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. Section 7: Programme Design, approval, monitoring and review (QAA, 2006b)

Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Students with disabilities (QAA, 2010)

Information on Quality and Standards in Higher Education: Final Guidance (HEFCE, 2003)

Higher Education Statistics Agency (HESA)

Quality Assurance Agency for Higher Education (QAA)

9.4.2. External Evaluation

In England, Wales and Northern Ireland, there are well-established systems for the external evaluation of institutions at all levels of education. See the sub-sections below for further information: 9.4.2.1. for the external evaluation of pre-primary, primary and secondary institutions and 9.4.2.2. for the external evaluation of further and adult education institutions. For the external evaluation of higher education institutions, see 9.4.2.3..

9.4.2.1. External evaluation of pre-primary, primary and secondary institutions

The sections below describe the system of inspection of schools by a national inspectorate. See section 9.4.2.1.1. for England, 9.4.2.1.2. for Wales and 9.4.2.1.3. for Northern Ireland.

Local authorities (LAs) in England and Wales also have duties to promote choice, diversity, high standards and the fulfilment of potential for every child – see section 9.4.2.1.4. for details of this. In Northern Ireland, Education and Library Boards support their schools to help them improve, but they do not have the same statutory responsibilities as do local authorities in England and Wales, so they are not considered here.

9.4.2.1.1. Inspection by national inspectorates in England

Pre-primary

The arrangements for the inspection of nursery education settings in the voluntary and private sectors receiving government funding are governed by separate legislation from that which governs the arrangements for the inspection of similar education provided by nursery schools and nursery classes within primary schools.

For provision in schools, the School Standards and Framework Act 1998 requires Her Majesty's Chief Inspectors (HMCI) to keep the Secretary of State in England informed about:

- the quality and standards of nursery education
- the spiritual, moral, social and cultural development of children for whom nursery education is provided.

The Education Act 2005 amended the School Standards and Framework Act 1998 and expanded these requirements. HMCIs now also have to report on:

- how far relevant nursery education meets the needs of the range of children for whom it is provided
- the quality of leadership and management in connection with the provision of relevant nursery education
- the contribution of relevant nursery education to the well-being of the children for whom it is provided.
- The inspection of provision in the voluntary and private sectors is one of the responsibilities of Ofsted (the Office for Standards in Education, Children's Services and Skills), and is undertaken by childcare inspectors. With the introduction of the Early Years Foundation Stage (EYFS) (in September 2008), which is a single framework setting the standards for care, learning and development for children from birth to age five, providers for this age group are registered on either the childcare or the early years register. Ofsted has regard to the 'Statutory framework for the Early Years Foundation Stage' (DCSF, 2008m) and providers on both registers are inspected against the 'Framework for the regulation of those on the Early Years and Childcare Registers' (Ofsted, 2008a).

Newly registered providers are generally inspected within a short period of registration. They are then inspected within the prescribed period set out in regulations. This is at least once within three years starting from 1 August after their last inspection. Settings in which the last inspection concluded that the quality of provision was inadequate, where there have been significant changes since the last inspection, or where there have been complaints about the quality of provision, are inspected most frequently.

Although there is no legal requirement, providers are encouraged to complete an early years self-evaluation.

During the inspection, inspectors gather evidence of the quality and standards of early years provision through discussion, direct observation and examination of relevant documents. In particular, they observe what children are doing, the way in which adults relate to them, and how well the adults care for the children and help them learn. Inspectors grade the quality of care and/or nursery education according to a four-point scale:

- Grade 1: outstanding – applies to exceptional provision
- Grade 2: good – applies to strong provision in which children are well cared for
- Grade 3: satisfactory – applies to provision which is sound but could be better

- Grade 4: inadequate: category 1 – applies to provision which is weak. It gives cause for concern but is likely to improve without external help and support
- Grade 4: inadequate: category 2 – applies to poor provision which needs urgent attention and is unlikely to improve without enforcement action being taken, and help and support from external agencies.

At the end of the inspection, inspectors give feedback on their findings and judgements to the registered provider (or childminder). They also explain what needs to be done to improve aspects of provision and/or to ensure that conditions of registration and/or the statutory requirements of the EYFS are met. All reports are published.

Primary and Secondary schools

All external inspection of provision provided in schools (including nursery classes in primary schools and post-compulsory education in secondary schools) is carried out under section 5 of the Education Act 2005. It is a process of evidence gathering in order to provide an assessment of how well a school is performing. Inspections are short and focused, and dialogue with senior managers in the school plays a central part. The school's self-evaluation (see section 9.4.1.1.) provides the starting point for inspectors, and the views of pupils, parents and other stakeholders are taken into account. Inspections are conducted by a lead inspector and, depending on the size of the school, a team of inspectors. The frequency, length and number of inspectors involved in the inspection of a school is in proportion to the need for guidance to support improvement.

Also under the Education Act 2005, Her Majesty's Chief Inspector is required to keep the Secretary of State in England informed about:

- the quality of education provided by schools
- how far the education meets the needs of the range of pupils in the school
- the educational standards achieved in schools
- the quality of the leadership in and management of schools, including whether the financial resources made available to schools are managed efficiently
- the spiritual, moral, social and cultural development of pupils in schools
- the contribution made by the school to the well-being of pupils
- the contribution made by the school to community cohesion.

In addition, the Education and Inspections Act 2006, requires Ofsted to carry out its work in ways which encourage the services it inspects and regulates to improve, be user-focused and be efficient and effective in the use of resources.

The overarching principles of Ofsted Inspection are set out in 'Ofsted Inspects' (Ofsted, 2009e). See section 9.3. for further information.

The inspection framework applies to all maintained schools, including special schools, pupil referral units (see section 10.6.2.), academies, city technology colleges, city colleges for the technology of the arts and some non-maintained special schools.

In September 2009, Ofsted began varying the frequency of schools' inspections depending on the results of their previous inspection, and an annual assessment of their subsequent performance. The latter involves an analysis of the school's public performance data. From 2010, it also includes the views of parents, pupils and others and, in addition, from 2010, the views of parents now influence the choice of which schools are to be inspected. Where the data are not available or are inconclusive, the school's previous inspection report and its most recently submitted self-evaluation from (SEF) are reported.

Since September 2009, schools judged good or outstanding at their previous inspection are inspected at approximately five-year intervals unless:

- The annual assessment of their performance suggests that they should be inspected earlier.
- Safeguarding and/or welfare concerns suggest they should be inspected earlier.
- Ofsted has received and investigated a qualifying complaint about a school which, taken alongside other available evidence, suggests that it would be appropriate to bring forward the school's inspection.
- They are part of an annual sample selected to ensure that the Annual Report of Her Majesty's Chief Inspector (HMCI) reflects a cross-section of schools of all types, phases and effectiveness.
- They are part of a 'statutory hard federation' (see 2.6.3.) or share important aspects of their provision, thereby making it necessary and/or desirable to inspect schools in 'partnership' at the same time.
- They are a special school, a pupil referral unit, a school with residential provision or a school with registered provision for children from birth to age three..

Schools which were judged satisfactory at their previous inspection are inspected within three school years from the end of the school year in which that inspection took place. A significant proportion of these schools receive monitoring inspections to check on their progress following the last full inspection.

Schools judged inadequate in their overall effectiveness continue to receive monitoring visits. They are re-inspected after a specific period. If a school's overall effectiveness is judged inadequate, inspectors must decide whether it requires 'special measures', or a 'significant improvement notice' (commonly known as 'notice to improve'). Schools require special measures when they are failing to give learners an acceptable standard of education, and when the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement. A school requires 'significant improvement' when it is failing to provide an acceptable standard of education but does show the capacity to improve, or when it is performing at a level significantly below that which it might be expected to.

- Most schools receive one or two days notice before being inspected. However, some schools may not receive any notice of an inspection; this is usually because there are safeguarding concerns, a school's academic standards have shown a rapid decline or a strong 'voice of concern' has been raised by parents. Monitoring visits (carried out in all schools judged inadequate and about 40 per cent of those judged satisfactory) are conducted without notice.
- Inspections do not usually last longer than two days but the number of inspectors involved varies according to the size and nature of the school. The number of inspectors ranges from one to five.

Inspectors use the schools' self evaluation form (SEF), and performance data about the school (such as that provided by RAISEonline – see 9.4.1.1.) as the basis for discussion between the lead inspector and, the headteacher, the senior management team and, where possible, governors of the school.

A common grading scale is used in making judgments for institutional inspection. The grades are:

- Grade 1 Outstanding
- Grade 2 Good
- Grade 3 Satisfactory
- Grade 4 Inadequate.

A copy of the inspection report is sent to the governing body, the headteacher, the local authority and others. The governing body must send a copy of the report to all parents and carers of pupils at the school within five working days of receiving it. The report is subsequently published on Ofsted's website.

More information on the inspection arrangements in England can be found in the 'Framework for School Inspection' (Ofsted, 2009) and associated guidance documents.

Guidance on schools causing concern, which sets out the requirements for follow-up action by LAs and schools, and on the powers of intervention of the LA, the Secretary of State, and others has been provided

(Ofsted, 2008). For further information on policies on schools causing concern, including the support available, see the DCSF Standards website –<http://www.standards.dfes.gov.uk/sie/si/SCC/>.

Five regional inspection providers (RISPs), which are external organisations, now work with Ofsted on a commercial basis. They organise inspection teams using HMI and/or additional inspectors (AIs) who are either the employees of the providers, or who work under contract to them. AIs are recruited, trained and assessed by RISPs to standards set by Ofsted.

In addition, one of the recommendations of the Lamb Inquiry (see section 10.2.1.) is a commitment to strengthen inspection law so that schools are assessed on how they support children with special educational needs (SEN) and disabilities. Provision for this is included in the Children, Schools and Families Bill 2009.

Note: Some schools have a religious character and teach denominational religious education. There are separate provisions under the Education Act 2005 in England for the inspection of religious education and the content of collective worship in these schools (see section 4.10.1.3.).

[Framework for School Inspection \(Ofsted, 2010\)](#)

[Framework for the regulation of those on the Early Years and Childcare Registers \(Ofsted, 2008a\)](#)

[Ofsted Inspects \(Ofsted, 2009e\)](#)

[Statutory Framework for the Early Years Foundation Stage \(DCSF, 2008m\)](#)

[Statutory Guidance on Schools Causing Concern: September 2008 \(Ofsted, 2008c\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[Children, Schools and Families Bill 2009](#)

[Education Act 2005](#)

[Education and Inspections Act 2006](#)

[School Standards and Framework Act 1998](#)

9.4.2.1.2. Inspection by national inspectorates in Wales

Pre-primary

The inspection of non-maintained nursery education offered by providers included in the local authorities' Early Years Development and Childcare Plans is governed by the Schools Standards and Framework Act 1998. The Act requires the Chief Inspector to keep the Welsh Assembly Government informed about:

- the quality and standards of nursery education
- the spiritual, moral, social and cultural development of children for whom nursery education is provided.

Currently, these settings are inspected within a six-year cycle which started in 1999. In undertaking the inspections, registered nursery education inspectors are required to comply with Estyn's Framework for the Inspection of Educational Provision for Children Before Compulsory School Age (OHMCI, 1999).

Estyn is responsible for training and registering nursery education inspectors, monitoring the quality of inspections and inspection reports and corroborating judgements where the quality of educational provision is considered to be substantially below that required.

The inspection of the quality of care provided is the responsibility of the Care and Social Services Inspectorate Wales (CSSIW), a comprehensive social and health care regulator, established in 2002 under the powers of the Care Standards Act 2000. Estyn and CSSIW inspectors liaise over areas of overlap in their work.

Maintained nursery, primary and secondary schools

Estyn carries out inspections of maintained nursery schools and primary schools under Section 10 of the School Inspections Act 1996. The Act requires the Chief Inspector to maintain a register of independent inspectors (registered, team and lay inspectors) who are considered appropriate to conduct these inspections. Under the Act, the Chief Inspector may also direct Her Majesty's Inspectors of Education and Training (HMI) to inspect schools, where necessary.

The arrangements in Wales are underpinned by the same broad legal framework as in England, but, at a more detailed level, there are a number of differences. Inspections in Wales use 'The Common Inspection Framework for Education and Training in Wales' (Estyn, 2002b). All schools are inspected at least once every six years and inspections report on the following:

- educational standards
- quality of education
- quality of leadership in, and management, of the school (including whether the financial resources made available to the school are managed effectively);
- the spiritual, moral, social and cultural development of pupils.

Inspectors use grades to summarise inspection judgments and use the following five-point scale to communicate results to schools:

- Grade 1: good with outstanding features
- Grade 2: good features and no important shortcomings
- Grade 3: good features outweigh shortcomings
- Grade 4: some good features, but shortcomings in important areas
- Grade 5: many important shortcomings.

Each inspection report makes clear recommendations for improvement where these are required. Reports provide school management teams with clear and specific indications of the shortcomings they need to overcome in their post-inspection action plans.

Schools with the most severe weaknesses are described as needing 'special measures'. Their progress is monitored each term and they are re-inspected one year after being placed in special measures. Schools in special measures have a number of shortcomings in important areas, including low standards of pupil achievement, poor quality educational provision, and weak leadership and management. They are considered to need extra help to get themselves back on track.

NB. In 2010, Estyn will begin introducing new inspection arrangements, see section 9.2.2. for details.

Note: Some schools have a religious character and teach denominational religious education. There are separate provisions under the Education Act 2005 in Wales for the inspection of religious education and the content of collective worship in these schools (see section 4.10.1.3.).

[The Common Inspection Framework for Education and Training in Wales \(Estyn, 2002b\)](#)

[The Inspection of Educational Provision for Children before Compulsory School Age: Guide for Inspectors \(OMHCI, 1999\)](#)

[Care and Social Services Inspectorate Wales \(CSSIW\)](#)

[Estyn](#)

National Assembly for Wales (NAFW)

Care Standards Act 2000

Education Act 2005

School Inspections Act 1996

School Standards and Framework Act 1998

9.4.2.1.3. Inspection by the national inspectorate in Northern Ireland

In contrast to England and Wales, Northern Ireland has no system of contracting out the inspection of schools, and the Education and Training Inspectorate (ETI) remains part of the Department of Education.

Pre-primary

The inspection of pre-school education in the private and voluntary sectors funded through the 'Pre-school Education Development Plan' of an Education and Library Board (ELB) is organised by the Education and Training Inspectorate. Providers are expected to follow the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) Curricular Guidance for Pre-school Education (CCEA, 2006).

The inspection of grant-aided (publicly funded) nursery schools and nursery units within primary schools is covered by the arrangements for the inspection of schools (see below).

Primary and secondary schools

The Education and Training Inspectorate (ETI) is committed to inspecting an organisation every seven years; in practice, visits or other types of inspection activity are more frequent. Schools are given four weeks written notice of inspection.

Inspections are conducted in accordance with the 'Common Framework for Inspection', (ETI, 2008). In all inspections, the fundamental task of the inspection team is to:

- make, and communicate, an objective professional evaluation of the quality of learning and teaching, including the standards achieved by learners
- evaluate the quality and effectiveness of the leadership and management of the organisation being inspected
- support this professional evaluation with evidence, in the main based on observation.

Inspections are generally performed by an inspection team of two or more inspectors under the leadership of the reporting inspector (RI), assisted by a deputy reporting inspector (DRI). Some inspection teams include a Lay Member or an Associate Assessor (AA). An AA is a professional from an educational organisation with expertise and experience in a particular educational area. AAs are appointed by public advertisement and interview. An AA joins an inspection team and contributes in the area(s) within their professional expertise. A Lay Member represents the public and receives no payment. He or she brings an additional impartial view to aspects of a school's work, such as the degree to which the views of parents are taken into account. Lay members have no responsibility for evaluating the quality of teaching and learning.

The members of the inspection team ask three key questions:

- How well do learners achieve?
- What is the quality of learning?
- What is the quality of leadership and management?

At the completion of an inspection, the RI and a team member give an oral report to the principal, the chairman of the Board of Governors and a representative of the employing authority. Some schools may require a follow-up inspection (FUI). The depth and length of this FUI will depend on the outcomes of the

initial inspection. Schools in which major issues are identified as needing attention can expect a more searching FUI than those in which areas for improvement are identified as being less significant. FUIs usually take place at least a year after the inspection report has been published and assess the progress made in addressing the main issues identified in the report.

The outcomes of a FUI are reported to the organisation and a letter is issued highlighting progress made in addressing the areas identified for improvement. In particular circumstances, where some areas have not been sufficiently or satisfactorily addressed, these will be highlighted during the report back and could form the basis for a subsequent inspection with a published report.

Since September 2008, the Education and Training Inspectorate has related its evaluations to six performance levels as follows:

- **Outstanding:** In the areas inspected, the quality of education/training provided by this organisation is outstanding; the quality of pastoral care is also outstanding; and the organisation has demonstrated its capacity for sustained self-improvement.
- **Very good:** In the areas inspected, the quality of education/training provided is very good; is meeting effectively the educational and pastoral needs of learners; and demonstrates a capacity for sustained self-improvement.
- **Good:** The inspection has identified areas for improvement which the organisation has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the organisation's progress on the areas for improvement.
- **Satisfactory:** The inspection has identified areas for improvement in standards/learning and teaching/leadership and management which need to be addressed if the needs of all the learners are to be met more effectively. The Education and Training Inspectorate will monitor and report on the progress in addressing the areas for improvement.
- **Inadequate:** The inspection has identified significant areas for improvement in standards, learning and teaching and leadership and management, which need to be addressed urgently if the organisation is to meet effectively the needs of all learners. The Education and Training Inspectorate will monitor and report on progress in addressing the areas for improvement, over a 12 to 18-month period.
- **Unsatisfactory:** The inspection has identified major areas for improvement in standards/learning and teaching/leadership and management which need to be addressed urgently if the organisation is to meet effectively the needs of all of its learners. The Education and Training Inspectorate will monitor and report on progress in addressing the areas for improvement, over a 12 to 18-month period.

The nature and process of inspection described above include changes made to reflect the Government's principles of public services inspection. There are eight new or revised models including: pre-school, primary, post-primary, special education, alternative education, youth, training and 'area' inspections (which cover aspects of 14-19 education). The new models include the following features:

- shorter notice of inspection
- shorter inspection
- increased use of associate assessors (AAs)
- increased use of questionnaires for seeking the views of parents, teachers and governors
- stronger focus on leadership and management
- shorter inspection reports
- increased use of the institution's self-evaluation
- scale of inspection proportionate to risk (primary schools only).

[Common Framework for Inspection \(ETI, 2008\)](#)

[Curricular Guidance for Pre-School Education \(CCEA, 2006\)](#)

Department of Education (Northern Ireland) (DE)

Education and Training Inspectorate (Northern Ireland)

9.4.2.1.4. Local authorities' responsibilities for monitoring and evaluation in England and Wales

To meet their duties to promote choice, diversity, high standards and the fulfilment of potential for every child, local authorities (LAs) in England and Wales are expected to monitor schools' performance through the analysis of information about standards and other aspects of school performance already available to them, and through the examination of school development plans and post-inspection action plans. LAs also collect information through judgments made by schools' own self-evaluation and through direct observation of schools' activity through visits by their own inspection and advisory services. These services provide advice and consultancy to help schools analyse their current standards, identify effective ways of improving, set targets and keep in touch with good practice. LA staff may specialise in a particular phase (such as pre-school education), a curricular area (such as modern languages) or service-wide policy (such as equal opportunities).

In England, the School Improvement Partner (SIP) provides the main (but not the only) link between a local authority and school. The guiding principles of the School Improvement Partner's work are:

- focus on pupil progress and attainment across the ability range, and the many factors which influence it, including pupil well-being, extended services and parental involvement
- respect for the school's autonomy to plan its development, starting from the school's self-evaluation and the needs of the pupils and of other members of the school community
- professional challenge and support, so that the school's practice and performance are improved
- evidence-based assessment of the school's performance and its strategies for improving teaching and learning.

All schools have SIPs; how their time is utilised is decided by local authorities but in general they are expected to devote five days a year to an individual school. The National College for Leadership of Schools and Children's Services is responsible for accrediting SIPs until 2010. SIPs replaced the role of the link adviser/inspector as part of the 'New Relationship with Schools' (DfES and Ofsted, 2004) (see 9.4.1.1.).

The Department for Children, Schools and Families (DCSF) White Paper 'Your child, your schools, our future' (GB. Parliament. HoC, 2009a) contains a commitment to reform the role of the SIP that they are responsible not only for monitoring school performance and challenging schools to improve but have a wider role in brokering appropriate support. For further details of provisions and implementation of the White Paper, see section 2.2.1.

LAs in both England and Wales are expected to identify schools in their area which are underachieving, low-attaining or otherwise giving cause for concern, and to take an active role in relation to these schools to bring about the necessary improvements. Where the LA is concerned that a school is at risk of failing its pupils, it has certain powers. Under Section 51 of the Education Act 2005, for example, an LA may carry out an inspection of any school it maintains in order to gather the information it requires to carry out its functions, provided that it is not practicable to obtain the information in any other manner. Guidance on the role of LAs in carrying out such duties was first set out in the Code of Practice on LEA-School Relations. Updated guidance, which reflects the provisions of the Education and Inspection Act 2006 has since been published (Ofsted, 2008c). In Wales, The Code of Practice on LEA-School Relations (NAfW, 2001c) is still in existence. It provides similar guidance and advice for local authorities in Wales.

[A New Relationship with Schools \(DfES and Ofsted, 2004\)](#)

[Code of Practice on Local Education Authority - School Relations \(NAfW Circular 0027/2001\) \(NAfW, 2001c\)](#)

[Statutory Guidance on Schools Causing Concern: September 2008 \(Ofsted, 2008c\)](#)

Your Child, your Schools, our Future: Building a 21st Century Schools System. Cm 7588. (GB. Parliament. House of Commons, 2009a)

National College for School Leadership and Children's Services (NCSL)

Education Act 2005

9.4.2.2. External evaluation of further and adult education institutions

See the sub-sections which follow. Sections 9.4.2.2.1. 9.4.2.2.2. and 9.4.2.2.3. cover further and adult education in England, Wales and Northern Ireland respectively.

9.4.2.2.1. Inspection of further education and adult education in England

The inspection of further and adult education is the responsibility of Ofsted (the Office for Standards in Education, Children's Services and Skills), under its expanded remit (see section 9.1.1.). Information on the organisation and management of inspections and guidance for inspectors and colleges on the evaluation requirements are provided in the 'Handbook for the inspection of further education and skills from September 2009' (Ofsted, 2009d). The Handbook was devised to be in line with the Education and Inspection Act 2006. It is based on the common evaluation schedule which informs all of Ofsted's inspections.

The Framework for inspection applies to the inspection of provision funded by the Learning and Skills Council (and the funding bodies that will succeed it) and the Department for Work and Pensions (see section 7.5.).

The main purposes of inspection are to:

- provide users with information; this informs their choices and preferences about the effectiveness of the providers they use or may use in the future
- help bring about improvement by identifying strengths and areas for improvement, highlighting good practice and judging what steps need to be taken to improve provision further
- provide the relevant Secretaries of State and other stakeholders with an independent public account of the quality of education and training, the standards achieved and the efficiency with which resources are managed
- make judgements that may inform Comprehensive Area Assessments in each local area (see section 9.5.1.).

Ofsted adopts a risk-proportionate approach to inspection to enable inspectors to focus their efforts where they have the greatest impact. It uses a broad range of indicators to select providers to inspect the following year. Where available, these include a college or provider's previous inspection record, self-assessment, performance data (including trends over the last three years), Framework for Excellence outcomes (see section 9.4.1.2.) and any information on significant changes to the type of provision and learner numbers.

Providers are generally inspected within three or four years of their previous inspection; however the highest performing will have up to six years between inspections. Providers judged satisfactory (see below) receive focused monitoring visits which aim to monitor progress in improving aspects of their work. All providers judged to be inadequate (see below) for overall effectiveness at the previous inspection or for an aspect or subject area receive re-inspection monitoring visits. These take place six to eight months after the last full inspection. Following a re-inspection visit, a provider will either have a partial inspection of the aspect of provision judged inadequate or a full inspection 12 to 15 months after the last full inspection.

Both monitoring visits and re-inspection monitoring visits are shorter than full inspections. Their main aim is to judge progress being made against defined themes. Progress against each theme is judged to be significant, reasonable or insufficient.

Learning and skills providers are normally given two to three working weeks' notice before a planned inspection. This applies to all types of inspection activity. A full inspection normally lasts between three and five days on site, although the number of inspectors involved in the inspection will vary according to the size and nature of the provider. Focused monitoring and re-inspection monitoring visits last between one and three days, depending on the scope of the visit and the size of the provider.

A common grading scale is used in making judgements for organisational inspections:

- Grade 1 – outstanding
- Grade 2 – good
- Grade 3 – satisfactory
- Grade 4 – inadequate.

Any limiting grades are considered before the overall effectiveness judgement is made. Limiting grades relate to safeguarding and equality and diversity as these are considered to be essential in assuring the quality of the development and well-being of young people and adults. The grades for these two aspects may therefore limit other grades, including the grade for overall effectiveness.

All learning and skills inspections are led by an Her Majesty's Inspector (HMI), assisted by HMIs and/or additional inspectors (AI). Before taking part in the inspection of colleges, each HMI and AI must satisfactorily complete a course of training specified by Ofsted. Inspectors who have been trained in the use of the Common Inspection Framework (CIF) are approved to inspect 16–19 education, provision for learners over 19 years of age, college provision for learners aged 14–16 and/or the inspection of work-based learning. Members of inspection teams collectively have the expertise and experience to examine all aspects of the provision covered by the inspection.

The inspection report is published on the Ofsted website.

To complement the system of inspection described above, which focuses on the learner's experience and achievements, Learning and Skills Councils also review the performance of the further education providers they fund. This takes place by means of an annual planning review which takes account of a wide range of evidence about providers, drawn from self-assessment reports, performance data, reports from awarding bodies, the monitoring of financial management and inspection findings. The review findings are used to identify those providers who need support and whose performance gives cause for concern and/or the use of 'special measures'. The Apprenticeships, Skills, Children and Learning Act 2009 transfers these responsibilities to the Chief Executive of Skills Funding.

[Handbook for the inspection of further education and skills from September 2009 \(Ofsted, 2009d\)](#)

[Department for Work and Pensions \(DWP\)](#)

[Learning and Skills Council \(LSC\)](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

[Education and Inspections Act 2006](#)

9.4.2.2.2. Inspection of further and adult education in Wales

In addition to the inspection of further and adult education in Wales, Estyn's remit also includes responsibility for inspecting work-based training funded by the Welsh Assembly Government, such as the New Deal programme (see 7.10.7. and 7.10.8.), Careers Wales companies and adult education. The 'Common Inspection Framework for Education and Training in Wales' (Estyn, 2002b) is used for all inspections of all these types of provision. Guidance on how to apply the framework to the inspection of further education institutions has also been published (Estyn, 2002a).

In addition, the Welsh Assembly Government has a statutory duty, under the Learning and Skills Act 2000, to secure the provision of facilities which are of a quality adequate to meet the reasonable needs of learners. The Department for Children, Education, Lifelong Learning and Skills (DCELLS) expects the institutions which it funds to develop their own quality management systems to ensure continuous improvement and achieve and maintain high standards.

The website provides access to information on Provider Performance Review (PPR), a structured and systematic programme of regular reviews by DCELLS of providers' performance, quality and standards. The reviews include the following areas of performance, each of which is underpinned by detailed criteria and performance measures:

- participation and responsiveness
- learners' experiences and achievements
- planning and management
- finance and compliance.

Reviews result in categorisations for each of these areas, on a five-point scale ranging from 'excellent' to 'serious concerns'. Where PPR identifies concerns about performance, providers are required to implement action plans for improvement, and are closely monitored to ensure that the shortcomings are addressed. The first full PPR was carried out in October 2005.

[Guidance on the Inspection of Further Education Institutions \(Estyn, 2002a\)](#)

[The Common Inspection Framework for Education and Training in Wales \(Estyn, 2002b\)](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Estyn](#)

[Learning and Skills Act 2000](#)

9.4.2.2.3. Inspection of further and adult education in Northern Ireland

The Education Reform (Northern Ireland) Order 1989 defined the responsibilities of the Education and Training Inspectorate (ETI) throughout the education service. The ETI is responsible for the inspection of further education colleges and inspections are conducted in accordance with the recently revised 'Common Framework for Inspection', (ETI, 2008). Inspection teams are led by a Reporting Inspector (RI) and may include associate assessors (AA), drawn from other colleges, working alongside ETI staff.

The members of the inspection team ask three key questions:

- How well do learners achieve?
- What is the quality of learning?
- What is the quality of leadership and management?

In addition, provision is graded on a six point scale:

- Outstanding
- Very good
- Good
- Satisfactory
- Inadequate
- Unsatisfactory.

All ETI reports on the education system, including reports of institutional inspections, are published.

Further information on inspection and other aspects of quality assurance is available in guidance revised in 2003, 'Improving Quality: Raising Standards: Arrangements for the Inspection of Further Education Programmes in Northern Ireland', (ETI, 2003a).

New and revised forms of inspection were developed and introduced in September 2005 to evaluate provision across all phases of education (other than higher education). The new models include the following features:

- shorter notice of inspection
- shorter inspection
- increased use of associate assessors (AAs) (an AA is a professional from an educational organisation who joins an inspection team to contribute in the area(s) within his/her particular professional expertise)
- increased use of questionnaires for seeking the views of parents, teachers and governors
- stronger focus on leadership and management
- shorter inspection reports
- increased use of the institution's self-evaluation.

Common Framework for Inspection (ETI, 2008)

Improving Quality: Raising Standards: Arrangements for the Inspection of Further Education Programmes in Northern Ireland Part A and Part B (ETI, 2008a)

Education and Training Inspectorate (Northern Ireland)

Education Reform (Northern Ireland) Order 1989

9.4.2.3. External evaluation of higher education

There are different systems for evaluating the quality of education in higher education institutions (see section 9.4.2.3.1.) and for evaluating the quality of research (see section 9.4.2.3.3.). The evaluation of initial teacher training is subject to specific requirements (see 9.4.2.3.2.).

9.4.2.3.1. Evaluation of higher education institutions – institutions

Institutional audit

The Quality Assurance Agency for Higher Education (QAA) was set up in 1997 as an independent body funded by subscriptions from universities and colleges of higher education throughout the UK, as well as through contracts with the funding bodies. The QAA advises government on applications for the granting of degree awarding powers, university title, or designation as a higher education institution. It acts on behalf of the UK higher education funding bodies in respect of the assessment of the quality of education. It aims to safeguard the public interest in sound standards of higher education qualifications, and to encourage continuous improvement in the management of the quality of higher education. It does this in two ways: by providing reference points that help to define clear and explicit standards (see 9.4.1.3.); and by reviewing standards and quality using peer review processes where teams of academics conduct audits and reviews. However, the QAA is not a regulator. It has no powers over higher education institutions (HEIs) and no statutory authority.

The higher education funding bodies in England, Wales and Northern Ireland (see 2.8.4. also have responsibilities for quality assurance – they have a statutory duty to ensure that provision is made for assessing the quality of the education they fund. Information on some of the ways in which these responsibilities are discharged is available in 9.4.1.3.

There are some differences between the arrangements in operation for reviewing quality and standards in England, Wales and Northern Ireland.

England and Northern Ireland

In England and Northern Ireland, institutions are reviewed through an institutional audit.

A revised method of institutional audit was introduced in 2006 (QAA, 2006c) for the cycle that extends from 2005-06 to 2010-11.

The basic institutional audit team normally comprises four auditors and an audit secretary. Each audit is coordinated by a QAA Assistant Director. At the time of appointment, auditors are expected to have current expertise in and experience of teaching and management in higher education (HE). They are selected by QAA from nominations made by UK institutions.

Institutional audits examine:

- The effectiveness of an institution's internal quality assurance structures and mechanisms, and the way in which the quality of its educational provision and the academic standards of its awards are regularly reviewed and the resulting recommendations implemented. This provides public information on an institution's soundness as a provider of HE qualifications of national and international standing.
- The effectiveness of arrangements for maintaining appropriate academic standards and enhancing the quality of postgraduate research programmes.
- The effectiveness of an institution's approach to building systematically upon the outcomes of its internal quality assurance procedures, on the findings of reports of external reviews, and on other information and feedback from students, graduates and employers, in order to develop and implement institutional approaches to enhancing the quality of provision.
- The accuracy and completeness of the information that an institution publishes about the academic standards of its awards and the quality of its educational provision, including the published teaching quality information (TQI).

The audit process generally begins with a preliminary meeting between the institution and a QAA Assistant Director to discuss the structure and content of the audit as a whole. An audit team's visit to an institution takes place in two parts. The first part is the briefing visit, held five weeks before the audit visit and lasting for three days.

The actual audit visits last for five days, of which, up to four days involve meetings between the audit team and staff and students of the institution and, if relevant, its collaborative partners. The visit provides an opportunity for the team to pursue in greater depth the lines of enquiry identified at the briefing, to extend its study of the institution's documentation relating to the management of quality and standards, to meet particular groups of staff and students and generally to explore the focuses of audit as already identified. On the final day of the audit, the team considers its findings to make preliminary decisions and agreements on the results of the audit.

Following the audit, a report, which comprises an overview of the findings, is produced. This report is aimed at both lay and external professional audiences. It includes a technical annex which carries detailed and explanatory material that is intended to be of practical use to the institution.

The audit team uses the following criteria to judge the confidence that can reasonably be placed in the soundness of the institution's present and likely future management of the academic standards of its awards, and the confidence that can reasonably be placed in the soundness of the present and likely future management of the quality of learning opportunities available to students:

- CONFIDENCE - Judgments of confidence indicate that the institution is judged to possess rigorous mechanisms for the management of the security of the academic standards of its awards, and is using these effectively and consistently, and/or that the institution is judged to possess rigorous mechanisms for the management of the quality of learning opportunities available to students and

is using these effectively and consistently. These mechanisms include a strong and scrupulous use of independent external examiners and the use of independent external participants in internal quality management procedures.

- LIMITED CONFIDENCE - A judgment of limited confidence indicates that there is evidence that the institution's capacity to manage the quality of learning opportunities and/or the security of the standards of its awards soundly and effectively is limited or is likely to become limited in the future. The reason for this judgment may be significant weaknesses either in the management of the institution's structures and procedures or in their implementation. It indicates an outcome that is positive but that improvements need to be made.
- NO CONFIDENCE - A judgment of no confidence indicates that there is substantial evidence of serious and fundamental weaknesses in the institution's capacity to secure the academic standards of its awards and/or maintain the quality of its educational provision.

Depending on the judgment a different range of recommendations will be given. A judgment of confidence will be accompanied by a small number of advised recommendations but none that are essential. Judgments of limited confidence or no confidence will be accompanied by recommendations that are considered essential, or a number of recommendations that are advisable, as well as some which are considered advisable and desirable.

The different judgments also lead to different follow-up procedures.

- Institutions receiving a confidence judgment are subject to a mid-cycle follow-up, which normally takes place three years after an institutional audit which is part of the institutional audit schedule.
- Institutions receiving limited confidence judgments must first produce an action plan indicating how they intend to address the recommendations of the report, then a progress report relating to this plan. This must be done successfully within 18 months. If concerns remain about the effectiveness of the remedial action, QAA conducts a further visit.
- Institutions receiving a no confidence judgment must, within three months of report publication, submit an action plan to QAA, with implementation times within 18 months, indicating how they intend to address the recommendations in the report. They must then provide quarterly progress reports on how the identified weaknesses are being addressed. After 18 months, QAA carries out a short follow-up visit to the institution to check progress. The audit is not formally signed off until QAA is satisfied that the action plan has been implemented successfully. If, after 18 months, concerns remain about the effectiveness of the remedial action, QAA may bring forward the date of the next audit.

Wales

Institutional review is the means used to review how effectively higher education institutions in Wales manage the quality and standards of their academic provision. Reviews take place on a rolling programme and are carried out by a team of five reviewers.

A report is published on each institution's review. The reports contains judgements on whether or not confidence can be placed in the institution's own quality assurance systems. They also contain features of good practice and recommendations for further action.

The members of review teams all have recent experience of academic management and quality assurance in UK higher education. The teams look at information provided by the institution and by its students, and then visit the institution over a week where they meet with staff and students.

A review team uses, amongst others, the following sources of information:

- a self-evaluation document (SED) produced by the institution outlining its approach to managing the security of the academic standards of its awards and the quality of its educational provision, and offering a view of the effectiveness of that approach

- where made available, a submission as prepared by representatives of the student body
- any key documents (such as a Strategic Plan, Quality Manual or equivalent) that the institution wishes to submit with its SED as background or reference material
- reports that can be accessed directly by QAA about the institution or its provision, such as those produced by QAA and other relevant bodies, including professional, statutory and regulatory bodies (PSRBs), within the six years preceding the review.

The review teams make judgments on the confidence that can reasonably be placed in the soundness of the institution's present and likely future management of the academic standards of its awards, and the confidence that can reasonably be placed in the soundness of the institution's present and likely future management of the quality of the learning opportunities available to students. The following grades and follow-up actions are applied:

- CONFIDENCE – mid programme follow-up report required after three years, followed by Institutional review after six years
- LIMITED CONFIDENCE – Action plan, implemented within 18 months, followed by Institutional review within four years
- NO CONFIDENCE – action plan, regular reports and visit by QAA implemented within 12 months, followed by Institutional review within two years.

Institutional review reports include recommendations for further consideration by the institution. They identify features of good practice that the review team considers to make a particularly positive contribution to the institution's approach to the management of the security of academic standards and the enhancement of the quality of provision in the context of that institution.

A new handbook of the methods and procedures used in Wales was published for use from September 2009 (QAA, 2009).

To facilitate the inspection of higher education provided by further education institutions, the three organisations that ensure and oversee aspects of quality in Wales' universities have recently signed an agreement that commits them to working closer together. The Memorandum of Understanding was signed by the chief executives of the Higher Education Funding Council for Wales (HEFCW) and the Quality Assurance Agency (QAA) and by Her Majesty's Chief Inspector for Education and Training in Wales. This sets out the framework of cooperation between the organisations and aims to ensure that administrative burdens are reduced and expertise is shared

NB. The QAA has developed procedures for handling 'causes for concern' (QAA, 2008) in English and Welsh further and higher education institutions. Causes for concern are 'any policy, procedure or action implemented or omitted by an institution that appears likely to jeopardise the academic standards and quality of its higher education programmes and/or awards'.

Different arrangements for specific types of provision

Directly funded higher education provided in further education colleges

All higher education provision funded directly to further education colleges (see section 6.5.) by the Higher Education Funding Council for England is subject to review, whether validated by a higher education institution or other awarding body. Academic review is the subject-level review process used for this. Judgments are made about the academic standards and the quality of learning opportunities for students. Details on how the process works and guidelines for producing self-evaluation documents are provided in the Handbook for Academic Review (QAA, 2004e).

In Northern Ireland, since the start of the 2008/09 academic year, the QAA has been charged with quality assuring higher education provision in the six further education colleges. These new arrangements mean that all HE provision, regardless of where it is provided, is quality assured uniformly.

In Wales, the QAA is responsible to the Higher Education Funding Council for Wales (HEFCW) for assuring the quality of directly-funded higher education by further education institutions. It uses a process, developmental review, which is evidence-based and carried out through peer review. Review teams comment on the effectiveness of FE institutions' internal processes and systems for managing the quality and standards of HE provision, drawing on the academic infrastructure as a source of external reference points.

In 2009/10 QAA has begun to develop a review method for directly funded higher education in further education colleges. This review method is building upon the work undertaken in 2007-08, when QAA conducted developmental reviews of directly funded higher education in further education colleges in Wales.

Foundation degrees

The QAA also carries out reviews of Foundation Degrees in England. Foundation Degrees are a vocational qualification, delivered in two years and designed to equip learners with skills and knowledge relevant to their employment. They can be provided either in further education or higher education institutions. The 'Handbook for the Review of Foundation Degrees in England 2004-05' (QAA, 2004f) includes details of how the process works, guidelines for producing self-evaluations and details about the judgments.

Role of professional and statutory bodies

Professional and statutory bodies also have a role in quality assurance – they accredit academic programmes for the purpose of granting licences to practise in the fields for which they are responsible. For example, the British Psychological Society accredits programmes leading to an honours degree in psychology, and graduates of accredited programmes are eligible to become members of the Society.

Teaching quality information

The publication of Teaching Quality Information (TQI) forms part of the QAA's quality assurance framework and incorporates data from the National Student Survey (NSS). The NSS is an annual survey carried out in all HEIs in England, Wales and Northern Ireland to gather feedback on the quality of students' courses. It contributes to public accountability and informs the choices of future applicants to higher education; the Destination of Leavers of Higher Education (DLHE) survey; statistics derived from the Higher Education Statistics Agency (HESA); and the Individualised Learner Record (ILR) (a collection of data about learners and their learning aims).

Since 2007, TQI data has been published on the Unistats website (<http://www.unistats.co.uk/>). Unistats is developed and managed by the Universities and Colleges Admissions Service (UCAS) on behalf of the Higher Education Funding Council for England (HEFCE), the Higher Education Funding Council for Wales (HEFCW), the Department for Employment and Learning (DEL) in Northern Ireland and the Scottish Funding Council (SFC).

[Handbook for academic review 2004 \(QAA, 2004e\)](#)

[Handbook for Institutional Audit: England \(QAA, 2006c\)](#)

[Handbook for Institutional Review: Wales \(Second Edition\) \(QAA, 2009\)](#)

[Handbook for the review of Foundation Degrees in England 2004-05 \(QAA, 2004f\)](#)

[Handling Causes for Concern \(QAA, 2008\)](#)

[British Psychological Society](#)

[Department for Employment and Learning \(Northern Ireland\) \(DEL\)](#)

[Estyn](#)

Higher Education Funding Council for England (HEFCE)

Higher Education Funding Council for Wales (HEFCW)

Higher Education Statistics Agency (HESA)

Quality Assurance Agency for Higher Education (QAA)

Universities and Colleges Admissions Service (UCAS)

9.4.2.3.2. Evaluation of initial teacher training

England

The Education Act 2005 provides the remit for Her Majesty's Chief Inspector (HMCI) to inspect initial training of teachers for schools and, when requested by the Secretary of State, gives HMCI a duty to do so. The Post-16 Education and Training Inspection Regulations 2001 extended the remit of HMCI to cover the inspection of any publicly funded training of further education teachers. These remits were reinforced within the Education and Inspections Act 2006. As a result, the Office for Standards in Education, Children's Services and Skills (Ofsted) is responsible for conducting inspections of all providers of programmes leading to qualified teacher status (QTS) for maintained schools as well as programmes of further education teacher training validated by higher education institutions.

The main purposes of the inspection of initial teacher training are to:

- report on the outcomes for trainees, the overall quality of training and how well the provision is led, managed and quality assured
- drive improvement for trainees, and therefore for learners, by identifying strengths and weaknesses and highlighting good practice
- promote compliance with statutory requirements
- foster a culture of rigorous self-evaluation among providers, leading to continuous improvement or maintenance of very high-quality training
- keep the Secretary of State for Children, Schools and Families, the Secretary of State for Innovation, Universities and Skills, the Training and Development Agency for Schools (TDA), the Higher Education Funding Council for England (HEFCE) and other relevant agencies informed about the quality and standards of training
- inform HMCI's annual reporting on the quality of education, children's services and skills
- inform national policy.

When inspecting programmes leading to QTS for maintained schools, the focus is on outcomes for trainees in both centre-based and school-based training. For inspections of initial teacher education for the further education system, the focus is on outcomes in the respective higher education institution and its partner colleges.

Inspections are tailored to risk and to the needs and circumstances of the provider through initial assessments; these determine the nature and focus of the inspection and the size and composition of the inspection team. These risk assessments are based on providers' annual self-evaluation and other available data and information. They are carried out by Her Majesty's Inspectors (HMI) and/or specialist additional inspectors. Where the provision is large, lead inspectors are supported by specialists who oversee specific elements of the inspections. The lead inspectors discuss the provider's self-evaluation, preliminary hypotheses and the outline of the inspection programme with the provider at an inspection planning meeting.

New arrangements for the inspection of initial teacher education, introduced in September 2008, are very different from those in previous frameworks. Much greater responsibility is placed upon the provider to present evidence and to demonstrate the validity of the judgments in its self-evaluation. Inspectors then use

the inspection to gather first-hand evidence related to outcomes, following through the issues identified and confirmed with the provider in the pre-inspection planning meeting.

Inspection activities may include: interviewing staff charged with training, assessing trainees and quality assurance; talking to trainees, newly qualified teachers and key staff within the institutions where they are employed; scrutinising trainees' files and assignments and information relating to the assessment of their progress; gathering evidence of how trainees are selected and equalities issues addressed; analysing trainee records; tracking predetermined case studies of individual trainees and groups of trainees; and observing the teaching of a sample of trainees.

The inspection evaluation schedule lists the questions inspectors must ask in every inspection. All questions are applicable to both schools and the further education system, although the emphasis and depth of inspection varies according to particular age groups or particular types of provider. The schedule is based on Ofsted's Common Evaluation Schedule (Ofsted & ALI, 2005) and meets the Government's requirements for initial teacher education under the Education Act 2005, the Learning and Skills Act 2000 and the Education and Inspections Act 2006.

There are two main judgments and grades; one for the overall effectiveness of the provision in securing high-quality outcomes for trainees, and one for the capacity of leadership and management at all levels to secure further improvement and/or sustain high-quality outcomes.

A common grading scale is used in making judgments.

- Grade 1 Outstanding
- Grade 2 Good
- Grade 3 Satisfactory
- Grade 4 Inadequate.

There are separate judgments for primary, secondary and further education provision and, in 2008 □ 11, employment-based routes to QTS. However, inspectors also look at a provider's ability to ensure consistent quality across all of its remits.

Where provision is found to be inadequate or non-compliant with the Government's requirements for initial teacher education, decisions about further inspection or monitoring activity are taken in conjunction with the relevant government department and/or funding agency. Inspection evidence is used by the Training and Development Agency for Schools (TDA) when allocating funds and student numbers to institutions providing initial teacher training.

The information described above was introduced for the 2008-11 inspection cycle. Prior to this, arrangements for the inspection of teacher training were set out in the 2005 Framework (Ofsted, 2005a) and 2007 handbook (Ofsted, 2007).

Wales

In Wales, Estyn (Her Majesty's Inspectorate for Education and Training in Wales) carries out inspections of initial teacher training under the terms of the Teaching and Higher Education Act 1998. The Chief Inspector may inspect and report on any initial or in-service training of teachers provided by a relevant institution in Wales. Any training which leads to the award of Qualified Teacher Status (QTS), including that provided by higher education institutions with their partner schools, is inspected. The Higher Education Funding Council for Wales bases the accreditation of initial teacher training institutions on inspection evidence. Initial teacher training institutions and their partner schools are inspected once every five years. Inspection teams consist of Her Majesty's Inspectors and trained additional inspectors, who are experienced teacher trainers. Estyn reports on the standard of trainees' teaching, on the quality of the training and on management. The standard of trainees' teaching is the key measure of the quality of the training and assessment, and of the effectiveness of leadership and management of an institution. Since September 2002, inspections have been

conducted in accordance with the 'Common Inspection Framework for Education and Training in Wales' (Estyn, 2002b).

Northern Ireland

In Northern Ireland, the Education and Training Inspectorate is responsible for the inspection of all initial teacher training. Arrangements for inspection are provided in the Common Inspection Framework (ETI, 2008) (see section 9.4.2.1.3.). Information specific to the inspection of initial teacher education is outlined in Appendix 8.

Common Framework for Inspection (ETI, 2008)

Framework for the Inspection of Initial Teacher Training for the Award of Qualified Teacher Status 2005-2011 (Ofsted, 2005a)

Handbook for the Inspection of Initial Teacher Training for inspections from September 2005 (Ofsted, 2007)

The Common Inspection Framework for Education and Training in Wales (Estyn, 2002b)

The Common Inspection Framework for Inspecting Post-16 Education and Training (Ofsted and ALI, 2005)

Department for Business, Innovation and Skills (BIS)

Department for Children, Schools and Families (DCSF)

Education and Training Inspectorate (Northern Ireland)

Estyn

Higher Education Funding Council for England (HEFCE)

Higher Education Funding Council for Wales (HEFCW)

Ofsted - Office for Standards in Education, Children's Services and Skills

Training and Development Agency for Schools (TDA)

Education Act 2005

Education and Inspections Act 2006

Learning and Skills Act 2000

Post-16 Education and Training Inspection Regulations 2001

Teaching and Higher Education Act 1998

9.4.2.3.3. Evaluation of research in higher education institutions

The evaluation of research in higher education institutions is carried out every few years on behalf of all the UK higher education funding bodies (the Higher Education Funding Council for England, the Scottish Funding Council, the Higher Education Funding Council for Wales and the Department for Employment and Learning, Northern Ireland).

The main purpose of such evaluation of research is to enable the higher education funding bodies to distribute public funds for research selectively, on the basis of quality. As well as informing the funding decisions of higher education funding councils, the results of evaluation can guide funding decisions for industry and commerce, charities and other organisations that sponsor research. The process also aids universities and colleges when they develop and manage research strategies.

In the context of this evaluation of research, research is defined as 'original investigation undertaken in order to gain knowledge and understanding'. It does not review the quality of taught programmes of study. The process of evaluating research is about to change. The final Research Assessment Exercise (RAE) was carried out in 2008. The main body of the assessment took place in 2007-08 and outcomes were published by the funding bodies in December 2008. For the exercise, institutions submitted research outputs (publications, products, artistic performances etc) for evaluation. Research assessments of these were made through peer review by panel members selected for their eminence and experience as practising researchers in their subject. Quality ratings were judged against standards of national and international excellence. Results were published as a continuously graded quality profile. Quality profiles were criterion-referenced against clearly defined common standards. More information is available on the RAE 2008 website: <http://www.rae.ac.uk/>.

In March 2006, the Government announced its intention to replace the RAE after 2008 with an assessment system based on metrics – statistics that provide indicators of the success of a researcher or department. For further information on the 'Research Excellence Framework' (REF), see section 9.2.1..

Department for Employment and Learning (Northern Ireland) (DEL)

Higher Education Funding Council for England (HEFCE)

Higher Education Funding Council for Wales (HEFCW)

9.5. Evaluation of the Education System

There is no single body or process responsible for the overall evaluation of the education systems in England, Wales and Northern Ireland. Section 9.5.1. provides information on the evaluation of local authority (LA) provision. Section 9.5.2. provides details of some of the mechanisms used to oversee the education systems.

9.5.1. Evaluation of local authorities

England

In England, the overall performance of local authorities is assessed. In 2009, there was a major change in the way this happens with the introduction of the Comprehensive Area Assessment (CAA). CAA examines how effectively local public services are performing, and how well they are working together, to meet the needs of the people they serve. It is a joint assessment made by a group of inspectorates (Audit Commission, Care Quality Commission, Healthcare Commission, HMI Constabulary, HMI Prisons, HMI Probation and Ofsted) about the performance of local public services, and how likely they are to meet local priorities. Results of assessments are made publicly available, and provide an annual snapshot of the quality of life in the area. CAA includes the inspection of children's services which covers the full and integrated range of services, from universal services such as education through to specialist services, for example those for looked after children (children in public care).

CAA replaces the annual comprehensive performance assessment of councils by the Audit Commission, as well as the annual performance assessments (APA) and joint area reviews (JAR) previously carried out by Ofsted.

Ofsted's contribution to the CAA meets the requirements placed on it by the Education and Inspections Act 2006 to provide an annual performance rating for children's services for each local authority.

The joint inspectorate framework for Comprehensive Area Assessment (Audit Commission et al, 2009) sets out how CAA will seek to ensure that local public services provide citizens with services that meet their needs, improve outcomes and provide value for money.

Since June 2009, Ofsted has provided performance profiles of the quality of services and outcomes for young people in each local authority area. It draws together relevant findings from across Ofsted's inspection and

regulation of education, care and skills and sets this evidence alongside the relevant Every Child Matters indicators from the new National Indicator Set (NIS).

The performance profile uses a set of four fixed performance bands to summarise the performance of inspected and regulated services, settings and institutions. The bands are applied to the proportions of services, settings or institutions judged to be good or better over the period covered in the profile. The performance bands are as follows:

- 80% of services, settings and institutions judged good or better
- 65–79% judged good or better
- 50–64% judged good or better
- under 50% judged good or better.

Full details are set out in the Ofsted publication 'Comprehensive Area Assessment: Annual rating of council children's services for 2009' (Ofsted, 2009) and 'Comprehensive Area Assessment: assessing children's services and adult learning' (Ofsted 2009).

Wales

There is no direct equivalents to CAAs in Wales – Estyn continues to inspect the education services provided by local authorities and to conduct area inspections, which inspect education and training provided for learners over the age of 14 in a specified area of Wales.

Northern Ireland

In Northern Ireland, district inspectors (DI), who lead centrally-programmed inspections and surveys, including district inspections, gain an overview of quality in specific areas. Area Board Co-ordinators lead teams of inspectors working within a particular Education and Library Board area and thus gain an overview of the quality of provision within that Board's area.

[Comprehensive Area Assessment Framework Document \(Audit Commission, 2009\)](#)

[Comprehensive Area Assessment: Annual rating of council children's services for 2009: Arrangements and guidance for local authorities and their partners on the new Ofsted annual rating of council children's services \(Ofsted, 2009\)](#)

[Comprehensive Area Assessment: assessing children's services and adult learning \(Ofsted, 2009a\)](#)

Audit Commission

Estyn

Ofsted - Office for Standards in Education, Children's Services and Skills

9.5.2. National evaluation

The work of government departments responsible for education and training

The House of Commons (the directly elected lower house of the UK Parliament) has a system of Select Committees which shadow government departments and examine their work. The terms of reference (TOR) of the Children, Schools and Families Committee are to examine the administration, expenditure and policy of the Department for Children, Schools and Families (DCSF). The TOR also cover the work of non-departmental public bodies including Ofsted (the Office for Standards in Education, Children's Services and Skills). The remit of the Business, Innovation, and Skills Committee is to examine the administration, expenditure and policy of the Department of Business, Innovation, and Skills (BIS), including further and higher education.

These Committees, which consist of Members of Parliament (MPs) – approximately reflecting party proportions in the House of Commons – choose their own subjects of inquiry, within the overall terms of reference. They invite written evidence from interested parties and hold public evidence sessions. Each inquiry normally results in a report which is published and made available on the internet. The Government by convention responds to reports within about two months of publication.

There are also Select Committees in the House of Lords (the upper house of the UK Parliament). These do not shadow the work of government departments. Their investigations look into specialist subjects, taking advantage of the Lords' expertise and the greater amount of time (compared to MPs) available to them to examine issues. Committees in the House of Lords concentrate on four main areas: Europe, science, economics, and the UK constitution. One-off committees are set up from time to time to examine issues or bills outside the remits of the main investigative committees. In addition, ad hoc Parliamentary Committees, or committees of inquiry, may be set up from time to time to investigate, report and make recommendations on various aspects of education, which may be of particular interest or giving concern.

In Wales, there are two Committees which cover education policy. They are:

- The Children and Young People Committee whose remit is to 'consider and report on issues affecting children and young people in Wales...to examine the expenditure, administration and policy of the Welsh Assembly Government and associated public bodies and consider reports of the Children's Commissioner for Wales.'
- The Enterprise and Learning Committee whose remit covers the scrutiny of economic development and regeneration, social enterprise, transport and lifelong learning.

In Northern Ireland, there are two education related committees: the Education Committee and the Employment and Learning Committee. They are intended to advise and assist the relevant Ministers on matters within their responsibilities as Ministers, and undertake a scrutiny, policy development and consultation role with respect to the work of the departments. They also play a key role in the consideration and development of legislation.

The spending of public money

The Treasury, the UK's economics and finance ministry, has overall responsibility for ensuring that public funds are spent on activities that provide the greatest benefits to society, and that they are spent in the most efficient way. The Treasury has adopted a system of PSA (Public Service Agreement) targets for England and Northern Ireland. Additional public expenditure is tied explicitly to the achievement of higher national outputs. Targets for education are largely expressed in terms of achievement by learners, and cover all levels from primary education through to adult learning. In England, the progress made by the DCSF and BIS against the PSA targets is set out in an annual autumn performance report.

The Treasury also provides guidance (known as the 'Green Book') to all central government departments and executive agencies on how past and present activities, that is policies, programmes and projects, should be evaluated.

The Cabinet Office, responsible for coordinating policy and strategy across UK government departments, has published a policy statement on the inspection of public services paid for by the use of public money, (Prime Minister's Office of Public Service Reform, 2003). This statement outlines the responsibilities of government departments for reviewing their arrangements for monitoring and inspecting public services and sets out ten principles of public services inspection.

The National Audit Office (NAO) scrutinises public spending on behalf of Parliament. Independent of government, it audits the accounts of all central government departments and agencies, as well as a wide range of other public bodies. The NAO reports to Parliament on the economy, efficiency and effectiveness with which these bodies have used public money.

The Audit Commission is responsible for ensuring that public money is spent economically, efficiently, and effectively in the areas of local government, housing, health, criminal justice, and fire and rescue services. It is an independent public body which appoints auditors to local government, health, criminal justice, and fire and rescue organisations, and regulates the work they do. It also inspects public services and reports back to the public on the results. Through inspections of local services, the Audit Commission assesses their quality and cost effectiveness and, in cases of serious underperformance by a local authority, it has the power to recommend that the Secretary of State should use his or her discretion to give direction to an authority. The Audit Commission was established under the terms of the 1983 National Audit Act.

In April 2005, the Wales Audit Office took over the role and responsibilities of the Audit Commission in Wales and of the National Audit Office in Wales. Under the leadership of the Auditor General, this independent audit and inspection body for Wales monitors the spending of taxpayers money to ensure that public services are well-managed, accountable and offer the best possible value for money.

In Northern Ireland, the Northern Ireland Audit Office (NIAO) performs a similar role of local government audit. Under the leadership of the Comptroller and Auditor General for Northern Ireland, it supports the Northern Ireland Assembly in its task of holding central and local government departments and their agencies to account for their use of public money. It also provides support to Northern Ireland public sector bodies in their pursuit of improved financial reporting, value for money, and efforts to combat public sector fraud.

Reviews of standards and quality of education and childcare

In England, Ofsted - the Office for Standards in Education, Children's Services and Skills is a (non-ministerial) government department which reports directly to Parliament and not the education ministries. Ofsted is headed by Her Majesty's Chief Inspector (HMCI), a crown appointment, who has a statutory duty to make an annual report which is laid before Parliament. HMCI's annual report (Ofsted, 2009) provides a commentary on the outcomes of inspection by Ofsted. It covers the regulation and inspection of day care and children's social care and the inspection of local authority children's services, schools, colleges, initial teacher training, work-based learning, and adult education.

Ofsted's remit also includes providing advice to the Secretary of State on wide-ranging aspects of the education service. In addition, it carries out surveys covering a wide range of education issues, produces analyses to identify trends, evaluates the effects of educational policy, and follows up on concerns to which inspection findings have drawn attention. These surveys usually result in a published report.

In Wales, Estyn (Her Majesty's Inspectorate for Education and Training in Wales) performs a broadly similar role to Ofsted in England, providing advice, based on inspection evidence, to inform the Welsh Assembly Government in the formulation and evaluation of education and training policy.

In Northern Ireland, the Chief Inspector of the Education and Training Inspectorate (ETI) provides advice to the Department of Education (DE), the Department of Culture, Arts and Leisure (DCAL), and the Department for Employment and Learning (DEL).

The curriculum and qualifications authorities in England, Wales and Northern Ireland have specific responsibilities for promoting quality and coherence across all sectors of education and training apart from higher education. They are responsible for keeping the school curriculum and its assessment under review and evaluating its appropriateness and relevance to the changing needs of learners and society. They also regulate and monitor the quality of external general and vocational qualifications. See 2.6.1.4. and its subsections.

International studies of student attainment

The constituent countries of the UK take part in international studies of student attainment such as those organised by the OECD Programme for International Student Assessment (PISA), the International

Association for the Evaluation of Educational Achievement (IEA) Trends in Mathematics and Science Study (TIMSS), and the IEA Progress in International Reading Literacy Study (PIRLS).

Higher education

The funding bodies for further and higher education (see sections 2.8.3.1.1. and 2.8.4. respectively) also have responsibilities for ensuring that provision is made for assessing the quality of the education they fund.

[The Annual Report of Her Majesty's Chief Inspector of Schools 2008/09 \(Ofsted, 2009g\)](#)

[The Government's Policy on Inspection of Public Services \(Prime Minister's Office of Public Services Reform, 2003\)](#)

Audit Commission

Department for Business, Innovation and Skills (BIS)

Department for Children, Schools and Families (DCSF)

Department for Employment and Learning (Northern Ireland) (DEL)

Department of Culture, Arts and Leisure (Northern Ireland) (DCAL)

Department of Education (Northern Ireland) (DE)

Education and Training Inspectorate (Northern Ireland)

Estyn

HM Treasury

National Audit Office

Northern Ireland Audit Office

Ofsted - Office for Standards in Education, Children's Services and Skills

Wales Audit Office

[National Audit Act 1983](#)

9.6. Research into Education linked to Evaluation of the Education System

The Department for Children, Schools and Families (DCSF) and Department of Business, Innovation, and Skills (BIS) in England, the National Assembly for Wales (NAFW) and the Department of Education (DE) in Northern Ireland fund educational research projects related to their specific objectives. Government agencies such as the Qualifications and Curriculum Development Agency (QCDA), Ofqual, (the Office of the Qualifications and Examinations Regulator), the Training and Development Agency for Schools (TDA) and the further and higher education funding bodies also commission research relating to their specific fields of interest, as do professional bodies such as the General Teaching Council for England. Local authorities (LAs) commission research individually and as part of a common research programme under the auspices of the Local Government Association (LGA). The Economic and Social Research Council (ESRC) is also a major sponsor of educational research carried out by universities. Research may also be sponsored by charities such as the Esme Fairbairn Foundation.

Educational research is carried out by higher education institutions, research bodies such as the National Foundation for Educational Research (NFER), and, in some cases, individual practising teachers. Dedicated research centres are also funded to undertake programmes of research on key policy topics. These research

centres include the Centre for the Economics of Education (CEE); the Centre for Research on the Wider Benefits of Learning (WBL) (which investigates the non-economic benefits that learning brings to individuals and to society as a whole); and the Evidence for Policy and Practice Information and Coordinating Centre (EPPI Centre).

Details of all the research commissioned or published by the DCSF and BIS, as well as those projects previously undertaken by the Department for Education and Skills (DfES) and the Department for Innovation, Universities and Skills (DIUS) which DCSF and BIS have replaced, can be found online: <http://www.dcsf.gov.uk/research/>.

A database of current educational research in the UK (CERUK) is also available at <http://www.ceruk.ac.uk/>.

The British Educational Research Association (BERA) is a membership association of educational researchers, which aims to promote co-operation and discussion with policy makers, institutional managers and funding agencies; with other national educational research associations, international associations and the European Educational Research Association; with other researchers in the social sciences; and with teachers and lecturers and their associations.

The Strategic Forum for Research in Education (SFRE) provides a framework for systematically exploring issues and to consider the ongoing challenges which continue to face educational research. The initiative is led by the British Educational Research Association (BERA) and the Economic and Social Research Council (ESRC), with funding provided by BERA, ESRC, DCSF and CfBT Education Trust. The SFRE embraces all areas of the UK, both in its planning and execution with participation and representation from England, Wales, Scotland and Northern Ireland.

There is encouragement to increase the use of evidence to influence education policy decision-making. The Educational Evidence Portal aims to help users find educational evidence from a range of reputable sources using a single search. It is designed for both professional and lay people interested in education and children's services. This portal is a joint venture being taken forward by a group of organisations that wish to make research evidence more widely available. It is available at: <http://www.eep.ac.uk/>

British Educational Research Association (BERA)

CfBT Education Trust

Department for Business, Innovation and Skills (BIS)

Department for Children, Schools and Families (DCSF)

Department of Education (Northern Ireland) (DE)

Economic and Social Research Council (ESRC)

Esmee Fairburn Foundation

Evidence for Policy and Practice Information Centre (EPPI Centre)

General Teaching Council for England

Local Government Association

National Assembly for Wales (NAfW)

National Foundation for Educational Research (NFER)

Ofqual (Office of the Qualifications and Examinations Regulator)

Qualifications and Curriculum Development Agency (QCDA)

Training and Development Agency for Schools (TDA)

9.7. Statistics

England

The Annual Report of Her Majesty's Chief Inspector of Schools 2008/09 (Ofsted, 2009g), includes statistics on the number of institutions inspected in England:

- Between September 2008 and August 2009, Ofsted inspected childcare in 27,124 premises.
- Between September 2008 and August 2009, 7,065 inspections were carried out in 147 nursery, 5,323 primary, 1,071 secondary, 340 special schools and 184 pupil referral units. The proportion of schools receiving lighter touch inspections (for schools judged good or outstanding at their previous inspections) was 27 per cent. Inspectors also carried out monitoring visits to 783 schools in categories of concern, including 598 visits to schools subject to 'special measures' and a further 185 to schools that had been given a notice to improve. Ofsted also carried out 411 pilot inspections to test the new inspection framework.
- In 2008/09, inspections were carried out in 59 of 234 general further education or tertiary colleges, 27 of 93 sixth form colleges, and three of 20 specialist further education colleges. Of these inspections, 16 were short inspections, lasting two days.
- In relation to initial teacher education, in 2008/09, there were 14 inspections of primary provision, 14 inspections of secondary provision and 58 inspections of employment-based routes to qualified teacher status in schools. The inspection of further education teacher training included 10 higher education-led providers and 56 of their partners in further education colleges.

The report states that:

'The overall picture of the quality of provision is positive and much inspection evidence is generally encouraging. The report also provides evidence of sustained improvement over the past four years. For example, in 2005/06 only 11% of maintained schools were outstanding, while 8% were inadequate; in 2008/09 19% of schools were outstanding and only 4% inadequate. There has also been a trend of improvement in colleges of further education; again, more colleges are now outstanding and fewer are inadequate than was the case four years ago.

While there is much that should give us encouragement, real concerns remain. There are still too many providers that are mediocre or worse. the greatest challenge across childcare, social care, education and the skills sector is to raise satisfactory provision to the level of good or outstanding.'

Wales

During the 2007/08 academic year, the following were inspected by Estyn:

- 121 of the 778 non-maintained settings providing education for children under five
- 256 of the 1,506 primary and maintained-nursery schools
- 36 of the 223 maintained secondary schools
- four of the 53 pupil referral units registered with the Welsh Assembly Government.
- education services in seven of the 22 local authorities in Wales
- 11 of 58 special and independent special schools
- 3 of 35 mainstream independent schools
- Four of 25 further education providers
- 16 of 84 providers of work based learning.

During the 2008/09 school year, 17 primary secondary special schools or PRUs were deemed to be either in need of special measures of significant improvement. 18 schools were removed from the list of schools causing concern (either on special measures or in need of significant improvement).

The Estyn Annual Report for 2008/09 (Estyn, 2009) report states that:

'most providers in most sectors are performing well overall and that there is far more good and outstanding work than work at an unsatisfactory or poor level. All the indications are that progress is being made across the system. However, too much variability exists in every sector and it is clear that more needs to be done to bring the performance of the weakest providers up to match the levels being achieved by the best.'

There is certainly some encouraging evidence of continuing positive progress in the inspection findings from the early years and schools sectors. In non-maintained pre-school settings we have seen continued improvement in standards and improvement in the use of assessment to support learning, although the development of systematic approaches to self-evaluation continues to be a serious weakness.'

Northern Ireland

In Northern Ireland, the Chief Inspector issues a report every two years. The most recent edition (ETI, 2008) provides information about the results of inspections in the academic years 2006/07 and 2007/08:

- The quality of pre-school education is satisfactory or better in almost all of the settings inspected, with a significant minority of the provision ranging from very good to outstanding. There has been a small decline in the overall effectiveness of pre-school provision
- Just under half of those primary schools inspected were evaluated at good or outstanding – an improvement from the previous period of analysis. In two-thirds of the schools inspected, the quality of provision overall was evaluated as good or better. In one-third of schools the quality of the overall provision was not good enough.
- The overall performance of special schools is good; special schools have demonstrated their capacity and confidence in sustaining good standards; the trend of improvement noted in the 2004-2006 report continues. Almost three-quarters of the schools inspected were good or better and are effective in meeting the academic and social needs of almost all of their pupils.
- Due to the reorganisation of further education in Northern Ireland which took place in the reporting period, no inspections of the six further education colleges were carried out. However the Inspectorate worked closely with all of the colleges through survey activities which included an analysis and evaluation of the college development planning process, of the second phase evaluation of ICT as an essential skill, and of the provision for students with learning difficulties and disabilities.

[The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2008-2009 \(Estyn, 2009a\)](#)

[The Annual Report of Her Majesty's Chief Inspector of Schools 2008/09 \(Ofsted, 2009g\)](#)

[The Chief Inspector's Report 2006-2008 \(ETI, 2007\)](#)

10. Special Educational Support

Current policy, as supported by legislation, places emphasis on educating children with special educational needs (SEN) alongside their peers in mainstream schools, wherever possible. A small minority of children need more help than a mainstream school can provide. See section 10.6. in particular for details of the educational provision for such children.

10.1. Historical Overview

As with mainstream education, education for children with special educational needs (SEN) in the United Kingdom began with individual and charitable enterprise. Schools for blind children and for deaf children were established, followed by schools for what were known as 'physically handicapped' children and those with 'mental handicaps' at a later date. Schools for 'delicate' children or those with speech impairments were established later still. Over time, successive governments supported this voluntary effort and, subsequently, a national framework of partnership between public and voluntary agencies was developed. The 1944 Education Act placed responsibility for special education provision with local education authorities (LEAs) in England and Wales. The 1945 Handicapped Pupils Regulations (now defunct) set out categories of 'handicap'. Children had to be diagnosed by doctors in the School Health Service as belonging to one of these categories before being allocated special education provision. Some children, regarded as too handicapped to benefit from education, were termed 'ineducable'; these children became the responsibility of the Health Service. In 1971, following the Education (Handicapped Children) Act 1970, LEAs assumed responsibility for the education of children with a 'mental handicap'.

The Report of the Committee of Enquiry into the Education of Handicapped Children and Young People, the 'Warnock Report' (Warnock, 1978), commissioned by the Secretaries of State for England, Wales and Scotland in 1974, formed the basis of the 1981 Education Act. The 1981 Act defined special educational needs and established the policy of mainstream education for all but a very small percentage of children in England and Wales.

In September 1994, the first 'Code of Practice on the Identification and Assessment of Special Educational Needs' (DFE, 1994a) was drawn up by the, then, Department for Education (DFE). The Code gave practical guidance to local authorities (LAs) and the governing bodies of all maintained schools on their responsibilities towards children with special needs in England and Wales. A revised Code of Practice for England (DfES, 2001d) and a separate Code for Wales, (NAFW, 2002a) came into effect in January 2002. A similar Code of Practice was introduced in Northern Ireland in 1998 (DENI, 1998a).

In 1997, a National Advisory Group on SEN was established in England. Members of the Group were drawn from schools, LAs and voluntary groups representing children and parents. In Wales, the Welsh Advisory Group on Special Educational Needs (WAGSEN) was established to work with the, then, Welsh Office on the review and development of SEN policy and practice. One of the main roles of these bodies was the production of SEN programmes of action which set out the steps necessary to improve the education of children with special educational needs.

In 2001 the Special Educational Needs and Disability Act was passed, applying to England, Wales as far as the provisions of the Act relating to special educational needs were concerned and Scotland as well for the provisions on rights for disabled people in education. This prohibited discrimination against disabled in schools, colleges and higher education. Schools were required to anticipate the needs of disabled pupils, and make necessary adjustments. The then Disability Rights Commission published a Code of Practice for Schools in 2002 (DRC, 2002).

In England, the Government published a revised strategy for special educational needs (SEN): 'Removing Barriers to Achievement' (DfES, 2004b) in February 2004. This sets out the Government's vision for enabling

children with SEN to realise their potential and includes a long-term programme to support pre-school settings, schools and local authorities in improving provision for children with SEN. The programme focuses on the four key areas outlined below:

- early intervention
- removing barriers to learning
- raising expectations and achievement
- delivering improvements in partnership.

In addition, in 2004, it was announced that the specialist schools programme (see 5.5.1.1.) would be extended to include schools specialising in SEN. See 10.6.2. for further information.

Northern Ireland

In Northern Ireland, the Special Educational Needs and Disability (Northern Ireland) Order (SENDI) came into effect in September 2005. Following this, new Disability Discrimination Codes of Practice for Schools (Equality Commission for Northern Ireland, 2006a) and the further and higher education sectors (Equality Commission for Northern Ireland, 2006) were produced in early 2006. See 10.5.1.1. 10.5.1.2. and 10.5.1.3. for further information.

A supplement to the code of practice on the Identification and Assessment of Special Educational Needs was issued by the Department of Education under Article 4 of the 1996 Education (NI) Order and was operative from 1 September 2005. The status, coverage, principles and essential practices and procedures and detailed guidance contained in the existing Code of Practice on the Identification and Assessment of Special Educational Needs 1998 are unchanged by this Supplement.

[Code of Practice on the Identification and Assessment of Special Educational Needs \(DFE, 1994\)](#)

[Code of Practice on the Identification and Assessment of Special Educational Needs \(NI\) \(DENI, 1998a\)](#)

[Disability Discrimination Act 1995, Part 4: Code of Practice for Schools \(DRC, 2002\)](#)

[Disability Discrimination Code of Practice for Further and Higher Education: The Special Educational Needs and Disability \(Northern Ireland\) Order 2005 \(Equality Commission for Northern Ireland, 2006\)](#)

[Disability Discrimination Code of Practice for Schools: Special Educational Needs and Disability \(Northern Ireland\) Order 2005 \(Equality Commission for Northern Ireland, 2006a\)](#)

[Removing Barriers to Achievement: The Government's strategy for SEN \(DFES, 2004f\)](#)

[Special Educational Needs \(Warnock Report\) \(Warnock, 1978\)](#)

[Special Educational Needs Code of Practice \(England\) \(DfES, 2001d\)](#)

[Special Educational Needs Code of Practice for Wales \(NAFW, 2002a\)](#)

[Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs \(DE, 2005e\)](#)

[Education \(Handicapped Children\) Act 1970](#)

[Education Act 1944](#)

[Education Act 1981](#)

[Handicapped Pupils Regulations 1945](#)

[Special Educational Needs and Disability \(Northern Ireland\) Order 2005](#)

[Special Educational Needs and Disability Act 2001](#)

10.2. Ongoing Debates and Future Developments

See the sub-sections which follow: 10.2.1. for England; 10.2.2. for Wales and 10.2.3. for Northern Ireland.

10.2.1. England

Although there has been no recent major SEN/disability legislation in England, there has been an emphasis on improving special educational needs provision. A series of Select Committee (see section 9.5.2.) reports and independent reviews have led to measures (described below) intended to enhance provision.

The Education and Skills Select Committee published the report of its inquiry into special educational needs provision in July 2006 (GB. HoC. Education and Skills Committee, 2006a). In October 2006, the Government published its response (DfES, 2006p) which answered the recommendations made by the select committee and set out priorities for special educational needs provision for 2006 to 2009. Priorities, which link to the 10-year SEN strategy Removing Barriers to Achievement (DFES, 2004b) (see 10.5.2.), are to:

- build capacity in the children's workforce to identify and meet children's needs
- promote a flexible continuum of local provision
- improve accountability for the outcomes children achieve
- strengthen partnerships with parents and children
- improve provision for children with behavioural, emotional and social difficulties and children with autism.

Linked to the Education and Skills Committee inquiry and report, guidance has been introduced for local authorities (LAs) on planning and developing special educational provision (DCSF, 2007c). This aims to assist LAs in meeting the statutory requirements of the most recent SEN legislation (see section 10.5.1.). LAs and other providers have to make provision which meets the needs of children with special educational needs and to use this guidance as a checklist for proposed developments. The guidance sets out new improvement tests for local authorities who might be considering reorganising their SEN provision, including changing the status of special schools. It encourages LAs to develop a range of provision to meet the range of children's SEN, recognising that this may include provision:

- in mainstream schools or special schools
- in specialist resourced provision within a school
- in a specialist unit attached to, or co-located with a school, in mainstream early years and childcare settings
- through federations, collaborations and partnerships.

The Children, Schools and Families Select Committee (successor to the Education and Skills Select Committee) published a further report on SEN provision in 2007 (GB. HoC. Children, Schools and Families Committee, 2007). One of the Government responses to this was to commission Brian Lamb the Chair of the Special Educational Consortium, to investigate a range of ways in which parental confidence in the SEN assessment process might be improved. In response to the final Lamb report (DCSF, 2010), the Government announced measures to provide better support for pupils with SEN and disabled children. The proposals aim to make life easier for parents and to help their children maximize their potential. The measures will:

- provide a clearer focus on outcomes
- strengthen the voice of parents – with a dedicated national helpline
- establish a local system in tune with children's needs – through training of local authority officers
- build accountability around children's progress – through training for school governors, School Improvement Partners and SEND Tribunal Chairs
- create a responsive national framework – through a second round of innovative projects to improve parental confidence

- review current and future supply of teachers trained to meet the needs of pupils with severe learning difficulties with the Specialist Schools and Academies Trust (SSTA) leading on project to develop special schools as leaders in teaching and learning practice for children with the most complex learning difficulties.
- strengthen exclusions guidance for schools to tackle high exclusions of children with SEN.

Early Support programme

Early Support is the government's programme to improve the quality, consistency and coordination of services for young disabled children and their families. The programme is funded and managed by the Department for Children, Schools and Families (DCSF) through the Aiming High for Disabled Children programme. It was developed in conjunction with the Department of Health and the voluntary sector.

Early Support is targeted at families with babies or children under five with additional support needs associated with disability or emerging special educational needs although the principles of partnership working with families can be applied across the age range. It's designed to help families access better co-ordinated services for their children, and is particularly relevant where families are in contact with lots of different people.

Further information about Early Support is available online:
<http://www.dcsf.gsi.gov.uk/everychildmatters/earlysupport>.

Achievement for All

The Achievement for All project aims to improve outcomes for all children and young people with special educational needs and disabilities (SEND). The project is designed to enable schools and local authorities to reflect on existing strategies that are effective for children and young people with SEND and provide the capacity to strengthen provision in areas which will have the most impact for this group of learners. It is taking place in 460 schools across 10 local authorities for two years from September 2009 until September 2011. The project is run centrally by the Department for Children, Schools and Families (DCSF) with the National Strategies and National College for School Leadership (NCSL) as delivery partners.

The Achievement for All project has three key aims:

- to improve the achievement and progress of children and young people with SEND
- to improve the engagement of parents of children and young people with SEND with their school
- to improve the wider outcomes of children and young people with SEND.

To achieve these aims there are three key strands to the project:

- assessment tracking and intervention
- structured conversation with parents
- provision for developing wider outcomes.

Further information is available from the National Strategies Inclusion website:
<http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:81360>

Progression guidance

'Progression Guidance 2009-10' (DCSF, 2009f) has been developed by the National Strategies and the Department for Children, Schools and Families (DCSF) as part of the commitment in the Children's Plan 2007 to provide better data for schools on how well learners with special educational needs, learning difficulties and disabilities (SEN/LDD) are progressing. In addition to the materials below, RAISEonline (see section 9.4.1.1.) is being improved to support the analysis of data for pupils with SEN/LDD who are working below age-related expectations. In 2008 special schools were included for the first time in RAISEonline.

National audit of low incidence SEN support, services and provision

An audit to gain a national picture of low incidence (see below) SEN specialist services, support and provision in each local authority or region, in the education, social care, health, private and voluntary sectors was undertaken in 2005. The working definition of 'low incidence SEN' covers children and young people with the following needs:

- multi-sensory impairment
- severe visual impairments
- severe/profound hearing impairment
- profound and multiple learning difficulties
- severe autistic spectrum disorders
- severe behavioural, emotional and social difficulties, including those with mental health needs.

The audit's main objectives were to:

- gain a picture of how [LAs](#) meet the needs of the children in their authority with low incidence SEN
- explore gaps in services, support and provision, and how these gaps can be, or are, addressed
- use the above to support and inform policy and practice development for regional and local planning and provision so that more pupils have their needs met locally
- identify local, regional and national examples of good practice and expertise, especially those with the potential for enhancing their role to provide advice and support to schools.

Following the audit, the Special Needs Consultancy team published its report in 2006 (Gray et al., 2006). This contained several recommendations to improve low incidence SEN support, services and provision.

Review of the extent and the cost of additional and special educational needs

A review of the current arrangements for the distribution of the Dedicated Schools Grant (DSG) (see section) is currently underway. The aim of the review, which will inform the distribution formula for 2011-12, is to develop a clear and transparent funding formula which supports schools to raise educational achievement of all pupils, in particular those from low income and disadvantaged backgrounds. A strand of this review examined the extent and the cost of additional educational needs (AEN) and special educational needs (SEN). Further information is available online:

<http://www.teachernet.gov.uk/management/schoolfunding/DSGformulareview/research/>

Post-compulsory education

The Learning and Skills Council (LSC) launched its first national strategy for learners with learning difficulties and/or disabilities, entitled 'Learning for Living and Work' (LSC, 2006a). This set out the LSC's plans for provision for this group of learners from 2006 to 2010 which takes forward the vision set out in the 'Through Inclusion to Excellence' (LSC, 2005b). Outlined in the strategy is the further education system's role to increase participation and to support individuals entering education and training to achieve their ambition, whether this is to improve their lives, strengthen their career opportunities, or develop their skills.

The Government published 'Progression through Partnership: Joint Strategy between the DfES, DH and DWP on the role of Further Education and Training in Supporting People with Learning Difficulties and/or Disabilities to Achieve Fulfilling Lives' (DfES et al., 2007) in 2007. (Note: the DfES' responsibilities for this strategy have since become those of BIS - the Department for Business Innovation and Skills). This strategy sets out the Government's ambition to create more sustainable and seamless services for people with learning difficulties and or disabilities. It focuses on the essential need for the government departments to work closely together in helping young people and adults achieve the education they want, and need, to be able to live fulfilling lives in their local communities and, particularly, to be able to enter the world of work. A joint 'programme of change' to run from 2007 for five years has also been developed. The programme:

- agrees a definition of the target group
- develops and deliver joint policy development, which is built on understanding between the different departments
- improves workforce capacity and performance
- develops joint data collection, evaluation and monitoring systems to measure progress
- supports delivery agents and local partners to help them achieve their aims and targets, particularly around local and regional planning.

Government Response to the Education and Skills Committee report on Special Educational Needs (October 2006) (Cm 6940) (DFES, 2006b)

Improving parental confidence in the special educational needs system: An implementation plan (DCSF, 2010)

Learning for Living and Work (LSC, 2006a)

National Audit of Support, Services and Provision for Children with Low Incidence Needs (Gray et al, 2006)

Planning and Developing Special Educational Provision: A Guide for Local Authorities and Other Proposes (DCSF, 2007c)

Progression guidance 2009–10 (DCSF, 2009f)

Progression through Partnership: Joint Strategy between the DfES, DH and DWP on the role of Further Education and Training in Supporting People with Learning Difficulties and/or Disabilities to Achieve Fulfilling Lives' (DfES, 2007e)

Removing Barriers to Achievement: The Government's strategy for SEN (DFES, 2004f)

Special Educational Needs (Fourth Report) (GB. Parliament. House of Commons, 2006a)

Special Educational Needs: Assessment and Funding (GB. Parliament. House of Commons, 2007b)

Through Inclusion to Excellence (LSC, 2005b)

Department for Business, Innovation and Skills (BIS)

Department for Children, Schools and Families (DCSF)

Learning and Skills Council (LSC)

National College for School Leadership and Children's Services (NCSL)

Specialist Schools and Academies Trust

Disability Discrimination Act 2005

10.2.2. Wales

The Welsh Assembly Government has produced guidance (WAG, 2006a) on the inclusion and support of learners, primarily of compulsory school age. It provides advice and sets out responsibilities for maintaining high levels of attendance and positive behaviour in schools. The guidance also introduces the adoption of the term 'additional learning needs' (ALN) to cover those learners whose needs are greater than the majority of their peers. Some children with additional learning needs will also have statements of special educational needs. It highlights the need to support such pupils to ensure that they receive suitable education and avoid becoming disengaged. It also covers education provided outside the school setting.

The Welsh Assembly Government set out, in 'The Learning Country – Vision into Action' (WAG, 2006e), the intention to 'promote inclusion in education and learning' and to introduce 'an action plan in response to the

recommendations of the Education, Lifelong Learning and Skills Committee Review of Special Educational Needs'. One of the major recommendations arising from the reviews was to change the statementing process (the process of giving children statements of special educational needs – see section 10.3.3.). Under the Government of Wales Act 2006, the Assembly Government has obtained Legislative Competence, by means of the National Assembly for Wales (Legislative Competence) (Education and Training) Order 2008 to reform in relation to the statutory framework for Additional Learning Needs (ALN).

(The Government of Wales Act 2006 introduced a new procedure whereby the National Assembly for Wales can bring forward proposals which would extend the Assembly's lawmaking powers by way of Legislative Competence Orders in Council. The Orders do not themselves change the general law for Wales – they pave the way for subsequent changes in the law applying to Wales within the devolved areas of legislative competence.)

The Order allows changes to be made to any aspect of the organisation and delivery of SEN in Wales and to extend the definition of SEN to include additional learning needs (ALN). If passed, it would thereby impose obligations upon public bodies in relation to that extended category of learner. There have been widespread consultations (WAG, 2008n) into the most appropriate way forward. The following strategic priorities for change have been identified:

- To build the capacity of all providers, and especially mainstream schools, to identify, assess and meet needs of learners with ALN (training strategy, support for SENCos/ALNCoS (see section 10.5.3.1.), whole-school/LEA training programmes, specific guidance).
- To clarify criteria and funding routes for ALN provision in order to deliver equality of access to additional support and resources across Wales.
- To build in monitoring and evaluation of outcomes for learners with ALN as part of an inclusive self-evaluation framework.
- To improve the quality of partnership working with parents and learners, including the provision of clear, accessible and low-stress mechanisms for expressing concerns and complaints about provision and practice at all levels (mediation, advocacy, complaints procedures).
- To work with a wide range of stakeholders to ensure that high-level policies in all agencies are informed by ALN / inclusion issues.

Pilot projects to explore quality assurance of ALN provision, the inter-disciplinary model for children and young people with severe and complex needs, the model for children and young people with less complex ALN, and the role of the ALN co-ordinator (ALNCo), were launched in September 2009 and will run until 2011. An action-research project has been commissioned to evaluate the outcomes. These pilot schemes will run alongside the existing statutory framework (as described in this chapter) with all its entitlements for children and young people and their parents / carers.

Following a review of the pilot schemes, formal consultations on draft proposals for new legislation will then be conducted before the National Assembly considers measures in 2013.

[Inclusion and Pupil Support \(Circular 47/2006\) \(WAG, 2006a\)](#)

[Statements or something better? Summary of progress to date and the next steps \(WAG, 2008g\)](#)

[The Learning Country: Vision into Action \(WAG, 2006e\)](#)

[Government of Wales Act 2006](#)

[National Assembly for Wales \(Legislative Competence\) \(Education and Training\) Order 2008](#)

10.2.3. Northern Ireland

Following the Special Educational Needs and Disability (Northern Ireland) Order 2005, new Disability Discrimination Codes of Practice for Schools (Equality Commission for Northern Ireland, 2006a) and the

further and higher education sectors (Equality Commission for Northern Ireland, 2006) were published. See 10.5.1.1, 10.5.1.2, and 10.5.1.3. for each phase of education respectively.

A review of special needs education and inclusion was begun in April 2009. The review was undertaken for a number of reasons including the bureaucracy of the current SEN framework, inconsistencies and delays in assessment and provision, associated rising cost of provision for SEN, the year on year increase in the number of children issued with statements and the need for clear accountability on resource utilisation. 'Every School a Good School: The way forward for special educational needs and inclusion' (DE, 2009a) sets out the policy proposals arising from the review for consultation. Key recommendations include:

- Introducing a new 'inclusive' model of provision based on additional learning needs which recognises any child who, for whatever reason, may require additional support (short or long-term) to learn and work to their full potential. The concept of additional learning needs reflects four overlapping themes:
 - Children with special educational needs for example children with sensory, physical or medical conditions or syndromes, and those encountering cognitive, learning, social emotional and behavioural or communication difficulties as a consequence of a disability or health issue;
 - Learning environment, for example, children who have English as an additional language;
 - Family circumstances, for example, children in public care, school-aged mothers, young carers or those from the Traveller community;
 - Social and emotional, for example those who are suffering from bullying or who have recently suffered from bereavement.

The range of responses or additional support required will reflect the nature, circumstance, likely duration and severity of need.

- Moving from statements (see section 10.3.3.) to statutory co-ordinated support plans (CSPs) for those children with SEN who face complex or multi-barriers to learning. The co-ordinated plans would join-up support services from both education and health and social care. Where support for a child can be provided entirely within a school a CSP should not be necessary. However there would need to be a greater emphasis on focused and targeted education plans for children requiring in-school interventions.
- Including all pre-school providers within the proposed revised framework. The current Code of Practice only applies to statutory pre-school settings (nursery schools and nursery units) and expanding it to all settings would promote early identification and intervention.
- Changing the five sequential stages of the current Code of Practice to a new model with only three strands which are 'within school', 'within school plus external support', and 'co-ordinated support plans'.
- Placing a greater responsibility on all schools to provide for the early identification of the diversity on need, assessment, planning and delivery of support programmes, and the monitoring of subsequent progress of individual children who need support. Linked to this, it is proposed that, as a condition of their funding, non-statutory, voluntary and private early education settings in receipt of funding through the Pre-school Education Expansion Programme (see section 3.3.2.) should work within the revised framework.
- Widening the remit and renaming SENCOs as Learning Support Coordinators (LSCs). LSCs who will be members of a school's senior management team will not only advise colleagues but be in a position to instigate initial assessments of learning difficulties and to ensure that appropriate interventions are delivered by the class teacher. This would require further training, access to accredited professional qualifications and appropriate allocation of time.

The changes arising from this consultation would be implemented over a three year period.

Disability Discrimination Code of Practice for Further and Higher Education: The Special Educational Needs and Disability (Northern Ireland) Order 2005 (Equality Commission for Northern Ireland, 2006)

Disability Discrimination Code of Practice for Schools: Special Educational Needs and Disability (Northern Ireland) Order 2005 (Equality Commission for Northern Ireland, 2006a)

Every School a Good School: The way forward for special educational needs and inclusion (DE, 2009a)

Special Educational Needs and Disability (Northern Ireland) Order 2005

10.3. Definition and Diagnosis of the Target Group(s)

The Education Act 1996 (as amended by the Special Educational Needs and Disability Act - SENDA, 2001) for England and Wales, and the Education (Northern Ireland) Order 1996 for Northern Ireland (as amended by the Special Educational Needs and Disability (Northern Ireland) Order 2005), state that a child has special educational needs (SEN) 'if he has a learning difficulty which calls for special educational provision to be made for him'. Such provision is required when a child:

- has significantly greater difficulty in learning than the majority of children of his/her age or
- has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools, within the area of the local authority concerned, for children of his/her age or
- is under the age of five years and is, or would be, if special educational provision were not made for him/her, likely to fall within either of the above paragraphs when over that age.

Special educational provision is provision which adds to or differs from provision made generally for pupils of the same age in maintained schools. In the case of children under two years of age, the Act defines special education as educational provision of any kind.

Pupils who need special help may be those with severe intellectual or physical disability, such as limited intellectual capacity, blindness or deafness, or those who have a milder form of disability.

Since September 2002, when the disability part of the Special Educational Needs and Disability Act (SENDA) 2001 came into force in England, Wales (and Scotland) disability discrimination legislation has been extended to cover the needs and requirements of children with disabilities. The Disability Discrimination Act 1995, which sets down the basic definition of disability used by the SENDA, describes a disabled person as 'someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The different types of special educational needs are categorised by the English SEN Code of Practice into four broad areas:

- cognitive and learning needs
- behaviour, emotional and social development needs
- communication and interaction needs
- sensory and/or physical needs.

The annual Schools Census records the following types of learner disability:

- specific learning difficulty
- moderate learning difficulty
- severe learning difficulty
- profound & multiple learning difficulty
- behaviour, emotional & social difficulties

- speech, language and communication needs
- hearing impairment
- visual impairment
- multi-sensory impairment
- physical disability
- autistic spectrum disorder
- other difficulty/disability

A child cannot automatically be defined as having special educational needs under the Education Act 1996 solely because his/her mother tongue is not English. See section 10.7. and its subsections for information about the measures available to assist such children.

Under the terms of the Education Act 1996, giftedness is not recognised as grounds for identifying a pupil as having special educational needs. However, many local authorities (LAs) cater for this situation in their special education provision (see 10.3.5.).

The Welsh Assembly Government guidance (WAG, 2006a) on inclusion and pupil support makes it clear that, a term wider than special educational needs has been adopted for those learners who require additional support. This is in order to recognise the diverse and complex needs of learners and to reflect a more holistic approach to meeting individual pupil needs. The concept of 'Additional Learning Needs' (ALN) encompasses all children and young people with learning needs which are greater than those of the majority of their peers and not just those identified as having special educational needs as defined within the Education Act 1996 and the SEN Code of Practice for Wales (NafW, 2002a). It also includes those who require additional support either due to their circumstances or because they have a longer-term disorder or condition. In many cases, for example through sickness or where a family is experiencing temporary difficulties, children and young people may have additional learning needs for a short period only.

The term special educational needs continues to be used to identify those learners who have severe, complex and/or specific learning difficulties as set out within the Education Act 1996 and the SEN Code of Practice for Wales (NAfW, 2002a). SEN can consequently be described as a sub-category of ALN.

Post-compulsory education

The Learning and Skills Act 2000 defines a student with a learning difficulty as having a significantly greater difficulty in learning than the majority of people that age, or having a disability which prevents the use of the facilities generally provided by post-16 education and training.

The Learning and Skills Council (LSC) uses the following definitions of disability and learning difficulty in learner records. They are comparable to the definitions of SEN used by schools for the Schools Census (see above), and those of other agencies such as social services. Their usage aims to allow a clearer understanding of participation trends and more importantly, enable genuine common understanding.

The following types of learner disability are recorded:

- visual impairment
- hearing impairment
- disability affecting mobility
- other physical disability
- other medical condition (for example epilepsy, asthma, diabetes)
- emotional/behavioural difficulties
- mental health difficulty
- temporary disability after illness (for example post-viral) or accident
- profound complex disabilities
- asperger's syndrome
- multiple disabilities

- other.

The following learning difficulties are recorded:

- moderate learning difficulty
- severe learning difficulty
- dyslexia
- dyscalculia
- other specific learning difficulty
- autism spectrum disorder
- multiple learning difficulties
- other.

In the sections which follow, 10.3.1. deals with identification and assessment, 10.3.2. with stages of identification and assessment, 10.3.3. with statements of special educational needs and 10.3.4. with the special educational needs tribunal. Gifted and talented learners are covered in section 10.3.5..

[Inclusion and Pupil Support \(Circular 47/2006\) \(WAG, 2006a\)](#)

[Special Educational Needs Code of Practice \(England\) \(DfES, 2001d\)](#)

[Special Educational Needs Code of Practice for Wales \(NAfW, 2002a\)](#)

[Learning and Skills Council \(LSC\)](#)

[Ofsted - Office for Standards in Education, Children's Services and Skills](#)

[Disability Discrimination Act 1995](#)

[Education \(Northern Ireland\) Order 1996](#)

[Education Act 1996](#)

[Learning and Skills Act 2000](#)

[Special Educational Needs and Disability \(Northern Ireland\) Order 2005](#)

[Special Educational Needs and Disability Act 2001](#)

10.3.1. Identification and assessment of pupils

A local authority (LA) in England and Wales has a duty to identify pupils who have special educational needs (SEN) and to determine the special educational provision which any learning difficulty they have calls for.

The LA must, where necessary, formally assess a child in its area if, in its opinion, the child has, or probably has, SEN. A teacher, parent, health visitor or similar person may alert the LA to a child's special needs and a parent may request a formal assessment. Parents of children less than two years of age may request the LA to make an assessment and the LA may, at its discretion, make special educational provision for such children.

LAs may request the help of the local Health Authority, specifying the action needed. This might involve the provision, for example, of speech therapy, physiotherapy or psychotherapy. The Health Authority has a duty, with certain exceptions, to provide such help. A Health Authority must also inform parents if it believes that a particular voluntary organisation could be of help.

In England, LAs are responsible for arranging assessments of learning difficulties and identifying suitable provision for further education when a young person leaves school, up to the age of 25.

In Wales, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) plays a key role in the transition process through its relationship with Careers Wales. See section 5.18. for further information about these guidance services.

Education And Library Boards (ELBs) in Northern Ireland have similar responsibilities to LAs in England and Wales. These are set out in the Education (Northern Ireland) Order 1996 (as amended by the Special Educational Needs and Disability (Northern Ireland) Order 2005). Where a school or 'responsible body' requests the local Education and Library Board (ELB) to carry out a statutory assessment of a child, the ELB will formally notify the parent(s) of this and of their right to make representations. In grant-aided schools, a responsible body in regard to the assessment of SEN, or in regard to questions of disability discrimination, is usually the Board of Governors (or possibly the relevant ELB). For independent schools, the responsible body is the proprietor.

Careers Wales Association Ltd

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Education (Northern Ireland) Order 1996

Special Educational Needs and Disability (Northern Ireland) Order 2005

10.3.2. Stages of identification and assessment

England and Wales

In England, the revised Code of Practice (DfES, 2001d) (see section 10.5.1.1.) (in force from the beginning of January 2002) introduced a graduated approach to meeting children's special educational needs (SEN):

- School Action (or Early Years Action for children in pre-school settings) which can include setting targets and creating an individual education plan (IEP) for the pupil. It is action taken at school level and decided on by a class teacher, parents and the school's special educational needs coordinator (SENCO).
- School Action Plus (or Early Years Action Plus for children in pre-school settings) - when the School Action measures do not do enough to meet the needs of the child, external agencies are called in to provide extra support to the school.
- Provision, as set out in a statement of special educational needs, following an assessment.

The revised Code of Practice for Wales (NAfW, 2002a) made similar changes.

Northern Ireland

A five stage approach to the identification of special educational needs is set out in the Northern Ireland Code of Practice (DENI, 1998a). The first three stages are based in the school, calling on external specialists as necessary; at stages 4 and 5 the Education and Library Boards (ELBs) shares responsibility with schools. The stages are as follows:

- Stage 1: teachers identify and register a child's special educational needs and, consulting the school's SEN coordinator, take initial action.
- Stage 2: the SEN coordinator takes lead responsibility for collecting and recording information and for coordinating the child's special educational provision, working with the child's teachers.
- Stage 3: teachers and the SEN coordinator are supported by specialists from outside the school.
- Stage 4: the ELB considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.
- Stage 5: the ELB considers the need for a statement of special educational needs; if appropriate, it makes a statement and arranges, monitors and reviews provision.

There is a Supplement to this Code (DENI, 2005e). This aims to provide a clear understanding and ensure a consistency of approach for schools, ELBs and others on the steps to be taken in carrying out their statutory functions as they relate to the special educational needs (SEN) aspects of the Special Educational Needs and Disability (Northern Ireland) 2005 Order. The supplement also provides additional guidance in developing inclusive education in schools for children with SEN. See 10.5.1.1. for further information.

[Code of Practice on the Identification and Assessment of Special Educational Needs \(NI\) \(DENI, 1998a\)](#)

[Special Educational Needs Code of Practice \(England\) \(DfES, 2001d\)](#)

[Special Educational Needs Code of Practice for Wales \(NAFW, 2002a\)](#)

[Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs \(DE, 2005e\)](#)

[Special Educational Needs and Disability \(Northern Ireland\) Order 2005](#)

10.3.3. Statements of special educational needs

A statement of special educational needs is a statutory document which details the special educational needs (SEN) of a child, lists the special educational provision required, names an appropriate school or other arrangements and, if necessary, gives details of the non-educational provision required. The representations, evidence and information taken into consideration by the local authority (LA) (in England and Wales) or Education and Library Board (ELB) (Northern Ireland) in compiling the statement must be included within the statement.

England and Wales

When the local authority (LA) has decided that a child should be formally assessed for SEN, the authority's first duty is to inform the parents of this decision in writing. This formal notification must include the following information:

- The fact that the LA is proposing to make an assessment of the child's educational needs.
- The procedure which the LA will follow in making the assessment.
- The name of an officer of the authority from whom further information may be sought by the parent(s).
- The parents' right to make representations and submit written evidence to the LA, within a period of not less than 29 days from the date on which the notice was issued.

LAs must seek parental, educational, medical, psychological and social services advice. They must also seek any other advice they consider appropriate and, where reasonable, consult those whom the parents have named.

The LA will make a statement of special educational needs if they decide that all the special help a child needs cannot reasonably be provided within the resources normally available to the school. If the LA decides not to make a statement of special educational needs, it must notify the parents of this decision. In such a case, the LA can draw up a 'note in lieu of a statement' setting out the reasons for the decision. The parents have a legal right to appeal to the First-tier Tribunal (Special Educational Needs and Disability Panel) in England and the Special Educational Tribunal for Wales (SENTW) in Wales (see 10.3.4. and its subsections) if they do not agree with the final statement, or if the LA decides not to make a statement.

Under the Education Act 1996, LAs have to inform parents of the outcome of the assessment within 10 weeks of serving notice that they would be carrying out an assessment.

LAs in England and Wales must ensure that the child receives the educational provision specified in the statement of special educational needs. If the LA cannot meet a child's needs at one of its own maintained

schools, it may recommend placing the child in an independent school or a non-maintained special school (see 10.6.12.) and must, in such cases, meet all expenses. After consulting with the parents, the LA may determine that a child's special educational needs may be met by provision other than at school, for example, by the Health Authority or the Social Services Department. If necessary, the LA may arrange for a child with a statement of special educational needs to attend an establishment outside England or Wales.

Every statement of special educational needs made by a local authority (LA) in England and Wales must be reviewed at least once every 12 months from the date on which the original statement was issued, but the LA may review the statement more often if considered necessary. The review meeting will normally be held in the school. Parents are invited to attend and may be accompanied by an adviser, friend or 'named person'. A named person can be a friend, a relative or a member of a voluntary organisation or parent partnership scheme organised by the LA. The child may also attend at least part of the meeting and express a view on progress made in the past year. Following the review meeting, the LA is sent a report from the school concerning the statement. If the LA wishes to amend or cease to maintain this statement, it must write to the parents informing them of this intention and of their right to make representations concerning it. The LA must consider any parental representations and inform the parents, in writing, of the result of its consideration. It must also inform parents of their right to appeal if they disagree with the LA's conclusions.

If parents choose to make private arrangements for the education of their child who has a statement of special educational needs, the LA must ensure that those arrangements are, and continue to be, suitable.

Following a child's Year 9 annual review of their statement (when the child is 13 or 14), a 'Transition Plan' is drawn up. The Transition Plan draws together information to plan for the pupil's transition to adult life. It is expected that the child with a statement of special educational needs will be very involved in drawing up the plan.

The annual review and Transition Plan have additional significance as the young person approaches the age of 16. Young people with special educational needs are assessed on leaving school and suitable provision for further education or training is identified. In England, Local Authorities have a duty to carry out an assessment for young people with a statement of special educational needs. They also have a power to carry out an assessment for young people with special education needs, but without a statement. Although not a statutory requirement in Wales, Careers Wales (see section 5.18.) places particular emphasis on supporting all disadvantaged students, including those with special educational needs but without statements.

From April 2010 responsibility for the funding and organisation of 16-19 education and training will pass to Local Authorities from the Learning and Skills Council. Local Authorities will also have responsibility for commissioning provision for learners who are aged 19-25 and subject to a learning difficulty assessment.

In Wales this is done by Careers Wales under contract to the National Assembly for Wales.

Northern Ireland

Similar arrangements to those above exist in Northern Ireland. The Education (Special Educational Needs) (Amendment) Regulations (Northern Ireland) 1998 state that special educational needs assessments must normally be completed, and draft statements issued, within 18 weeks. In addition, Health and Social Services Boards and Trusts are required to provide assessment advice to Education and Library Boards (ELBs) within six weeks of a request being made. The Education (Special Educational Needs) Regulations (Northern Ireland) 1997 state that parents must be consulted during the construction of the statement.

Under the Education (Northern Ireland) Order 1996 (as amended by the Special Educational Needs and Disability (Northern Ireland) Order 2005 – SENDO), every statement of special educational needs made by the Board of Governors of a school must be reviewed within 12 months of the initial statement being made or the last review. Through these reviews, the Education and Library Board may decide that a child can continue to make good progress with the extra help available within an ordinary (mainstream) school. In such a case, the board may decide to stop maintaining the child's statement. Similar arrangements exist for

pupils over compulsory school age who remain in school. If a child has a statement of special needs, further education will be considered when the Transition Plan is drawn up at around the age of 14.

Local authorities (LAs) in England and Wales, and Education and Library Boards (ELBs) in Northern Ireland, must maintain statements for young people over the age of 16 if they remain at school, but not if they move on to a further education college.

[Special Educational Needs Code of Practice \(England\) \(DfES, 2001d\)](#)

[Careers Wales Association Ltd](#)

[Learning and Skills Council \(LSC\)](#)

[National Assembly for Wales \(NAfW\)](#)

[SEN Tribunal for Wales \(SENTW\)](#)

[First-tier Tribunal \(Special Educational Needs and Disability Panel\)](#)

[Education \(Northern Ireland\) Order 1996](#)

[Education \(Special Educational Needs\) \(Amendment\) Regulations \(Northern Ireland\) 1998](#)

[Education \(Special Educational Needs\) Regulations \(Northern Ireland\) 1997](#)

[Education Act 1996](#)

[Education and Skills Act 2008 Chapter 25](#)

[Special Educational Needs and Disability \(Northern Ireland\) Order 2005](#)

10.3.4. Special educational needs tribunals

If parents do not agree with the final statement or a statement is not made for a child or the authority amends or ceases to maintain the statement, they have the right to appeal against this decision. The appeal is considered by a tribunal. Despite having different names/arrangements (see below), the tribunals in England, Wales and Northern Ireland have the following similar powers:

- Regarding assessment of a child:
 - If the local authority (or Education and Library Board in Northern Ireland) has refused to arrange an assessment for a child, the tribunal can order it to do so.
 - If the LA/Board has refused to make a statement, the Tribunal can order it to do so. However, it cannot tell the LA/Board what should go into the statement.
 - If the LA/Board decides not to maintain the statement, the Tribunal can order it to do so.
- Regarding the contents of the statement: if the LA/Board has made a statement for a child, has amended the statement or refused to amend the statement following an assessment, the Tribunal can order changes to the sections covering needs, provision and where a child should go to school.
- If the Tribunal decides that there has been disability discrimination, it can order any action it considers reasonable to put right the effect of that discrimination. The Tribunal cannot order financial compensation.

England

The Special Educational Needs Tribunal (SENT), was first set up by the Education Act 1993 as an independent body to consider parents' appeals against the decisions of local authorities (LAs) regarding a child's special educational needs (SEN), in cases where agreement could not be reached between the LA and the parents. In 2002, following the implementation of the Special Educational Needs and Disability Act 2001 (SENDA), the SENT became the Special Educational Needs and Disability Tribunal (SENDIST). The Tribunal continues to

hear appeals regarding pupils with SEN, but also hears parents' appeals about disability discrimination in schools. Parents can make claims against disability discrimination in a school or nursery concerning admissions, exclusions, education and services linked to education.

From November 2008, SENDIST ceased to be a separate tribunal and became the First-tier Tribunal (Special Educational Needs and Disability), part of the Health, Education and Social Care Chamber (HESC) in a new coordinated Tribunal Service.

This change brings about some changes in the procedures of an appeal but does not change the fundamental responsibilities. Appeals and claims continue to be heard by a specialist Panel consisting of a lawyer and two non-legal (specialist) members with experience and expertise in special educational needs and disability issues, depending on the type of appeal. The tribunal continues, where possible, to sit in the area where the family involved lives.

Advice for parents is provided in two booklets provided by the SENDISP, the first (SENDISP, 2008a) covers special educational needs and the second (SENDISP, 2008) disability discrimination.

Wales

The SEN Tribunal for Wales (SENTW) (or, in Welsh, *Tribiwnlys Anghenion Addysgol Arbennig Cymru*) began receiving cases in September 2003 and hearing them in November 2003. It is responsible for hearing and deciding special educational needs (SEN) appeals against local authorities (LAs) in Wales and disability discrimination claims against responsible bodies in Wales. Cases are heard at locations near the individual complainants.

Northern Ireland

In Northern Ireland, the Special Educational Needs Tribunal Regulations (Northern Ireland) 1997 provide for the making of appeals, preparation for hearings, the determination of appeals and other provisions relating to the Special Educational Needs Tribunal. DENI Circular 1996/40 sets out the cases where parents have a right of appeal. Its name and functions have been slightly altered by subsequent legislation, including the Special Educational Needs and Disability (Northern Ireland) Order 2005.

[Disability Discrimination in Schools: How to make a claim a guide for parents \(SENDISP, 2008\)](#)

[How to Appeal an SEN Decision: A Guide for Parents \(SENDISP, 2008a\)](#)

[Special Educational Needs: Implementation of the Education \(NI\) Order 1996 \(DENI Circular 1996/40\) \(DENI, 1996\)](#)

[SEN Tribunal for Wales \(SENTW\)](#)

[First-tier Tribunal \(Special Educational Needs and Disability Panel\)](#)

[Education Act 1993](#)

[Special Educational Needs and Disability \(Northern Ireland\) Order 2005](#)

[Special Educational Needs and Disability Act 2001](#)

[Special Educational Needs Tribunal Regulations \(Northern Ireland\) 1997](#)

10.3.5. Gifted and talented children

England

The 2005 White Paper, Higher Standards: Better Schools for All (GB. Parliament. House of Commons, 2005a), sets out the Government's ambition that every pupil - gifted and talented, struggling or average - should have the right to personalised support to reach the limits of their capability. For gifted and talented pupils,

this means better 'stretch' and challenge in every school with opportunities to further their particular talents outside school at a local and national level.

In England, gifted and talented children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities). See below for further information about the identification of gifted and talented learners.

The 2007 Children's Plan built on this commitment and set out the following priorities:

- Improving the identification of gifted and talented learners, especially those who are underachieving and/or who come from disadvantaged backgrounds;
- Ensuring all schools have access to a trained Leading Teacher for gifted and talented education;
- Ensuring that gifted and talented learners make a certain level of progress in each key stage, especially those from disadvantaged backgrounds, who are more likely to be underachieving.

In England, the *Your Child, Your Schools, Our Future* White Paper (GB. Parliament. HoC, 2009a), is refocusing provision for gifted and talented pupils. It places the emphasis on ensuring that all gifted and talented pupils benefit directly and support for the most disadvantaged will be more widely available. Parent and Pupil Guarantees as set out in the White Paper will establish the right of every gifted and talented (G&T) learner and their parent and career to have personalized development and support in the classroom and outside school hours from September 2011.

Others strands of the new programme include:

- Schools receive additional funding of £250 per pupil claiming Free School Meals (FSM) (see section 2.6.3.3.) or classified as a looked-after child who has been identified as gifted in the school census. The funding is to be used to develop provision to help disadvantaged gifted and talented learners to compete with their more advantaged peers for places at competitive universities.
- Schools will be able to access a needs analysis web resource to help them to assess, with their gifted and talented learners, their learning and development needs. This will help schools to put in place tailored support programmes.
- A network of 170 High Performing Specialist Schools that will focus on Gifted and Talented as part of their specialism to work alongside local authorities in improving the quality of support for G&T learners across the country.
- Access to training, guidance, quality standards and a range of other materials and resources developed specifically for gifted and talented learners by the National Strategies. The focus of these materials/resources will be on improving school level Gifted and Talented provision, in the classroom and through additional enrichment and study support opportunities.

There are also 140 National Challenge schools taking part in a pilot scheme which aims to improve their gifted and talented provision.

Following this refocusing, there is no long-term plan for gifted and talented children.

CfBT Education Trust had been responsible for managing *Young, Gifted and Talented*, the national programme for gifted and talented education. However, since the changes described above began to be implemented this has changed. The organization will continue to provide some services until its contract runs out in March 2010 but the National Strategies have already taken over many of its responsibilities. National Strategies have developed a range of tools, materials and resources to help teachers which are available online: <http://nationalstrategies.standards.dcsf.gov.uk/giftedandtalented>.

Identification of gifted and talented learners

Guidance on the identification of gifted and talented learners has been provided to schools (DCSF, 2008h). It states that the DCSF defines the group supported by the National Programme for gifted and talented

education as: "Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)."

The guidance encourages schools in identifying gifted and talented learners to focus on:

- learners aged 11 – 19 who meet the published eligibility criteria for the top 5% nationally including those who were members of the former National Academy for Gifted and Talented Youth (NAGTY), and others who meet the criteria
- in addition, learners aged 4 – 19 who are gifted and talented relative to their peers in their own year group and school/college
- a range of abilities including talent in the arts and sport
- ability rather than achievement, so that underachievers are amongst those identified.

Schools have the discretion to decide how best to identify their gifted and talented pupils but are likely to obtain the best results by drawing on a wide range of information sources, including both qualitative and quantitative information. Popular methods for identification include teacher/staff nomination, testing achievement, potential and curriculum ability, assessment of children's work, parental information, and discussions with children/young people.

The previous guidance (from 2006) included the following standard definitions:

- Gifted pupils are defined as the top five to 10 per cent of pupils in each school – as measured by their actual or potential achievement – in English, mathematics, science, history, geography, modern foreign languages, religious education (RE), information and communication technology (ICT), or design and technology.
- Talented pupils are defined as the top five to 10 per cent of pupils in each school as measured by their actual or potential achievement in the subjects of art and design, music, physical education (PE) or performing arts such as dance and drama. These subjects also form part of the statutory curriculum.

One particular element of the definition given in the 2006 guidance should be emphasized. It referred to the gifted and talented children in an individual school, regardless of the overall ability profile of pupils.

Provision

There are five layers of provision for gifted and talented learners:

- classroom provision
- cross-school enrichment, extension and acceleration
- regionally or LA based enrichment
- regionally or LA based coaching
- national provision

Stretch and challenge for gifted and talented learners in every classroom is absolutely critical. Providers at this level and at others should consider what is available at the next layer of provision that might benefit the learner. Once an individual has been identified there should be support available through the levels of the pyramid.

All schools are to appoint a leading teacher for gifted and talented education. They have a key role in whole-school self-evaluation and improvement planning for gifted and talented pupils' education (provision, identification and outcomes) and effective classroom practice. It is intended that there will be leading teachers in every secondary school and in groupings of primary schools. The Primary and Secondary National Strategies are working with LAs to provide continuing professional development (CPD) opportunities for such staff.

The Department for Children, Schools and Families has produced a Handbook for Leading Teachers of Gifted and Talented Children (DCSF, 2008g).

At the local level, Regional Partnerships and partnerships led by higher education institutions (HEIs) – universities, colleges of higher education, and so on are key elements of the national plan. They provide a range of programmes for gifted and talented (G&T) learners, including non-residential summer schools, master classes and workshops, and online learning. Although they are providers themselves, HEIs do not compete with other providers. They actively collaborate with the established G&T regional partnerships to map and plan provision, and to ensure even-handed age representation and geographical spread of activity. HEIs and regional partnerships work closely with learners, schools, local authorities and other stakeholders to identify and effectively respond to their needs and requirements. Further information on Regional Partnerships is available online: <http://ygt.dcsf.gov.uk/Content.aspx?contentId=103&contentType=1> and <http://ygt.dcsf.gov.uk/HomePage.aspx?stakeholder=7>

Quality of provision

National Quality Standards for Gifted and Talented Education have been developed. The National Quality Standards is an umbrella term which embraces two sets of Quality Standards. The first, Institutional Quality Standards (IQS) are school/college-wide and are designed to improve the quality of gifted and talented education in schools and colleges as a whole. The IQS have received the support of both the Qualifications and Curriculum Development Agency (QCDA) and the former National College for School Leadership (now the National College for Leadership of Schools and Children's Services), and are recognised by Ofsted. Classroom Quality Standards (CQS) are specifically designed to improve the practice of individual teachers.

Local Authority Quality Standards (LAQS) which are intended for use by local authorities in reviewing and developing support for gifted and talented (G&T) learners within a local area have also been introduced.

Information the IQS, CQS and LAQS are available from the National Standards G&T website:

<http://nationalstrategies.standards.dcsf.gov.uk/search/results/nav%3A49610>

Music and dance training

In March 2004, the Government announced a new national grants scheme for exceptionally talented children in music and dance, which allows them to gain access to specialist training locally. The grants are intended for young musicians aged between eight and 16, and for young dancers aged 11 to 16, who do not have the financial means to access the best available training. Further information is available online: <http://www.dcsf.gov.uk/mds/>

Wales

In Wales, children who are gifted and talented are described as being 'more able and talented'. This term encompasses pupils who are more able across the curriculum as well as those who show talent in one or more specific areas and strengths in leadership, team working and entrepreneurial skills. About 20 per cent of the school population will be labelled more able and talented.

In 2003, ACCAC (the body which was responsible for matters pertaining to the curriculum, assessment and qualifications in Wales whose responsibilities have since become those of the Qualifications and Curriculum Group of the Department for Children, Education, Lifelong Learning and Skills, DCELLS) issued 'A Curriculum of Opportunity: Developing Potential into Performance' (ACCAC, 2003). This provided guidance for schools on meeting the needs of more able and talented children, identification of such pupils, learning styles, organisation of teaching groups, opportunities beyond the classroom, and developing effective school policy. The guidance includes the following definition of more able and talented pupils: 'pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils'.

The revised Welsh National Curriculum (see section **4.2.2.**) continues to reference this guidance as key in managing provision for such students.

It is the role of the LEA to support schools in helping all pupils, including those who are considered to be more able and talented, to achieve their full learning potential. To assist with this, 'Meeting the Challenge: Quality Standards in Education for More Able and Talented Pupils' (WAG, 2008e) provides advice to schools and LEAs on meeting the educational needs of more able and talented pupils. The Standards contained within this guidance aim to support schools and LEAs in identifying, assessing and providing for more able and talented pupils as part of a whole school improvement agenda. They support the guidance provided in 'A Curriculum of Opportunity'.

Northern Ireland

In Northern Ireland the term 'gifted and talented' is used to describe those learners who are achieving, or who have the potential to achieve, a level substantially beyond the rest of their peer group inside their particular school in nursery, primary, selective and non-selective post-primary schools or other educational settings. Those learners who demonstrate or have the potential to demonstrate extremely high levels of ability, compared to their peers across the entire population, are referred to by the term 'exceptionally able'.

It is assumed that student abilities will be in one or more of the following areas:

- general intellectual ability or talent
- specific academic aptitude or talent
- visual and performing arts and sports
- leadership ability
- creative and productive thinking
- mechanical ingenuity
- special abilities in empathy, understanding and negotiation.

Guidelines (CCEA, 2007) to support the teaching and learning of gifted and talented learners have been published. They reflect the good practice which is already taking place in schools throughout Northern Ireland and are consistent with the aims and objectives of the Revised Northern Ireland Curriculum.

These guidelines state that the decision as to which pupils should be regarded as gifted and talented lies with the teachers and school concerned. The choice of method for assessment and/or identification is decided on a case-by-case basis and may vary depending on age and/or talent being assessed.

Curriculum for gifted and talented learners

The statutory curricula in England, Wales and Northern Ireland allow schools the flexibility to plan appropriate and relevant provision for all pupils, including those who are gifted and talented. In addition, because the curriculum programmes of study in each country describe a minimum entitlement, schools are free to teach material in subject areas that go beyond the programme of study to some or all pupils.

Assessment of gifted and talented learners

In England, the national testing system provides opportunities for recognising and reporting the achievements of gifted and talented pupils. Teachers need to use a range of indicators to monitor pupils whose learning has been accelerated, for example:

- performance on the national curriculum extension tests or in national mathematics competitions, which can help to assess how any special ability is developing from year to year
- performance in the world class tests for nine- and 13-year-olds
- enthusiasm, persistence and commitment in handling more demanding extension work
- curiosity and interest in the subject.

In England, information on the performance of pupils and students in national assessments and in qualifications is also published nationally. This is in the form of comparative tables, known as the 'School and College Achievement and Attainment Tables', which are published for all primary schools, secondary schools,

special schools and independent schools. The tables also include results for further education institutions (see section 2.7.2.1.2.). In line with a Government commitment in the Children's Plan to ensure a proper focus on gifted and talented learners from 2008, the tables will also include new Key Stage 3 English, maths and science indicators which reflect the achievement of gifted and talented learners.

World Class Tests, which are targeted at the top 10 per cent of the ability range, are available internationally and are designed to stimulate the most gifted and talented pupils by encouraging deeper thinking on the standard topics that children have been taught. These are targeted at nine-year-olds in key stage 2 and, in key stage 3 at 13-year-old pupils. Pupils can, however, take these tests as soon as they are ready. Further information is available via the World Class Arena website at <http://www.worldclassarena.org>.

Prior to Summer 2009, before their withdrawal, gifted students in England, Wales and Northern Ireland completing post-compulsory upper secondary education in schools or colleges at around age 18 could also have taken Advanced Extension Awards (AEAs). Available as single subject qualifications, AEAs were specifically aimed at the top 10 per cent of students nationally in each subject. They were set at a higher level of demand than the corresponding GCE A-level examination over the same content. Students were expected to show greater depth of understanding and apply knowledge using skills of critical analysis, evaluation and synthesis within the subject. The mathematics AEA will, however continue until at least 2012.

'Meeting the Challenge – Quality Standards in Education for More Able and Talented Pupils' Welsh Assembly Government Circular No: 006/2008 (WAG, 2008e)

A Curriculum of Opportunity: Developing Potential into Performance. Meeting the Needs of More Able and Talented Pupils (ACCAC, 2003)

Gifted and Talented Pupils Guidelines for Teachers (CCEA, 2007)

Handbook for leading teachers for gifted and talented education (2nd edition) (DCSF, 2008g)

Higher Standards, Better Schools for All: More Choice for Parents and Pupils (GB. Parliament. House of Commons, 2005a)

Identifying gifted and talented learners - getting started (DCSF, 2008h)

Your Child, your Schools, our Future: Building a 21st Century Schools System. Cm 7588. (GB. Parliament. House of Commons, 2009a)

CfBT Education Trust

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Department for Children, Schools and Families (DCSF)

National College for School Leadership and Children's Services (NCSL)

Ofsted - Office for Standards in Education, Children's Services and Skills

Qualifications and Curriculum Development Agency (QCDA)

10.4. Financial Support for Pupils' Families

In England, Wales and Northern Ireland, child benefit is available to all families and tax credits and other benefits may be available (see 5.9.). Higher rates of tax credit are available for a child with a disability and at an enhanced rate for a child with a severe disability. Pupils who have problems with mobility may also qualify for the Disability Living Allowance (DLA).

In England and Wales, for any pupil, with or without a statement of special educational needs, local authorities (LAs) must provide free home to school transport where they consider that this is necessary to

enable a child to attend school. In normal circumstances this would be for a child who attends a school located more than statutory walking distance from home, and where the LA cannot make arrangements for the child to attend a school nearer home. See section 4.6. or 5.6. for further information.

These principles are not affected by the existence of a statement of special educational needs. LAs do not have a duty to provide transport to a school simply because that school is named in a statement. Where parents express a preference for a school further from a child's home than the nearest school appropriate to the child's SEN, it would be open to the LA to: name the nearer school, because that would be compatible with the efficient use of resources; or name the school preferred by the child's parents, in which case the LA would have the power to meet transport costs but no duty to do so. This position also extends to a school named by the Special Educational Needs and Disability Panel (SENDISP) (see 10.3.4.). In many cases it remains for the LA to decide whether transport is necessary.

Transport is recorded in a statement of SEN in exceptional cases, where the child has particular transport needs.

In addition, a joint HM Treasury and Department for Education and Skills report 'Aiming High for Disabled Children: Better Support for Families' (HM Treasury and DfES, 2007) examined how to improve outcomes and life chances of disabled children through the development of effective and accessible services for disabled children (0-19 years of age) and their families. The Aiming High for Disabled Children (AHDC) Programme (in England only) resulting from this report has introduced the following arrangements:

- improved short breaks for disabled children enabling them to experience new things and for their parents to have a break
- a pilot project to provide accessible childcare
- opportunities for parents of disabled children to become involved with shaping services at a local level
- using national level performance indicators and targets, underpinned by a core offer to help disabled young people and their parents understand what support they can get and how to access it across local services
- improved access to community equipment and wheelchairs to maximise the mobility of disabled children, allowing them to access schools, leisure facilities and other services more easily
- a programme to provide intensive support during the stage of transition to adulthood.

In late 2008, further funding was provided to support parental involvement in the planning and strategic development of local services for disabled children.

[Aiming High for Disabled Children: Better Support for Families \(HM Treasury and DFES, 2007\)](#)

[First-tier Tribunal \(Special Educational Needs and Disability Panel\)](#)

10.5. Special Provision within Mainstream Education

The Education Act 1996 for England and Wales and the Education (Northern Ireland) Order 1996 place the emphasis on educating children with special educational needs (SEN) alongside their peers in mainstream schools, wherever possible. The Special Educational Needs and Disability Act (2001) (SENDA) (in England and Wales) and the Special Educational Needs and Disability (NI) Order 2005 (SENDON) in Northern Ireland strengthen the rights of children with special educational needs to be educated in mainstream education, where parents want this and the interests of other children can be protected. A small minority of children need more help than a mainstream school can provide. See section 10.6. for details of the educational provision for such children.

Compulsory education

In England and Wales, local authorities (LAs) have responsibility for the education of children and young people with SEN attending schools from the age of two to 19 years. In Northern Ireland, this is the responsibility of the Education and Library Boards (ELBs). LAs and ELBs are required to take into account the wishes of parents in the choice of a particular school, whether mainstream or special (see section 10.6.), when deciding what type of provision to make. They must also consider the individual pupil's needs, the needs of his or her peers and the efficient use of resources.

Provision within a mainstream school may include integration within an ordinary class while receiving extra assistance, or attendance at special units or classes within the school.

Post-compulsory education

Depending on their individual needs, students over the age of 16 years may continue their education in mainstream schools, mainstream further education institutions or in special schools or colleges. Many schools have developed 'link' courses with colleges so the pupils in their last years at school can go to a college on a part-time basis. These courses help to prepare young people for further education by letting them experience a college and try out a range of new subjects.

Further education is available for all young people over the age of 16. If a young person has a statement of SEN, everyone involved in transition planning (see section 10.3.3.) will consider the possibilities for further education. If a young person has a learning difficulty and/or disability and wants to leave school at the end of year 11 to go to a further education college or to work-based training, the Connexions Service (as provided by the local authority) will carry out another assessment, assessing what will have to be provided so that the young person can carry on with their education or training. Connexions works with further education and training providers to make sure young people get the help they need.

In Wales, post-compulsory provision for children with statements of special educational needs is the responsibility of the Department for Children, Education, Lifelong Learning and Skills (DCELLS). Careers Wales are involved in providing advice and support.

Statements of special educational needs implemented under the Education Act 1996, continue to apply to students only while they attend school. Statements do not have any force once the student has entered the further education sector, although institutions may take them into consideration when assessing the needs of students.

From April 2010 responsibility for the funding and organisation of 16-19 education and training will pass to Local Authorities from the Learning and Skills Council. Local Authorities will also have responsibility for commissioning provision for learners who are aged 19-25 and subject to a learning difficulty assessment.

Careers Wales Association Ltd

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

[Education \(Northern Ireland\) Order 1996](#)

[Education Act 1996](#)

[Learning and Skills Act 2000](#)

[Special Educational Needs and Disability \(Northern Ireland\) Order 2005](#)

[Special Educational Needs and Disability Act 2001](#)

10.5.1. Specific legislative framework

See the sub-sections for further information: 10.5.1.1. for compulsory education; 10.5.1.2. for post-compulsory secondary and further education; and 10.5.1.3. for higher education. Please note that the legislation also covers separate special provision.

One piece of legislation common to all phases of education is the Disability Discrimination Act 2005. This introduces the disability equality duty, which requires all public sector organisations including schools, further education institutions and higher education institutions to promote equality of opportunity for disabled people. The disability equality duty adds force to existing duties to end discrimination and places the emphasis on positive actions and on-going duties. It requires all public sector organisations to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

Institutions, including schools, must produce a Disability Equality Scheme, which sets out the institutions' priorities such as staff training in differentiated behaviour management, or how they will consider how to address any systematic disadvantage disabled pupils may face, for example over the number of exclusions.

The Disability Discrimination Act also applies in Wales.

Disability Discrimination Act 2005

10.5.1.1. Compulsory education - legislative framework

In England and Wales, the Education Act 1981, which came into force in 1983, and the Education Act 1993 made major changes in the legal requirements for provision for children with special educational needs (SEN) in England and Wales. This legislation implemented many of the recommendations of the Warnock Report (Warnock, 1978) (see section 10.1.).

The Education Act 1993, now superseded by the Education Act 1996, made provision for:

- The establishment of a Special Educational Needs Tribunal (SENT) to hear appeals against the contents of a child's statement of special educational needs or against the decision of the local authority (LA) not to make a statement.
- Increased rights for parents in relation to the choice of school.
- A Code of Practice (DFE, 1994a) giving practical guidance to LAs and the governing bodies of all maintained schools on their responsibilities towards all children with SEN.

The Education Act 1996 (amended by the Special Educational Needs and Disability Act 2001), consolidated SEN legislation from earlier Acts.

The Special Educational Needs and Disability Act 2001 (SENDA) came into effect in January 2002. SENDA:

- Strengthened the rights of children with SEN to be educated in mainstream schools.
- Required LAs to make arrangements for services to provide parents of children with SEN with advice and information, and a means of resolving disputes with schools and LAs.
- Changed the procedures for Special Educational Needs Tribunals (SENT) (see 10.3.4.).
- Places a duty on LAs to plan systematically to increase the accessibility of all maintained schools, maintained nurseries and pupil referral units for disabled children.

Part 2 of SENDA amended the Disability Discrimination Act 1995 and placed new duties on all education providers (schools, further education institutions and higher education institutions):

- Not to treat disabled pupils less favourably, without justification, for a reason which relates to their disability.
- To make reasonable adjustments, so that disabled pupils are not put at a substantial disadvantage compared to pupils who are not disabled.

In addition, it places duties on schools in England and Wales to plan strategically and make progress in increasing accessibility to schools' premises and to the curriculum, and improving the way in which written information is provided to disabled pupils. 'Building Bulletin 102: Designing for disabled children and children with special educational needs' (DCSF, 2009d) provides non-statutory design guidance on accommodation for children with SEN and disabilities for special school and mainstream school projects.

The following legislation also has an impact on SEN issues in education:

- The Human Rights Act 1998, which confirmed the rights of everyone to benefit fully from education. As part of the Government's human rights agenda, a Disability Rights Commission (DRC) was established. One of the Commission's roles is to keep disability under review. This has since passed to the Equality and Human Rights Commission, the successor to DRC.
- The Carers and Disabled Children Act 2000, which made provision for the extension of direct payments to disabled 16- and 17-year-olds. This enables them, for example, to leave home or residential care to go into further or higher education.
- The Education Act 2002, which allows for the establishment of a separate Special Educational Needs Tribunal in Wales.
- The Disability Discrimination Act 2005. This disability legislation, for the first time, includes bodies that award qualifications such as General Certificates of Secondary Education (GCSEs) and General Certificate of Education Advanced-levels (GCE A-levels). It addresses issues of discrimination and harassment, and the duty of the awarding bodies to make adjustments.

In Northern Ireland, the Education (Northern Ireland) Order 1996 (as amended by the Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO)) makes similar arrangements for the provision of special needs education to those outlined in the Education Act 1996 for England and Wales. It sets out the arrangements for identifying, assessing and making provision for children who have special educational needs (SEN) which are broadly similar to those in England and Wales. A Special Educational Needs Tribunal (SENT) (see section 10.3.4.3.) was introduced in 1997, which, again, operates along similar lines to those in England and Wales. The Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) renamed the Northern Ireland Tribunal the 'Special Educational Needs and Disability Tribunal' (SENDIST). See section 10.3.4. for further changes to the tribunals.

The Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) came into operation on 1st September 2005. The aim of the Order was to introduce equivalent legislation to the Special Educational Needs and Disability Act 2001, which applies to England, Scotland and Wales (see below). The law increases the rights of children with special educational needs (SEN) to attend mainstream schools and introduces disability discrimination laws for the whole education system in Northern Ireland for the first time. This applies to schools, institutes of further and higher education, and awarding bodies.

In detail, the legislation:

- Strengthens the right to a mainstream school place for children with a statement of special educational needs, where parents agree and it is compatible with the efficient education of others.
- Requires Education and Library Boards (ELBs) to provide advice and conciliation services to parents.
- Prevents schools from discriminating in their admissions arrangements against children who have disabilities.

- Ensures that schools take responsibility for ensuring that students with disabilities are not placed at substantial disadvantage in comparison to other students, with regard to the education and associated services provided to them.
- Ensures that ELBs and schools have to produce accessibility strategies for making their buildings and curriculum more accessible over time.
- Ensures that the special educational needs tribunal hears disability cases.
- Prohibits institutions of further and higher education from discriminating in their admissions arrangements, and in the education and associated services provided, against people who have disabilities.

Codes of Practice

The first 'Code of Practice on the Identification and Assessment of Special Educational Needs' (DFE, 1994) came into effect in England and Wales on 1 September 1994, and gave practical guidance to local authorities (LAs) and the governing bodies of all maintained schools on their responsibilities towards pupils with special educational needs (SEN). Revised Codes of Practice (DfES, 2001d) (NAfW, 2002a) were introduced in England and Wales at the beginning of 2002. For the first time, there were separate Codes for England and Wales. These new Codes took the provisions of the Special Educational Needs and Disability Act 2001 (SENDA) into account. They have similar aims and objectives to the previous Code.

The Codes, together with the specific provisions of the relevant legislation, set the framework for special education. LAs and schools, together with Health Services and Social Services, which help schools and LAs to provide special education, must have regard to the Codes of Practice.

Under the School Standards and Framework Act 1998, the Code of Practice also applies to all grant-aided nursery education providers.

In Northern Ireland a 'Code of Practice on the Identification and Assessment of Special Educational Needs' (DENI, 1998a) came into operation in September 1998, and was supplemented by additional advice in 2005 (DE, 2005c) (see below). Education and Library Boards (ELBs) and Boards of Governors have a statutory duty to have regard to the provisions of the Code of Practice.

England

The revised Code of Practice (DfES, 2001d) took account of the special educational needs (SEN) provisions of the Special Educational Needs and Disability Act 2001 and the experiences of using the previous Code. It reflected the changes to the law brought about by the Special Educational Needs and Disability Act 2001 which:

- introduced a stronger right for children with SEN to be educated at a mainstream school
- placed new duties on local authorities (LAs) to arrange for parents of children with SEN to be provided with services offering advice and information and a means of resolving disputes
- placed a new duty on schools and nursery education providers to tell parents when they are making special educational provision for their child
- introduced a new right for schools and nursery education providers to request a statutory assessment of a child.

The Code contains separate chapters on provision in the early years, primary and secondary phases, and chapters on working in partnership with parents, with other agencies, and on pupil participation. It recommends that schools and LAs should adopt a graduated response, which encompasses an array of strategies, to match special educational provision to children's needs. This involves bringing increasing specialist expertise to bear on the difficulties that a child may be experiencing. However, schools should, other than in exceptional circumstances, make full use of all available classroom and school resources before expecting to call upon outside resources.

Wales

In Wales, the 'Special Educational Needs Code of Practice for Wales' (NAFW, 2002a) gives practical advice and guidance and stresses that the special educational needs (SEN) of children should normally be met in mainstream schools/settings. The Welsh Code addresses distinctly Welsh issues, arrangements and structures, and aims to provide the following:

- For children – the Code promotes early identification of learning difficulties, the provision of effective help in school, and an expectation that their views will be sought and listened to.
- For teachers and schools – it aims to reduce paperwork and improve teaching and learning.
- For parents – the Code provides improved arrangements for getting help and information, independent support, and access to a means of resolving disagreements while protecting their legal rights to appeal to the SEN Tribunal for Wales (SENTW).

Under the Government of Wales Act 2006, the Assembly Government has obtained Legislative Competence, by means of the National Assembly for Wales (Legislative Competence) (Education and Training) Order 2008 to reform in relation to the statutory framework for Additional Learning Needs (ALN). Further information is provided in section 10.2.2..

Northern Ireland

The Northern Ireland Code of Practice on the Identification and Assessment of Special Educational Needs (DENI, 1998a) addresses all types of learning difficulties, ranging from children with short-term problems, where sensibly addressed classroom provision may meet their needs, to the most severe where a statement of special educational needs and specialised teaching, equipment or other provision may be needed.

The essential practices and procedures which the Code embodies are as follows:

- Children with special educational needs should be identified as early as possible and assessed as quickly as is consistent with thoroughness.
- Provision for children with special educational needs should be made by the most appropriate agency. In most cases, this will be the child's mainstream school, working in partnership with parents, and no statutory assessment will be necessary.
- Education and Library Boards (ELBs) should complete assessments and statements as quickly as thorough consideration of the issues allows.
- ELBs must produce clear and thorough statements, setting out the child's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review. They must ensure the annual review of the special educational provision made for the child and the monitoring and revision of educational targets.
- The ascertainable wishes of the child should be considered in the light of his or her age and understanding.
- There must be close cooperation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues.

As a result of the Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO), a supplement (DE, 2005d) to the existing Code of Practice on the Identification and Assessment of Special Educational Needs has been produced. This has applied since September 2005.

Also, following SENDO, new Disability Discrimination Codes of Practice for schools and the further and higher education sectors have been produced. The Code of Practice for Schools (Equality Commission for Northern Ireland, 2006a) explains the duties placed upon schools. It explains how SENDO makes it unlawful for bodies responsible for the provision of education and other associated services to discriminate against disabled pupils and prospective pupils. SENDO makes it unlawful to treat disabled people less favourably because of their disability, and expects bodies to make 'reasonable adjustments' to ensure that, where reasonable, education is fully accessible to disabled people, and to ensure that victimisation does not occur.

Building Bulletin 102: Designing for disabled children and children with special educational needs: Guidance for mainstream and special schools (DCSF, 2008d)

Code of Practice on the Identification and Assessment of Special Educational Needs (DFE, 1994)

Code of Practice on the Identification and Assessment of Special Educational Needs (NI) (DENI, 1998a)

Disability Discrimination Act 1995, Part 4: Code of Practice for Schools (DRC, 2002)

Disability Discrimination Code of Practice for Schools: Special Educational Needs and Disability (Northern Ireland) Order 2005 (Equality Commission for Northern Ireland, 2006a)

Special Educational Needs (Warnock Report) (Warnock, 1978)

Special Educational Needs Code of Practice (England) (DfES, 2001d)

Special Educational Needs Code of Practice for Wales (NAfW, 2002a)

Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs (DE, 2005e)

What the Disability Discrimination Act (DDA) 1995 Means for Schools and LEAs (DfEE Circular 20/99) (DFEE, 1999e)

SEN Tribunal for Wales (SENTW)

First-tier Tribunal (Special Educational Needs and Disability Panel)

Carers and Disabled Children Act 2000

Disability Discrimination Act 1995

Disability Discrimination Act 2005

Education (Northern Ireland) Order 1996

Education Act 1981

Education Act 1993

Education Act 1996

Education Act 2002

Government of Wales Act 2006

Human Rights Act 1998

National Assembly for Wales (Legislative Competence) (Education and Training) Order 2008

School Standards and Framework Act 1998

Special Educational Needs and Disability (Northern Ireland) Order 2005

Special Educational Needs and Disability Act 2001

10.5.1.2. Post-compulsory legislative framework

England and Wales

Under the Learning and Skills Act 2000 the Learning and Skills Council for England (LSC) and the National Council for Education and Training for Wales (which was known as the National Council – ELWa before being merged into the Welsh Department for Children, Education, Lifelong Learning and Skills - DCELLS) became

responsible for securing the provision of facilities for the education and training of young people aged 16-19, which are sufficient in quantity and adequate in quality. The Act includes a definition of learning difficulties similar to that in the Education Act 1996 (see 10.3.). It requires the LSC and the, then, National Council - ELWa to have regard to the needs of those with learning difficulties when securing further education provision, and to promote equality of opportunity between disabled persons and those who are not.

The Act also made provision for the creation of advisory, information and guidance services in England and Wales, the Connexions Service and Careers Wales respectively, to serve the needs of pupils aged 13-19, including those with special needs (see 5.18.).

In England, the Education and Skills Act 2008 transferred the responsibility for learning difficulty assessments from the Secretary of State (who delegated this responsibility to Connexions Partnerships) to Local Authorities. Local Authorities can determine who should conduct learning difficulty assessments in their area.

The Apprenticeships, Skills, Children and Learning Act 2009 transfers responsibility for the funding and organisation of 16-19 education and training to Local Authorities from the Learning and Skills Council. Local Authorities will also have responsibility for commissioning provision for learners who are aged 19-25 and subject to a learning difficulty assessment.

The Special Educational Needs and Disability Act 2001 extends the Disability Discrimination Act 1995 to require further education institutions to not treat disabled students less favourably than non-disabled students. The legislation also requires them to make reasonable adjustments to ensure that people who are disabled are not put at a substantial disadvantage, compared with those who are not disabled, in accessing further education.

The predecessor to the Equality and Human Rights Commission issued a guide (DRC, 2008) to help staff in further education colleges, adult community learning and higher education institutions (HEIs) understand the Disability Discrimination Act 1995.

Northern Ireland

The Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) (see 10.2. and 10.5.1.1.) applies disability discrimination legislation to the further education sector for the first time. It prohibits further education institutions from discriminating against people who have disabilities in their admissions arrangements, and in the education and associated services provided.

In addition, a new Disability Discrimination Code of Practice for the further and higher education sectors (Equality Commission for Northern Ireland, 2006) has been published. The Code explains how SENDO makes it unlawful for bodies responsible for the provision of further and higher education and other related services to discriminate against disabled students and prospective students. SENDO makes it unlawful to treat disabled people less favourably for a reason related to their disability, and requires institutions to make 'reasonable adjustments' to ensure that, where reasonable, further and higher education is fully accessible to disabled people, and to protect students from victimisation.

[Disability Discrimination Code of Practice for Further and Higher Education: The Special Educational Needs and Disability \(Northern Ireland\) Order 2005 \(Equality Commission for Northern Ireland, 2006\)](#)

[Understanding the Disability Discrimination Act \(DRC, 2008\)](#)

[Careers Wales Association Ltd](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Learning and Skills Council \(LSC\)](#)

[Apprenticeships, Skills, Children and Learning Act 2009](#)

Disability Discrimination Act 1995

Education Act 1996

Education and Inspections Act 2006

Education and Skills Act 2008 Chapter 25

Learning and Skills Act 2000

Special Educational Needs and Disability (Northern Ireland) Order 2005

Special Educational Needs and Disability Act 2001

10.5.1.3. Higher education legislative framework

Under the Disability Discrimination Act (DDA) 1995, higher education institutions must publish disability statements at prescribed intervals. A disability statement contains information on the provision of facilities for education made by an individual institution in respect of disabled persons.

The DDA 1995, as amended by the Special Educational Needs and Disability Act 2001, which applies in England, Wales and Scotland has, with certain exceptions, been in force since 1 September 2002. Under the Act, it is unlawful for institutions or other education providers to treat a disabled person 'less favourably' than they treat, or would treat, non-disabled people for a reason which relates to the person's disability. The Act requires institutions to make reasonable adjustments to avoid discriminating against disabled students.

The predecessor to the Equality and Human Rights Commission issued a guide (DRC, 2008) to help staff in further education colleges, adult community learning and higher education institutions (HEIs) understand the Disability Discrimination Act 1995 as amended.

The Disability Discrimination Act 2005 amended the DDA 1995 and introduced both general and specific duties with regard to positively promoting disability equality that both further education colleges and higher education institutions are subject to.

Northern Ireland

The Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) (see 10.5.1.1.), implemented in September 2005, brought Northern Ireland into line with current special needs and disability legislation in the rest of the UK. The law applies disability discrimination legislation to higher education institutions for the first time. It prohibits higher education institutions from discriminating against people who have disabilities in their admissions arrangements, and in the education and associated services provided.

In addition, following the new legislation in Northern Ireland, a new Disability Discrimination Code of Practice for the further and higher education sectors (Equality Commission for Northern Ireland, 2006) has been published. The Code explains how SENDO makes it unlawful for bodies responsible for the provision of further and higher education and other related services to discriminate against disabled students and prospective students. SENDO makes it unlawful to treat disabled people less favourably for a reason related to their disability, and requires institutions to make 'reasonable adjustments' to ensure that, where reasonable, further and higher education is fully accessible to disabled people, and to protect students from victimisation.

[Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Students with disabilities \(QAA, 2010\)](#)

[Disability Discrimination Code of Practice for Further and Higher Education: The Special Educational Needs and Disability \(Northern Ireland\) Order 2005 \(Equality Commission for Northern Ireland, 2006\)](#)

[Understanding the Disability Discrimination Act \(DRC, 2008\)](#)

[Disability Discrimination Act 1995](#)

[Disability Discrimination Act 2005](#)

[Special Educational Needs and Disability \(Northern Ireland\) Order 2005](#)

[Special Educational Needs and Disability Act 2001](#)

10.5.2. General Objectives

The fundamental principles for the education of children with SEN are as follows:

- A child with SEN should have his or her needs met.
- The needs of children with SEN will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEN should be offered full access to a broad, balanced and relevant education, including any relevant early years curriculum.

England

'The Children's Plan' (GB. Parliament. HoC, 2007g) sets out the Government's long-term vision for improving schools and the integrated support services available to families by 2020. It describes a vision of improving outcomes for all children and young people, reducing inequalities and narrowing the gap between those who do well and those who do not. To achieve this aim all areas of the country are expected to have, by 2010, consistent high quality arrangements to identify all children who need additional help and to intervene early to support them. These local arrangements are described in a local authority's Children and Young People's Plan (CYPP) which is a single, strategic, overarching plan for all services affecting children and young people. The CYPP shows how the local authority and all relevant partners will integrate provision to improve well-being across all five ECM outcomes and focus on specific challenges and priorities. See sections 2.2.1. and for further information about the Children's Plan and CYPPs respectively.

In England, the Government published a revised strategy for special educational needs (SEN): 'Removing Barriers to Achievement' (DfES, 2004f) in February 2004. This sets out the Government's vision for enabling children with SEN to realise their potential and includes a long-term programme to support pre-school settings, schools and local authorities in improving provision for children with SEN. The programme focuses on the four key areas outlined below:

- early intervention
- removing barriers to learning
- raising expectations and achievement
- delivering improvements in partnership.

Wales

The Welsh Assembly Government set out, in 'The Learning Country – Vision into Action' (WAG, 2006c), the intention to 'promote inclusion in education and learning'. This focus on inclusion introduces the concept of 'additional learning needs' to cover those learners whose needs are greater than the majority of their peers. Some children with ALN may also have a statement of special educational needs. See section 10.2.2. for further information.

In Wales, following on from the 2004 Act, the Welsh Assembly Government required each local authority to produce a Single Education Plan. This replaced four plans previously required by statute: the Education Strategic Plan, the School Organisation Plan, the Behaviour Support Plan, and the Early Years Development and Childcare Plan. The Single Education Plan was a temporary measure as, in accordance with the Children

and Young People's Plan (Wales) Regulations 2007, all local authorities were expected to publish a comprehensive and overarching Children and Young People's Plan (CYPP) by 30 September 2008. In Wales, the CYPP sets out the local authority's strategy for discharging its functions in relation to children and young persons and lasts for three years.

Northern Ireland

The Education (Northern Ireland) Order 1996 places the emphasis on educating children with special educational needs (SEN) alongside their peers in mainstream schools, wherever possible. The Special Educational Needs and Disability (NI) Order 2005 (SENDI) in Northern Ireland strengthens the rights of children with special educational needs to be educated in mainstream education, where parents want this and the interests of other children can be protected.

[Removing Barriers to Achievement: The Government's strategy for SEN \(DFES, 2004f\)](#)

[The Children's Plan: Building Brighter Futures \(Cm 7280\) \(DCSF, 2007g\)](#)

[The Learning Country: Vision into Action \(WAG, 2006e\)](#)

[Training and Development Agency for Schools \(TDA\)](#)

[Children Act 2004](#)

[Children and Young People's Plan \(Wales\) Regulations 2007](#)

[Education \(Northern Ireland\) Order 1996](#)

[Special Educational Needs and Disability \(Northern Ireland\) Order 2005](#)

10.5.3. Specific Support Measures

Full details of how schools are funded are provided in section 2.7.. In England, numbers of pupils with special educational needs or additional learning needs is a factor in deciding on the Dedicated Schools Grant (DSG) passed from central government to a local authority and the 'Individual Schools Budget' passed from the authority to schools. Similar arrangements apply in Wales and Northern Ireland.

The following sub-sections describe arrangements for staff in special education (10.5.3.1.), curriculum provision (10.5.3.2.), teaching methods and materials (10.5.3.3.), certification and assessment (10.5.3.4.), progression of pupils (10.5.3.5.) and educational/vocational guidance (10.5.3.6.).

England

In England, the Schools Access Initiative (SAI), funded by the Department for Children, Schools and Families (DCSF), allocates funding to local authorities (LAs) which is then passed on to schools. Projects funded by the SAI may include those which:

- make local schools more accessible
- improve physical access to and around a school or nursery
- improve access to the National Curriculum
- contribute to the overall LA strategic plan for increasing access and inclusion.

Wales

LAs in Wales, in addition to their normal General Capital Funding allocations (see 2.8.2.2.2.) may also be allocated School Buildings Improvement Grant. One of the issues covered in the conditions of the grant is disabled access.

Northern Ireland

In Northern Ireland, to meet the needs of all children, the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) has undertaken a number of projects to ensure that curriculum and assessment procedures are accessible to children with additional and complex needs. Further information is available from the Partnership Management Board (PMB) website:

http://www.pmbni.org.uk/curriculum/inclusion_and_sen.asp

Department for Children, Schools and Families (DCSF)

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

10.5.3.1. Staff in special education

In England, an element of the 10 year SEN strategy 'Removing Barriers to Achievement' (DfES, 2004f) is to increase the skills levels of all teachers and other staff when teaching children with special educational needs and learning difficulties. The Inclusion Development Programme (IDP), a four-year programme of continuing professional development (CPD), has therefore been introduced. This is designed to increase the confidence and expertise of mainstream practitioners in meeting high incidence SEN in mainstream settings and schools. In 2008, the IDP focused on dyslexia and speech, language and communication needs (SLCN). During 2009, the focus was on supporting pupils on the autism spectrum and after that, on behavioural, emotional and social difficulties (BESD). Further information is available online:

<http://www.standards.dfes.gov.uk/primary/features/inclusion/sen/idp>

The Federation of Leaders in Special Education (FLSE) is the national representative body for special schools. It aims to shape and deliver SEN policy to ensure every child's needs are met.

FLSE:

- works closely with DCSF and ministers
- facilitates co-operation and collaboration between members, schools, regions and the DCSF
- works closely with other organisations
- promotes the inclusive education of SEN children in line with the principles of 'Every Child Matters' in all settings
- provides a forum for mutual support by the sharing and dissemination of knowledge, good practice, skills and understanding of educational matters
- promotes the professional development of leaders in special education at all levels.

Special educational needs co-ordinators (SENCOs)

Mainstream schools in England and Wales must designate a member of the teaching staff to act as the Special Educational Needs Coordinator (SENCO). In Wales, this member of staff is becoming known as the Co-ordinator for Additional Learning Needs. The SENCO is responsible for:

- the day-to-day operation of the school's special educational needs (SEN) policy
- liaising with and advising fellow teachers
- coordinating provision for children with SEN
- maintaining the school's SEN register and overseeing the records on all pupils with SEN
- liaising with parents of children with SEN
- contributing to the continuing professional development of teaching staff
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.

In a small school, one person may take on this role, possibly the headteacher or deputy headteacher. In larger schools, there may be SEN coordination or learning support teams.

National standards for SENCOs in England and Wales are set out in a document (TTA, 1999) produced by the predecessor to the Training and Development Agency for Schools (TDA). The standards set out the knowledge, understanding, skills and attributes required by those who teach pupils with severe and complex forms of SEN; clarify specialist roles; and gauge the extent of training and development needs.

In addition, the national standards cover headteachers. They indicate:

- the importance of including pupils with SEN within the targets set for literacy, numeracy and information and communications technology (ICT)
- headteachers' responsibility to monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with SEN
- their understanding of the role of the SENCO as set out in national standards.

Changes to SENCOs requirements - England

The Education (Special Educational Needs Co-ordinators) (England) Regulations 2008 (SI 2008/2945) introduce a new requirement for SENCOs to be qualified teachers, fulfilling earlier commitments made to Parliament. This requirement will ensure that the SENCO has the standing to influence differentiated teaching and learning matched to pupils' individual needs. Up to now there has been a presumption, but no requirement, that those carrying lead responsibility for SENCO functions should be qualified teachers.

The Regulations came into force 1 September 2009, but allow for a two-year transitional period, for SENCOs who are not currently teachers, but who have been in post for at least six months as at 31 August 2009, to gain Qualified Teacher Status by September 2011.

Some of the SENCO functions may continue to be undertaken by other staff, including teaching assistants, and they will continue to make a significant and important contribution to improving the achievement and well-being of pupils with SEN and disabilities. However, the person designated by the school governing body as responsible for co-ordinating overall provision for pupils with SEN and disabilities i.e. the person with the lead responsibility, will need to be a qualified teacher.

Further regulations (Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009) were passed in 2009. The effect of these is that, from 1 September 2009, all newly appointed SENCOs in maintained schools in England must undertake nationally approved training. A SENCO is considered newly appointed if they have less than a total of twelve months experience in the role and is given three years to complete the training.

The TDA consulted on a draft course specification in the autumn of 2008 and courses began in September 2009. Courses will typically take a year to complete on a part-time basis, though credit may be given for appropriate prior experience and qualifications and the regulations allow up to three years to acquire the nationally approved qualification to provide flexibility to meet individual circumstances.

Changes to ALNCOs in Wales

As part of the review of SEN provision (see section 10.2.2.) prior to wide-ranging changes to the organisation and delivery of SEN in Wales, there are pilot projects looking at the role of Additional Learning Needs Co-ordinators (ALNCOs) as SENCOs are beginning to be known in Wales.

Changes to SENCOs in Northern Ireland

As part of the review of SEN provision (see section 10.2.3.) prior to wide-ranging changes to the organization and delivery of SEN in Northern Ireland there are proposals to significantly change the role of Special Educational Needs Co-ordinators and to rename them Learning Support Coordinators (LSCs).

[National Special Educational Needs Specialist Standards \(TTA, 1999\)](#)

[Removing Barriers to Achievement: The Government's strategy for SEN \(DFES, 2004f\)](#)

Teacher Training Resource Bank (TTRB, 2009)

Department for Children, Schools and Families (DCSF)

Federation of Leaders in Special Education

Training and Development Agency for Schools (TDA)

Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009

Education (Special Educational Needs Co-ordinators) (England) Regulations 2008 (SI 2008/2945)

10.5.3.2. Curriculum, subjects

The Education Act 1996 requires all maintained schools, including special schools to follow the National Curriculum (see 4.10. and 5.13.). Wherever possible, children with special educational needs (SEN) follow the National Curriculum. However, the Act allows modification of the National Curriculum, and related assessment arrangements, or exemption from the National Curriculum for an individual child who has a statement of special educational needs.

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning. Schools must:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

The Qualifications and Curriculum Authority (QCA) published a complete set of curriculum guidelines for teachers of pupils with learning difficulties in 2001. These include advice on planning, teaching and assessing the curriculum. These guidelines have now been integrated in to the National Curriculum website (<http://curriculum.qca.org.uk>). Information for key stage 3 and 4 is integrated into the sections covering specific subject. For key stage 1 and 2 is available from: <http://curriculum.qca.org.uk/key-stages-1-and-2/inclusion/index.aspx>

More recently in 2007, QCA published guidance (QCA, 2007b) on planning effective learning programmes for young people aged 14-25 with learning difficulties in a school, college or training environment. This is designed to accompany guidance entitled 'Designing a Learning-Centred Curriculum for 16- to 24-year-olds with Learning Difficulties' (QCA, 2002b).

The National Curriculum in Wales (2000) specifically aims to provide teachers with greater flexibility to respond to the needs of pupils with special needs, (including gifted and talented pupils). Teachers are, for example, allowed greater scope to use materials from a lower key stage for pupils who are experiencing learning difficulties. From September 2008, a revised curriculum began to be implemented in Wales. This new curriculum aims to be accessible to all learners, including those with additional learning needs. It also allows schools to use content from earlier phases or key stages within the curriculum, to enable all learners to access relevant skills, knowledge and understanding at an appropriate level. New guidance, 'A curriculum for all learners' will be produced to support the implementation of the new curriculum for learners with additional learning needs.

Guidance on resources for helping schools include learners with additional learning needs in the curriculum and assessment arrangements is provided on the Welsh Assembly Government website: <http://wales.gov.uk/topics/educationandskills/curriculumassessment/additionaleducationalneeds/?jsessionid=2s7nLKqXhQ1wHn6lg18MLJyjQps21y1fBp97FnhY75mLYQchjQh!81960802?lang=en>

In Northern Ireland, under the terms of the Education Reform (Northern Ireland) Order 1989, the special educational provision specified in a statement of special educational needs for any pupil may include

modifying or disapplying the statutory curriculum. The principal of any grant-aided school may, for a specified period not exceeding six months, modify or set aside the curriculum for individual pupils. The school's Board of Governors must inform parents of the action, the reasons behind it, the provisions being made for the pupil during the relevant period, and the proposed action following the period, such as a return to the normal curriculum or the provision of a statement of special educational needs. Parents may appeal to the Board of Governors against the principal's decision. As part of the implementation of the new Northern Ireland curriculum (see sections 4.2.3. and 5.13.1.2.), guidance and assessment materials and appropriate resources have been developed to meet the needs of the wide range of children who require additional support in mainstream schools, special schools, special units, and those being educated outside a school setting. They are available online: http://www.nicurriculum.org.uk/inclusion_and_sen/index.asp

[Designing a Learning-Centred Curriculum for 16- to 24-year-olds with Learning Difficulties \(QCA, 2002b\)](#)

[Personalising the curriculum for 14-25s with learning difficulties: New opportunities, broadening horizons \(QCA, 2007\)](#)

[Education Act 1996](#)

[Education Reform \(Northern Ireland\) Order 1989](#)

10.5.3.3. Teaching methods and materials

Under the terms of the Education Act 1996, governing bodies of maintained schools in England and Wales must ensure that any pupil with special educational needs (SEN) joins in the activities of the school, together with pupils who do not have SEN, where this is reasonably practicable. Such action must be compatible with:

- all pupils receiving the necessary special educational provision
- the efficient education of other children in the school
- the efficient use of resources.

In Northern Ireland the same provisions are set out in the Education (Northern Ireland) Order 1996.

Teaching methods and learning materials are decided by the class teacher in consultation with expert colleagues, such as special educational needs coordinators (SENCOs), who have a particular responsibility in this area (see 8.5.1.)

See section 10.5.3.2. for advice on teaching the national curriculum to children with special educational needs.

Information and communications technology (ICT) is being used increasingly to open up the curriculum for a whole range of learners who might otherwise be excluded, such as those pupils with sensory or motor difficulties. The special needs team at the British Educational Communications and Technology Agency (Becta) provides a national focus for this work. Becta endeavours to embed the concept of 'all learners' into all that it does and it maintains in-house expert knowledge of special educational needs and ICT, specifically knowledge of assistive technologies.

Speech language and communication needs (SLCN)

Following a review of services for children and young people with SLCN, the Government has published 'Better Communications: An action plan to improve services for children and young people with speech, language and communication in 2011-12' (DCSF, 2008c). The plan details a range of initiatives to improve services for children and young people with SLCN which will culminate in the National Year of Speech Language and Communication in 2011-12. A Communication Champion has been appointed and a communication council to improve services for children and young people with speech, language and communication needs has been formed.

Dyslexia

The Children's Plan (DCSF, 2007g) contained a commitment to children with dyslexia to provide the help and personalised learning they need in order to fulfil their potential. The Government therefore commissioned a review to examine how schools can best identify and provide for children with dyslexia. 'Identifying and teaching children and young people with dyslexia and literacy difficulties' (DCSF, 2009d) contained 19 recommendations all of which have been accepted. The report states that all schools need access to three levels of expertise:

- first: up-to-date, accessible information about literacy difficulties available for all teachers so they can adjust their teaching for children with dyslexia
- second: courses that enable schools to develop expertise in improving outcomes for children with literacy difficulties;
- third: Children who need intensive support should have access to a specialist teacher.

Funding is being provided for 4000 additional teachers to undertake specialist dyslexia training by 2011

[Better Communications: An action plan to improve services for children and young people with speech, language and communication in 2011-12 \(DCSF, 2008c\)](#)

[Identifying and teaching children and young people with dyslexia and literacy difficulties \(DCSF, 2009d\)](#)

[The Children's Plan: Building Brighter Futures \(Cm 7280\) \(DCSF, 2007g\)](#)

[British Educational Communications and Technology Agency \(Becta\)](#)

[Education \(Northern Ireland\) Order 1996](#)

[Education Act 1996](#)

10.5.3.4. Certification and assessment

Teachers, who may set their own internal tests and examinations, carry out a continuous assessment of all pupils' progress and attitudes, including those with special educational needs (SEN) at every level of education. See section 10.5.3.4.1. for information on assessment, and 10.5.3.4.2. for information on certification.

10.5.3.4.1. Assessment

England

In England, throughout the foundation stage, children's achievements are observed and recorded in a early years foundation stage profile which is intended to provide a picture of what a child has achieved, knows and can do around the time of entry to compulsory education. See section 3.12. for further information. The Early Years Foundation Stage Profile Handbook (QCA, 2008c) provides general guidance for teachers, including those responsible for children with a range of special needs. In compulsory education in England, towards the end of each of the first three key stages teachers monitor pupils' progress against the attainment targets for the National Curriculum subjects.

Pupils working at or below level two of the National Curriculum eight-level scale (see 4.12.1.2.2.) are not required to take the key stage 2 tests, but teacher assessment remains a statutory requirement for such pupils. Differentiated performance criteria, which outline attainment for pupils working below level 1 of the national curriculum and describe some of the important skills, knowledge and understanding that pupils may gain from the programmes of study and national curriculum, have been developed to monitor the performance of children with special educational needs. There are P scales for each subject in the national curriculum and for religious education. The P scales use eight performance levels to illustrate the learning that leads to national curriculum level 1.

- Levels P1 to P3 show the earliest levels of general attainment with subject-focused examples.
- Levels P4 to P8 show subject-related attainment.

The P scales, like the programmes of study they relate to, should be used with pupils from 5 to 16 years of age.

Full information about the use of P-scales and links to appropriate documentation are available online: http://www.qca.org.uk/qca_8541.aspx

Comprehensive QCA guidance on planning, teaching and assessing the curriculum for students with learning difficulties, for all those working in the area is available; see section 10.5.3.2. for further information.

Wales

Wherever possible, pupils in Wales with special educational needs (SEN) follow the National Curriculum. However, modification of some or all of the National Curriculum and the related assessment arrangements, or exemption from the National Curriculum, is permissible for individual pupils with statements of special educational needs. In addition, testing methods and procedures may be modified or, in exceptional circumstances, disapplied altogether.

Northern Ireland

Students in special education provision are not necessarily subject to the mainstream system of assessment. Instead the methods and processes used to assess such pupils are largely determined by their individual needs. Testing methods and procedures may be modified or, in exceptional circumstances, disapplied altogether.

When decisions concerning special arrangements are being made, the following points must be considered:

- the needs of the pupil
- the requirements of each test
- the information in the pupil's statement of educational needs and their Individual Education Plan and information discussed in the pupil's annual review
- the nature and extent of support given in normal classroom practice

In most cases the decision to implement special arrangements rests with the school or centre organising the tests. However, in a small number of cases involving the variation of test time beyond 30 minutes; the early opening of tests (more than one hour in advance of the test session); or the addition of time in excess of 25 per cent of overall time, permission must be requested from the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA).

Students who have been assessed as having severe learning difficulties are exempt from statutory assessment. Students with chronic or severe illness may also be unable to take the tests. In such cases, head teachers may exempt pupils from the tests.

A child who has a statement of special educational needs because of a physical disability is assessed in the same way as other children who do not have a statement. There are special arrangements available to accommodate physical needs.

[The Early Years Foundation Stage Profile Handbook \(QCA, 2008c\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Northern Ireland Council for the Curriculum, Examinations and Assessment \(CCEA\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

10.5.3.4.2. Certification

Assessment of pupils at the end of key stage 4 is linked to the main external examination for secondary school pupils aged 16, the General Certificate of Secondary Education (GCSE) (see section 5.17.1.1.).

In general, the same examinations and certification are available for pupils with special educational needs (SEN) as for mainstream pupils. The National Qualifications Framework, which covers academic and vocational qualifications (see section 2.4.3.) includes Entry Level qualifications (see section 5.17.1.3.). Entry Level qualifications are aimed particularly at pupils aged 14 to 16 years with special educational needs in mainstream schools, special schools and pupil referral units. They are available in:

- national curriculum subjects such as english, science and religious education
- vocational subjects such as retail, hairdressing and office practice
- general qualifications such as skills for working life and life skills
- basic skills such as adult literacy and adult numeracy.

Special arrangements in examinations may be needed for some candidates. The Joint Council for Qualifications (JCQ) publishes regulations and guidance for heads of examinations centres and examinations officers on these arrangements (JCQ, 2009).

New legal provisions, in September 2007, prohibiting disability discrimination by general qualifications bodies have come into force. There are two new regulations (for England and Wales), which extend the Disability Discrimination Act (DDA) to cover general qualifications such as GCSEs and A-level (see 5.17.). Similar instruments have been introduced in Northern Ireland.

[Access Arrangements, Reasonable Adjustments and Special Consideration 2009-10: General and Vocational Qualifications \(JCQ, 2009\)](#)

[Special Educational Needs and Disability \(2005 Order\) \(Amendment\) \(General Qualifications Bodies\) \(Alteration of Premises and Enforcement\) Regulations \(Northern Ireland\) 2008](#)

[The Disability Discrimination \(General Qualifications Bodies\)\(Relevant Qualifications, Reasonable Steps Features\) Regulations 2007](#)

[The Disability Discrimination Act 1995 \(Amendment etc.\) \(General Qualifications Bodies\) \(Alteration of Premises and Enforcement\) Regulations 2007](#)

10.5.3.5. Progression of pupils

Pupils in mainstream primary and secondary schools, including those with special educational needs, are normally placed in classes according to their age and, at the end of each school year, normally progress to the next class. It is only exceptionally that the parents and the school may decide that a child would benefit educationally from an extra year in a particular class.

10.5.3.6. Educational/Vocational Guidance, Education/Employment Links

The first annual review of a statement of special educational needs after the child's 13th birthday, and any subsequent annual reviews until the child leaves school, should include a Transition Plan which draws together information to plan for the child's transition to adult life. The purpose of the transition plan is to draw together information from a range of people within and beyond the school in order to make a comprehensive plan for the young person's final years at school and his or her subsequent transition to adult life. To ensure appropriate services and support are provided there needs to be interagency cooperation and collaboration.

The Education and Skills Act 2008 moved the responsibility for assessments of learning difficulty from the Secretary of State (who in turn delegated this to Connexions Partnerships) to local authorities. It is up to local authorities to determine who should conduct learning difficulty assessments in their area. Guidance (DCSF,

2008b) has been provided to LAs on how to carry out such assessments. The guidance is being revised in March 2010.

From April 2010, responsibility for the funding and organisation of 16-19 education and training will pass to Local Authorities from the Learning and Skills Council. Local Authorities will also have responsibility for commissioning provision for learners who are aged 19-25 and subject to a learning difficulty assessment. (Apprenticeships, Skills, Children and Learning Act 2009)

In Wales, drawing up a Transition Plan should involve all the agencies that may play a role in the young person's life during the post-school years. It must involve Careers Wales (see section 5.18.), the public service organisation which provides an all-age information, advice and guidance service.

In Northern Ireland, the Transitions Service has been set up to provide an effective support service for all pupils, from age 14+, for whom an Education and Library Board maintains a statement of Special Educational Needs. In addition to the student and his parents, headteacher or teacher, the following should be present at a Transition Plan Meeting: careers advisor, education transitions co-ordinator, and a representative from Health and Social Care Trust.

Many students with learning difficulties and/or disabilities go on to further and higher education and attend ordinary courses at colleges and universities, with the help of special equipment or support. Some colleges organise special courses or have special units for these students. SKILL, the National Bureau for Students with Disabilities, is a UK-wide organisation working with and for students with disabilities.

In England Government funding supports disabled students indirectly and directly. Indirectly, funding via the Higher Education Funding Council for England is given to higher education institutions to help them meet the diverse needs of disabled students. Directly, eligible disabled students can receive Disabled Students' Allowances (DSAs). DSAs aim to help students with disabilities, specific learning difficulties and mental health conditions. DSA's can help to remove the obstacles that prevent disabled students from entering and completing higher education courses by helping to pay the extra costs a disabled student may incur attending a course of higher education, as a direct result of their disability DSAs are paid in addition to the existing standard student support package. They are not means tested and do not have to be repaid.

The Quality Assurance Agency for Higher Education (QAA) provides external audit of higher education institution's own quality arrangements and also works with the sector in producing a set of tools called the Academic Infrastructure which provides a way of describing academic standards in UK HE and the means by which these outcomes are achieved and demonstrated. An important part of this is the Code of Practice which provides guidance on maintaining quality and standards. A section of the Code (QAA, 2010) covers support to disabled students and is intended to help institutions ensure that disabled students have an opportunity to participate fully in all aspects of university life. The Code aims to assist institutions in ensuring that students with disabilities do not have a less favourable experience of higher education than their peers. Some of the issues addressed by the Code include:

- the physical environment
- information for prospective students, current student and staff
- admissions processes and policies
- academic support for disabled students
- access to student services
- learning and teaching

A number of higher education sector organisations help institutions to meet the needs of disabled people. The organisations are Action on Access which supports the sector on access issues; the Equality Challenge Unit, which supports the sector on all equality issues and the Higher Education Academy, which support institutions on teaching and learning issues.

The National Bureau for Students with Disabilities (SKILL), a charitable organisation, also produces information for higher education students with disabilities, including a searchable database of institutions and the support they currently provide for disabled students.

In Wales, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) allocates funds to higher education institutions after taking professional advice from the National Bureau for Students with Disabilities (SKILL).

The Joint Information Systems Committee (JISC) of the UK higher education funding councils has set up the TechDis service to support the further and higher education community in all aspects of technology and disabilities and/or learning difficulties. TechDis aims:

- To be the primary information and advice resource for institutions on the use of information and communications technologies (ICT) and how it relates to disabilities and/or learning difficulties.
- To promote, transfer and broker good and innovative practices in the use of technology to support learning difficulties and/or disabilities.

To monitor, review and advise on the accessibility of current and emerging technologies used in learning and teaching, research and administration.

[Assessments of young people with learning difficulties \(DCSF, 2008b\)](#)

[Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Students with disabilities \(QAA, 2010\)](#)

[Action on Access Team](#)

[Careers Wales Association Ltd](#)

[Department for Children, Education, Lifelong Learning and Skills \(Wales\) \(DCELLS\)](#)

[Equality Challenge Unit](#)

[Higher Education Academy \(HEA\)](#)

[Learning and Skills Council \(LSC\)](#)

[Quality Assurance Agency for Higher Education \(QAA\)](#)

[SKILL: National Bureau for Students with Disabilities](#)

[Education and Skills Act 2008 Chapter 25](#)

10.6. Separate Special Provision

The Education Act 1996 for England and Wales, and the Education (Northern Ireland) Order 1996 (as amended by the Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDI)), place the emphasis on educating children with special educational needs (SEN) alongside their peers in mainstream schools, wherever possible. Provision for such pupils is described in section 10.5. and its subsections. A small minority of children, however, need more help than a mainstream school can provide.

[Education \(Northern Ireland\) Order 1996](#)

[Education Act 1996](#)

[Special Educational Needs and Disability \(Northern Ireland\) Order 2005](#)

10.6.1. Specific Legislative Framework

One legislative framework covers provision for special educational needs whether within mainstream education or separate special provision. See sections 10.5. and its sub-sections for information on provision within mainstream education.

In addition, special schools have the same legal definition and are therefore covered by the same legislative framework as other categories of schools. The Education Act 1944, now superseded by the Education Act 1996, gave local authorities (LAs) in England and Wales the power to establish special schools. A new special school competition is the expected route by which most new special schools will be established. Local authorities in England are required by section 7 of The Education and Inspections Act 2006 and the School Organisation (Establishment and Discontinuance) (England) Regulations 2007 to invite proposals from potential providers for any proposed new special school. The process is generally referred to as a "competition". The local authority can enter its own "bid" in a competition for either a foundation or a foundation special school (and this could be with a foundation i.e. a Trust, or without), or (in specified circumstances) a community or a community special school.

In Northern Ireland, the Education (Northern Ireland) Act of 1947 gave local authorities the power to establish schools which would provide education for children with special educational needs – special schools. The conditions which such schools must meet are set out in the Education (Handicapped Pupils and Special Schools) Regulations (Northern Ireland) 1973.

For information on independent special schools see section 10.6.12.

[National Assembly for Wales \(NAfW\)](#)

[Education \(Handicapped Pupils and Special Schools\) Regulations \(Northern Ireland\) 1973](#)

[Education \(Special Schools\) Regulations 1994](#)

[Education Act \(Northern Ireland\) 1947](#)

[Education Act 1944](#)

[Education Act 1996](#)

[Education and Inspections Act 2006](#)

[School Organisation \(Establishment and Discontinuance\) \(England\) Regulations 2007](#)

10.6.2. General Objectives

Special schools provide education for children whose special educational needs (SEN) cannot be met satisfactorily in a mainstream school. They are generally much smaller than mainstream schools and may have pupils ranging in age from nursery age to 16+. They usually have a lower pupil:teacher ratio than mainstream schools.

Special schools may be day or residential schools and some may make both day and residential provision. Special schools cater for pupils with a wide variety of SEN and include schools for visually impaired pupils, pupils with speech and language impairment; pupils with moderate, severe or specific learning difficulties; pupils with hearing impairment; and pupils with emotional and behavioural difficulties (EBD).

The school policy of a special school must set out:

basic information about the school's special education provision

- information about the policy for assessment and provision for all pupils with special educational needs

- information about the school's staffing policies and partnership with bodies beyond the school, such as voluntary organisations who work on behalf of children with special educational needs.

SEN specialist schools

In December 2004, it was announced that the specialist schools programme in England (see 5.5.1.1.) would be extended to include a new specialism in special educational needs. As part of the Government's commitment to inclusion and to raising standards of SEN teaching and learning in all schools, SEN specialist schools specialise in one of the following four areas of the SEN Code of Practice (see section 10.5.1.1.):

- communication and interaction
- cognition and learning
- behavioural, emotional and social difficulties
- sensory and/or physical needs.

As with existing specialist schools, these SEN Centres of Expertise are expected to undertake outreach activity and share their expertise, particularly with their mainstream counterparts, to support inclusion in special and mainstream schools across the country. The special schools use their specialist status to extend the range of opportunities available to students which best meet their needs and interests. Twelve SEN specialist schools began to operate in September 2005; since then, the number has risen to more than 100. Guidance materials have also been published for other special schools wishing to apply for SEN specialist school status. Special schools continue to be eligible for the main Specialist Schools Programme, which allows them to specialise in one or more areas of the curriculum, whilst still delivering the full National Curriculum. Further information is available on the Specialist Schools website (<http://www.standards.dfes.gov.uk/specialistschools/>), and in section 5.5.1.1.

Pupil referral units (PRUs)

Pupil referral units provide education on a temporary basis for children of compulsory school age who may otherwise not receive suitable education. Such children may include pupils with special educational needs, particularly those with emotional and behavioural difficulties (EBD) (although PRUs are distinct from special schools for pupils with EBD), but may also include a range of other pupils in need of special educational support including pupils excluded from school, school phobics and teenage mothers. In England, the full National Curriculum does not have to be taught in a PRU, although draft statutory guidance sets an expectation that the majority of children in PRUs should follow the full National Curriculum, and that curriculum provision should include at least functional elements of English and maths, ICT, scientific literacy and personal and social development. PRUs are funded and maintained by local authorities. Similar arrangements apply in PRUs in Wales.

The 2008 White Paper 'Back on track: A strategy for modernising alternative provision for young

[Back on track: A strategy for modernising alternative provision for young people \(Cm. 7410\) \(GB. Parliament. House of Commons, 2008\)](#)

10.6.3. Geographical Accessibility

See section 10.4. for details of transport and statements of special educational needs.

10.6.4. Admission Requirements and Choice of School

The parents of a child with a statement of special educational needs have the right to express a preference for the school at which they wish their child to be educated. If the school is a maintained school, the local authority (LA) has a duty to name the parent's preferred school unless:

- The school is unsuitable to the child's age, ability or aptitude or to his special educational needs.
- The attendance of the child at the school would be incompatible with the provision of efficient education for the children with whom he or she would be educated, or the efficient use of resources.

The LA must consult the governing body of a maintained school before naming it in a child's statement. If a school is specified by an LA in a pupil's statement of special educational needs the school is under a duty to admit the child.

If a parent makes representations for an independent school and the LA agrees that this is the most appropriate school, the LA may place the child in the school if the school has been approved by the Secretary of State to educate children with SEN. If the school has not been approved, the LA must seek consent from the Secretary of State before placing a child there.

10.6.5. Age Levels and Grouping of Pupils

The age range in special schools is usually nursery age (2/3+) to 16+. In the case of schools for pupils with emotional and behavioural difficulties (EBD), primary and secondary age pupils are increasingly catered for separately.

Some special schools choose to group students with profound special educational needs with similar aged children who have less profound difficulties. Some schools, because of their size, have little option but to include children from different years or key stages in the same groups. This means that effective differentiation (teaching that takes account of individual needs, interests and previous achievements) is important in developing a curriculum in which the diversity of needs is met. The way children are grouped for activities can influence their access to the curriculum. Placing a child with profound learning difficulties alongside a student whose difficulties are less profound can, for example, provide opportunities for interaction, language development and a worthwhile shared experience that benefits both participants.

10.6.6. Organisation of the School Year

Some special schools may be residential schools providing year-round provision for pupils.

See section 4.9. for primary education and section 5.12. for secondary education for general information on the organisation of the school year.

10.6.7. Curriculum, Subjects

Special schools are expected to follow the National Curriculum wherever possible, see section 10.5.3.2.

10.6.8. Teaching Methods and Materials

Teaching methods and materials are similar to those provided for pupils with special educational needs in mainstream education. See section 10.5.3.3.

10.6.9. Progression of Pupils

In all-age special schools (see 10.6.5.), children do not necessarily progress to a different class each year. Students change classes and groups at different times, dependent on what teachers and their parents determine is the best progression route for the individual concerned.

10.6.10. Educational/Vocational Guidance, Education/Employment Links

Educational and vocational guidance is similar to that provided for pupils with special educational needs in mainstream education. See section 10.5.3.6.

10.6.11. Certification

See section 10.5.3.4.2.

10.6.12. Private Education

Non-maintained special schools (NMSS) are not maintained by the local authority and are approved as special schools under section 342 of the Education Act 1996. They are non-profit making schools run by charitable trusts. NMSS schools are funded primarily through pupil fees charged to local authorities which place children there. NMSS schools are subject to the provisions set out in the Education (Non-Maintained Special Schools) (England) Regulations 1999, which deal with the initial and continuing conditions for approval by the Secretary of State. These cover such issues as governance, health and safety, welfare, non-profit making status, premises, and so on. Approval may be withdrawn in the event of non-compliance, but the underlying principle of the regulations is that NMSS should be treated in broadly the same way as maintained schools. There are just over 70 NMSS in England.

There is no precise definition of an independent special school. Independent schools are approved by the Secretary of State under section 347 of the Education Act 1996 as suitable for admission of children with statements of special educational needs. Independent special schools are wholly funded by pupil fees and can be run on a profit making basis. Most pupils are placed by local authorities, but parents can also meet the cost of a place privately. If an independent school is not approved as suitable for the admission of children with SEN, the Secretary of State has to give his consent before local authorities can place pupils with statements there. Any independent school where at least 50% of its pupils have SEN and 25% have statements is treated as a special school. These independent schools are required to meet similar standards in respect of premises, qualified staff, education and care to those in maintained and non-maintained special schools. Guidance is given in DFE Circular 3/94.

In Northern Ireland, the Education (Northern Ireland) Order 1996 specifies that the Department of Education (DE) must approve special schools and also approve independent schools which make provision for pupils with special educational needs (SEN).

[The Development of Special Schools \(DFE Circular 3/94\) \(DFE, 1994b\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

[Education \(Non-Maintained Special Schools\) \(England\) Regulations 1999](#)

[Education \(Northern Ireland\) Order 1996](#)

[Education Act 1996](#)

10.7. Special Measures for the Benefit of Immigrant Children/Pupils and those from ethnic minorities

See the sub-sections which follow: 10.7.1. for England; 10.7.2. for Wales and 10.7.3. for Northern Ireland.

10.7.1. England

The following information describes support provision for the children of immigrants within mainstream education.

All children of compulsory school age, must be provided with full-time education appropriate to age, ability and aptitudes. Any special educational needs must also be catered for but the legislation explicitly states that a child cannot automatically be defined as having special educational needs solely because his/her mother tongue is not English. It is current practice to provide for immigrant children by integrating them into mainstream education, with additional language support if needed.

Schools have a duty, under the Race Relations (Amendment) Act 2000 to avoid discrimination on racial grounds and to promote good race relations. The Act places a specific duty on schools to assess the impact

of their policies on minority ethnic pupils, staff and parents. Each school must have a written race equality policy and arrangements for assessing and monitoring its effectiveness.

School policies such as uniform/dress codes fall within these general requirements and schools are expected to be sensitive to the needs of different cultures, race and religions. The Department for Children, Schools and Families (DCSF) has advised schools to accommodate these needs within a school's uniform policy, for example, by allowing Muslim girls to wear appropriate dress and Sikh boys to wear traditional headdresses.

The Education and Inspections Act 2006 also introduced a requirement for school governing bodies to promote well-being and community cohesion. It came into effect in September 2007 and requires school governing bodies to provide opportunities for interaction between pupils from different backgrounds; consider how aspects of the school's work can support integration and community harmony; and to consider how community cohesion can contribute to promoting children's well-being. Guidance has been produced to assist governing bodies (DCSF, 2007b)

The Government has produced a wide range of advice and illustrations of good practice to support schools. These, together with a wide range of other publications and links, including pages devoted to guidance on teaching English as an additional language (EAL) are available online: <http://www.standards.dfes.gov.uk/ethnicminorities/>. For example, guidance has been produced to support teachers in their work with asylum seeking and refugee children (DfES, 2004). This guidance contains information ranging from the roles of local authorities (LAs) through to advice on supporting individual communities.

The Qualifications and Curriculum Authority (now the Qualifications and Curriculum Development Agency - QCDA) has also produced guidance entitled 'Pathways to Learning for New Arrivals', (QCA, 2008b) which aims to help teachers respond to the needs of children newly arrived from overseas. It provides background information on migration, countries of origin and children's rights and entitlements, guidance for schools and teachers on promoting the educational achievement of newly-arrived pupils, and case studies of good practice.

The Training and Development Agency (TDA) has commissioned the development and implementation of a five-year workforce development strategy for EAL – Teaching EAL. The strategy will cover Qualified Teacher Status (QTS) through Early and Continuing Professional Development (EPD & CPD); support access to specialist training; improve the supply of specialist practitioners and provide a framework of qualifications for trainees, existing teachers and support staff. Currently out for consultation and refinement, the final strategy and implementation plan will be published in March 2010.

[Aiming High: Guidance on Supporting the Education of Asylum Seeking and Refugee Children - A Guide to Good Practice \(DfES, 2004\)](#)

[Guidance on the Duty to Promote Community Cohesion \(DCSF, 2007b\)](#)

[Pathways to Learning for New Arrivals \(QCA, 2008b\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Training and Development Agency for Schools \(TDA\)](#)

[Education and Inspections Act 2006](#)

[Race Relations \(Amendment\) Act 2000](#)

10.7.1.1. Funding and financial support

Schools receive funding for children of asylum seekers and refugees in the same way as they do for all other children on the school roll. Additional financial support for additional language support comes from central

government to the local authorities under the terms of the Ethnic Minority Achievement Grant (part of the Standards Fund, see 2.8.2.1.2.).

The Ethnic Minority Achievement Grant (EMAG) aims to raise the attainment of minority ethnic groups most at risk of underachieving, and to meet the particular needs of those for whom English is an additional language (EAL). This grant was introduced in 1999 with the intention of widening the scope of the existing arrangements which focused mainly on language acquisition. A variety of activities can be funded by this grant, including mentoring programmes, home-school liaison staff who speak the family's first language, and additional curriculum support.

Asylum seeker and refugee pupils of compulsory school age who are registered in a maintained school and whose parents are, or who are themselves, in receipt of state support are entitled to free school meals and milk where provided (see section 2.6.3.4.8.). LAs have discretionary powers to provide school uniform for pupils, or to offer financial help towards the cost of school uniform in cases of hardship (see section 2.6.3.4.9.). It is for the LA to decide whether or not to do so and to decide on qualifying criteria.

10.7.1.2. Language support

Some schools offer teaching in community languages, such as Arabic, Chinese, Farsi, Gujerati, Turkish and Urdu. This might be within the normal timetable or it might be within the lunch hour or outside school hours. Knowledge of such languages can be accredited by the qualification normally taken at age 16 – the GCSE, and the qualification normally taken at age 18 – GCE A-level.

In both England and Wales, schools have always been able to offer languages spoken by their pupils within the modern foreign languages curriculum. However, until recently, they were required to include at least one official EU language in their offer to pupils. This requirement was lifted from 2008, and schools may now offer a world language instead. These measures are intended to make it easier for schools to offer a diverse range of languages reflecting the needs of the local community. In addition, more flexible methods of accrediting pupil attainment have been developed. These aim to increase take-up of languages generally, but also to provide flexibility for pupils whose ability to speak their home language, for example, may exceed their ability to write it. The traditional form of accreditation for foreign language learning in compulsory education is the GCSE, which provides a balanced assessment of the four language skills (speaking, listening, reading and writing). Although this will remain the normal route, schools will also be able to offer alternative forms of assessment. From 2009, the short course GCSE can be taken in either speaking and listening or reading and writing. Asset Languages qualifications are even more flexible as they allow for each skill area to be assessed separately and at different levels.

Many bilingual pupils continue to develop skills in their mother tongue in community run supplementary schools. These are voluntary organisations which provide additional support for pupils from minority ethnic communities outside school hours. These schools sometimes receive support from the local authority or from charitable foundations. A national resource centre has been set up to support and promote supplementary schools in England. Further information is available online:

http://www.continyou.org.uk/what_we_do/children_and_young_people/supplementary_education

For information on English as an Additional Language see section 10.7.1..

10.7.1.3. Assessment of the children of immigrants

Pupils recently arrived from overseas, including children of asylum seekers and refugees, with little or no English, need not be counted as being eligible for key stage tests, and do not need to be included on school rolls when calculating information for publication in the annual primary and secondary performance tables.

10.7.2. Wales

Immigration and nationality policy is the responsibility of the United Kingdom Government. Consequently, it is not a responsibility for the devolved administration in Wales. Responsibility for, and the organisation of, education for the children of asylum seekers is broadly similar to that in England.

However the Welsh Assembly Government (WAG) does provide grants to help support all pupils with minority ethnic backgrounds, including asylum seekers, travellers and particularly those for whom English, or Welsh, is an additional language. In July 2007, the Ethnic Minority Achievement Grant and the Grant for Asylum Seeker Education were merged into the Minority Ethnic Achievement Grant (MEAG) which has created a large funding pool that local authorities can use to address local priorities linked to improving educational opportunities for all minority ethnic groups, especially those who need specialist language teachers and multilingual assistants. There is also a special grant for the education of travellers. The grants, which apply from the nursery stage up, have been extended to pupils aged 18 to underline the message that pupils should be encouraged to remain in education to 'A' level standard and beyond.

10.7.3. Northern Ireland

Immigration and nationality policy is the responsibility of the United Kingdom Government. Consequently, it is not a responsibility for the devolved administration in Northern Ireland. Responsibility for, and the organisation of, education for the children of asylum seekers is broadly similar to that in England.

Through the Inclusion and Diversity Service (founded in April 2007), the Department for Education has provided the Education and Library Boards with earmarked funding and some non-earmarked funding which has been used to establish the following services for English as an Additional Language (EAL) support: the Inclusion and Diversity Service has adopted a regional approach by looking at the north of Ireland as a whole and determining which schools need support and directing its efforts at these schools. It is providing support through translating and interpreting services, in-service training and teaching resources. In addition, it focuses on such areas as intercultural awareness, the development and production of dual language texts, home/school/community links and the development of the European language portfolio for primary and post-primary schools etc.

In April 2009, a policy document setting out how newcomer pupils are to be supported. 'Every School a Good School: Supporting newcomer pupils' (DENI, 2009) sets out that it is the policy of DENI to support the Education and Library Boards (ELBs) and schools in welcoming newcomer pupils into their school communities, so that they are assisted in their acquisition of the language of instruction, in an inclusive manner, to enable them to access the curriculum in particular and partake in every aspect of school life. This will be done two levels: - through a broad, consistent framework at ELB level and a flexible, responsive approach at school level, celebrating cultural diversity.

[Every School a Good School: Supporting newcomer pupils \(DE, 2009\)](#)

[Department of Education \(Northern Ireland\) \(DE\)](#)

10.8. Statistics

In the termly Schools Census in England, the Department for Children, Schools and Families (DCSF) asks schools whether pupils with special educational needs have a statement of special educational needs or are at the 'school/early years action', or 'schools/early years action plus' stages of identification and assessment – see 10.3.2.. Since January 2004, information about the type of special need that each pupil has, also been collected. A similar question is also asked in the Welsh Pupil Level Annual Schools Census.

The Northern Ireland Schools Census contains information about children who are included on the SEN Register across a range of categories of special educational needs. The Department of Education in Northern

Ireland provides guidance to schools in deciding and recording a child’s main area of special educational needs for the Schools Census.

Numbers of pupils with special educational needs (SEN) in thousands (2008/09)

	United Kingdom*	England	Wales	Scotland	Northern Ireland
Total pupils (all schools)	9,692,100	8,071,000	479,400	817,700	324,000
SEN pupils with statements	258,200	221,700	14,500	8,800	13,300
Incidence of pupils with a statement of special educational needs (or record of needs in Scotland) expressed as a percentage.	2.7	2.7	3.0	1.1	4.1

* Includes Scotland

Source: DCSF. Education and Training Statistics for the United Kingdom (2009). (Table 1.4.)

<http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000891/UKVolume2009.pdf>

Numbers of pupils attending special schools, pupil referral units and non-maintained special schools (2008/09)

	United Kingdom*	England	Wales	Scotland	Northern Ireland
Maintained special schools	100,900	85,500	4,100	6,800	4,600
Pupil referral units	15,700	15,200	500	***	***
Non-maintained special schools**	5,700	4,600	****	1,000	****
Total number of students (in all schools)	9,692,100	8,071,000	479,400	817,700	324,000

* Includes Scotland

** Total pupils, this may include some pupils without a statement of special educational needs

*** There are no pupil referral units in Scotland or Northern Ireland

**** Not applicable

Source: DCSF. Education and Training Statistics for the United Kingdom (2009). (Table 1.4.)

<http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000891/UKVolume2009.pdf>

Number of schools (2008/09)

	United Kingdom*	England	Wales	Scotland	Northern Ireland
Special schools maintained	1,378	985	44	193	42
Special schools non-maintained	114	73	**	42	**
Pupil referral units	511	458	53	***	***
Total number of ALL schools	33,396	24,737	1,886	5,521	1,252

* Includes Scotland

** Not applicable

*** There are no pupil referral units in Scotland or Northern Ireland

Source: DCSF. Education and Training Statistics for the United Kingdom (2009). (Table 1.1.)

<http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000891/UKVolume2009.pdf>

Number of teachers in special schools (2007/08)

	United Kingdom*	England and Wales	Scotland	Northern Ireland
All special schools	20,600	17,800	2,200	700
All schools	520,600	451,600	51,100	18,000

* Includes Scotland

Source: DCSF. Education and Training Statistics for the United Kingdom (2009). (Table 1.5.)

<http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000891/UKVolume2009.pdf>

Pupil teacher ratios in special schools (2008/09)

	United Kingdom****	England	Wales	Scotland	Northern Ireland
Special schools maintained	5.8	6.2	6.5	3.3	6.0
Special schools non-maintained	4.5	5.0	*	3.0	*
Pupil referral units	3.7	3.7	**	***	***
All schools	16.4	16.5	17.5	12.9	16.6

Source: DCSF. Education and Training Statistics for the United Kingdom (2009). (Table 1.7.)

<http://www.dcsf.gov.uk/rsgateway/DB/VOL/v000891/UKVolume2009.pdf>

*Not applicable

** Information on teachers in pupil referral units not available for Wales

*** There are no pupil referral units in Scotland or Northern Ireland

**** Includes Scotland

Number of special educational needs support staff and ethnic minority pupil support staff (England only) (January 2009)

	England
Special educational needs support staff	47,800
Minority ethnic pupil support staff	2,900

Source: DCSF Statistics of Education: School Workforce in England 2007 Edition (2009) (Table 16). Available online: http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000874/SFR23_2009v2.pdf

* Not applicable

Support staff in maintained schools in Wales (January 2009)

Special needs support staff	2360
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Source: Welsh Assembly Government: Schools' Census 2008: Provisional Results (2009) table 5

<http://wales.gov.uk/docs/statistics/2009/090701sdr992009en.pdf?lang=en>

11. The European and International Dimension in Education

This chapter describes the international dimension in all levels of education in England, Wales and Northern Ireland. It includes information on national policy, current programmes and initiatives, the European and international dimension in the school curriculum and in further and higher education, and student and teacher mobility.

11.1. Historical Overview

In July 1988, the European Council of Ministers issued a resolution confirming their resolve to strengthen the European dimension at all levels of education (European Commission, 1988). In response to this, the then Department of Education and Science (DES) published the 'European Dimension in Education' (DES, 1991) which set out the Government's aims in this area. These included:

- Helping pupils and students to acquire a view of Europe as a multi-cultural, multi-lingual community which includes the UK.
- Encouraging awareness of the variety of European histories, geographies and cultures.
- preparing young people to take part in the economic and social development of Europe and making them aware of the opportunities and challenges that arise;
- Encouraging interest in and improving competence in other European languages.
- Imparting knowledge of political, economic and social developments, past, present and future. including knowledge about the origins, workings and role of the European Commission.
- Promoting a sense of European identity, through first-hand experience of other countries where appropriate.
- Promoting an understanding of the European Community's interdependence with the rest of Europe and with the rest of the world.

Guidance for implementing the European dimension in schools and further education institutions was provided in the 1992 Department of Education and Science (DES) publication 'Policy models: a guide to developing and implementing European dimension policies in LEAs, Schools and Colleges' (DES, 1992). As a result, several national and regional initiatives were adopted in this field.

Following the publication of the document 'The European Dimension in Education' (DES, 1991) (see above), the then Department for Education and Employment (DfEE) continued to promote the European and international dimension. The 1997 White Paper, 'Excellence in Schools' (GB. Parliament. HoC, 1997a), stated that international work was "able to make a pivotal contribution to the aim of raising standards". It encouraged schools to become involved in international partnerships, whilst education professionals and inspectors and others were asked to be aware of comparative data on international education.

The need for a European and international dimension in education was also highlighted during the UK Government's Presidency of the European Union in 1998. Schools, especially, were encouraged to include a European dimension within and beyond the National Curriculum in key stages 1 to 4.

In 1999, the then DfEE set out its development agenda for education from the year 2000 onwards (DfEE, 1999a). The DfEE's first objective was to ensure that all young people reach 16 with a secure foundation for lifelong learning, work and citizenship within a rapidly changing world. This objective included a specific focus on support for the European Union's SOCRATES programme (now called the EU Lifelong Learning programme – see 11.4.2.) and the development of a European dimension in education. The Department for Education and Skills (DfES) strategy for 2000 to 2006 reinforced the Government's commitment to the international dimension in education in terms of, "learning from the best of international experience and sharing good practice". (NB The remit of the DfES was split into the Department for Children Schools and

Families (DCSF) and the Department for Innovation, Universities and Skills (DIUS) in June 2007- now the Department of Business Innovation and Skills (BIS)).

The 2001 Green Paper 'Schools: Building on Success' (DfES, 2001c) stated that links with schools and teachers in other countries have offered enhanced opportunities for both pupils and teachers and enable the sharing of best practice and a deeper understanding of world class standards.

Most recently, in 2004, the then Department for Education and Skills (DfES) published 'Putting the World into World-Class Education - An International Strategy for Education, Skills and Children's Services' (DfES, 2004e) with the aim of building stronger links between the UK education system and those of other countries. See 11.3..

The main educational priorities of the UK Presidency of the EU (July – December 2005) were:

- Negotiating new EU education and youth programmes designed to promote cooperation between educational establishments, and encourage country exchanges between lecturers, teachers and students.
- A report on education and training's contribution to competitiveness and social inclusion under the Lisbon Agenda.
- Improving quality assurance for higher education institutions across Europe.

In recent years, it has also been a priority to attract international students to UK post-16 and higher education institutions. This is in recognition of their importance in forging positive international relationships and bringing long-term political and economic benefits to the UK. The first phase of the 'Prime Minister's Initiative' (PMI), launched in 1999, aimed to increase the number of international students coming to study in the UK. It also aimed to encourage collaboration between further and higher education institutions, the Government and related organisations to promote UK education abroad. Targets were set to attract an additional 50,000 international students to higher education and an additional 25,000 international students to further education by 2004/05. These targets were exceeded ahead of schedule, and following the success of the PMI, the second phase (with a revised focus) was launched in 2006 (see 11.2.).

Education and Training Development Agenda: Towards 2000 (DfEE, 1999a)

European Dimension in Education (DES, 1991)

Excellence in Schools (Cm 3681) (GB. Parliament. House of Commons, 1997a)

Policy Models (DES, 1992)

Putting the world into world-class education - An international strategy for education, skills and childrens services (DfES, 2004e)

Resolution of the Council and the Ministers of Education meeting within the Council on the European Dimension in Education of 24 May 1988 (European Commission, 1988)

Schools: Building on Success (DfES, 2001c)

11.2. Ongoing Debates and future developments

Compulsory education

In 2007, the Department for Children, Schools and Families published 'The Children's Plan: Building brighter futures' (DCSF, 2007g). It sets out the government's vision for improving schools and the wider support available to families by 2020. These plans include creating schools which contribute to a "cohesive society" in which young people are aware of interdependence and feel part of a community at a local, national and international level.

As part of this strategy, the DCSF first published a Green Paper, then a White Paper (GB. Parliament. HoC, 2009a) and following consultation, many of the policies have fed into the Children, Schools and Families Bill which is currently before Parliament. The document identifies a need to equip young people to succeed in a changing world. The paper sets out the challenge to create a world-leading school system to equip children for the opportunities of the twenty-first century. The school system needs to respond to the “challenges of a changing global economy, a changing society, rapid technological innovation and a changing planet.”

There is currently an interest, at both national and local government level, in mechanisms to measure the impact and effectiveness of the international dimension in education. Schools are now able to record their international activities in internal self-evaluation forms which are submitted to Ofsted, the inspectorate for children and learners in England, before a school inspection (see section 9.4.1.1.).

Further education

In response to the DfES international strategy document, ‘Putting the World into World-Class Education - An International Strategy for Education, Skills and Children’s Services’ (DfES, 2004e) (see 11.3.), the Association of Colleges (AoC) launched their International Charter (AOC, 2004) which sets out the principles and good practice which further education colleges need in order to build successful global partnerships. Adoption of the Charter demonstrates a college’s commitment to the core principles, ethical values and codes of best practice set out in the document. Colleges will assess whether they are adhering to these codes of practice through their own self assessment quality procedures.

In November 2008, the then Department for Innovation, Universities and Skills (DIUS) endorsed the publication of ‘Globalisation: Meeting the challenge: An international strategy for further education in England.’ (FE GSG, 2008) (see 11.3.). Produced by the FE Globalisation Strategy Group consisting of representatives of national agencies for further education (FE), this strategy’s objective is to bring coherence to international aspects of work across the sector and ensure that they complement one another. The planning group is currently developing a detailed implementation plan for this strategy. See 11.3. for more details.

In 2009, the Welsh Examination Board WJEC’s world development A-level was reintroduced in six schools in Wales and around seventy schools in England. Hundreds of sixth formers have signed up for the course, which was previously taught in the 1970s. Some schools in England have already made the subject, which covers topics such as race, globalisation, sustainability and media censorship, compulsory.

Higher education

Universities UK (UUK) is the major representative body for the higher education sector. It works primarily to advance the interests of universities and spread good practice throughout the sector. Much of its work has a European and international dimension. In 2005, they launched their international strategy (UUK, 2005) which pledges increased support for universities’ international activities. Its policies include:

- Maintaining and promoting the competitiveness of UK higher education in the growing global higher education market through support for the continuation and further development of a national marketing strategy for UK higher education.
- Developing, promoting and disseminating good practice in the recruitment and admission of international students.
- Supporting universities in providing a welcoming and valuable experience – educationally, socially and culturally – for international students in the UK.
- Supporting universities in their work with partners in developing countries, to strengthen and advance higher education in these countries.
- Promoting the exchange of staff and students internationally.
- Promoting international academic collaborations.

The Europe Unit, located at Universities UK, was launched in 2004. Its role is to keep higher education institutions (HEIs) and higher education stakeholders informed of European issues, while encouraging increased UK involvement in European debate. The Europe Unit has three main objectives:

- To act as an observatory of European higher education, keeping HEIs and stakeholders informed of the EU and other initiatives affecting them.
- To seek to coordinate UK involvement in European initiatives and policy debates.
- Where possible, to produce collective UK statements on EU policies, using these to strengthen the position of the UK HE sector in European decision-making meetings.

UUK's corporate plan to 2010 identifies the following priorities for international development in the HE sector:

- Analysing the global agenda, stimulating thinking about international developments and identifying good practice.
- Embracing international competitiveness, by ensuring the UK is the partner of first choice overseas and in Europe for research collaboration, student education, consultancy, programme delivery and academic exchange. (UUK, 2007)

There is also a Higher Education International Unit which coordinates, promotes and undertakes activities designed to support UK universities in a globally competitive world. It is funded by the Higher Education Funding Council for England, the Scottish Funding Council, the Higher Education Funding Council for Wales, the Department for Employment and Learning (Northern Ireland), Guild HE and Universities UK.

In November 2009, the Department of Business Innovation and Skills (BIS) [formerly the Department for Innovation, Universities and Skills] published their framework for higher education "Higher Ambitions: the future of universities in a knowledge economy". Chapter five has a focus on internationalism *Engaging with our communities and the wider world*. The strategy states that internationalism should be embedded at the core of universities' plans and sets out British Universities' commitment to internationalism, including how the universities can attract more students from abroad and collaborate with institutions outside the UK, how their expertise can be used for global challenges, and how a sense of internationalism can be imparted to students by teaching European and global perspectives and by promoting language learning. The strategy also looks at continuing to strengthen the UK's reputation as one of the world's best providers of e-learning, both for those who study here and students based outside the UK. The plan states that BIS will champion the international standing of UK universities.

The framework reiterates that the government will work with universities and the British Council through the second phase of the Prime Minister's Initiative PMI2, which supports over 200 partnership projects (see below).

Institutions will be encouraged to work with other UK institutions and with universities in other countries for deeper collaborations in order to get maximum effect from international links.

<http://www.bis.gov.uk/wp-content/uploads/publications/Higher-Ambitions.pdf>

Current initiatives to attract overseas students and enhance international collaboration

Following the success of the first phase of the Prime Minister's Initiative (launched in 1999, see 11.1.), the second phase was launched in 2006, known as PMI2. This is a five-year strategy which aims to attract an additional 100,000 overseas students to study in the UK. PMI2 focuses on new countries as well as strengthening relationships in countries where there are well-established ties. Additional targets include improving student satisfaction ratings in the UK and continuing to increase the number of partnerships between the UK and other countries. See <http://www.britishcouncil.org/eumd-pmi-about.htm> for further information.

In addition, the devolved administrations in Wales, Northern Ireland and Scotland have funded the British Council to launch a worldwide marketing campaign to encourage international students to study in the UK. This includes the branding initiative, *Education UK* (<http://www.educationuk.org/>), which is designed to help UK higher education institutions promote themselves. *Education UK* has been refreshed and refocused to support the second phase of the aforementioned Prime Minister's Initiative for International Education.

The Wales International Consortium (WIC) represents all twelve higher education institutions in Wales and actively promotes Wales as a desirable study destination for international students. One of its key initiatives is to attract more students from China to study in Welsh higher education institutions. Welsh universities have set up one-year foundation courses in three Chinese cities for secondary school pupils hoping to be offered a place at a Welsh higher education institution. The courses aim to prepare Chinese students by helping them to develop English language and study skills, as well as improving their subject knowledge. Successful students are guaranteed progression to a degree course in Wales.

Charter for Excellence in International Education and Training (AOC, 2004)

Globalisation: Meeting the challenge: An international strategy for further education in England (FE GSG, 2008)

Putting the world into world-class education - An international strategy for education, skills and childrens services (DfES, 2004e)

The Children's Plan: Building Brighter Futures (Cm 7280) (DCSF, 2007g)

Your Child, your Schools, our Future: Building a 21st Century Schools System. Cm 7588. (GB. Parliament. House of Commons, 2009a)

British Council

Department for Business, Innovation and Skills (BIS)

Department for Children, Schools and Families (DCSF)

Department for Employment and Learning (Northern Ireland) (DEL)

GuildHE

Higher Education Funding Council for England (HEFCE)

Higher Education Funding Council for Wales (HEFCW)

Ofsted - Office for Standards in Education, Children's Services and Skills

The Europe Unit

Universities UK

Wales International Consortium (WIC)

WJEC

11.3. National Policy Guidelines/Specific Legislative Framework

There is no specific legislation covering the European / international dimension during any phase of education. However, successive governments have published a range of policy documents intended to promote the incorporation of a global dimension in education at all levels. This section describes the current guidance; historical information on previous policy guidelines is available in 11.1.. In 2004, the then Department for Education and Skills (DfES) published 'Putting the World into World-Class Education - An International Strategy for Education, Skills and Children's Services' (DfES, 2004e) with the aim of building

stronger links between the UK education system and those of other countries. The strategy has three main objectives: Equipping children and adults for life in a global society and work in a global economy:

- by promoting global citizenship in the curriculum
- twinning all schools with schools overseas via an Internet Global Gateway
- implementing the national language strategy so that all children at Key Stage 2 study languages
- encouraging greater opportunities for further and higher education students to study and work abroad; and
- working within Europe towards greater comparability of qualifications.
- Engaging with international partners to achieve education goals:
 - by, for example, working with EU partners to make the EU the world's most competitive and dynamic knowledge-based economy; and
 - sharing expertise and resources to contribute to the improvement of education and children's services in the developing world, particularly in Africa.
- Maximising the contribution of the education and training sector and university research to overseas trade and inward investment:
 - building on the £10 billion contribution that the sector already makes to the UK economy, by establishing the country as an international leader in the use of ICT for education
 - promoting the role of universities as international hubs for learning and research; and
 - encouraging education and training providers to work internationally in partnership with business.

In 2000, guidance was issued to headteachers, senior managers, governors and local authorities (LAs) in England on integrating a global dimension into both the curriculum and the wider school activities (DfEE, 2000). Following the launch of the DfES (now the Department for Children, Schools and Families - the DCSF) international strategy (see above), this guidance was revised and updated in March 2005 (DfES & DFID, 2005). The revised guidance aims to set out the key concepts and offer practical approaches to introducing global perspectives in all subjects and at all key stages.

The Department for International Development (DFID) has also produced guidance and other material promoting the global dimension in education. The White Paper 'Eliminating World Poverty: a Challenge for the 21st Century' (GB. Parliament. HoC, 1997) recommends that children should be educated about development issues, so that they can understand the key global considerations that shape their lives. It sought to ensure that global issues are integrated into the National Curriculum and that relevant teaching materials are made available.

DFID's subsequent strategy paper, published in 1999, outlined the Government's priorities for development education in the formal education system (DFID, 1999). These are:

- to ensure that global issues are adequately incorporated in curriculum provision and guidance across the UK
- to ensure provision of good quality materials and resources to facilitate teaching in schools
- to reinforce school-based work through teacher training, inspection and awarding bodies and
- to encourage whole school or community-based activities with a development focus.

The Global Dimension website <http://www.globaldimension.org.uk> provides resources, practical guidance and support to enable teachers to incorporate a global perspective into their classes, and is funded by DFID. It is managed on behalf of DFID by the Development Education Association (DEA), a national umbrella body of 250 member organisations, which supports and promotes the work of all those engaged in raising awareness and understanding of global and development issues in the UK.

In Wales, 'Education for Sustainable Development and Global Citizenship: A Strategy for Action' was first published in 2006 by the then Department for Education, Lifelong Learning and Skills (DELLS, 2006a). This action plan aimed to establish Education for Sustainable Development and Global Citizenship (ESDGC) as a cross-cutting theme in the curriculum and ensure that its principles are built into everyday life. The strategy was updated in 2008, and again in January 2009. The most recent version summarises progress in 2007 and 2008 and sets out areas for future work and where more action is needed. Areas for future work include the Welsh Assembly Government to remit Estyn, Her Majesty's Inspectorate for Education and Training in Wales, to carry out a survey of ESDGC in schools, youth work and community based learning; all education settings working towards environmentally friendly management systems for business premises and processes; Local Authorities (LAs) are to work towards developing ESDGC strategies. In 2009 it was announced that a Regional Centre of Expertise in ESDGC is to be established in Wales. ESDGC applies to compulsory, further, higher, adult and continuing education, and the youth sector.

In November 2008, the then Department for Innovation, Universities and Skills (DIUS) endorsed the publication of 'Globalisation: Meeting the challenge. An international strategy for further education in England' (FE GSG, 2008). Developed by the FE Globalisation Strategy Group (FE GSG) consisting of representatives of national agencies for further education, this strategy sets out an agenda for the globalisation of the sector linked to four key goals:

- Supporting social cohesion and global citizenship – which includes instilling a strong global dimension within the FE learning experience; improving understanding and appreciation of other countries working methods and culture through exchange programmes and work experience; learning foreign languages and inter-cultural skills; using technology to support the development of global skills; provide opportunities for learners to understand the Millennium Development Goals.
- Supporting engagement with international partners to achieve mutual goals – which involves joint curriculum development and continuing professional development of staff; benchmarking performance and sharing best practice with other countries; supporting the millennium development goals in relation to Africa through partnerships and capacity building for vocational education and training institutions.
- Maximising the contribution of the FE service to overseas trade and inward investment – which involves promotion of UK education overseas; ensuring optimum experience for international students; working with UK employers to support skills development and export;
- Developing an underpinning infrastructure to support international engagement – which involves mainstreaming international perspectives into policy and practice across the FE service, including quality improvement, workforce development, curriculum and qualifications; improving knowledge of international activity in the sector; working towards international mutual recognition of qualifications and learning outcomes.

The planning group is currently developing a detailed implementation plan for this strategy.

[Building Support for Development \(DFID, 1999\)](#)

[Developing a Global Dimension in the School Curriculum \(DfEE Circular 0115/2000\) \(DfEE, 2000\)](#)

[Developing the Global Dimension in the School Curriculum \(DfES and DFID, 2005\)](#)

[Education for Sustainable Development and Global Citizenship – A Strategy for Action. \(WAG, 2006\)](#)

[Education for Sustainable Development and Global Citizenship: A common understanding for schools \(WAG, 2008a\)](#)

[Education for Sustainable Development and Global Citizenship: A strategy for action. Updates \(WAG, 2008b\)](#)

[Eliminating World Poverty: a Challenge for the 21st Century \(GB. Parliament. House of Commons, 1997\)](#)

Globalisation: Meeting the challenge: An international strategy for further education in England (FE GSG, 2008)

Putting the world into world-class education - An international strategy for education, skills and childrens services (DfES, 2004e)

Department for Business, Innovation and Skills (BIS)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Department for Children, Schools and Families (DCSF)

Department for International Development (DFID)

Development Education Association (DEA)

Estyn

National Assembly for Wales (NAfW)

11.4. National Programmes and Initiatives

The British Council is the UK international organisation for cultural relations and educational opportunities. It develops and manages a wide range of European and international programmes for British students and professional development opportunities for teaching staff in schools, and further and higher education institutions. In February 2007, the British Council re-allocated resources previously invested in European activities to support new projects in the Middle East. It continues to manage a range of EU-funded programmes, but their European initiatives are now fewer in number and larger in scale.

For details, please see the following sub-sections: 11.4.1. for bilateral programmes and initiatives; 11.4.2. for multilateral programmes and initiatives; and 11.4.3. for other national programmes and initiatives.

British Council

11.4.1. Bilateral programmes and initiatives

There are a number of bilateral programmes and initiatives between the UK and the following countries:

European programmes

- France - The Anglo-French Education Agreement, initially signed by the English and French Education Ministers in 2003, was renewed in 2006. The agreement provides a framework for educational collaboration between the two countries which includes teacher training, school partnerships and exchanges on areas of common interest. It also supports the National Languages Strategy for England (2002). The British Council provides grants for joint curriculum projects, student fellowships, job shadowing opportunities for teachers and vocational partnerships. A recent initiative is the Lefèvre Trust, supporting young people in the UK aged between 11 and 19 who would not otherwise have access to international opportunities. Grants are available to organisations in the formal and non-formal education sector to fund reciprocal visits and activities to France and overseas départements.
- Germany - Anglo-German Student Fellowships enable 16 to 18 year olds to attend lessons in a German school for two weeks whilst working on a research project. The British Council also administers the Training Bridge; an Anglo-German programme for co-operation in the field of work-based training, supported by the UK and German Governments.
- Republic of Ireland - Following the Good Friday Agreement (signed in April 1998), the Ministers of Education in the UK and Ireland announced a new initiative, the East West Schools Programme, to strengthen school partnerships and to encourage friendship and understanding between young

people in Ireland and Great Britain. The programme involves joint curriculum projects, project-related field trips for pupils and job shadowing opportunities for teachers.

- Russia - The British Council encourages sustainable school links with Russia and supports curriculum and professional development. Programmes are funded by the DCSF. (NB: Due to challenges posed to their operations in Russia, the British Council temporarily suspended the schools programme in 2008. The programme has now been partially restored for schools with links in Moscow City and the region. The programme has not been extended to other parts of Russia, but this is subject to review.) The British Council BRIDGE project (British Degrees in Russia) is also operational. It is sponsored by the Department for Business, Innovation and Skills (BIS), and aims to increase collaboration between UK and Russian universities leading to dual degrees and other mutually recognized academic qualifications.
- Spain - Job shadowing opportunities are available for teachers, as is area linking, school linking, collaborative projects, professional development opportunities, language immersion programmes for pupils and accreditation can be attained.

International programmes

- China – Funding is available for schools to participate in language immersion courses, partnerships, joint curriculum projects and a Chinese language assistants' programme. The programmes are funded by the Department for Children, Schools and Families (DCSF) and the HSBC Global Education Trust. A UK-China collaborative partnership scheme in employability and entrepreneurship was launched in October 2007 to encourage collaboration between UK and Chinese universities to produce more employable graduates. Research Councils UK (RCUK) also has an office in China, which advocates research collaboration between the UK and China. In 2009, RCUK China, published a web map of China's research system including agencies, institutions and major programmes.
- Japan - Following the Japan 2001 cultural festival in Britain, the British Council, with funding from the DCSF, extended its activities with Japan and continues to work closely with the Japanese Ministry of Education on a number of projects. Programmes include school partnerships, language immersion courses, joint curriculum projects and language assistants.
- India - In 2005, the Government announced a programme of academic and educational exchanges between Indian and British universities. The UK-India Education and Research Initiative (UKIERI) includes student and staff exchanges and research collaboration between the two countries. There is also a school partnership strand to the project which supports joint curriculum projects between clusters of school in the UK and India.
- Iraq - The Rawabit project, a collaborative initiative which began in early 2007, links UK and Iraqi colleges and aims to help rebuild Iraq's further education system through a series of leadership development and work shadowing programmes. The project is lead by the Vocational Partnerships team (see 11.4.3.) and British Council Iraq, in conjunction with the Association of Colleges.
- South Africa – the Tabeisa project is a consortium of four South African and two British higher education institutions which helps South African entrepreneurs from disadvantaged communities to set up small businesses. It helps local universities become catalysts for economic regeneration. The scheme is now being replicated in Ghana.
- Tanzania - Fair Trade in Skills is an initiative designed to build partnerships between UK further education (FE) colleges and Tanzania. The scheme was initiated by an academic at the Institute of Education in London and has the backing of national FE bodies such as the Association of Colleges. It enables students to practise their skills and broaden their experience, whilst providing FE staff with the opportunity to mentor Tanzanian teachers and managers. College fundraising contributes to resources for Tanzanian schools and colleges.

Further information on many of these and other programmes is available from <http://www.britishcouncil.org/learning-opportunities-for-UK-students.htm>.

Languages for all: Languages for life. A strategy for England (DfES, 2002b)

British Council

Department for Business, Innovation and Skills (BIS)

Department for Children, Schools and Families (DCSF)

Research Councils UK

11.4.2. Multilateral programmes and initiatives

The UK is also involved in a number of multilateral programmes and initiatives (many of which are managed by the British Council):

Partnership schemes

Schools

- **Global School Partnerships** (formerly the North South Programme) promotes partnerships between schools in the UK and in Africa, Asia, Latin America and the Caribbean, in order to raise awareness of global development issues. It is currently delivered by a consortium consisting of the British Council, the Cambridge Education Foundation, the UK One World Linking Association (UKOWLA) and Voluntary Services Overseas (VSO). It supports reciprocal visits by teachers involved in curriculum development, as well as joint projects and student exchanges. The initiative is funded by the Department for International Development (DFID). More information is available at: <http://www.britishcouncil.org/globalschools.htm>
- **Connecting Classrooms** provides clusters of UK schools with the chance to partner schools from 50 countries in the Middle East, Africa and Asia. The project is still expanding and by 2010 hopes to incorporate 100 countries around the world. The aim is to stimulate intercultural dialogue and prepare young people for life and work as global citizens. Connecting Classrooms Programme is being expanded in the Middle East from April 2009. 160 new schools in the Middle East and UK will join the Connecting Classrooms Programme over the next two years, so by 2011 around 400 schools will be involved in Middle East/ UK school partnerships. Teachers and School leaders will receive relevant professional development and support materials, and schools in the Middle East will be invited to take part in the International School Awards.
- Further information is available at <http://www.britishcouncil.org/learning-connecting-classrooms.htm>.

Further / adult and higher education

- **Development Partnerships in Higher Education** (DELPHE) is a scheme which supports partnerships between higher education institutions in the UK and overseas who are working on activities to fight global poverty. The scheme is running for a seven year period from 2006 until 2013, with a review after five years. Further information is available at <http://www.britishcouncil.org/delphe.htm>
- **Education Partnerships in Africa** (formerly the England-Africa Partnerships scheme), funded by the Department for Business, Innovation and Skills (BIS) enables further and higher education institutions in England to work with counterparts in sub-Saharan Africa. The partnerships aim to build institutional capacity for delivering employability skills in collaboration with local employers and social enterprises. Further information is available at: <http://www.britishcouncil.org/learning-epa.htm>
- **Skills for Employability** aims to encourage skills development in Central and Southern Asia by supporting national reforms in technical and vocational education and encouraging closer links between education and industry. It involves partnerships between further education colleges in the UK and countries such as Afghanistan, Nepal and Iran. The project is complemented by the skills@work project in South East Europe. Further information is available at: <http://www.britishcouncil.org/learning-vocationalpartnerships-regional-institutional-partnerships.htm>

Personal development for young people

- **The Prime Minister's Global Fellowship**, launched in 2008, was developed by the Department for Children, Schools and Families (DCSF) and the British Council. It enables 100 school and college leavers to visit major countries of the new global economy such as India and China. The six week programme includes cultural and language immersion, work in a school or college, and a placement with a global company where they will learn about business operations and local community impact programmes. More information is available at: <http://www.global-fellowship.org/>.
- **Platform 2** is a global volunteering scheme funded by the DFID and run by Christian Aid, and BUNAC. It is aimed at 18 to 25-year-olds from disadvantaged backgrounds. Volunteers spend ten weeks living, working and learning about life in a developing country. On return to the UK they engage in awareness-raising activities within their local community. More information is available at: <http://www.myplatform2.com/>.

Resources to support partnerships between institutions

- **The Global Gateway**, managed by the British Council, is a searchable online database which facilitates international partnerships between establishments in the compulsory, further and higher education sectors, as well as local authorities. It is available at <http://www.globalgateway.org.uk>.
- **Rafi.ki** (Swahili for friend) is a social networking tool which enables school pupils and teachers to communicate with their counterparts abroad via email, instant messaging, forums and video-conferencing. By the end of 2008 it had attracted 450 schools in the UK and supports the new key stage 3 curriculum requirement that schools should include a cross-subject global dimension (**see** 11.5.1.. The website is run by Gemin-i.org – a charity which specializes in using IT to enhance education and international development: <http://www.rafi.ki/about.php>.

European Union Action Programmes

The EU Lifelong Learning Programme was established in 2007 and replaced the Socrates Programme. It consists of four main schemes: Comenius (for schools), Leonardo (for vocational education and training), Grundtvig (for adult education) and Erasmus (for higher education), plus transversal actions. The British Council (see section 11.4.) manage the Comenius and Erasmus actions in the UK, while the Leonardo and Grundtvig actions are managed by ECOTEC, an international provider of research, consulting and management services. The national agency for Eurydice is the National Foundation for Educational Research (NFER). Further information on the programmes in the UK is available via the following websites:

Lifelong Learning Programme – <http://www.lifelonglearningprogramme.org.uk>

- UK NARIC – <http://www.naric.org.uk>
- Eurydice - <http://www.nfer.ac.uk/eurydice>

A recent initiative in the EU Lifelong Learning Programme is Comenius Regio which was introduced in 2009. It is a programme enabling local authorities to build partnerships with colleagues throughout Europe. The scheme, which aims to enhance the European dimension in education, will help participants to develop and exchange best practice, create tools for sustainable co-operation across borders, and offer European learning experience to teachers, pupils and those responsible for administering school systems.

Council of Europe programmes

Teachers, headteachers, school inspectors and teacher trainers in England, Wales and Northern Ireland also have the opportunity to take part in the Council of Europe's in-service training programme for educational staff. Set up in 1969, the programme provides short national in-service training courses or weeklong European seminars to promote the European dimension in education. Further information is available at: <http://www.britishcouncil.org/learning-council-of-europe.htm>.

British Council

British Universities North America Club (BUNAC)

Cambridge Education Foundation

Department for Business, Innovation and Skills (BIS)

Department for Children, Schools and Families (DCSF)

Department for International Development (DFID)

ECOTEC Research & Consulting

National Foundation for Educational Research (NFER)

UK NARIC

UK One World Linking Association (UK OWLA)

Voluntary Services Overseas (VSO)

11.4.3. Other national programmes and initiatives

In England and Wales, the British Council manages and supports a network of local authority (LA) based professionals offering training events to teachers in developing an international dimension in education.

The Department for Children, Schools and Families (DCSF)

International School Award recognises good practice in curriculum-based international work in schools. The scheme is open to all schools across the UK and is free of charge. Schools that gain the award are accredited for three years. The benefits of participating include a framework for developing international work, local and national media coverage, a dossier of evidence of international work and recognition of the work. Over 1000 schools have been accredited with the award since the scheme began in 1999. It has three categories: Foundation level – Introducing Internationalism: evidence of curriculum based international activities across some subjects and starting to look for partner schools overseas.

- Intermediate level – Developing Internationalism: more substantial curriculum based international activities, supported by a link with at least one partner in another country.
- The full International School Award: an international ethos should pervade the School Development Plan, supported by a strong partnership with one or more schools abroad.

The DCSF International School Award (ISA) has also been expanded globally under the Connecting Classrooms Programme after being piloted in India.

Eurodesk, (<http://www.eurodesk.org.uk>), is the European information service for young people in the UK and highlights opportunities available to travel, work, study or volunteer in Europe. In addition, the 'Careers Europe' website provides information about opportunities for studying or working in Europe (<http://www.careerseurope.co.uk/>).

The TeachingEnglish website has been developed by the British Council and the BBC, and provides access to materials, resources and qualifications for English language learners and teachers around the world. In addition, the British Council will recruit 'Master Trainers' who will be responsible for developing the skills of 4,000 English teachers in India over a five-year period. Further information is available at: <http://www.teachingenglish.org.uk/>

British Council

Department for Children, Schools and Families (DCSF)

11.5. European/ International Dimension through the National Curriculum

Policy context and details of how the international dimension is delivered through statutory and non-statutory elements of the curriculum at all phases of education in England, Wales and Northern Ireland, are detailed in the following sub-sections 11.5.1. for compulsory primary and secondary education; 11.5.2. for further education; and 11.5.3. for higher education.

11.5.1. Compulsory primary and secondary education

Central government:

- ensures the European dimension is adequately covered in the curriculum and in associated examinations
- ensures that there are appropriate central initiatives to assist the system and
- encourages and disseminates good practice.

It acts through the Qualifications and Curriculum Development Agency (QCDA) in England, the Welsh Assembly Government's Department for Children, Education and Lifelong Learning and Skills (DCELLS) (previously such functions were carried out by the Qualifications, Curriculum and Assessment Authority for Wales) in Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland.

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

Qualifications and Curriculum Development Agency (QCDA)

11.5.1.1. England

Policy context

In November 2004, the then Department for Education and Skills (DfES) published 'Putting the World into World-Class Education - An International Strategy for Education, Skills and Children's Services' (DfES, 2004e) with the aim of building stronger links between the UK education system and those of other countries. One aim of the Strategy is to instill a strong global dimension into the learning experience of all children and young people by promoting an understanding of the eight key concepts below in every subject of the National Curriculum for children aged 5-16:

- Citizenship
- Social justice
- Sustainable development
- Diversity
- Values and perceptions
- Interdependence
- Conflict resolution
- Human rights.

Official guidance and support

'Developing a Global Dimension in the School Curriculum' was originally published in 2000 (DfEE, 2000d). Following the launch of the DfES international strategy (see above), this guidance was revised and updated in March 2005 (DfES and DFID, 2005). It aims to set out the key concepts and offer teachers practical approaches to introducing global perspectives in all subjects and at all key stages. Further help for practitioners in adding an international dimension to their lessons is available from the Department for International Development (DFID) funded document 'Enabling Effective Support' (DFID, 2003). Its objective is

to offer sustained guidance and to coordinate the activities of the diverse range of organisations which provide relevant teaching resources. DFID also funds the Global Dimension website which offers resources and practical advice for teachers at all phases of education, including those involved in citizenship teaching: <http://www.globaldimension.org.uk>.

In 2007, the then QCA (now Qualifications and Curriculum Development Agency, QCDA) produced a guide to assist school leaders and teachers in building the global dimension into curriculum planning: 'The Global Dimension in Action: a curriculum planning guide for schools' (QCA, 2007a). Designed to be used in conjunction with the government guidance for developing a global dimension, the publication gives case studies on how different schools have approached the issue.

The school curriculum

The values and purposes of the National Curriculum state:

"Education is (...) a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. Education should reflect the enduring values that contribute to these ends. These include valuing (...) the wider groups to which we belong, the diversity in our society and the environment in which we live (...). Education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work (...) We need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communication technologies."

The primary curriculum has been revised and the new curriculum becomes statutory in 2011. The QCDA website states that it will become a statutory requirement for all children to learn a modern foreign language from the age of seven. At Key Stage One, the curriculum for Citizenship (a non statutory subject) states that pupils should be taught knowledge, skills and understanding through opportunities to take part in discussions and talking about issues relating to their school, and topics of local, national, European, Commonwealth and Global relevance. At key stage 2, Citizenship lessons are used to teach pupils about the wider world and how communities within it are interdependent, and how their choices and behaviour can have global consequences.

Currently, primary pupils (aged five to 11) follow a broad non-statutory framework of citizenship. One of the objectives of citizenship education at key stage 2 (aged 7 to 11), relevant to the international dimension is: "for pupils to develop their sense of social justice and moral responsibility and begin to understand their own choices and behaviour can affect local, national or global issues and political and social institutions."

The lower secondary curriculum in England has recently been revised (for more details see [5.13](#)). Changes began to be introduced in September 2008 for year 7 pupils (11-12 year olds), and will be phased in over the next two years. An important element of the revised curriculum is the increased opportunity for making cross-curricular links. There are seven cross-curriculum dimensions which provide unifying areas of learning intended to give education relevance and authenticity across all subjects. One of these areas is global dimension and sustainable education:

"A curriculum for the 21st century should encourage learners to be aware of global issues. Learners should evaluate information and events from a global perspective. By exploring the connections between the local and the global, they can also realise that it is possible to play a part in working towards solutions to challenges, such as climate change and global poverty."

Specific learning opportunities, which should be woven into the curriculum, include:

- Understanding the connections between the environmental, social and economic sphere and making links between local, national and global issues.

- Critically evaluating their own values and attitudes, appreciating the similarities between people everywhere and learning to value diversity.
- Participating in global partnerships, which can be a powerful and exciting way of bringing a global dimension into the classroom.

In addition to this cross-curriculum dimension, citizenship lessons (compulsory at key stages 3 and 4 since 2002) offer specific opportunities for the implementation of the European and international dimension in education. Issues covered include sustainability, the environment, global interdependence, cultural diversity, and preparation for adult life. To reflect modern day realities and issues, all of these topics take note of international and global issues. Citizenship lessons may also include looking at the world as a global community, the political, economic and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.

More details of the global dimension in the curriculum are available from the QCDA website.

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/cross-curriculum-dimensions/global-dimension/Global-dimension-in-the-curriculum/index.aspx>

Pupils are also able to take a General Certificate of Secondary Education (GCSE) course in citizenship.

[Developing a Global Dimension in the School Curriculum \(DfEE Circular 0115/2000\) \(DfEE, 2000\)](#)

[Developing the Global Dimension in the School Curriculum \(DfES and DFID, 2005\)](#)

[Enabling Effective Support: Responding to the Challenges of the Global Society: A Strategy of Support for the Global Dimension in Education \(DFID, 2003\)](#)

[Putting the world into world-class education - An international strategy for education, skills and childrens services \(DfES, 2004e\)](#)

[Department for Children, Schools and Families \(DCSF\)](#)

[Department for International Development \(DFID\)](#)

[Qualifications and Curriculum Development Agency \(QCDA\)](#)

11.5.1.2. Wales **Policy context**

A strategy for education for sustainable development and global citizenship (ESDGC) was first published in 2006 by the then Department of Education, Lifelong Learning and Skills (DELLS, 2006a). This action plan aimed to establish ESDGC as a cross-cutting theme in the curriculum and ensure that its principles are built into everyday life. ESDGC, which is not intended to be a separate subject, has seven inter-connected themes:

- consumption and waste
- health
- identity and culture
- climate change
- wealth and poverty
- the natural environment.

The updated version of the strategy was published in January 2008 and a further update was published in February 2009 and highlights actions that will drive forward the agenda until 2009/10. ESDGC applies to compulsory, further, higher, adult and continuing education, and the youth sector.

Official guidance and support

The Department for Children, Education, and Lifelong Learning (DCELL), , formerly DCELLS, has published a number of documents in support of its ESDGC strategy such as: 'Education for Sustainable Development and Global Citizenship: A common understanding for schools' (WAG, 2008b). In addition, a website has been set up to provide Welsh teachers with information, support and teaching resources relating to ESDGC:

<http://www.esd-wales.org.uk/english/welcome.asp>

The school curriculum

Following a detailed review in 2004, a revised school curriculum for 3 to 19 year olds began to be implemented in September 2008. There are a range of new opportunities to develop a global dimension in the revised curriculum, especially as one of its aims is to: "support Government policy, including: ...Europe and the World, equal opportunities,...sustainable development and global citizenship..." (WAG, 2008d)

The Foundation Phase will be fully implemented for three to seven year olds by the academic year 2010/2011. Its framework states that "children should have experiences of other cultures,...of the environment, of animals and of other living things." There are seven areas of learning within this phase, two of which have particular relevance to the international dimension: knowledge and understanding of the world, and personal and social development, well-being and cultural diversity. An objective of the latter is to enable children to "recognise and gain a positive awareness of their own and other cultures." (WAG, 2008e) For more details see 3.10. and 4.10..

These elements of the Foundation Phase are built upon by the Personal and Social Education (PSE) Framework for 7 to 16 year olds. Although Education for Sustainable Development and Global Citizenship (ESDGC – see above) is embedded throughout the school curriculum, it is covered specifically as a theme in PSE, the aims of which are to:

- Empower learners to participate in their schools and communities as active, responsible citizens locally, nationally and globally
- Foster positive attitudes towards the principles of sustainable development and global citizenship.

In post-16 education PSE aims to equip learners to be resourceful, financially literate, informed citizens who are willing to participate for the benefit of their communities both locally and globally. At this stage students can also elect to take a GCE A-level course in World Development, incorporating the study of global poverty, social justice and fair trade. For more details see 5.13.. In 2009, *Wales, Europe and the World* (WEW) was published. This sets out a framework for 14-19 year old learners in Wales and schools, colleges and providers should base their WEW provision on this. WEW is designed to help learners develop their understanding of life in Wales and of Wales' place within the UK, Europe and the rest of the world.

The Welsh Assembly Government and the UK national Agencies for the EU Lifelong Learning Programme are working together to ask learning providers to develop curricula so they can cover a European dimension. The document *World Class Wales* also endorses international opportunities available as part of the European Union's Lifelong Learning Plan. The government is working with ECOTEC and the British Council to encourage take up by Welsh organisations.

[Education for Sustainable Development and Global Citizenship - A Strategy for Action. \(Updates January 2009\) \(WAG, 2009a\)](#)

[Education for Sustainable Development and Global Citizenship: A common understanding for schools \(WAG, 2008a\)](#)

[Education for Sustainable Development and Global Citizenship: In the further education sector for Wales \(WAG, 2008c\)](#)

[Framework for Children's Learning for 3 to 7-year-olds in Wales \(DCELLS, 2008c\)](#)

Wales, Europe and the World (WAG, 2009e)

World Class Wales: Transforming Learning for Success in a Globalised World (WAG, 2009f)

11.5.1.3. Northern Ireland **The school curriculum**

From September 2007, a new curriculum began to be implemented in Northern Ireland. In primary school, there are six broad areas of study, the one most relevant to the international dimension is personal development and mutual understanding. One of the aims of this area of study is to examine the need for mutual understanding and respect in the community and the wider world. See [4.10](#).

At key stage 3 (11 to 14 year olds) there are nine areas of study comprised of subject strands. The area Learning for Life and Work includes the subject local and global citizenship. This subject is also studied at key stage 4 (14 to 16 year olds). Local and global citizenship gives students opportunities to:

- Respond to the specific challenges and opportunities which diversity and inclusion present in Northern Ireland and the wider world.
- Identify and exercise their rights and social responsibilities in relation to local, national and global issues.
- Develop awareness of the role of non-governmental organisations such as the United Nations.

In addition, the Council for the Curriculum, Examinations and Assessment (CCEA) is piloting a GCSE called 'Learning for Life and Work' to support these Northern Ireland curriculum requirements for 14- to 16-year-olds. See [5.13](#). This qualification has now been revised and is being taught from September 2009, to first be assessed in 2010, and awarded in 2011.

Official guidance and support

The Global Dimension in Schools NI is Northern Ireland's regional project for the Department for International Development's (DFID) initiative Enabling Effective Support (for more details see [11.5.1.1](#)). The website Global Dimension in Schools NI supports all teachers in Northern Ireland to deliver the curriculum by incorporating global perspectives into their learning areas:

<http://www.globaldimensioninschools.org/>

Department for International Development (DFID)

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

11.5.2. Further education

While it should be noted that the National Curriculum only applies to compulsory education (pupils aged between 5 and 16), there are also official guidelines and a number of initiatives for strengthening the international dimension in further / adult education (FE). FE teachers and lecturers are encouraged to implement the European/international dimension in the curriculum for their students.

In 2002, the Association of Colleges (AoC) International Network was set up to provide a strategic and sector-wide voice for colleges on all European and international matters. Three practitioner action groups reflect the different aspects of Colleges' international and European work. They cover:

- international student recruitment and marketing
- European and international partnerships and
- international consultancy and development projects.

In response to the then DfES international strategy document, 'Putting the World into World-Class Education - An International Strategy for Education, Skills and Children's Services' (DfES, 2004e), the AoC launched their International Charter (AoC, 2004) which sets out the principles and good practice colleges need to build

successful global partnerships. Adoption of the Charter demonstrates a college's commitment to the core principles, ethical values and codes of best practice set out in the document. Colleges will assess whether they are adhering to these codes of practice through their own self assessment quality procedures.

In November 2008, the then Department for Innovation, Universities and Skills (DIUS) endorsed the publication of 'Globalisation: Meeting the challenge: An international strategy for further education in England.' (FE GSG, 2008). It was produced by the FE Globalisation Strategy Group consisting of representatives of national agencies for further education (FE). One aspect of its vision is an FE service that "is committed to developing its learners to be global citizens; globally aware, confident of their skills and sensitive to the needs and perspectives of others." One of its goals is to support social cohesion and global citizenship. This would involve FE providers instilling a strong global dimension within their curricula; improving understanding and appreciation of other countries working methods and culture through exchange programmes and work experience; providing opportunities to learn foreign languages and intercultural skills; using technology to support the development of global skills; and providing opportunities for learners to understand the Millennium Development Goals. (see 11.3. for more details).

The Global Gateway (see 11.4.) provides information about how institutes of further education can incorporate an international dimension into their work, including building partnerships with other countries and international exchange programmes (<http://www.globalgateway.org.uk/>).

The Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) has also produced a publication which outlines opportunities for curricular development for students over the age of 16 (CCEA, 1999a). Its suggestions included thematic modules, joint project work with other schools, and special activities such as a 'Europe Week' and student exchanges.

In Wales, 'Education for Sustainable Development and Global Citizenship (ESDGC): A Strategy for Action' (WAG, 2006a – see 11.5.1.2. for more details) also applies to further / adult education. It aims to establish ESDGC as a cross-cutting theme in the curriculum and ensure that its principles are built into everyday life. To support this strategy the Welsh Assembly Government published 'Education for Sustainable Development and Global Citizenship in the further education sector in Wales' (WAG, 2008c) in September 2008. The document is intended to aid delivery of ESDGC in FE colleges. It applies to both academic and vocational subjects.

Charter for Excellence in International Education and Training (AOC, 2004)

Education for Sustainable Development and Global Citizenship – A Strategy for Action. (WAG, 2006)

Education for Sustainable Development and Global Citizenship: In the further education sector for Wales (WAG, 2008c)

Globalisation: Meeting the challenge: An international strategy for further education in England (FE GSG, 2008)

Putting the world into world-class education - An international strategy for education, skills and childrens services (DfES, 2004e)

Association of Colleges (AoC) International Network

Department for Business, Innovation and Skills (BIS)

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

11.5.3. Higher education

While it should be noted that the National Curriculum only applies to compulsory education (pupils aged between 5 and 16), there are also a number of initiatives for strengthening the international dimension in higher education

All major institutions of higher education are autonomous bodies and are free to decide which subjects they offer (see section 6.11.). The variety of courses available therefore differs from one institution to another; although many institutions offer courses in European studies. Some UK-based degree courses include obligatory periods of study or work in another European country, while other students may be offered the option to do so.

The University Association for Contemporary European Studies (UACES) publishes information and organises activities for those studying, working or researching in the field of European studies. UACES is the UK's National Agency for the European Community Studies Association (ECSA), which promotes university teaching and research on European integration, manages transnational programmes and disseminates information through publications and the internet.

HEURO, the Association of UK Higher Education European Officers, was set up to provide a platform for all professionals, both academic and administrative, who are involved in European issues in the context of UK higher education, with a view to discussing and promoting matters of common interest and disseminating good practice.

European Documentation Centres (EDCs) have been established in some university libraries to help promote and develop studies in European integration and to serve students and academic staff in their region. EDCs hold extensive collections of EU information sources and access to EU databases. Further details of EDCs are available on the website of the European Information Network in the UK:

<http://www.europe.org.uk/infolinks/-/ctid/5/>

To encourage and promote involvement in the European and international dimension in education, the Global Gateway (see 11.4.) contains details and links to European and international education programmes, including those at higher education level. It is available at:

<http://www.globalgateway.org.uk/Default.aspx?page=2732>.

From 2004 to 2006, the Department for International Development (DFID) funded a research project to establish how best to integrate a global dimension into all higher education undergraduate degree courses. 'Global Perspectives in Higher Education' aimed to build on progress already made in the school curriculum to engage undergraduate degree programmes across the UK. The initiative aimed to inform students of cross-cutting global issues, problems and events. The project has now been completed; a wealth of case studies and project reports on the topic are available online: <http://www.rgs.org/globalperspectives>.

HE Academy supports internationalisation initiatives in the areas of curriculum development; information and resources for teaching staff; developing initiatives to enhance the learning experience of international students and supporting the sector in engaging with the Bologna process.

In 2009, the UK Council for International Student Affairs received approval for an initiative for Teaching and Learning for International Students (TALIS), which is due to be delivered by the Higher Education Academy by July 2011.

The UK Department of Business Innovation and Skills (BIS) published the document *Higher Ambitions: the future of universities in a knowledge economy* (2009) which sets out the framework for higher education. Through the HE Academy and the Leadership Foundation for Higher Education universities will be encouraged to develop capability amongst curriculum designers and institutional leaders to incorporate sustainability throughout the curriculum. This will enable students to develop wide perspectives and mental

flexibility. The strategy also states that internationalism should be embedded at the core of universities plans and sets out British Universities commitment to internationalism including how the universities can attract more students from abroad and collaborate with institutions outside the UK, how their expertise can be used for global challenges, and how a sense of internationalism can be imparted to students by teaching European and global perspectives and by promoting language learning. The plan states that BIS will champion the international standing of UK universities.

Department for Business, Innovation and Skills (BIS)

Department for International Development (DFID)

Higher Education Academy (HEA)

University Association for Contemporary European Studies (UACES)

11.5.4. Teacher training and continuing professional development

Initial teacher training

The Government specifies, in broad terms, the content for teacher training courses (see 8.1.6.1.). The detailed organisation of training courses is decided by individual institutions. There is no stipulation that the international/European dimension should be covered, however individual institutions may include it in their curricula.

Continuing professional development

The British Council co-ordinates and disseminates information on the teaching of European awareness in UK schools. It has established, in full cooperation with the appropriate local authorities (LAs), regional in-service training networks. These cover almost the whole of England and Wales, and provide practical support and opportunities for encouraging teachers to use a European and international dimension in schools.

The European Association of Teachers (AEDE/EAT) aims to widen teacher knowledge about European issues. It collaborates with various European and international organisations, including the European Commission, UNESCO and the Council of Europe. In the UK, its members seek to enable pupils, through their teachers, to acquire the necessary language skills and training to enable them to live and compete for work within a more competitive home market and within the wider Single European Market.

See also 11.6.2. for details of the Teachers' International Professional Development programme (TIPD).

British Council

European Association of Teachers (AEDE/EAT)

11.6. Mobility and exchange

See the sub-sections which follow: 11.6.1. for mobility and exchange of pupils/students; 11.6.2. for mobility and exchange of teaching and academic staff; and 11.6.3. for qualifications necessary to teach in England, Wales and Northern Ireland.

11.6.1. Mobility and exchange of pupils/students

In addition to the opportunities for mobility provided by the Lifelong Learning Programme (see section 11.4.2.), British pupils/students may take advantage of other programmes including:

- IAESTE (International Association for the Exchange of Students for Technical Experience) which provides science, engineering and applied arts undergraduates with training experience abroad relevant to their studies. IAESTE arranges paid course-related vacation training abroad on a

reciprocal exchange basis. The programme is administered in the UK by the British Council (see section 11.4.).

- Anglo-German Student Fellowship (see section 11.4.2.).
- Anglo-Spanish Fellowships programme (see section 11.4.1.).
- Opportunities to work as teaching/language assistants in many countries worldwide. A language assistants website has been set up to provide further information on these opportunities <http://www.britishcouncil.org/languageassistants>.

The extent to which study (as part of a European or other programme) in a European or third country is validated, depends to a large extent on the institutions concerned. Institutions may use the European Credit Transfer and Accumulation System (ECTS). For further information see the ECTS section on the Europa website:

http://ec.europa.eu/education/lifelong-learning-policy/doc48_en.htm

As with the other 46 European countries involved, the UK is currently working towards implementation of the Bologna Process reforms, which aim to create a European Higher Education Area (EHEA) by 2010, and to promote the European system of higher education worldwide.

A recent development in this process was the launch, in August 2008, of the European Quality Assurance Register (EQAR) for higher education. It is a voluntary register for institutions which has two key objectives: to improve the quality of European higher education; and to promote greater student mobility by increasing transparency and trust between higher education systems and institutions. More information is available from the EQAR website: <http://www.eqar.eu/>

Information on financial arrangements for students wishing to undertake courses of higher education in the UK is available from the DirectGov website:

<http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/index.htm>

11.6.2. Mobility and exchange of teaching and academic staff

In May 2000, the then Department for Education and Employment (DfEE) launched a new programme of study visits and exchanges to aid teachers' international professional development. The Teachers' International Professional Development Programme (TIPD) enables teachers to exchange good practice, carry out research and share information with a network of other participants. The programme is organised at local authority level and is managed by four organizations including the British Council TIPD team on behalf of the Department for Children, Schools and Families (DCSF). Further information is available from:

<http://www.globalgateway.org.uk/default.aspx?page=5491>

The International Leadership Learning Programme (ILLP) is open to members of school management teams and provides the opportunity to reflect upon leadership in an international context and investigate a particular leadership theme relevant to school and system wide development. It builds on and replaces the International Placement for Headteachers (IPH) programme. It has been designed by the National College for Leadership of Schools and Children's Services (National College) and is delivered by the Specialist Schools and Academies Trust (SSAT) and the Association of School and College Leaders (ASCL):

<http://www.ncsl.org.uk/programmes-index/illp-index.htm>.

The League for the Exchange of Commonwealth Teachers (LECT) (<http://www.lect.org.uk/>) is supported by the DCSF and runs a number of programmes for teachers. LECT's mission is to support teachers and promote excellence in education throughout the Commonwealth by developing, promoting and supporting:

- international teacher exchanges and study visits, lasting from a few weeks up to an academic year)

- international collaboration and linking
- information sharing and support
- sharing experience and good practice and
- enhancement of the professional status of teachers.

The Fulbright Teacher Exchange programme run by the British Council in collaboration with the US Department of State offers UK teachers the opportunity to change places with an American teacher. The exchanges may last for either the autumn term or one full academic year. For more information see:

<http://www.britishcouncil.org/learning-fulbright-what-is-fulbright-uk-us-teacher-exchange.htm>

The Comenius In-Service Training Grants (for more information on Comenius see section _11.4.2.) are available for school or further education staff to job shadow a colleague for up to six weeks in any of the 30 participating European countries. For more information see:

<http://www.britishcouncil.org/comenius-job-shadowing.htm>

The 2-Week Primary Teachers' Project supports the training of primary school teachers engaged in language teaching at key stage 2 (pupils aged 7 to 11). The training incorporates 1 week of language tuition in the target language, and 1 week of job shadowing in a school in the target language country. This is part of the Government's drive to introduce more language teachers in primary schools and ensure that every pupil aged 7 to 11 has the opportunity to start learning a foreign language by 2010. For more information on the British Council managed project see:

<http://www.britishcouncil.org/comenius-primary-teacher-project.htm>

In Wales, the Lecturer International Professional Development Programme (LIPD) offers lecturers in further education the opportunity to experience good educational practice first-hand in different countries around the world. Participants link their application to one of the following six themes:

- vocational skills and entrepreneurship
- using Information and Learning Technology (ILT)
- Education for Sustainable Development and Global Citizenship
- teaching and learning strategies
- developing and managing partnerships
- innovation in leadership and management.

Participants plan their visit itinerary with their selected overseas partner. Two visit options are available: either five days in Europe, Africa or the Middle East, or eight or nine days in North America, South-East Asia or Australasia. The programme is funded by the National Assembly for Wales and is administered by British Council Wales.:

<http://www.britishcouncil.org/wales-education-and-training-lipd.htm>

The programme follows on from the International Placements for Headteachers scheme, which was developed by the British Council and the National College for Leadership of Schools and Children's Services (National College) which arranges for headteachers from British schools to visit overseas schools and learn from the practice of head teachers in other countries.

<http://www.britishcouncil.org/srilanka-projects-and-networking-gsl-iph.htm>

The Leaders in International Development (LiID) scheme is run between the National College, Voluntary Service Overseas (VSO), the National Association of Headteachers (NAHT) and the Association of School and College Lecturers (ASCL). The scheme gives headteachers the opportunity to work in Africa for three months and reimburse the seconded headteachers' schools.

<http://www.vso.org.uk/act/leaders-in-international-development.asp>

Association of School and College Lecturers (ASCL)

British Council

Department for Children, Schools and Families (DCSF)

National College for School Leadership and Children's Services (NCSL)

Specialist Schools and Academies Trust

11.6.3. Qualifications necessary to teach in England, Wales and Northern Ireland

Teachers who have obtained teaching qualifications in another Member State of the European Union may apply to the Department for Children, Schools and Families (DCSF) to have their qualifications recognised in accordance with Council Directive 89/48 EEC. Overseas trained teachers (those from outside the European Economic Area) may also achieve Qualified Teacher Status (QTS) by following the Overseas Trained Teacher Programme (OTTP), which is an employment-based route to QTS.

The Education (Teachers' Qualifications and Health Standards) (England) Regulations 1999, as amended, allow schools to appoint overseas-trained teachers without QTS in three circumstances:

- as trainees on an employment-based route
- for no more than four years from the date of first employment as a teacher in England and
- as 'instructors' - persons offering particular skills who may be appointed when no suitable qualified teacher or trainee on an employment-based route is available.

Similar provisions for teachers in Wales are made in the Education (Teachers' Qualifications and Health Standards) (Wales) Regulations 1999. The Overseas Trained Teacher Programme is not available in Wales. An overseas trained teacher may apply for the Graduate Teacher Programme to gain QTS in order to teach. An overseas trained teacher who has completed a programme of professional training, and who has not gained QTS, may teach in Wales as a temporary teacher for a period not exceeding two years.

In November 2008, the UK Border Agency (UKBA - responsible for securing the UK borders and controlling migration) introduced a new points-based immigration system which changed the requirements for bringing overseas trained teachers (from outside the European Economic Area) to the UK. Under this new system, schools or local authorities wishing to employ overseas teachers must first be licensed as sponsors by the UKBA. Instead of applying for a work permit, they then issue an online certificate of sponsorship to the teacher they wish to employ. Unless the prospective employee is a teacher of mathematics or science, it is only possible to issue sponsorship if a resident labour market test establishes that there are no suitable teachers resident in the UK to fill the post. The teacher must then score enough points under the points-based system to obtain an entry visa to the UK. For more details see the DCSF managed Teachernet website:

<http://www.teachernet.gov.uk/wholeschool/overseastrainedteachers/>

Northern Ireland

Teachers must hold qualifications as approved by the Department of Education (DE) under the Teachers' (Eligibility) Regulations 1997. All newly trained teachers must have a degree or equivalent.

Teachers who have obtained a teaching qualification in another Member State of the European Union may apply to the Department of Education (DE) to have their qualifications recognised in accordance with Council Directive 89/48 EEC. Other overseas trained teachers may be granted eligibility to teach by the DE, subject to evidence being provided that the course of initial training followed by the overseas teacher was comparable to initial teacher training courses in Northern Ireland. Further training may be provided by the employer.

Department for Children, Schools and Families (DCSF)

UK Border Agency

Directive 89/48/EC

Education (Teachers' Qualifications and Health Standards) (England) Regulations 1999

Education (Teachers' Qualifications and Health Standards) (Wales) Regulations 1999

Teachers' (Eligibility) Regulations (Northern Ireland) 1997

11.7. Statistics

Number of UK students participating, by host country, in the European Union higher education mobility programme ERASMUS 2008-2009

Host country	Number of Students
Austria	228
Belgium	190
Bulgaria	6
Cyprus	19
Czech Republic	137
Denmark	194
Estonia	25
Finland	224
France	3541
Germany	1658
Greece	48
Hungary	18
Iceland	151
Ireland	172
Italy	683
Latvia	3
Lithuania	14
Malta	44
Netherlands	171
Norway	374
Poland	70
Portugal	106
Romania	19
Slovakia	9
Slovenia	3
Spain	2388
Sweden	315
Turkey	26

Source: UK ERASMUS Council
The above data covers students from institutions in England, Wales, Northern Ireland and Scotland.

Number of academic staff participating, by host country, in the European Union higher education mobility programme ERASMUS 2007/08

Host Country	Teacher mobility
Austria	44
Belgium	32
Bulgaria	40
Cyprus	17
Czech Republic	72
Germany	227
Denmark	61
Estonia	17
Spain	183
Finland	133
France	181
Greece	61
Hungary	26
Ireland	5
Iceland	6
Italy	126
Lithuania	33
Latvia	14
Malta	18
Netherlands	98
Norway	41
Poland	76
Portugal	31
Romania	34
Sweden	93
Slovenia	8
Slovakia	8
Turkey	38

Source: UK ERASMUS Council

The above data covers students from institutions in England, Wales, Northern Ireland and Scotland.

Number of students and academic staff from England, Northern Ireland, Scotland and Wales participating in the European Union higher education mobility programme ERASMUS 2008/09

Country	Student Numbers	Teacher Numbers
England	8660	1400
Northern Ireland	357	34
Scotland	1274	208
Wales	552	93

Further statistics and comparative data for 2008-09 and 2007-08 are available from the British Council website.

<http://www.britishcouncil.org/erasmus-facts-and-figures.htm>

GLOSSARY

Academy (*academy,academies,Academy,Academies*) : A new category of publicly funded independent school. Academies may not charge fees. They are located in areas of disadvantage and must cater for pupils of different abilities. They have sponsors from business, faith or voluntary groups working with partners from the local community. They must provide a broad and balanced curriculum with an emphasis on a particular curriculum area or areas.

Access course (*access courses*) : Offered largely by further education institutions, access courses aim to prepare students without academic qualifications for higher education. These courses are aimed mainly at mature students and are designed and taught to meet their needs. Some provide access to a particular institution of higher education, which may thus be involved in designing the course, but most are designed to offer access to higher education in general or to a particular area of study.

aided school (*grant-aided schools,grant-aided school,aided school,aided schools,Grant-aided schools,grant-aided*) : In Northern Ireland, publicly funded primary or secondary schools which include: controlled schools, controlled integrated schools, grant-maintained integrated schools, maintained schools and voluntary grammar schools. The equivalent term in England and Wales is maintained school.

A-level in applied subjects (*A-levels in applied subjects,A-levels in applied subjects*) : A-levels in applied subjects are aimed primarily at young people over compulsory school age who remain in full-time education, although they are available to students of any age. A-levels in applied subjects emphasise knowledge, skills and understanding in broad vocational areas and are intended to offer a comprehensive preparation for employment, as well as a route to higher-level qualifications.

Areas of study (*area of study*) : Term used to describe the compulsory subjects prescribed by the standard curriculum introduced for pupils in Northern Ireland under the provisions of the Education Reform (Northern Ireland) Order 1989.

Articles of Government : A legal document which sets out the powers and duties of governing bodies.

Assembly Measure : An Assembly Measure is primary legislation enacted in Wales which is within the legislative competency of the Welsh Assembly. It is a category lower than an Act of Parliament.

Assembly sponsored Public Body (*Assembly-Sponsored Public Bodies,Assembly-sponsored Public Body,ASPB,ASPBs,Assembly-sponsored public body*) : Particular to Wales. These bodies are set up, sometimes under statute, to carry out specific functions on behalf of government. However, although they are government funded, they are not government departments or part of government departments and their staff do not have civil servant status.

Attainment target (*attainment targets*) : Attainment targets define the expected standards of pupil performance in terms of level descriptions at end of key stage descriptions. They provide the basis for making judgements on pupils' attainment in particular aspects of a subject at the end of each key stage.

Awarding body (*awarding bodies,awarding body's,awarding bodies'*) : An organisation which awards qualifications such as GCSE and GCE A levels and NVQs. Awarding bodies include, for example, the Assessment and Qualifications Alliance (AQA). Professional bodies which award their own qualifications are also awarding bodies, as are Sector Skills Councils who award their own National Vocational Qualifications.

Bachelor of Arts (BA) : (BA). A first degree usually specialising in one area in the field of the arts or humanities, e.g. languages, geography, history, classics or a combination of these.

Bachelor of Science (BSc) : (BSc). A first degree usually specialising in one area in the field of science, e.g. chemistry, mathematics or combinations of these.

Baseline assessment (*baseline assessment*): The statutory assessment of children on entry to primary school, at age four or five. Baseline assessment takes place within the first seven weeks of a pupil entering primary education in Wales. In Northern Ireland, although it is recommended that baseline assessment should take place in the September or October of a child's first year at school, it need, only, by law, take place before the end of the pupil's first year in primary education. Baseline assessment is no longer undertaken in England where it has been replaced by the ["foundation stage profile"].

block release course (*block release courses,Block-release courses*): Courses for which employers release their employees for blocks of time for the purpose of training, usually in a further education institution.

Board of Governors (*Boards of Governors*): The legally required governing body of grant-aided schools in Northern Ireland, that is those which receive financial support from the Department of Education (DE). The Board of Governors comprises elected parents and teachers and there is provision for members of the local and business community to be co-opted.

Children with additional needs: a A broad term used to describe all children at risk of poor outcomes as defined by the Green Paper, Every Child Matters. The five Green Paper outcomes are: be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being

City college for the technology of the arts (*CCTAs,city colleges for the technology of the arts,CCTA*): Institution in England which offers secondary education and operates in the same way as a city technology college but provides a general education for pupils with an emphasis on the technology of the arts.

City technology college (*CTCs,city technology colleges,CTC*): A secondary school which offers 7 years of full-time education for pupils aged 11 to 18. Admission is determined by each institution, but all institutions must admit pupils spanning the full range of ability. They provide general education with an emphasis on technology. As in maintained schools at secondary level, there are three main cycles; key stage 3 (age 11 to 14), key stage 4 (age 14 to 16) and post 16. All pupils follow a common core curriculum (statutory curriculum) up to the end of key stage 4 but with an emphasis on mathematics, science and technology. Pupils take general and/or vocational examinations at age 16 and at age 18. CTCs are classified as independent (private) schools and are managed by sponsors or promoters (e.g. private companies, charitable foundations), who operate under contract to the Department for Education and Skills (DfES). The DfES provides an annual grant. These institutions are non-denominational and co-educational. No fees are payable.

Community school (*Community schools,community school,community schools, community special schools*): A legal category of maintained school in England and Wales, which superseded the category of county school in 1999. The local authority owns the school's land and buildings, employs the school staff, has primary responsibility for deciding the arrangements for admitting pupils and fully funds the school for both revenue and capital expenditure.

Comprehensive school (*comprehensive schools*): A school providing secondary education which admits pupils of all academic abilities. Most secondary schools in England and all secondary schools in Wales are comprehensive schools.

Contributory subject (*contributory subjects*): 'Areas of study' in the curriculum in Northern Ireland comprise contributory subjects, some of which are compulsory.

Controlled integrated school (*controlled integrated schools*): A legal category of grant-aided school in Northern Ireland which may be primary or post-primary (secondary) level. These schools are owned, managed and fully funded for revenue and capital expenditure by Education and Library Boards. This category of school is non-denominational and was introduced to provide integrated education for Catholic and Protestant pupils.

Controlled school (*controlled schools*): A legal category of grant-aided school in Northern Ireland which may be pre-primary, primary or post-primary (secondary) level. These schools are owned, managed and fully funded by Education and Library Boards for both revenue and capital expenditure. They are non-denominational, but educate mainly Protestant pupils.

Core subject (*core subjects*): A core subject is a compulsory subject under the National Curriculum in England and Wales. It is defined as one 'without which other learning cannot take place effectively'. In England, the three core subjects are English, mathematics and science, because competence in language, numeracy and scientific method is considered a necessary basis for the remainder of the curriculum and for all aspects of adult life. In Wales, Welsh is a core subject in Welsh-medium schools.

Cross-curricular theme (*cross-curricular themes*): Strands of provision which run through the National Curriculum in England and Wales and may also extend into religious education and provision outside the basic curriculum. These include, at appropriate stages, such aspects as careers education, health education, political and international understanding. Cross-curricular themes are also a feature of the Northern Ireland Curriculum.

Day nursery (*day nurseries*): A pre-school setting which provides day care for children under 5 years and may be public or private in England and Wales (private only, in Northern Ireland). Education is often provided for children from age 3. Private bodies may receive Government funding for the education of children for three terms prior to the child reaching statutory school age, but this is due to be extended. If receiving Government funding, pre-school settings are inspected by the relevant education inspection body. They must work towards the early learning goals or desirable learning outcomes for pre-primary children (or, in Northern Ireland, the curricular guidance for pre-primary education) which are centred on six main areas of learning. They are normally co-educational and non-denominational.

day-release course (*day release course, day release*): Courses which students, who are usually in employment, attend typically one day per week.

Designated institution (*designated institutions*): Voluntary-aided sixth-form colleges and other institutions in England and Wales which have been designated as further education institutions under the Further and Higher Education Act 1992 as amended by the Learning and Skills Act 2000. These institutions are funded by the Learning and Skills Council in England and the National Council for Education and Training for Wales (National Council - ELWa) respectively.

Desirable learning outcomes (*desirable learning outcomes*): This term is used, in Wales, for the official goals for learning for children by the time they reach compulsory school age. They are equivalent to the early learning goals in England.

directed duties: In England and Wales, full-time classroom teachers in schools and sixth-form colleges must perform duties as directed by the headteacher (or employer) for 1265 hours in any school year. The headteacher may also specify the times and places the duties must be performed, provided they are allocated reasonably throughout those days (195) in the school year on which the teacher is required to work. Any additional time (beyond the 1265 hours) required for a teacher to effectively discharge his professional duties, such as the marking of pupils' work, the writing of pupils' reports and the preparation of lessons, teaching material and teaching programmes is dependent on the work needed to discharge the teacher's duties and cannot be defined by the employer.

Disability statement (*disability statements*): The Disability Discrimination Act 1995 requires further and higher education institutions to publish a statement containing information on the provision of facilities for education made with respect to disabled persons. Schools must provide similar information in their annual report.

Doctorate (*Doctorates*): Higher degree normally awarded to students after 3 years of full-time individual research, on the basis of a thesis, which must be based on original research and thought, clearly presented and "add to mankind's pool of knowledge".

Early learning goals (*early learning goals*): Early learning goals, introduced in September 2000, set out what children are expected to achieve by the end of the reception year (not when children reach statutory school age) in England. This guidance is an integral part of the Foundation stage and it includes goals which are inline with the national strategies for numeracy and literacy. The equivalent in Wales are desirable learning outcomes.

Early Years Foundation Stage (EYFS) : England: the Early Years Foundation Stage (EYFS) will be introduced from September 2008. The EYFS will establish a single framework covering care, learning and development from birth to the August after their fifth birthday.

Education and Library Board (ELB,ELBs,Education and Library Boards,Education and Library Board,) : The regional bodies in Northern Ireland which are currently responsible for the local administration of primary and secondary education. Following a major review of public administration in Northern Ireland, a single education authority will be created by 2008.

Education welfare officer (education welfare officers,EWO,EWOs) : Also sometimes known as 'social workers in education', education welfare officers are employed by the local education authority to monitor school attendance and combat persistent pupil absence.

Foundation degree (foundation degrees) : New employment-related higher education qualifications introduced in September 2001. Foundation degrees are designed to prepare people for work in particular sectors of business or industry by ensuring that they have the mix of knowledge and skills employers in those sectors need. They can be studied full time over 2 years or pro-rata part time.

foundation governor (foundation governors) : Governors who represent the interest of the founding body on the school governing body. Foundation governors are appointed to make sure that the character of the school is preserved and developed.

Foundation phase (foundation phase,Foundation phase,) : A new foundation phase of education for three- to seven-year-olds will be introduced in Wales from September 2008. The foundation phase will provide a more informal system of learning, based on well-structured play, practical activity and investigation that will replace the formal learning which children aged five to seven (in key stage 1 of primary education) currently experience. It is intended that the foundation phase will be fully introduced by the end of the 2010/11 school year.

Foundation schools (Foundation school,foundation schools,foundation school) : A legal category of maintained school in England and Wales, which in 1999 superseded the category of grant-maintained school (originally introduced in 1988). The governing body employs the school staff and has primary responsibility for admission arrangements. The school's land and buildings are owned by trustees or by a charitable foundation. Foundation schools are fully funded by local education authorities for both revenue and capital expenditure.

Foundation stage (foundation stage,Foundation Stage) : England: The foundation stage of education caters for children from age three to the end of the reception class (usually aged five). It was introduced in September 2000 and formally established under the Education Act 2002. Many children attend some form of pre-school or nursery education, either full or part-time during the foundation stage; some attend a number of different settings. A few children remain at home during the foundation stage, only attending school at the beginning of year 1 (aged 5+). Northern Ireland: A foundation stage of education for Years 1 and 2 of primary school (pupils aged four to six) was introduced in September 2007. As a result, key stage 1 now covers Years 3 and 4 (pupils aged six to eight) of primary school, rather than Years 1 to 4 (pupils aged four to eight), as was previously the case. The foundation stage aims to build on a range of diverse previous learning experiences that children have had by providing them with an appropriate developmental learning programme.

Foundation stage profile (foundation stage profile,Foundation Stage Profile) : The foundation stage profile is a national assessment scheme in England which begins when children enter the foundation stage (from age three) and is completed when children reach the end of the reception class (usually at age five). It became statutory under the Education Act 2002. Early years practitioners make informal observations of each child's development in relation to the prescribed curriculum. The foundation stage profile provides a way of summing up these observations at the end of the foundation stage.

Foundation subject (foundation subjects) : In England and Wales, compulsory National Curriculum subjects which are not designated as core subjects. Foundation subjects are not necessarily obligatory throughout the compulsory stages of education.

Further education college (*further education colleges, further education institution, further education institutions, FE colleges, FE colleges,*) : Establishments providing full- or part-time education and training for students over compulsory school leaving age (16 years) and outside the university sector. Traditionally, further education colleges offered vocational courses. They now tend to offer a combination of academic and vocational courses, but some remain specialised, as e.g. colleges of agriculture and horticulture, technical colleges, colleges of art and of commerce. See also, tertiary colleges and sixth form colleges.

Further education corporation (*further education corporations, FE corporation, FE corporations*) : This term describes the autonomous status granted under the Further and Higher Education Act 1992 to further education colleges, tertiary colleges and sixth form colleges under local education authority control in England and Wales, which have at least 15 per cent of their students attending full-time.

Further education institution (*further education institution, FEI, further education institutions, Further education institutions,*) : Institutions which provide full- and part-time education, outside the higher education sector, largely for persons over compulsory school age (16 years), including vocational, academic, social, physical and recreational courses. They include further education colleges and, in England and Wales only, sixth form colleges and tertiary colleges. They are funded by the Learning and Skills Council in England and the National Council for Education and Training for Wales (ELWa). They are publicly funded autonomous bodies. Fees are not payable for full-time participants under age 19 and for other participants in receipt of certain state benefits.

GCE Advanced Supplementary examination (*GCE Advanced Supplementary examinations, General Certificate of Education Advanced Supplementary examination, General Certificate of Education Advanced Supplementary examinations, GCE AS examinations, GCE AS examination, GCE Advanced Supplementary examinations, General Certificate of Education Advanced Supplementary examinations, Advanced supplementary examinations, GCE AS examinations, AS examinations, Advanced Supplementary examinations, GCE*) : These single subject examinations were introduced in 1989 to broaden the curriculum of those studying Advanced levels (A-levels). They were designed to be of the same standard as A-levels, but to include only half the content. Advanced Supplementary examinations were replaced by Advanced Subsidiary qualifications in 2000.

General Certificate of Education Advanced Subsidiary qualification (*GCE AS qualification, GCE Advanced Subsidiary qualification, GCE AS Qualifications, GCE AS Qualification, GCE AS qualifications, GCE Advanced Subsidiary qualifications, General Certificate of Education Advanced Subsidiary Qualifications, GCE AS Qualification*) : GCE Advanced Subsidiary qualifications replaced GCE Advanced Supplementary examinations in September 2000. GCE AS qualifications, introduced with the aim of broadening the subjects studied by pupils in the first year of a GCE A-level course, are three-unit qualifications covering half the content of a full (six-unit) GCE A-level.

General Certificate of Education Advanced-level (*GCE A-levels, GCE A-level, General Certificate of Education A-levels, General Certificate of Education Advanced-level examinations, A-level, General Certificate of Education A-level, GCE, General Certificate of Education Advanced-levels*) : A single subject examination normally taken at age 18, usually following two years of study after the General Certificate of Secondary Education. Students normally attempt three subjects, but there are no formal requirements for a minimum or maximum number.

General Certificate of Secondary Education (*GCSE, GCSEs, General Certificates of Secondary Education*) : Replaced both General Certificate of Education Ordinary-level Certificate and the Certificate of Secondary Education in 1988. A single-subject examination normally taken at age 16, and intended to be the main method of assessment at this age, under the National Curriculum assessment arrangements. Students take a range of subjects (normally between five and eight). From September 2002, vocational GCSEs replaced Foundation, Intermediate and Part One GNVQs.

General Certificate of Secondary Education in vocational subjects (*GCSEs in vocational subjects*) : GCSEs in vocational subjects are qualifications that relate to work in a particular vocational area, such as engineering or art and design. They are practical qualifications and are mainly assessed by coursework. GCSEs in vocational subjects are double awards and are equivalent to two GCSE qualifications.

General National Vocational Qualification (*General National Vocational Qualifications, GNVQ, GNVQs*) :

General National Vocational Qualifications (GNVQs) were broad vocational qualifications related to a particular industry or sector of the economy. GNVQs were available as Part One GNVQ qualifications (primarily aimed at pupils in key stage 4 of compulsory education, aged 14-16), and as Foundation, Intermediate and Advanced level which were aimed primarily at students aged 16+ in full-time education (although they could be taken by pupils of any age). The GCSE in vocational subjects and the A-level in applied subjects have largely replaced the GNVQ which has virtually been phased out.

Grammar school (*grammar schools*) : Secondary schools which select their pupils by ability are commonly known as grammar schools. These exist in most areas of Northern Ireland and in some areas in England.

Grant-maintained integrated school (*GMI schools, grant-maintained integrated schools*) : The category of grant-maintained integrated schools (GMI schools) was established by the Education Reform (Northern Ireland) Order 1989 to provide education for Roman Catholic and Protestant children together. Recurrent and capital expenditure is wholly met by the Department of Education (DE). New integrated schools may receive public funding when they first open. Existing schools may seek integrated status if a majority of pupils' parents at a non-integrated school vote by secret ballot to do so. The provision for GMI status is exclusive to Northern Ireland.

Higher degree (*Higher degrees, higher degree, higher degrees, higher degree*) : A degree, which follows a first degree, e.g. a master's degree or a doctorate.

HMCI (*HMCI, Her Majesty's Chief Inspector of Schools*) : In England: Her Majesty's Chief Inspector of Schools in England and the Head of OFSTED, the Office of Her Majesty's Chief Inspector of Schools in England. In Wales: Her Majesty's Chief Inspector of Education and Training in Wales and Head of Estyn, Her Majesty's Inspectorate for Education and Training in Wales.

HMI (*HMI, HMIs*) : In England: Her Majesty's Inspector(s) of Schools in England. In Wales: Her Majesty's Inspector(s) of Education and Training in Wales. HMI are on the staff of OFSTED or Estyn. They monitor the work of the independent school inspection teams, working under contract to OFSTED or Estyn, follow up the progress of school identified as causing concern, and provide the advice necessary to regulate and monitor the school inspection system, evaluate the effects of educational policy and follow up on issues and concerns.

Independent school (*independent school, independent schools*) : A private or independent school is any school at which full-time education is provided for five or more pupils of compulsory school age (whether or not such education is already provided for pupils over or under that age). The term does not include a school maintained by a local (LA), a self-governing foundation school or a special school not maintained by an LA.

Instrument of Government (*Instruments of Government*) : A legal document which sets out the composition of governing bodies and their working rules.

Key stage (*Key stages, key stage, key stages*) : The periods in each pupil's education to which the elements of the National Curriculum apply. There are four key stages, normally related to the age of the majority of the pupils in a teaching group. In England and Wales these are: beginning of compulsory education (age 5) to 7, 7-11, 11-14 and 14 to the end of compulsory education at 16. In Northern Ireland they are: the beginning of compulsory education (age 4) to 8, 8-11, 11-14 and 14 to the end of compulsory education at 16.

Level description (*level descriptions, level, levels*) : Level descriptions in the National Curriculum are the basis for judging children's levels of attainment at the end of key stages 1, 2 and 3. Level descriptions indicate the type and range of performance which children working at a particular level should characteristically demonstrate. There are eight level descriptors in the scale, with children at the end of the key stage 1 typically expected to reach level two, and those at the end of key stage 2, level four. By the end of key stage 3, pupils are expected to be performing within the range three-seven (typically at level 5), with level eight being for very able pupils. (A description above level eight is provided to differentiate exceptional performance.)

Local authority (*Local education authorities, LEA, local education authorities, LEAs, local education authority, local authority, local authorities, LAs, LA,*) : The 'local authority' referred to in this database is the tier of local government with responsibility for education. Until recently, the function of the local authority in respect of

education was universally described by the term 'local education authority' (LEA). Although the term 'LEA' is still in common usage, and still features in education legislation, it is now Government policy that it should no longer be used. This reflects the Government's key agenda to improve outcomes for children by promoting greater cooperation between agencies delivering children's services and the requirement introduced by the Children Act 2004 for local authorities in England to appoint a Director for Children's Services (DCS). It is anticipated that legislative references to the 'local education authority' will be converted to 'local authority' in due course. See [2.6.3.1.].

Local management of schools (LMS) : The Education Reform Act 1988 in England and Wales established that individual schools, with a few exceptions, should assume more responsibility for their own management. As a result of this policy of local management of schools, responsibility for the financial and general management of the school, including many of the responsibilities relating to the recruitment, deployment and remuneration of teaching and non-teaching staff were delegated from the local authorities (LAs) to school governing bodies. A similar system operates in Northern Ireland. The funding schemes were formerly known as local management of schools (LMS) schemes, under which LAs delegated funding to schools and have been known as 'fair funding' schemes.

Maintained school (*maintained school, maintained schools, maintained*) : A term used to define a publicly-funded primary school or secondary school in England and Wales. It includes: community schools, foundation schools, voluntary aided schools and voluntary controlled schools. These schools are funded by local authorities. In Northern Ireland this term describes a legal category of grant-aided school which are mostly owned by trustees, usually representatives of Roman Catholic churches and fully funded by the Education and Library Boards for revenue expenditure and mainly funded by the Department of Education (Northern Ireland) for capital expenditure. These institutions are normally co-educational, but can be single sex. No fees are payable.

Master's degree (*Master's degrees, Master's degree, master's degree, master's degrees*) : A master's degree is a higher degree that normally requires one or two years' full-time study, or the part-time equivalent. They may be taught degrees or research degrees but both usually require the student to undertake a supervised project or dissertation.

Middle school (*middle school, middle schools*) : In some areas of England, where a three-tier system is in operation, pupils progress from a first/primary school to a middle school at the age of 8 or 9 from which they transfer to a secondary school at the age of 12/13. A middle school is legally a primary school or a secondary school depending on the age of the majority of its pupils.

Minister of State (for Education) (*Minister of State, Ministers of State*) : Ministers of State (for Education) report to the Secretary of State for Education and Skills, who is the Government Minister responsible for the Department for Education and Skills in England. Ministers of State have responsibility for particular aspects of education policy and are supported by Parliamentary Under Secretaries.

National Curriculum : Requirements for the curriculum for all pupils of compulsory school age (5-16) in England and Wales were introduced under the Education Reform Act 1988, and are now governed by the Education Act 1996. Pupils are required to follow a basic curriculum comprising the National Curriculum subjects and religious education. The National Curriculum and religious education do not, however, constitute the whole curriculum for schools. See section 4.7 and its subsections for further information.

National Strategies : The National Strategies are professional development programmes for Early Years, primary and secondary school teachers, practitioners and managers. The programmes provide a mix of resources and services that support improvements in the quality of learning and teaching in schools, colleges, and early years settings. Further information is available from: <http://nationalstrategies.standards.dcsf.gov.uk>

National Vocational Qualification (*National Vocational Qualifications, NVQ, NVQs*) : NVQs are job-specific vocational qualifications aimed largely at people who have already left full-time education.

Non-departmental public body (*non-departmental public bodies, Non-departmental public bodies, non-departmental public body, NDPB, NDPBs*) : These bodies are set up, sometimes under statute, to carry out

specific functions on behalf of government. However, although they are government funded, they are not government departments or part of government departments and their staff do not have civil servant status.

Parliamentary Under Secretary of State (*Parliamentary Under-Secretaries, Parliamentary Under-Secretary, parliamentary under secretary, Parliamentary Under-Secretary of State*) : Parliamentary Under-Secretaries are Members of Parliament who support and assist the Secretary of State for Education and Skills, for Wales or for Northern Ireland and, where applicable, their Ministers of State.

Pastoral care (*pastoral care*) : The guidance given to pupils by school staff relating to their academic, personal and social development, attendance and behaviour.

Permanent Secretary : The chief civil servant in a government department who is responsible directly to the Secretary of State.

Permanent Under-Secretary (*permanent under secretary*) : A Permanent Under Secretary is a civil servant who assists the Permanent Secretary who is the senior civil servant in a government department.

Post primary (*Post-primary, post primary*) : The collective term used in Northern Ireland to describe secondary schools and secondary level education.

Postgraduate (*Postgraduates, postgraduate, postgraduates*) : A postgraduate programme is one which normally requires a bachelor's degree as a condition of entry. Postgraduate programmes include not only programmes leading to a higher degree such as a masters degree or a doctorate, but also advanced short courses which often form parts of continuing professional development programmes and which lead to a postgraduate certificate or postgraduate diploma.

Pre school setting (*Pre-school setting, pre-school setting, Pre-school settings, pre-school settings*) : Pre-school setting is the collective term used to describe the range of public, private and voluntary provision of pre-primary education, for children aged two and a half or three years to five years. They include pre-school groups or playgroups, day nurseries, nursery centres and nursery schools.

Privy Council (*Privy Councils*) : In the United Kingdom, the Privy Council is a body of advisors to the Sovereign. The chief officer of the Privy Council is normally the leader of either the House of Lords or the House of Commons. The Sovereign exercises executive authority by making Orders-in-Council upon the advice of the Privy Council. Orders-in-Council, which are drafted by the Government rather than by the Sovereign, are used to make simple government regulations and to make government appointments. The Privy Council deals with a wide variety of matters, including coinage, university statutes, the dates of Bank Holidays and the appointment of government ministers.

Programme of study (*programme of study, programmes of study*) : The knowledge, skills and processes which must be taught to pupils in each subject area during each key stage of the National Curriculum, in order for them to meet the objectives set out in 'Attainment Targets'.

Pupil referral unit (*PRUs, pupil referral units, Pupil Referral Units*) : Pupil Referral Units (PRUs) are legally a type of school established and maintained by a local authority to provide education for children of compulsory school age who may otherwise not receive suitable education. Pupils attending the units may include, teenage mothers, pupils excluded from school, school phobics and pupils in the assessment phase of a statement.

Qualified Teacher Learning and Skills (QTLS) : 'Qualified Teacher Learning and Skills' (QTLS) is an award for teachers in the learning and skills sector. It covers both taught and practical skills, and is the equivalent of 'Qualified Teacher Status' in schools. There are two stages to the QTLS qualification. The first stage is an initial 'passport to teaching' module. The second stage is full teacher training, which would typically take up to five years to complete. QTLS will be introduced in full from September 2007.

Qualified Teacher Learning and Skills, (Qualified Teacher Learning and Skills, QTLS,) : This is the term which describes the status of those who are licenced to practice as a teacher in the further education sector in England.

Qualified Teacher Status (QTS) : In England and Wales, all teachers who teach in maintained schools for pupils of compulsory school age (5-16) and those appointed since 1st September 1989 to teach in nursery schools (2-5) are required to have Qualified Teacher Status (QTS). Qualified Teacher Status is awarded by the Secretary of State on satisfactory completion of an approved course of initial teacher education.

Reception class (reception classes) : In England and Wales, a primary school class catering for 4 to 5-year olds is known as the reception class. In many schools, children are admitted to reception in the September following their 4th birthday. This can be up to a year before they reach compulsory school age. In other schools, admission is phased throughout the year as children reach or approach compulsory school age. In Northern Ireland, where compulsory education begins earlier (the September following the 4th birthday if this date falls on or before 1 July), some schools provide reception places for children who have reached their 4th birthday but are below compulsory school age.

Registered Inspector (Registered Inspectors, Rgl, Rgls, registered inspector, registered inspectors) : Registered Inspectors (Rgls) are trained team leaders contracted to conduct school inspections in England and Wales. They establish and lead teams of trained and approved inspectors, and conduct school inspections under contract to OFSTED and Estyn. Their work is monitored by HMI.

release course (day-release course, day-release courses) : Course for which employees may be released by their employer for one or two days per week.

Reporting Inspector (reporting inspector, RI) : Reporting Inspector (NI) (Northern Ireland). Leads the inspection team and is responsible for drawing together the main findings in a report

sandwich course (sandwich courses) : A sandwich course is a course which combines academic study with a clearly defined work placement, which is approved by the institution providing the course.

School governing body (school governors, school governing bodies, School governing bodies, school governing body's, school's governing body, school's governing bodies, school's governing body, governing bodies, governing body) : All maintained schools in England and Wales must have a school governing body, comprising representatives of the local authority, representatives of the foundation body (foundation schools), the community, parents and the staff (teaching and non-teaching) of the school. The body is responsible for making decisions on the general direction of the school and its curriculum, and are all now subject to the requirements of the National Curriculum and other legal requirements. In Northern Ireland the equivalent body is known as the 'Board of Governors'.

School organisation committee (SOCs, school organisation committees) : A school organisation committee is a body established under the School Standards and Framework Act 1998 to plan and organise school places in local areas. The committee comprises representatives of local authorities, the Church of England, Roman Catholic dioceses, school governors and the Learning and Skills Council (National Council for Education and Training in Wales).

Secretary of State (Secretaries of State, Secretary of State's, Secretary of State,) : A government Minister (appointed by the Prime Minister) who is responsible for a government department. The Secretary of State is a member of the Cabinet and is assisted by the Ministers of State and Parliamentary Under-Secretaries. The Secretary of State for Education and Skills is accountable to Parliament for giving direction to and controlling the public education system in England. In Wales similar duties are carried out by the Assembly Minister for Education and Lifelong Learning and, in Northern Ireland by the Executive's Minister for Education and the Minister for Employment and Learning.

Sixth form (sixth form, sixth-form, sixth forms, sixth-forms) : Where students follow courses of post-compulsory upper secondary education in schools, the sixth form is the term used to describe this school phase. Students are usually in Years 12 and 13 of school education and aged 16+ to 18 years.

Sixth form college (Sixth-form college, sixth-form college, sixth-form colleges, sixth form college, sixth form colleges) : A type of further education institution, in England and Wales, which offers full-time, largely general education courses, for students aged 16 to 18. Until 1992, these institutions were part of the school sector

and were governed by schools regulations. These are funded by the Learning and Skills Council in England, and in Wales by the National Council for Education and Training for Wales (ELWa).

Special agreement school (*special agreement schools, Special-agreement schools*): A now defunct legal category of primary and secondary school which described certain voluntary schools in England and Wales which owed their existence to pre-1941 agreements between voluntary bodies (usually religious or charitable) and the State.

Special educational needs (*special educational needs, SEN, special educational need*): Term used to describe the requirements of children with difficulties in one of the following areas: learning, behaviour or emotional, social or physical development, which either affect their educational progress or require provision other than that normally made. In England and Wales, if a child is considered to need additional provision to that which is made generally available, the local education authority is obliged to consider the issue of a formal statement of the child's identified needs with proposals to meet them. The child is described as 'statemented'.

Special school (*special schools, special school*): Special schools provide education for children whose 'special educational needs' cannot be met in an ordinary school. Special schools are generally much smaller than mainstream schools and have a lower pupil/teacher ratio.

Standing Advisory Council for Religious Education (*SACRE, SACREs, Standing Advisory Councils for Religious Education, Standing advisory council for religious education*): Under the Education Act 1996, every local authority in England and Wales must establish a Standing Advisory Council for Religious Education (SACRE). Its function is to regulate religious education in the authority's schools.

Statement of special educational needs (*statement of special educational needs, statements of special educational needs, Statements of special education needs*): A statement of special educational needs is a formal statement which a local (LA) may issue to identify the specific educational needs of a child. The document also lists the special educational provision required and various other proposals to meet these needs.

Statutory Instrument (*Statutory Instruments*): Acts of Parliament often give government ministers or other authorities the power to regulate administrative details by means of 'delegated' or secondary legislation. This mostly takes the form of Orders and Regulations made by the Secretary of State for Education and Skills in England and, in Wales, the Ministry for Education and Lifelong Learning. These are collectively known as statutory instruments.

Supply teacher (*supply teacher, supply teachers, Supply teachers*): Staff who provide temporary cover for absent teachers. Supply teachers may be self-employed or recruited by a supply teacher agency.

Tertiary college (*tertiary colleges*): A type of further education institution, in England and Wales, which combines the functions of a further education college and a sixth-form college, and which offers the full range of courses, including basic education and general and vocational education and training, largely to students over compulsory school age (16) including adults.

Undergraduate (*undergraduate, Undergraduates, undergraduate*): An undergraduate programme is one which leads to a bachelor's degree, foundation degree, higher education certificate or diploma or equivalent.

Voluntary aided schools (*voluntary aided school, Voluntary aided schools, Voluntary aided school*): A legal category of a maintained school at primary and secondary education level in England and Wales. They were established by voluntary bodies (mainly the Catholic church and the Church of England) and the school's land and buildings are normally owned by trustees or a charitable foundation. They receive their revenue funding from the local authority, and the majority of their capital funding from central government but must contribute 15% to capital costs. The school governing body employs the school staff and has primary responsibility for admission arrangements.

Voluntary controlled school (*Voluntary controlled schools, voluntary controlled schools, voluntary controlled school, voluntary controlled school, voluntary controlled schools*): A legal category of maintained school at primary and secondary education level in England and Wales. They were established by voluntary bodies

(mainly the Church of England) and the school's land and buildings are normally owned by trustees or a charitable foundation. They are fully funded for both revenue and capital costs by local authorities. The LA employs the school staff and has primary responsibility for admission arrangements.

Voluntary grammar school (*Voluntary grammar schools, voluntary grammar school*): A legal category of secondary school in Northern Ireland. Owned by trustees and fully funded for revenue costs by the Department of Education, although some may contribute an element towards capital costs depending on their agreement with the Department of Education. Minimal (capital) fees may be charged in some schools. These institutions are selective, may be single-sex or co-educational and may be denominational or non-denominational.

Voluntary school (*Voluntary schools, Voluntary school, voluntary schools*): In England and Wales, voluntary schools are those LA-maintained schools which were originally established by a foundation body (usually religious or charitable) and were subdivided into three categories by the Education Act 1944: voluntary-aided schools, voluntary-controlled schools and special agreement schools. (The category of special agreement school no longer exists.) The term is also used in Northern Ireland

LEGISLATION

Annual Parents' Meeting (Exemptions) (Wales) Regulations 2005 (*Regulations*) : 2005, SI 2005/2911 W208, <http://www.opsi.gov.uk/legislation/wales/wsi2005/20052911e.htm>, 01/06/07

Apprenticeships, Skills, Children and Learning Act 2009 (*Act*) : 2009, http://www.opsi.gov.uk/acts/acts2009/ukpga_20090022_en_1, 24/03/10

Care Standards Act 2000 (*Act*) : 2000

Reform of the regulation of child minding and day care provision for young children. Transfers responsibility for regulation from local education authorities to OFSTED and Estyn.

Carers and Disabled Children Act 2000 (*Act*) : 2000

This act enables local authorities to offer carers more support to help them maintain their own health and well-being. It makes provision for the extension of direct payments to disabled 16-17-year-olds.

Charges for Music Tuition (England) Regulations 2007 (*Statutory Instrument*) : 2007, 2239,

http://www.opsi.gov.uk/si/si2007/uksi_20072239_en_1, 10/03/08

This legislation makes it possible for schools in England to charge for instrumental and vocal tuition provided during the school day, if a parent requests it. The overall aim is to ensure better access to music tuition for all pupils.

Childcare Act 2006 (*Act*) : 2006, <http://www.opsi.gov.uk/acts/acts2006/20060021.htm>, 01/06/07

This Act sets out new duties for local authorities regarding the provision of childcare and related matters, and a new regulatory regime for childcare providers. It applies to England and Wales.

Children (Northern Ireland) Order 1995

Children Act 1989 (*Act*) : 1989

The Children Act 1989 reformed the law relating to children including: child protection services to children in need (children's homes, etc.); provisions for fostering and adoption; day care and child-minding for young children; and education supervision orders.

Children Act 2004 (*Act*) : 2004, Great Britain. Parliament. Houses of Commons

HMSO

Children and Young People's Plan (England) (Amendment) Regulations 2007 (*Statutory Instrument (SI)*) :

2007, SI 57, http://www.opsi.gov.uk/si/si2007/uksi_20070057_en_1, 10/03/08

Children and Young People's Plan (England) Regulations 2005 (*Regulations*) : 2005, SI 2005/2149,

<http://www.opsi.gov.uk/SI/si2005/20052149.htm>, 01/06/07

Children and Young People's Plan (Wales) Regulations 2007 (*Statutory Instrument (SI)*) : 2007, SI

2007/2316/W187, http://www.england-legislation.hms.gov.uk/legislation/wales/wsi2007/wsi_20072316_en_1, 10/03/08

Children and Young Persons Act 2008 Chapter 23 (*Act*) :

http://www.opsi.gov.uk/acts/acts2008/ukpga_20080023_en_1, 04/12/08

Children, Schools and Families Bill 2009 (*Bill*) : [http://services.parliament.uk/bills/2009-](http://services.parliament.uk/bills/2009-10/childrenschoolsandfamilies.html)

10/childrenschoolsandfamilies.html, 20/03/10

Collaboration between Maintained Schools (Wales) Regulations 2008 : 2008,

http://www.opsi.gov.uk/legislation/wales/wsi2008/wsi_20080168_en_1, 31/03/10

Data Protection Act 1984 (Act) : 1984

The Data Protection Act 1984 gives rights to individuals in respect of personal data held about them by others in computerised form. These rights include access to the information, compensation for inaccuracy and correction or erasure of the inaccurate information, and compensation for loss or unauthorised disclosure. Schools which maintain computerised records on their pupils have been obliged to grant access in accordance with the Act with effect from 11 November 1987. The Data Protection Act 1998 will come into force on 1 March 2000 and will broaden the scope of the 1984 Act.

Data Protection Act 1998 (Act) : 1998

The Data Protection Act 1998, which will come into force on 1 March 2000, will broaden the scope of the Data Protection Act 1984 and will allow all individuals certain rights in respect of personal data held about them.

Directive 89/48/EC (Directive) : 24/01/1989, L19 OJV32

Council Directive on a general system for the recognition of higher education diplomas awarded on completion of professional education and training of at least three years' duration.

Disability Discrimination Act 1995 (Act) : 1995

With respect to education, this Act requires schools and further and higher education institutions to write down the types of provision they make for students with disabilities. Schools include this information in their annual reports while further and higher education institutions must publish a disability statement.

Disability Discrimination Act 2005 (Act) : 2005, <http://www.opsi.gov.uk/acts/acts2005/20050013.htm>

This new Disability Discrimination Act amends or extends existing provisions in the Disability Discrimination Act 1995. This disability legislation, for the first time, includes bodies that award qualifications such as ["General Certificates of Secondary Education"] (GCSEs) and ["General Certificate of Education Advanced-levels"] (GCE A-levels). It addresses issues of discrimination and harassment, and duty of the qualifications bodies to make adjustments.

Draft School Funding (Wales) Regulations 2009 : 2009, <http://>**Education (Admission of Looked After Children) (Wales) Regulations 2009 (Statutory Instrument) : 2009, *Education (Admission of Looked After Children) (Wales) Regulations 2009, 23/03/10*****Education (Admission of Looked After Children, England) Regulations 2006 (Regulation) :**

<http://www.opsi.gov.uk/SI/si2006/20060128.htm>, 02/07/07

These regulations aim to give priority to looked-after children in admissions arrangements and will apply from September 2007.

Education (Assessment Arrangements) (Foundation to Key Stage 3) Order Northern Ireland 2007. : 2007, http://www.legislation.gov.uk/sr/sr2007/nisr_20070045_en_1**Education (Baseline Assessment) (Wales) Regulations 1999 (Statutory Instrument) : 1999, 1999/1188**

Under the Education (Baseline Assessment) (Wales) Regulations 1999 baseline assessment became statutory in Wales from September 1999.

Education (Curriculum Minimum Content) Order (Northern Ireland) 2007 (Order) : 2007,

http://www.opsi.gov.uk/sr/sr2007/nisr_20070046_en_1, 10/03/08

Education (Extension of Careers Education) (Wales) Regulations 2001 (Statutory Instrument) : 2001**Education (Handicapped Children) Act 1970**

Following this Act local education authorities assumed responsibility for the education of children with a mental handicap.

Education (Handicapped Pupils and Special Schools) Regulations (Northern Ireland) 1973 (Regulations) : 1973,

Education (Headteachers' Qualifications) (England) Regulations 2003 (*Statutory Instrument*) : 2003, 3111

Education (Health Standards) (England) Regulations 2003 (*Statutory Instrument*) : 2003, SI 3139, <http://www.opsi.gov.uk/SI/si2003/20033139.htm>, 10/03/08

Education (Health Standards) (Wales) Regulations 2004. (*Statutory Instrument*) : 2004, SI 2733, <http://www.opsi.gov.uk/legislation/wales/wsi2004/20042733e.htm>, 10/03/03

Education (Individual Pupil's Achievements) (Information Wales) (Amendment) Regulations 2002

Education (Individual Pupils' Achievements) (Information) (Amendment) Regulations (Northern Ireland) 1999 (*Regulation*) : 1999

In accordance with these regulations all schools in Northern Ireland must report the results of ["key stage"] 3 assessments to parents.

Education (Individual Pupils' Achievements) (Information) (Wales) Regulations (*Statutory Instrument*) : 1997

Education (Individual Pupils' Achievements) Regulations (Northern Ireland) 1998 (*Statute*) : 1998

The Education (Individual Pupils' Achievements) Regulations (Northern Ireland) 1998 lays down the requirement for schools to provide parents with an annual report on their children's achievement.

Education (Individual Pupils' Achievements) Regulations 1997 (*Regulation*) : 1997

In accordance with these regulations headteachers in England and Wales must ensure parents of ["key stage"] 3 and 4 receive a written report of their child's achievement at least once during the school year. The Regulations lay down the minimum requirements for these reports.

Education (Information About Individual Pupils) (England) (Amendment) Regulations 2002 (*Statutory instruments*) : 2002, 2002 No. 3112

Education (Information about Individual Pupils) (England) Regulations 2001 (*Statutory Instrument*) : 2001, 2001/4020

Education (LEA Financial Schemes) (Wales) Regulations 2004 (*Regulations*) : 2004

Available: <http://www.opsi.gov.uk/legislation/wales/wsi2004/20042507e.htm>

Education (National Curriculum) (Assessment Arrangements for English, Welsh, Mathematics and Science) (Key Stage 1) (Wales) Order 2002 (*Statutory Instrument*) : 2002, 2002/45

Education (National Curriculum) (Exceptions) (Wales) Regulations 1991 (*Statutory Instrument*) : 1991, No. 1657, http://www.opsi.gov.uk/si/si1991/Uksi_19911657_en_1.htm

Education (No 2) Act 1986 (*Act*) : 1986

Act dealing mainly with the reform of school governing bodies and articles and instruments of government. Provisions include: responsibility for curriculum policy; sex education; admissions; discipline and exclusion; governors' annual reports to parents; the annual parents' meeting; appointment and dismissal of staff; use of premises after school hours; freedom of speech in universities, political indoctrination and balanced treatment of political issues; abolition of corporal punishment; appraisal of teachers; and grants for the in-service training of teachers. The sections of the Act which relate to schools have been superceded by the consolidation Act, the Education Act 1996, although provisions for the appraisal of school teachers still apply.

Education (Non-Maintained Special Schools) (England) Regulations 1999 (*Statutory Instrument*) : 1999, SI 2257, <http://www.opsi.gov.uk/si/si1999/19992257.htm>

Education (Northern Ireland) Act 1923 (*Act*) : 1923

The Education (Northern Ireland) Act 1923 constituted each county and county borough as the responsible education authority for its area.

Education (Northern Ireland) Order 1986 (*Law*) : 1986

Education (Northern Ireland) Order 1987 (*Statutory Instrument*) : 1987

Education (Northern Ireland) Order 1996 (*Order*) : 1996, NI 1

Introduced new arrangements for the provision of education for children with special educational needs including a 'Code of Practice on the Identification and Assessment of Special Educational Needs'.

Education (Northern Ireland) Order 1997 (*Order*)

Education (Northern Ireland) Order 1998 (*Order*) : 1998

Introduced new arrangements for the provision of pre-school education; established the general teaching Council for Northern Ireland; revised the arrangements for financing grant-aided schools; gave new duties to CCEA with respect to the accreditation and approval of external qualifications; provided for new assessment arrangements, including baseline assessment; and introduced new requirements for the performance and management of schools.

Education (Northern Ireland) Order 2006 (*Order*) : 2006, SI 1915 (NI 11),
<http://www.opsi.gov.uk/SI/si2006/20061915.htm>, 31/05/07

Education (Nursery Education and Early Years Development) (England) (Amendment) Regulations 2002

Education (Nursery Education and Early Years Development) (England) (Amendment) Regulations 2003 (*Statutory Instrument*) : 2003, 2939

Education (Nutritional Standards for School Lunches) (England) Regulations 2000 (*Statutory Instrument*) : 2000, No. 1777

Education (Nutritional Standards for School Lunches) (Wales) Regulations 2001 (*Statutory Instrument*) : 2001, SI 2001/1784 W126, <http://www.hmso.gov.uk/legislation/wales/wsi2001/20011784e.htm>, 10/03/08

Education (Other Skills) Order (Northern Ireland) 2007 (*Statutory Instrument*) : 2007, SI 0044,
http://www.opsi.gov.uk/sr/sr2007/nisr_20070044_en_1, 10/03/08

Education (Pupil Information) (England) (Amendment) Regulations 2002 (*Statutory Instrument*) : 2002, 1680

Education (Pupil Information) (England) (Amendment) Regulations 2008 (*Statutory Instruments*) :
http://www.opsi.gov.uk/si/si2008/uksi_20081747_en_1, 24/03/10

Education (Pupil Information) (England) Regulations (2005) (*Statutory Instrument*) : 2005, SI 1437, Her Majesty Stationary Office, <http://www.opsi.gov.uk/si/si2005/20051437.htm>, 10/03/08

Education (Pupil Information) (Wales) (Amendment) Regulations 2007 (*Statutory Instrument*) : 2007, SI 3563 (W.313), http://www.opsi.gov.uk/legislation/wales/wsi2007/wsi_20073563_en_1, 10/03/08

Education (Pupil Information) Wales Regulations 2004 (*Statutory Instrument*) : 2004, SI 2004/1026 (W123), <http://www.opsi.gov.uk/legislation/wales/wsi2004/20041026e.htm>, 10/03/08

Education (Pupil Records and Reporting) (Transitional) Regulations (Northern Ireland) 2007 (*Regulations*) : 2007, http://www.deni.gov.uk/microsoft_word_-_07_02_06_circular_-_transitional_regs__2__final-11.pdf, 10/03/08

Education (Pupil Records and Reporting) Regulations (Northern Ireland) 2009 : 2009,
http://www.deni.gov.uk/pupil_records_and_reporting_regulations.pdf, 26/01/09

Education (Pupil Records) (Amendment) Regulations (Northern Ireland) 2001

Education (Pupil Records) (Wales) Regulations 2001 (*Statutory Instrument*) : 2001, SI 2001/832 (W42)

Education (Pupil Registration) (England) Regulations 2006 (*Regulations*) : 2006, SI 2006/1751,
<http://www.opsi.gov.uk/SI/si2006/20061751.htm>, 31/05/07

Education (Pupil Reporting) Regulations (Northern Ireland) 2009 : 2009,
http://www.opsi.gov.uk/sr/sr2009/nisr_20090231_en_1, 24/03/10

Education (Pupils Records) Regulations (Northern Ireland) 1998 (*Statute*) : 1998
In Northern Ireland pupil records are governed by the Education (Pupils Records) Regulations (Northern Ireland) 1998.

Education (Qualifications, Curriculum and Assessment Authority for Wales) (Conferment of Functions) Order 1997 (*Statutory Instrument*) : 1997, 1997/2140
The statutory basis for the functions of the Qualifications and Curriculum Authority for Wales (ACCAC) is in Sections 27-32 of the Education Act 1997 and the Education (Qualifications, Curriculum and Assessment Authority for Wales) (Conferment of Functions) Order 1997 (SI 1997/2140).

Education (Recognised Bodies) (England) (Amendment) Order 2005 : 2005,

Education (Recognised Bodies) (England) Order 2003 (*Statutory Instruments*) : 2003, 2003/1865

Education (Recognised Bodies) (Wales) Order 2002 (*Statutory Instrument*) : 2002, 2002/1661(W.157)

Education (Recognised Bodies) (Wales) Order 2005 :

Education (Restriction of Employment) (Wales) 2000 (*Statutory Instrument*) : 2000, 2000/2906

Education (Restrictions of Employment) Regulations 2000 (*Statutory Instrument*) : 2000, 2000/2419

Education (School Attendance Targets) (England) Regulations 2007 SI No. 2261 : 2007,
http://www.opsi.gov.uk/si/si2007/pdf/uksi_20072261_en.pdf, 22/01/09

Education (School Day And School Year) (Wales) Regulations 2003 : 2003,
<http://www.opsi.gov.uk/legislation/wales/wsi2003/20033231e.htm>, 26/03/09

Education (School Day And School Year) Regulations 1999 : 1999, SI 3181,
<http://www.opsi.gov.uk/SI/si1999/19993181.htm>, 10/03/08

Education (School Development Plans) Regulations (Northern Ireland) 2005 (*Regulations*) : 2005,
2005/303

Education (School Government) (Terms of Reference) (England) Regulations 2000

Education (School Information and Prospectuses) Regulations (Northern Ireland) 2003 (*Regulation*) :
2003, 378, *Statutory Rules of Northern Ireland*

Education (School Information) (Wales) Regulations 1999 : 1999

Education (School Information) England (Amendment) Regulations 1999 (*Regulation*) : 1999
Under the Education (School Information) England (Amendment) Regulations 1999, LEAs are required to publish a single prospectus offering parents details of the admissions policies of all LEA-["maintained schools"] in their area.

Education (School Information) England Regulations 2008. SI No. 3093 (*Statutory Instrument*) : 2008, SI 3093, http://www.opsi.gov.uk/si/si2008/pdf/uksi_20083093_en.pdf, 29/01/09

Education (School Records) Regulations (Northern Ireland) 1990 *(Statutory Instrument) : 1990*

Requires all grant-aided schools to maintain a formal record of each pupil's academic attainments and other skills, talents and achievements and educational progress.

Education (School Records) Regulations 1989 *(Statutory Instrument) : 1989, SI19891261*

Requires the governing body of all maintained schools to keep educational records for all registered pupils, covering their academic achievements, other skills and abilities and progress in school.

Education (School Teacher Appraisal) (England) Regulations 2000 *(Statutory Instrument) : 2000*

Provides for the appraisal of school teachers every two years.

Education (School Teacher Appraisal) Regulations 1991 : 2000**Education (School Teacher Performance Management) (England) Regulations 2006** *(Regulations) : SI*

2006/2661, <http://www.opsi.gov.uk/SI/si2006/20062661.htm>, 31/05/07

Education (School Teachers' Qualifications) (England) Regulations 2003 *(Regulations) : 2003, SI 1662,*

<http://www.opsi.gov.uk/si/si2003/20031662.htm>, 28/02/08

Education (School Teachers' Qualifications) (Wales) 2004 : 2004, <http://>**Education (School Teachers' Pay and Conditions) Order 2009 (SI. 2123)** *(Statutory Instrument) : 2009, SI*

2123, http://www.opsi.gov.uk/si/si2009/uksi_20092132_en_1, 23/03/10

Education (Schools and Further Education) Regulations 1981 *(Statutory Instrument) : 1981, SI19811086*

Obliges schools to be open for a minimum of 380 half-day sessions per year.

Education (Schools) Act 1992 *(Act) : 1992*

Established new provisions for the inspection of schools; the creation of Registered Inspectors; and the appointment of Her Majesty's Inspectors (HMI). Also laid down the functions and powers of the Chief Inspector. Most of this Act was repealed by the Schools Inspections Act 1996 and the remainder by the Education Act 1996.

Education (Schools) Act 1997 *(Act) : 1997*

This Act abolished the assisted places scheme in England and Wales.

Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009

(Statutory Instrument) : 1387, http://www.uk-legislation.hmso.gov.uk/si/si2009/uksi_20091387_en_1, 23/03/10

Education (Special Educational Needs Co-ordinators) (England) Regulations 2008 (SI 2008/2945)

(Statutory Instrument) : 2008, [http://www.teachernet.gov.uk/_doc/13122/uksi_20082945_en\[1\].pdf](http://www.teachernet.gov.uk/_doc/13122/uksi_20082945_en[1].pdf), 26/03/09

Education (Special Educational Needs) (Amendment) Regulations (Northern Ireland) 1998 *(Regulations) : 1998*

Education (Special Educational Needs) (Amendment) Regulations (Northern Ireland) 1998 state that from 1 September 1998, special educational needs assessments must normally be completed, and draft statements issued, within 18 weeks.

Education (Special Educational Needs) (Approval of Independent Schools) (Amendment) (England) Regulations 2002 *(Regulation) : 2002***Education (Special Educational Needs) (Approval of Independent Schools) (Amendment) Regulations 1998** *(Statutory Instrument) : 1998, 1998/417***Education (Special Educational Needs) (Approval of Independent Schools) Regulations 1994** *(Statutory Instrument) : 1994, SI1994/651*

Lays down the regulations with which independent special schools must comply.

Education (Special Educational Needs) Regulations (Northern Ireland) 1997 (*Statutory Rule*) : 1997, http://www.opsi.gov.uk/sr/sr1997/Nisr_19970327_en_1.htm

Education (Special Educational Needs) Regulations 1994 (*Statutory Instrument*) : 1994, SI19941047

Education (Special Schools) Regulations 1994 (*Statutory Instrument*) : 1994, SI1994/652

Lays down the conditions with which a special school must comply before being 'approved' by the Secretary of State.

Education (Specified Work and Registration) (England) Regulations 2003 (*Statutory Instrument*) : 2003, SI 1663, <http://www.opsi.gov.uk/si/si2003/20031663.htm>, 10/03/08

Education (Student Loans) (Northern Ireland) Order 1990 : 1990

Enabled the introduction of student loans for higher education students in Northern Ireland

Education (Student Loans) Act 1990 (*Statute*) : 1990

This Act allowed the Secretary of State to make loans to higher education students out of public funds and established the Student Loans Company.

Education (Student Support) (Northern Ireland) Order 1998 : 1998

Introduced new arrangements for the financial support of students.

Education (Target-setting in schools) Regulations (Northern Ireland) 1998 (*Regulation*) : 1998

As described in the Education (Target Setting in Schools) Regulations (Northern Ireland) 1998, schools are also required to set their own targets for improvement in ["key stage"] assessments and public examinations.

Education (Teachers' Qualifications and Health Standards) (England) Regulations 1999 (*Statutory Instrument*) : 1999, 1999/2166

Education (Teachers' Qualifications and Health Standards) (Wales) Regulations 1999 (*Statutory Instrument*) : 1999, 1999/2817

Education Act (Northern Ireland) 1947 (*Act*) : 1947

Closely modelled on the Education Act 1944 in England and Wales, it also stipulated three stages of education, namely primary, secondary and further and created new county authorities responsible for the administration of education within their areas. Subsequent legislation has superseded this Act.

Education Act 1902 (*Act*) : 1902

Provided that counties and county boroughs should constitute the Local Education Authority and provided for county secondary schools to be established.

Education Act 1944 (*Act*) : 1944

The Education Act 1944 was the basis of current law on education. It has now been repealed and replaced largely by the Education Act 1996. Its main provisions include the duties of LEAs, parents and the Secretary of State. Other matters include the registration of independent schools; inspection of education establishments, religious education and the legal definitions of many educational terms.

Education Act 1980 (*Act*) : 1980

Mainly provisions relating to school government including the establishment of governors in primary schools; the right of parents to express a preference regarding their child's school and the right to appeal if their child does not obtain a place at the preferred school; duty of LEAs to publish certain types of information; procedures for the establishment, discontinuance and alteration of schools; approval of school premises; assisted places at independent schools; and nursery education. This Act has now been superseded by the Education Act 1996.

Education Act 1981 (*Act*) : 1981

Following the report of the Warnock Committee, the Education Act 1981 made major changes to the law relating to the education of children with special educational needs (SEN). It revised the duties of local

education authorities in respect of children with SEN. It obliged LEAs to identify and assess these children, and, where necessary, provide a statement of their needs. The principle of integrating of children with SEN into mainstream schools wherever possible was established. The Education Act 1993 incorporated further important changes to the legislation on special needs. Both Acts have now been superseded by the consolidation Act, the Education Act 1996.

Education Act 1993 (Act) : 1993

Created the Funding Agency for School (FAS) and the School Curriculum and Assessment Authority (SCAA). The Act laid down the responsibility of LEAs and FAS with regard to the provision of school places. Created the Special Educational Needs Tribunal and introduced a Code of Practice. Other provisions include: admission to and exclusion from schools; school attendance; 'failing' schools; and sex education. This Act was repealed in 1996 and replaced with the two consolidated Acts: the Education Act 1996 and the Schools Inspections Act 1996.

Education Act 1994 : 1994

Set up the Teacher Training Agency (TTA) and made changes to the funding of teacher training. Defines Students' Unions and lays down certain requirements in relation to their management.

Education Act 1996

The Education Act 1996 is a consolidation Act which brings together into a single statute the provisions of a wide range of earlier laws relating to schools. The substance of the law has not been changed. The Act repeals certain earlier statutes in their entirety including the Education Act 1944, which was hitherto the basis of legislation relating to primary and secondary education.

Education Act 1997 (Act) : 1997

The Education Act 1997 introduced a range of measures related to school discipline and school admissions. The Act also defined the functions of the Qualifications and Curriculum Authority (QCA) and the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC). Other sections cover the inspection of LEAs, the provision of careers education and baseline assessment.

Education Act 2002 (Act) : 2002

The Education Act 2002 was passed in July 2002 to legislate for the proposals outlined in the White Paper, Schools Achieving Success (England. Parliament. HoC, 2001). The provisions of the Act are very wide-ranging and include: the power to innovate (schools are permitted to apply to the ["Secretary of State"] to vary legislation for a pilot period in order to implement an innovative idea for raising standards); earned autonomy (well led schools will qualify for greater flexibility in certain areas of the ["National Curriculum"]); school companies (a group of schools may join together to form a company to procure or provide services); a more flexible school governance framework; the incorporation of the ["foundation stage"] into the National Curriculum framework. The Act also introduces a new power that allows the Secretary of State to set a minimum level of budget for any LEA where their proposed budget is thought to be inadequate. The Act consolidates earlier legislation on teachers and makes changes as to how teachers and support staff are employed. It covers both England and Wales, but many of the provisions are enabling in character and therefore the National Assembly for Wales (NAfW) will have discretion as to their application in Wales

Education Act 2005 (Act) : 2005

Education Act 2005 provides the legislative framework to support the policy developments set out in 'A New Relationship with Schools' (DfES/OFSTED, 2004) and the 'Five Year Strategy for Children and Learners' (TSO, 2004). The Act aims to raise standards for all children by developing a new relationship with schools and promoting greater autonomy and diversity in the education system. The key reforms introduced are: • a more efficient and effective school inspection system • three-year budgets for all schools based around the academic year • the introduction of the 'School Profile' to bring together key information about a school's performance, the school's view of what makes it special, and what its priorities are for the future, in one short, accessible document • an extension of the remit of the Teacher Training Agency which has become the Training and Development Agency for Schools (TDA) to include responsibilities for the wider workforce (such as classroom assistants, school bursars, secretaries etc) and for continuing professional development • the establishment of a common basis for the inspection of education and daycare services delivered in children's centres and extended schools.

Education and Inspections Act 2006 (Act) : 2006, <http://www.opsi.gov.uk/ACTS/acts2006/20060040.htm>, 31/05/07

Education and Libraries (Northern Ireland) Order 1986 (Statutory Instrument) : 1986, 1986 NI 3
Outlines the duties of parents to secure full-time education for their children and gives Education and Library Boards powers of enforcement.

Education and Libraries (Northern Ireland) Order 1993 (Statutory Instrument) : 1993

Education and Libraries (Northern Ireland) Order 2003 (Order) : 2003

Education and Skills Act 2008 Chapter 25 (Act) :
http://www.opsi.gov.uk/acts/acts2008/ukpga_20080025_en_1, 04/12/08

Education and Skills Authority Bill (Northern Ireland) 2008 (Bill) : 2008,
http://www.niassembly.gov.uk/legislation/primary/2008/niabill3_08.pdf, 15/01/09

Education Reform (Northern Ireland) Order 1989 : 1989

Education Reform Act 1988 (Act) : 1988
The Education Reform Act 1988 empowered the Secretary of State to prescribe a national curriculum. Each local education authority (LEA) must form a standing advisory council on religious education (SACRE). The Act also introduced changes to the financing of schools including provision for schools to opt out of LEA control by seeking grant-maintained status (now repealed by the School Standards and Framework Act 1998). The Education Act 1996 repealed most other provisions of the Education Reform Act 1988.

Elementary Education Act 1870 (Law) : 1870
Provided for the creation of school boards which could set up 'board schools' in areas where there was not adequate provision of schools by voluntary bodies.

Employment and Training Act 1973 (Act) : 1973

Employment Rights (Time Off for Study or Training) (Northern Ireland) Order 1998 : 1998
Amended the Employment Rights Act 1996 to require employers to permit certain young employees, who have not achieved a certain standard in their education and training, reasonable paid time off to study or train for a qualification which will help towards achieving that standard. The Teaching and Higher Education Act 1998 made provision for similar arrangements in England and Wales.

Employment Rights Act 1996 : 1996
The Employment Rights Act 1996 has been amended by the Teaching and Higher Act 1998 in respect of time off to study for 16 and 17 year olds in

Equality Act 2006 (Act) : 2006, http://www.opsi.gov.uk/acts/acts2006/ukpga_20060003_en_1, 10/03/08

Federation of Maintained Schools and Miscellaneous Amendments (Wales) Regulations 2010 (Regulations) : 2010, <http://www.assemblywales.org/bus-home/bus-guide-docs-pub/bus-business-documents/bus-business-documents-doc-laid.htm?act=dis&id=171232&ds=3/2010>, 31/03/10

Freedom of Information Act 2000 : 2000, http://www.opsi.gov.uk/acts/acts2000/ukpga_20000036_en_1, 10/03/08

Further and Higher Education Act 1992 (Act) : 1992
Provided for the creation of Further and Higher Education Funding Councils in England and Wales; the creation of further education corporations and the removal of further education and sixth form colleges from local authority control; the power of universities and certain other higher education institutions to award degrees; and the right of certain higher education institutions to use the title "university".

Further Education (Northern Ireland) Order 1997 (Order) : 1997

Granted autonomous status to further education institutions previously under the control of the Education and Library Boards. The provisions of the Act are similar to those introduced in England and Wales under the Further and Higher Education Act 1992.

Further Education (Principals' Qualifications) (England) Regulations 2007. (Statutory Instrument) : 2007, SI 1846, <http://www.opsi.gov.uk/si/si2007/20071864.htm>, 10/03/08

Further Education and Training Act 2007 (Act) : 2007, https://www.hmso.gov.uk/acts/acts2007/ukpga_20070025_en_1, 10/03/07

Further Education Teachers' Qualifications (England) Regulations 2001 (Statutory Instrument) : 2001, 2001/1209

Further Education Teachers' Qualifications (Wales) Regulations 2002 (Statutory Instrument) : 2002

Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007 (Statutory Instrument) : 2007, SI 2116, <http://www.dius.gov.uk/publications/guide2007no2116.pdf>, 10/03/08

Further Education Teachers' Qualifications (England) Regulations 2007 (Statutory Instrument) : 2007, SI 2264, http://www.opsi.gov.uk/si/si2007/uksi_20072264_en_1, 10/03/08

Government of Ireland Act 1920 (Act) : 1920

Government of Wales Act 1998 (Statute) : 1998
The Government of Wales Act 1998 established the National Assembly for Wales.

Government of Wales Act 2006 (Act) : 2006, <http://www.opsi.gov.uk/ACTS/acts2006/20060032.htm>, 31/5/07

Handicapped Pupils Regulations 1945 (Statutory Instrument) : 1945
Listed the categories of handicap which entitled children to receive special educational provision (no longer in force).

Health Act 1999 (Act) : 1999
Introduces more flexible funding arrangements between education, health and social services.

Healthy Eating in Schools (Wales) Measure 2009 (Measure) : 2009, http://www.opsi.gov.uk/legislation/wales/mwa2009/mwa_20090003_en_1, 31/03/10

Higher Education (Northern Ireland) Order 2005 (Order) : 2005, <http://www.opsi.gov.uk/si/si2005/05em1116.htm>
Following on from the 2004 Higher Education Act, this Order introduced a new graduate contribution scheme in Northern Ireland under which universities can seek a contribution from students. Payment will be deferred until after graduation.

Higher Education Act 2004 : 2004
Introduced a new graduate contribution scheme in England under which universities can seek a contribution from students. Established the Office for Fair Access (OFFA). The Act gave the Welsh Assembly responsibility for the higher and further education student support system and the tuition fee regime in Wales.

Human Rights Act 1998 (Act) : 1998
The Human Rights Act 1998 confirmed the rights of everyone to benefit fully from education.

Immigration and Asylum Act 1999 (Act) : 1999

Intermediate Education (Ireland) Act 1878 (Act) : 1878

In Northern Ireland, the Intermediate Education (Ireland) Act 1878 established a Board whose purpose was the distribution of funds to intermediate schools.

Learner Travel (Wales) Measure 2008 (Measure) : http://www.assemblywales.org/draft_english_as_passed_2-10-08v2.pdf, 09/01/2009

Learning and Skills (Wales) Measure 2009 (Measure) :

http://www.opsi.gov.uk/legislation/wales/mwa2009/mwa_20090001_en_1, 23/03/10

Learning and Skills Act 2000 (Act) : 2000

The Learning and Skills Act 2000 amends the further education sector provisions of the 1992 Further and Higher Education Act for England and Wales. The key feature is the creation of the Learning and Skills Council for England (LSC) and the National Council for Education and Training for Wales (CETW), both of which to have local arms, to oversee the funding and administration of further education, work-based training and adult education.

Local Government Act 1999 : 1999**Local Government Act 2000 (Bill) : 2000**

The Local Government Act reorganises the decision making structure of local authorities in England and Wales. It aims to make them more efficient, open and accountable. Building on the provisions of the School Standards and Framework Act (1998) it allows parents to vote in committee on all education matters.

Local Government Act 2003 (Act) : 2003, http://www.legislation.gov.uk/acts/acts2003/ukpga_20030026_en_1, 10/03/08

National Assembly for Wales (Legislative Competence) (Education and Training) Order 2008 (Order) : 2008, http://www.opsi.gov.uk/si/si2008/uksi_20081036_en_1, 26/03/09

National Audit Act 1983**Nationality, Immigration and Asylum Act 2002 (Act) : 2002**

Northern Ireland (St Andrews Agreement) Act 2006 (Act) : 2006, <http://www.opsi.gov.uk/acts/acts2006/20060053.htm>

Northern Ireland Act 1974 (Act) : 1974

Nursery Education and Grant-Maintained Schools Act 1996 (Act) : 1996
Provided framework for the Nursery Voucher Scheme.

Post-16 Education and Training Inspection Regulations 2001 : 2001

Primary Schools (Admissions Criteria) Regulations (Northern Ireland) 1997 (Regulations) : 1997

Primary Schools Regulations (Northern Ireland) 1999**Protection of Children Act 1999 (Bill) : 1999**

This Act provides for a coherent cross-sector system for identifying those people unsuitable to work with children. It also creates a "one-stop shop" which employers can use to check the suitability of those they are proposing to employ to work with children.

Race Relations (Amendment) Act 2000 (Act) : 2000**Race Relations Act 1976 (Act) : 1976**,

Safeguarding Vulnerable Groups Act 2006 (Act) : 2006,
http://www.opsi.gov.uk/acts/acts2006/ukpga_20060047_en.pdf, 06/07/07

School Councils (Wales) Regulations 2005 (Regulations) : 2005
Available: <http://www.opsi.gov.uk/legislation/wales/wsi2005/20053200e.htm> Regulations make it a statutory requirement for all government-funded primary and secondary schools to establish school councils.

School Day and School Year Regulations (1991) : 1991,

School Finance (England) Regulations 2008 (SI. 228) (Statutory Instrument) : 2008,
http://www.opsi.gov.uk/si/si2008/uksi_20080228_en_1, 03/02/09

School Funding (Wales) Regulations 2010 (Regulations) : 2010, <http://www.assemblywales.org/bus-home/bus-guide-docs-pub/bus-business-documents/bus-business-documents-doc-laid.htm?act=dis&id=167077&ds=3/2010>, 31/03/10

School Government (Terms of Reference) (Amendment) (Wales) Regulations 2002 (Statutory Instrument) : 2002

School Information (England) Regulations 2008 (Statutory Instrument) :
http://www.opsi.gov.uk/si/si2008/pdf/uksi_20083093_en.pdf, 23/03/10

School Inspections Act 1996 (Act) : 1996

A consolidation Act which brings together earlier legislation relating to the inspection of schools including the Education (Schools) Act 1992 and Part V of the Education Act 1993. The substance of legislation has not been changed.

School Organisation (Establishment and Discontinuance) (England) Regulations 2007 (Statutory instrument) : 2007, 1288, http://195.99.1.70/si/si2007/uksi_20071288_en_1, 23/03/10

School Staffing (England) Regulations 2009 (Statutory Instrument) :
http://www.opsi.gov.uk/si/si2009/uksi_20092680_en_1, 24/03/10

School Standards and Framework Act 1998 : 1998

A wide-ranging Act which: places a limit on class sizes for 5-7 year-olds; provides for the establishment of Education Action Zones; requires local education authorities (LEAs) to prepare Educational Development Plans and gives them new powers to intervene in schools causing concern; revises the legal categories of schools; abolishes the status of grant-maintained schools; introduces new financial arrangements for school budgets and revises the legislation regarding school admissions. The Act also makes new provisions for early years education including the setting up of seven local early years partnerships.

School Teacher Appraisal (Wales) Regulations 2002 (Statutory Instrument) : 2002, 1394 W.137,
<http://www.opsi.gov.uk/legislation/wales/wsi2002/20021394e.htm>, 28/02/08

School Teacher Appraisal Regulations Act 1991 (Act) : 1991

All teachers are subject to regular appraisal, in accordance with the Education (Schoolteacher Appraisal) Regulations 1991.

School Teachers' Pay and Conditions Act 1991 (Act) : 1991

Provides for the remuneration and other conditions of employment of school teachers. Includes the establishment of the School Teachers' Review Body.

Schools Budget Shares (Wales) Regulations 2004 (Regulations) : 2004
Available: <http://www.opsi.gov.uk/legislation/wales/wsi2004/20042506e.htm>

Secondary Schools (Grant Conditions) Regulations (Northern Ireland) 1973 : 1973

Requires that the number of pupils under instruction by one teacher shall not exceed 20 for a class in a practical subject.

Sex Discrimination Act 1975 (Act) : 1975**Special Educational Needs and Disability (2005 Order) (Amendment) (General Qualifications Bodies)**

(Alteration of Premises and Enforcement) Regulations (Northern Ireland) 2008 (Regulation) : 2008,
http://www.opsi.gov.uk/sr/sr2008/draft/pdf/nidsr_9780337973024_en.pdf, 26/03/09

Special Educational Needs and Disability (Northern Ireland) Order 2005**Special Educational Needs and Disability Act 2001 : 2001****Special Educational Needs Tribunal Regulations (Northern Ireland) 1997 (Statutory Instrument) : 1997,**
HMSO

Provides for all aspects of a special educational needs tribunal

Staffing of Maintained Schools (Wales) Regulations 2006 (Regulations) : 2006,

<http://http://www.legislation.gov.uk/legislation/wales/wsi2006/20060873e.htm>

Teacher Training Incentive (Further Education) (Wales) Regulations 2001 (Statutory Instrument) : 2001,

2001/2536, <http://www.opsi.gov.uk/legislation/wales/wsi2001/20012536e.htm>, 19/03/08

NB. Is Welsh Statutory Instrument 211

Teachers' (Eligibility) Regulations (Northern Ireland) 1997 (Statutory rule) : 1997, 1997/312

The Teachers' (Eligibility) Regulations (Northern Ireland) 1997 made under the Education and Libraries (Northern Ireland) Order 1986 permits the Department of Education (DE) to approve the qualifications held by teachers in Northern Ireland.

Teachers (Terms and Conditions of Employment) Regulations (Northern Ireland) 1987 (Statutory Instrument) : 1987

Available: http://www.deni.gov.uk/_terms_and_condition_regs_87___88-2.pdf

Teachers' Pay and Conditions Act 1987 (Act) : 1987

Act which empowers the Secretary of State, having received advice from an Interim Advisory Committee, to issue documents which laid down the pay and conditions of teachers. The Act also introduced certain conditions of service which had not previously been set in such a form.

Teaching and Higher Education Act 1998 (Act) : 1998

Provides for the establishment of General Teaching Councils for England and Wales, for the introduction of a qualification for headteachers, and makes provision for paid time off work for study or training. The Act requires newly-qualified teachers to serve a period of induction; introduces new arrangements for the financial support of students; and requires students to contribute to the cost of tuition fees. Available on-line: http://www.hmso.gov.uk/acts/acts_1998/19980030.htm

Terms and Conditions of Employment Regulations (NI) (Statutory Rule) : 1987, 267

Also known as the Jordanstown Agreement

The Disability Discrimination (General Qualifications Bodies)(Relevant Qualifications, Reasonable Steps Features) Regulations 2007 (Statutory Instrument) : 2007, SI 1764,

http://www.opsi.gov.uk/si/si2007/pdf/uksi_20071764_en.pdf, 10/03/08

The Disability Discrimination Act 1995 (Amendment etc.) (General Qualifications Bodies) (Alteration of Premises and Enforcement) Regulations 2007 (Statutory Instrument) : 2007, SI 2405,

http://www.opsi.gov.uk/si/si2007/uksi_20072405_en_1, 10/03/08

Welsh Intermediate Education Act 1889 (Act) : 1889

Enabled publicly-funded secondary schools to be established in Wales.

Welsh Language Act 1993 : 1993, http://www.opsi.gov.uk/acts/acts1993/Ukpga_19930038_en_1.htm, 10/03/08

Established the Welsh Language Board to promote and facilitate the use of the Welsh language and established the principle that Welsh and English should be treated as a basis of equality in the conduct of public business and administration in Wales.

INSTITUTIONS

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Fax: 020 753 76012
E-mail: Info@4Children.org.uk
Website: <http://4children.org.uk> (21/01/10)
Web contact form: <http://4children.org.uk/home/contact.jsp>

Action on Access Team

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Fax: +44 (0)1695 584098
E-mail: info@actiononaccess.org
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Advisory Centre For Education (ACE)

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Tel: +00 44 (0) 20 7704 3370
Fax: + 44 (0) 20 7354 9069
Website: <http://www.ace-ed.org.uk> (21/01/10)
Enquiries should be made by telephone unless a disability prevents this. Email address is: enquiries@ac-ed.org.uk

Alliance of Sector Skills Councils

Suite 12
Alpha House
100 Borough High Street
London
SE1 1LB
Tel: 0845 072 5600
E-mail: info@sscalliance.org
Website: <http://www.sscalliance.org> (21/01/10)

Arts and Humanities Research Council (AHRC)

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Fax: +44 (0)117 9876600
E-mail: enquiries@ahrc.ac.uk
Website: <http://www.ahrc.ac.uk> (21/01/10)
Formerly the Arts & Humanities Research Board (AHRB)

Assessment and Qualifications Alliance (AQA)

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Manchester
M15 6EX
England
Tel: +44 (0)161 953 1180
Fax: +44 (0)161 273 7572
E-mail: mailbox@aqa.org.uk
Website: <http://www.aqa.org.uk> (21/01/10)
AQA was formed by a merger of the Associated Examining Board (AEB) and the Northern Examinations and Assessment Board (NEAB) in April 2000.

Association of Northern Ireland Colleges (ANIC)

Millennium Community Outreach Centre
Springfield Educational Village
400 Springfield Road
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E-mail: info@anic.ac.uk
Website: <http://www.femeansbusiness.com> (21/01/09)

Association for Education Welfare Management

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Fax: +44 (0)1924 305646
E-mail: jenny.price@aewm.co.uk
Website: <http://www.aewmweb.com> (21/01/10)
Honorary General Secretary, Mrs Jenny Price Web contact form: <http://www.aewm.co.uk/contact.html>

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Association of Further Education Colleges in Wales (Fforwm)

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Website: <http://www.ascl.org.uk> (21/01/10)
Formerly the Secondary Heads Association

Association of Teachers and Lecturers (ATL)

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Fax: +44 (0)20 7930 1359
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E-mail: enquiries@audit-commission.gov.uk
Website: <http://www.audit-commission.gov.uk> (27/01/10)

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E-mail: becta@becta.org.uk
Website: <http://www.becta.org.uk> (27/01/10)

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Campaign for State Education (CASE)

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Capita Teachers' Pensions

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Website: <http://www.teacherspensions.co.uk> (27/01/10)

Care and Social Services Inspectorate Wales (CSSIW)

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E-mail: cssiw@wales.gsi.gov.uk
Website: <http://www.cssiw.org.uk> (27/01/10)

From April 2007, the Care Standards Inspectorate for Wales (CSIW) has been integrated with the former Social Services Inspectorate for Wales (SSIW) to form the new Care and Social Services Inspectorate Wales (CSSIW) (<http://new.wales.gov.uk/cssiwsite/cssiw/?lang=en>).

Care Council for Wales (CCW)

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Careers Service in Northern Ireland

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Tel: 028 9044 1781
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Careers Services Unit (CSU)

Graduate Prospects
Prospects House
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Website: <http://www.prospects.ac.uk> (27/01/10)

Careers Wales Association Ltd

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Website: <http://www.refernet.org.uk> (27/01/10)
Natalia Cuddy - Refernet UK Manager

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Centre for Research on the Wider Benefits of Learning

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The Centre for Research on the Wider Benefits of Learning is a DCSF funded research centre based in the Institute of Education's Department of Quantitative Social Science

Centre for the Economics of Education

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Chartered Institute of Public Finance and Accountancy (CIPFA)

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Children's Workforce Development Council

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Website: <http://www.cwdcouncil.org.uk> (27/01/10)
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Children's Workforce Network

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LS1 5ES

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Website: <http://childrensworkforce.org.uk> (19/03/10)

The secretariat for the Children's Workforce Network is provided by CWDC.

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Website: <http://www.ciltcymru.org.uk> (28/01/10)

The National Centre for Languages is the national centre of expertise on language teaching in Wales

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College and University Support Network

40A Drayton Park

London

N5 1EW

Tel: 020 7697 2750

E-mail: enquiries@cusn.info

Website: <http://www.cusn.info> (28/01/10)

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Fax: +44 (0)28 9032 4475

E-mail: eolas@comhairle.org

Website: <http://www.comhairle.org> (28/01/10)

The Council for Irish-medium Education was set up in 2000 by the Department of Education to promote Irish-medium education. Web contact form: <http://www.comhairle.org/contactus.php>

Committee of University Chairs (CUC)

CUC Support Office

Registrar and Secretary's Office

University of Sheffield

Firth Court

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B42 2SU

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The enquiry service is not available to CBI non-members.

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BT1 3BG

Tel: +44 (0) 2890 261 200

Fax: +44 (0) 2890 261 234

E-mail: info@ccea.org.uk

Website: <http://rewardinglearning.org.uk> (28/01/10)

Web contact form: <http://www.rewardinglearning.org.uk/contact/index.asp>

Criminal Records Bureau (CRB)

PO Box 110

Liverpool L69 3EF

England

Tel: +44 (0)870 909 0811

Website: <http://www.crb.gov.uk> (28/01/10)

Cyfanfyd (The Development Education Association for Wales)

Welsh Centre for International Affairs
Temple of Peace
Cathays Park
Cardiff
CF1 3AP
Wales
Tel: +44 (0)29 2066 8999
Fax: +44 (0)29 2064 0333
E-mail: info@cyfanfyd.org.uk
Website: <http://www.cyfanfyd.org.uk> (28/01/10)

Department for Business Enterprise & Regulatory Reform (BERR)

Ministerial Correspondence Unit
1 Victoria Street
London
SW1H 0ET
England
Tel: +44 (0)20 7215 5000
Fax: +44 (0) 207 215 0105
E-mail: enquiries@berr.gsi.gov.uk
Website: <http://www.berr.gov.uk> (28/01/10)

Department for Business, Innovation and Skills (BIS)

Kingsgate House
66-74 Victoria Street
London
SW1E 6SW
England
Tel: +(44) 020 7215 5555
E-mail: info@dius.gsi.gov.uk
Website: <http://www.dius.gov.uk> (28/01/10)

Department for Children, Education, Lifelong Learning and Skills (Wales) (DCELLS)

Cathays Park
Cardiff
CF10 3NQ
Wales
Website: <http://wales.gov.uk/about/departments/dcells/?lang=en> (28/01/10)

Department for Children, Schools and Families (DCSF)

Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
England
Tel: +44 (0)870 000 2288
Fax: +44 (0)1928 794248
E-mail: info@dcsf.gsi.gov.uk
Website: <http://www.dcsf.gov.uk> (28/01/10)

Department for Communities and Local Government

Eland House
Bressenden Place
London
SW1E 5DU
Tel: 020 7944 4400
Website: <http://communities.gov.uk/corporate/> (28/01/10)

Department for Culture, Media and Sport (DCMS)

2-4 Cockspur Street
London
SW1Y 5DH
E-mail: enquiries@culture.gov.uk
Website: <http://www.culture.gov.uk> (31/03/10)

Department for Employment and Learning (Northern Ireland) (DEL)

Adelaide House
39/49 Adelaide Street
Belfast
BT2 8FD
Northern Ireland
Tel: +44 (0)28 9025 7777
Fax: +44 (0)28 9025 7778
E-mail: del@nics.gov.uk
Website: <http://www.delni.gov.uk> (28/01/10)

Department for International Development (DFID)

1 Palace Street
London
SW1E 5HE
England
Tel: (0)845 300 4100 Outside UK + 44 1355 84 3132
Fax: +44 (0)1355 84 3632
E-mail: enquiry@dfid.gov.uk
Website: <http://www.dfid.gov.uk> (28/01/10)
Public Enquiry Unit Address: DFID Abercrombie House Eaglesham Road East Kilbride Glasgow G75 8EA

Department for Transport (DfT)

Great Minster House
76 Marsham Street
London
SW1P 4DR
England
Tel: +44 (0)207 944 8300
Fax: +44 (0)207 944 9643
E-mail: FAX9643@dft.gsi.gov.uk
Website: <http://www.dft.gov.uk> (28/01/10)

Department for Work and Pensions (DWP)

Department for Work and Pensions
Richmond House
79 Whitehall
London. SW1A 2NS.
England
Tel: +44 (0) 20 7712 2171
Fax: +44 (0) 20 7712 2386
Website: <http://www.dwp.gov.uk/> (28/01/10)
Web enquiry form: <https://secureonline.dwp.gov.uk/dwp-contact/?emailTo=peo>

Department of Culture, Arts and Leisure (Northern Ireland) (DCAL)

Interpoint
20-24 York Street
Causeway Exchange
1-7 Bedford Street
Belfast

BT2 7EG
Northern Ireland
Tel: +44 (0)28 9025 8825
Fax: +44 (0)28 9025 8906
E-mail: dcal@dcalni.gov.uk
Website: <http://www.dcalni.gov.uk> (28/01/10)

Department of Education (Northern Ireland) (DE)

Rathgael House
Balloo Road
Bangor
County Down
BT19 7PR
Northern Ireland
Tel: +44 (0)28 9127 9279
Fax: +44 (0)28 9127 9100
E-mail: mail@deni.gov.uk
Website: <http://www.deni.gov.uk> (28/01/10)

Department of Health

Richmond House
79 Whitehall
London
SW1A 2NS
England
Tel: +44 (0)20 7210 4850
E-mail: dhmail@dh.gsi.gov.uk
Website: <http://www.dh.gov.uk/Home/fs/en> (28/01/10)

Department of Health, Social Services and Public Safety

Castle Buildings
Stormont
Belfast
BT4 3SQ
Northern Ireland
Tel: +44 (0)28 90520500
E-mail: webmaster@dhsspsni.gov.uk
Website: <http://www.dhsspsni.gov.uk/> (28/01/10)

Development Education Association (DEA)

32-36 Loman Street
London
SE1 0EH
England
Tel: +44 (0)20 7922 7930
Fax: +44 (0)20 7922 7929
E-mail: dea@dea.org.uk
Website: <http://www.dea.org.uk> (29/01/10)

DfES Analytical Services Branch

Mowden Hall
Staindrop Road
Darlington
DL3 9BG
England
Tel: +44 (0)1325 392683
Fax: +44 (0)1325 392989

Economic and Social Research Council (ESRC)

Polaris House
North Star Avenue
Swindon
SN2 1UJ
England
Tel: +44 (0)1793 413000
Fax: +44 (0)1793 413001
E-mail: ptdenquiries@esrc.ac.uk
Website: <http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/index.aspx> (29/01/10)

ECOTEC Research & Consulting

Vincent House
Quay Place
92-93 Edward Street
Birmingham
B1 2RA
England
Tel: +44 (0)845 313 7455
Fax: +44 (0)845 313 7454
E-mail: birmingham@ecotec.com
Website: <http://www.ecotec.com> (29/01/10)

Edexcel Foundation

190 High Holborn
London WC1V 7BH
England
Tel: +44 (0)1 204 770 696
Fax: +44 (0)20 7758 6960
E-mail: enquiries@edexcel.org.uk
Website: <http://www.edexcel.com/Pages/home.aspx> (29/01/10)

Education and Skills Implementation Team (ESA)

Forestview
Purdy's Lane
Belfast
BT8 7AR
Tel: +44 (0) 28 90 694 964
Fax: +44 (0) 28 90 694 979
E-mail: esait@deni.gov.uk
Website: <http://www.esani.org.uk> (29/01/10)

Education and Training Group (British Council)

10 Spring Gardens
London
SW1A 2BN
England
Tel: +44 (0)161 957 7755
Fax: +44 (0)161 957 7762
E-mail: general.enquiries@britishcouncil.org
Website: <http://www.britishcouncil.org/learning.htm> (29/01/10)
The Education and Training Group (British Council) is responsible for some of the Actions in the SOCRATES, LEONARDO DA VINCI and YOUTH programmes.

Education and Training Inspectorate (Northern Ireland)

Department of Education
Rathgael House
43 Balloo Road

Bangor
County Down
BT19 7PR
Northern Ireland
Tel: +44 (0)28 9127 9726
Fax: +44 (0)28 9127 9721
E-mail: inspectionsservices@deni.gov.uk
Website: <http://www.etini.gov.uk> (29/01/10)

Education Development International plc (EDI)

International House
Siskin Parkway East
Middlemarch Business Park
Coventry
CV3 4PE
England
Tel: +44 (0)870 202909
Fax: +44 (0)2476 516505
E-mail: enquiries@ediplc.com
Website: <http://www.ediplc.com/Index.htm> (29/01/10)
Education Development International plc was formed in December 2002 through the merger of GOAL plc and the London Chamber of Commerce and Industry Examinations Board.

Educational Guidance Service for Adults (EGSA)

4th Floor
40 Linenhall Street
Belfast
BT2 8BA
Tel: +44 (0)28 9024 4274
Fax: +44 (0)28 9027 1507
E-mail: info@egsa.org.uk
Website: <http://www.egsa.org.uk> (29/01/10)
Online contact: <http://www.egsa.org.uk/Content.aspx?nSectionId=849>

Educational Testing Service (ETS) Europe

United Kingdom Branch
707 High Road
London
N12 0BT
England
Tel: 020 8446 9944
Fax: 08700 940 654
Website: <http://www.etseurope.org> (29/01/10)
Web contact form: <http://www.uk.etsglobal.org/uk/contact-us>

Engineering and Physical Sciences Research Council

Polaris House
North Star Avenue
Swindon
SN2 1ET
England
Tel: +44 (0)1793 444100
Fax: +44 (0)1793 444010
E-mail: infoline@epsrc.ac.uk
Website: <http://www.epsrc.ac.uk/default.htm> (29/01/10)

Equality and Human Rights Commission

3 More London

Riverside Tooley Street
London
SE1 2RG
England
Tel: +44 (0)20 3117 0235
Fax: +44 (0)20 7407 7557
E-mail: info@equalityhumanrights.com
Website: <http://www.equalityhumanrights.com> (29/01/10)

Equality Challenge Unit

7th Floor
Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ
England
Tel: +44 (0)20 7438 1010
Fax: +44 (0)20 7438 1011
E-mail: info@ecu.ac.uk
Website: <http://www.ecu.ac.uk> (29/01/10)

Esmee Fairburn Foundation

Website: <http://www.esmeefairbairn.org.uk/> (31/03/10)

Essential Skills Team

EGSA
4th Floor
40 Linenhall
Belfast
BT2 8BA
Northern Ireland
Tel: +44 (0)28 9024 4274
Fax: +44 (0)28 9027 1507
E-mail: info@egsa.org.uk
Website: <http://www.egsa.org.uk> (29/01/10)

Estyn

Anchor Court
Keen Road
Cardiff
CF24 5JW
Wales
Tel: +44 (0)29 2044 6446
Fax: +44 (0)29 2044 6448
E-mail: enquiries@estyn.gsi.gov.uk
Website: <http://www.estyn.gov.uk> (29/01/10)

European Association of Teachers (AEDE/EAT)

8 Staplegrove
Shoeburyness
Essex SS3 8AQ
England
Tel: +44 (0)1702 586622
Fax: +44 (0)1702 586622
E-mail: eat_uk@tiscali.co.uk
Website: <http://www.aede.eu> (29/01/10)
Mr Brian Sandford - Secretary Also known as the Association Europeene des Enseignants (AEDE)

European Forum of Technical and Vocational Education and Training (EFVET)

Norton Radstock College
South Hill Park
Radstock
Somerset
BA3 3RW
England
Tel: +44 (0)1761 433161
Fax: +44 (0)1761 436173
E-mail: phodgson@nortcoll.ac.uk
Website: <http://www.efvet.org> (29/01/10)
Peter Hodgson - Planning & Development Manager (National Representative of the UK)

European Information Network in the UK

Website: <http://www.europe.org.uk/> (29/01/10)
This site provides a gateway to all European information providers in the UK.

European Movement

Southbank House
Black Prince Road
London
SE1 7SJ
England
Tel: +44 (0)20 3176 0543
Fax: +44 (0)20 7735 2515
E-mail: emoffice@euromove.org.uk
Website: <http://www.euromove.org.uk> (29/01/10)

EURYDICE Unit for England, Wales and Northern Ireland

National Foundation for Educational Research (NFER)
The Mere
Upton Park
Slough
Berkshire
SL1 2DQ
England
Tel: +44 (0)1753 637036
Fax: +44 (0)1753 637302 637302 01753 637302
E-mail: eurydice@nfer.ac.uk
Website: <http://www.nfer.ac.uk/eurydice> (29/01/10)

Evidence for Policy and Practice Information Centre (EPPI Centre)

EPPI-Centre
Social Science Research Unit
Institute of Education
18 Woburn Square
London
WC1H 0NR
England
Tel: +44 (0)20 7612 6391
Fax: +44 (0)20 7612 6816
Website: <http://eppi.ioe.ac.uk> (29/01/10)
Webform: <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=718>

Examinations Appeals Board (EAB)

83 Picadilly
London
W1J 8QA

England

Tel: +44 (0)20 7509 5995

Fax: +44 (0)20 7509 6975

E-mail: info@theeab.org.uk

Website: <http://www.theeab.org.uk/> (29/01/10)

Webform: <http://www.theeab.org.uk/contact/index.html>

Federation of Leaders in Special Education

Website: <http://www.flse.org.uk> (30/03/09)

fforwm

Greenmeadow Springs Business Park

Tongwynlais

Cardiff

CF15 7AB

Tel: 029 2052 2500

E-mail: hello@fforwm.ac.uk

Website: <http://www.fforwm.ac.uk> (29/01/10)

First-tier Tribunal (Special Educational Needs and Disability Panel)

London Office

SENDISP

2nd Floor Old Hall

Mowden Hall

Staindrop Road

DL3 9BG

Tel: SEN Help line: 0870 241 2555

E-mail: sendistqueries@tribunals.gsi.gov.uk

Website: <http://www.sendist.gov.uk> (05/02/10)

Discrimination helpline: 0870 606 5750

Foreign and Commonwealth Office (FCO)

Kings Charles Street

London

SW1A 2AH

England

Tel: +44 (0) 20 7008 1500

Website: <http://www.fco.gov.uk/> (29/01/10)

Foundation Degree Forward

Lichfield Centre

The Friary

Lichfield

WS13 6QG

England

Tel: +44 (0)1543 301150

Fax: +44 (0)1543 301152

E-mail: enquiries@fdf.ac.uk

Website: <http://www.fdf.ac.uk> (29/01/10)

Web contact form: <http://www.fdf.ac.uk/enquiries>

General Register Office (Northern Ireland)

Oxford House

49-55 Chichester Street

Belfast

BT1 4HL

Northern Ireland

Tel: +44 (0)28 9025 2000

E-mail: grostats.nisra@dfpni.gov.uk
Website: <http://www.groni.gov.uk> (29/01/10)

General Social Care Council

Goldings House
2 Hay's Lane
London
SE1 2HB
England
Tel: +44 (0)20 7397 5100
Fax: +44 (0)20 7397 5101
E-mail: info@gsc.org.uk
Website: <http://www.gsc.org.uk/Home/> (26/01/09)
Web enquiry form: <http://www.gsc.org.uk/Contact+us/Ask+us+a+question/>

General Teaching Council for England

Whittington House
19-30 Alfred Place
London
WC1E 7EA
England
Tel: +44 (0)370 001 008
Fax: +44 (0)20 7023 3909
E-mail: info@gtce.org.uk
Website: <http://www.gtce.org.uk> (29/01/10)

General Teaching Council for Northern Ireland

4th Floor
Albany House
73-75 Great Victoria Street
BELFAST
BT2 7AF
Tel: +44 (0)28 9033 3390
Fax: +44 (0)28 9034 8787
E-mail: info@gtcni.org.uk
Website: <http://www.gtcni.org.uk> (29/01/10)
Web enquiry form: <http://www.gtcni.org.uk/index.cfm/area/contactUs>

General Teaching Council Wales (GTCW)

4th Floor
Southgate House
Wood Street
Cardiff
CF10 1EW
Wales
Tel: +44 (0)29 2055 0350
Fax: +44 (0)29 2055 0360
E-mail: information@gtcw.org.uk
Website: <http://www.gtcw.org.uk/> (29/01/10)

Graduate Teacher Training Registry

GTTR
Rosehill
New Barn Lane
Cheltenham
Gloucestershire
GL52 3LZ
England

Tel: +44 (0)871 468 0469
Website: <http://www.gtr.ac.uk> (29/01/10)

GuildHE

3rd Floor
Woburn House
20 Tavistock Square
London
WC1H 9HB
England
Tel: +44 (0)20 7387 7711
Fax: +44 (0)20 7387 7712
E-mail: info@guildhe.ac.uk
Website: <http://www.guildhe.ac.uk> (29/01/10)
Web contact form: http://guildhe.ac.uk/contact_us/

Higher Education Academy (HEA)

Innovation Way
York Science Park
Heslington
York
YO10 5BR
England
Tel: +44 (0)1904 717500
Fax: +44 (0)1904 717505
E-mail: enquiries@heacademy.ac.uk
Website: <http://www.heacademy.ac.uk/> (29/01/10)

Higher Education Funding Council for England (HEFCE)

Northavon House
Coldharbour Lane
Bristol
BS16 1QD
England
Tel: +44 (0)117 931 7317
Fax: +44 (0)117 931 7203
E-mail: hefce@hefce.ac.uk
Website: <http://www.hefce.ac.uk> (29/01/10)

Higher Education Funding Council for Wales (HEFCW)

Linden Court
Ilex Close
Llanishen
Cardiff
CF14 5DZ
Wales
Tel: +44 (0)29 2076 1861
Fax: +44 (0)29 2076 3163
E-mail: info@hefcw.ac.uk
Website: <http://www.hefcw.ac.uk> (29/01/10)

Higher Education Statistics Agency (HESA)

95 Promenade
Cheltenham
GL50 1HZ
England
Tel: +44 (0)1242 255577
Fax: +44 (0)1242 211122

E-mail: information.provision@hesa.ac.uk
Website: <http://www.hesa.ac.uk> (29/01/10)

Higher Education Wales

2 Caspian Point
Caspian Way
Cardiff Bay
Cardiff. CF10 4DQ.
Wales

Tel: +44 (0)29 2044 8020

Fax: +44 (0)29 2048 9531

E-mail: hew@Wales.ac.uk

Website: <http://www.universitiesuk.ac.uk/AboutUs/WhoWeAre/Pages/HigherEducationWales.aspx>
(29/01/10)

Higher Education Wales was formerly known as Heads of Higher Education Wales

HM Treasury

The Correspondence & Enquiry Unit
2/W1

HM Treasury
1 Horse Guards Road
London
SW1A 2HQ

Website: <http://www.hm-treasury.gov.uk/> (31/03/10)

Home Office

Direct Communications Unit
2 Marsham Street
London
SW1P 4DF

England

Tel: +44 (0)20 7035 4848

Fax: +44 (0)20 7035 4745

E-mail: public.enquiries@homeoffice.gsi.gov.uk

Website: <http://www.homeoffice.gov.uk> (29/01/10)

Improvement and Development Agency (IDeA)

Layden House
76-86 Turnmill Street
London
EC1M 5LG

England

Tel: +44 (0)20 7296 6880

Fax: +44 (0)20 7296 6666

E-mail: ihelp@idea.gov.uk

Website: <http://www.idea.gov.uk> (29/01/10)

Independent Safeguarding Authority (ISA)

Tel: 0300 123 1111

E-mail: scheme.info@homeoffice.gsi.gov.uk

Website: <http://www.isa.gov.org.uk/> (29/01/10)

Independent Schools Council (ISC)

St Vincent House
30 Orange Street
London
WC2H 7HH
England

Tel: +44 (0)20 7766 7070
Fax: +44 (0)20 7766 7071
E-mail: office@isc.co.uk
Website: <http://www.isc.co.uk> (29/01/10)
Web contact form: <http://www.isc.co.uk/contactus.htm>

Independent Schools Inspectorate (ISI)

CAP House
9-12 Long Lane
London
EC1A 9HA
Tel: 020 7600 0100
Fax: 020 7776 8849
Website: <http://www.isi.net/> (29/01/10)
Web contact form: <http://www.isi-net/contact/contact.htm>

Information Authority

Cheylesmore House
Quinton Road
Coventry
CV1 2WT
Tel: 024 76825658
Website: <http://www.theia.org.uk> (26/01/09)
Web contact form: www.theia.org.uk/ContactUs/

Inns of Court School of Law

The City Law School
4 Gray's Inn Place
London
WC1R 5DX
England
Tel: +44 (0)20 7404 5787
Fax: +44 (0)20 7831 4188
E-mail: libraryicsl@city.ac.uk
Website: <http://www.city.ac.uk/icsl> (29/01/10)

Institute for Learning

1st Floor
49-51 East Road
London
N1 6AH
England
Tel: +44 (0)844 815 3202
E-mail: enquiries@ifl.ac.uk
Website: <http://www.ifl.ac.uk> (29/01/10)

Job Centre Plus

Correspondence Manager
Jobcentre Plus Secretariat
Ground Floor
Steel City House
West Street
Sheffield S1 2GQ
E-mail: Contact-Us@jobcentreplus.gsi.gov.uk
Website: <http://www.jobcentreplus.gov.uk> (29/01/10)

Joint Advisory Council for Qualifications Approval

Website: <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=3&pid=452&ctype=None&ptype=Contents>

Joint Council for Qualifications

Sixth Floor
29 Great Peter Street
London
SW1P 3LW
England
Tel: +44 (0)20 7638 4135
Fax: +44 (0)20 7374 4343
E-mail: info@jcq.org.uk
Website: <http://www.jcq.org.uk> (29/01/10)

Joint Information Systems Committee

University of Bristol
3rd Floor
Beacon House
Queens Road
Bristol
BS8 1QU
England
Tel: 44+ 0117 33 10789
Fax: 44+ 0117 33 10667
Website: <http://jisc.ac.uk> (17/03/10)

Leadership Foundation For Higher Education

First Floor Holborn Gate
330 High Holborn
London
WC1V 7QT
England
Tel: +44 (0)20 7849 6900
Fax: +44 (0)20 7849 6901
E-mail: info@lfhe.ac.uk
Website: <http://www.lfhe.ac.uk> (29/01/10)

Learndirect

PO Box 900
Leicester
LE1 6XJ
England
Tel: +44 (0)800 101 901 (UK only)
E-mail: enquiries@learndirect.net
Website: <http://www.learndirect.co.uk> (29/01/10)
Web enquiry form: <http://www.learndirect-advice.co.uk/contactus/>

Learning and Skills Council (LSC)

Cheylesmore House
Quinton Road
Coventry
CV1 2WT
England
Tel: +44 (0)0845 019 4170
Fax: +44 (0)24 7682 3675
E-mail: info@lsc.gov.uk
Website: <http://www.lsc.gov.uk> (29/01/10)

Web contact form: <http://www.lsc.gov.uk/aboutus/contactus/>

Learning and Skills Development Agency Northern Ireland

2nd Floor
Alfred House
19-21 Alfred Street
Belfast
BT2 8ED
Tel: + 44 28 9044 7700
Fax: + 44 28 9031 9077
Website: <http://www.lsdani.org.uk> (29/01/10)
Also known as LSDA Northern Ireland

Learning and Skills Improvement Service (LSIS)

Friars House
Manor House Drive
Coventry. CV1 2TE.
England
Tel: +44 (0)870 211 3434
E-mail: enquirieslondon@lsis.org.uk
Website: www.lsis.org.uk/LSISHome.aspx (03/02/09)

The Learning and Skills Improvement Service is the new sector-owned body, formed from CEL and QIA to develop excellent and sustainable FE provision across the sector. LSIS will work in partnership with all parts of the sector to provide vision, leadership, clarity and high quality support; practising and enabling continuous self-improvement and capacity building.

Learning and Skills Network (LSN)

Fifth Floor
Holborn Centre
120 Holborn
London
EC1N 2AD
England
London
Tel: +44 (0)20 7492 5000
Fax: +44 (0)20 7297 9001
E-mail: enquiries@LSNeducation.org.uk
Website: <http://www.lsneducation.org.uk/> (29/01/10)

Lifelong Learning UK

Lifelong Learning UK
5th Floor
St Andrew's House
18-20 St Andrew Street
London EC4A 3AY
England
Tel: +44 (0)870 757 7890
Fax: + 44 (0)870 757 7889
E-mail: enquiries@lifelonglearninguk.org
Website: <http://www.lifelonglearninguk.org/> (29/01/10)

Local Government Association

Local Government House
Smith Square
London
SW1P 3HZ
England
Tel: +44 (0)20 7664 3131

Fax: +44 (0)20 7664 3030
E-mail: info@lga.gov.uk
Website: <http://www.lga.gov.uk> (29/01/10)
Web contact form: <http://www.lga.gov.uk/lga/reg/feedback.do>

Local Government Employers

Local Government House
Smith Square
London SW1P 3HZ.
England
Tel: +44 (0)20 7187 7373
Fax: +44 (0)20 7664 3030
E-mail: info@lge.gov.uk
Website: <http://www.lge.gov.uk> (29/01/10)

Local Government Ombudsman

PO Box 4771
Coventry
CV4 0EH
Tel: +44 (0)845 602 1983
Fax: +44 (0)24 7682 001
E-mail: advice@lgo.org.uk
Website: <http://www.lgo.org.uk> (27/01/09)

Medical Research Council

20 Park Crescent
London
W1B 1AL
England
Tel: +44 (0)20 7636 5422
Fax: +44 (0)20 7436 6179
E-mail: corporate@headoffice.mrc.ac.uk
Website: <http://www.mrc.ac.uk> (27/01/09)

Mudiad Ysgolion Meithrin

Canolfan Integredig Mudiad Ysgolion Meithrin
Boulevard de Saint-Brieuc
Aberystwyth
Ceredigion SY23 1PD
Wales
Tel: +44 (0)1970 639639
Fax: +44 (0)1970 639638
E-mail: post@mym.co.uk
Website: <http://www.mym.co.uk> (29/01/10)
National Association of Welsh-medium Nursery Schools and Playgroups

National Apprenticeships Service

E-mail: nationalhelpdesk@apprenticeships.gov.uk
Website: <http://www.apprenticeships.org.uk> (17/03/10)

National Assembly for Wales (NAfW)

New Crown Building
Cathays Park
Cardiff Bay
Cardiff
CF99 1NA
Wales
Tel: +44 29 (0)845 010 5500

E-mail: Assembly.Info@wales.gsi.gov.uk
Website: <http://www.wales.gov.uk> (27/01/09)

National Association of Headteachers (NAHT)

1 Heath Square
Boltro Road
Haywards Heath
West Sussex
RH16 1BL
England
Tel: +44 (0)1444 472472
Fax: +44 (0)1444 472473
E-mail: info@naht.org.uk
Website: <http://www.naht.org.uk> (29/01/10)

National Association of Schoolmasters Union of Women Teachers (NASUWT)

Hillscourt Education Centre
Rose Hill
Rednal
Birmingham
B45 8RS
England
Tel: +44 (0)121 453 6150
Fax: +44 (0)121 457 6209
E-mail: nasuwt@mail.nasuwt.org.uk
Website: <http://www.teachersunion.org.uk> (29/01/10)

National Association of Social Workers in Education (NASWE)

c/o National Children's Bureau
Pupil Inclusion Unit
8 Wakley Street
London EC1V 7QE
Tel: +44 (0)20 7843 6000
Fax: +44 (0)20 778 9512
E-mail: JNewvell@ncb.org.uk
Website: <http://www.naswe.org.uk> (29/01/10)
Jaqui Newvell - Honourary General Secretary Also, President from April 21st 2006 is Stephen Mason: email: stephen.mason@cumbriacc.gov.uk Tel: +44 (0)1228 606790 Web enquiry form: <http://www.naswe.org.uk/contact/index.htm>

National Association of the Teachers for Wales

Prif Swyddfa UCAC
Ffordd Penglais
Aberystwyth
Ceredigion
SY23 2EU
Wales
Tel: +44 (0)1970 639950
Fax: +44 (0)1970 626765
E-mail: ucac@athrawon.com
Website: <http://www.athrawon.com> (01/02/10)

National Audit Office

157-197 Buckingham Palace Road
London SW1W 9SP
England
Tel: +44 (0)20 7798 7000
Fax: +44 (0)20 7798 7070

E-mail: enquiries@nao.gsi.gov.uk
Website: <http://www.nao.org.uk> (01/02/10)

National College for School Leadership and Children's Services (NCSL)

Triumph Road
Nottingham
NG8 1DH
England
Tel: +44 (0)0845 609 0009
Fax: +44 (0)115 872 2001
E-mail: enquiries@ncsl.org.uk
Website: <http://www.ncsl.org.uk> (01/02/10)

National Confederation of Parent-Teacher Associations (NCPTA)

39 Shipbourne Road
Tonbridge
Kent. TN10 3DS
Tel: +44 (0)1732 375460
Fax: +44 (0)1732 375461
E-mail: info@ncpta.org.uk
Website: <http://www.ncpta.org.uk> (01/02/10)
Web enquiry form: http://www.ncpta.org.uk/form/10013/contact_us/

National Employer Service

Cheylesmore House
Quinton Road
Coventry
CV1 2WT
Tel: 44+ 024 7682 5815
Fax: 44+ 024 7682 3284
E-mail: info@nationalempleyersonline.org.uk
Website: <http://nationalempleyersonline.org.uk/> (17/03/10)

National Employers Organisation for School Teachers (NEOST)

See entry for Local Government Employers (LGE).

National Foundation for Educational Research (NFER)

The Mere
Upton Park
Slough
Berkshire
SL1 2DQ
England
Tel: +44 (0)1753 574123
Fax: +44 (0)1753 691632
E-mail: enquiries@nfer.ac.uk
Website: <http://www.nfer.ac.uk> (01/02/10)

National Governors' Association

NGA Headquarters
Ground Floor
36 Great Charles Street
Birmingham
B3 3JY
England
Tel: +44 (0)121 237 3780
E-mail: governorhq@nga.org.uk
Website: <http://www.nga.org.uk> (01/02/10)

National Institute of Adult Continuing Education (England and Wales) (NIACE)

Renaissance House
20 Princess Road West
Leicester LE1 6TP
England
Tel: +44 (0)116 204 4200/4201
Fax: +44 (0)116 285 4514
E-mail: enquiries@niace.org.uk
Website: <http://www.niace.org.uk> (01/02/10)
Web contact form: <http://www.niace.org.uk/contact>

National Learner Panel

Website: <http://www.excellencegateway.org.uk/learnerpanels> (31/03/10)

National Open College Network (NOCN)

The Quadrant
Parkway Business Park
99 Parkway Avenue
Sheffield. S9 4WG.
England
Tel: +44 (0)114 227 0500
Fax: +44 (0)114 2270501
E-mail: nocn@nocn.org.uk
Website: <http://www.nocn.org.uk> (01/02/10)

National Portage Association

Kings Court
17 School Road
Hall Green
Birmingham
B28 8JG
England
Tel: +44 (0)121 244 1807
Fax: +44 (0)121 244 1801
E-mail: info@portage.org.uk
Website: <http://www.portage.org.uk> (01/02/10)

National Society (for promoting Religious Education)

Church House
Great Smith Street
London
SW1P 3AZ
England
Tel: +44 (0)20 7898 1518
Fax: +44 (0)20 7898 1493
E-mail: info@natsoc.c-of-e.org.uk
Website: <http://www.natsoc.org.uk> (01/02/10)

National Student Forum

E-mail: nsf.enquiries@bis.gsi.gov.uk.
Website: <http://www.nationalstudentforum.com/> (31/03/10)

National Union of Teachers (NUT)

Hamilton House
Mabledon Place
London
WC1H 9BD

England
Tel: +44 (0)20 7388 6191
Fax: +44 (0)20 7387 8458
Website: <http://www.teachers.org.uk> (01/02/10)

Natural Environment Research Council

Polaris House
North Star Avenue
Swindon
SN2 1EU
England
Tel: +44 (0)1793 411500
Fax: +44 (0)1793 411501
E-mail: 27/01/09
Website: <http://www.nerc.ac.uk> (01/02/10)

NIACE Dysgu Cymru

3rd Floor
35 Cathedral Road
Cardiff
CF11 9HB
Tel: +44 (0) 292 0370 900
Fax: +44 (0) 292 037 909
E-mail: enquiries@niacedc.org.uk
Website: <http://www.niace.rcthosting.com/en/> (01/02/10)

Northern Ireland Audit Office

106 University Street
Belfast. BT7 1EU.
Northern Ireland
Tel: +44 (0)28 9025 1000
Fax: +44 (028) 9025 1106 or +44 (0)28 9025 1051
E-mail: info@niauditoffice.gov.uk
Website: <http://www.niauditoffice.gov.uk> (01/02/10)

Northern Ireland CILT

8 College Green
Belfast
BT7 1LN
Northern Ireland
Tel: +44 (0)28 9097 5955
Fax: +44 (0)28 9032 6571
E-mail: NICILT@qub.ac.uk
Website: <http://www.qub.ac.uk/edu/nicilt/> (01/02/10)

Northern Ireland Council for Integrated Education (NICIE)

Aldersgate House
13-19 University Road
Belfast
BT7 1NA
Tel: +44 (0) 28 9023 6200
Fax: +44 (0) 28 9023 6237
E-mail: info@nicie.org.uk
Website: <http://www.nicie.org/> (01/02/10)

The Northern Ireland Council for Integrated Education (NICIE) was established in 1987. Its role is to co-ordinate efforts to develop integrated education and to assist parent groups in opening new integrated schools. NICIE is funded by the Department of Education (DE) as part of its statutory responsibility to encourage and facilitate integrated education.

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

29 Clarendon Road
Clarendon Dock
Belfast
BT1 3BG
Northern Ireland
Tel: +44 (0)28 9026 1200
Fax: +44 (0)28 9026 1234
E-mail: info@ccea.org.uk
Website: <http://www.ccea.org.uk> (02/01/10)

Northern Ireland Higher Education Council (NIHEC)

Department of Employment and Learning
39-49 Adelaide Street
Belfast
BT2 8FD
Tel: +44 (0)28 9025 7562
Fax: +44 (0)28 9025 7701
E-mail: mark.hudson@delni.gov.uk
Mark Hudson Secretary

Office for Fair Access (OFFA)

Northavon House
Coldharbour Lane
Bristol
BS16 1QD
Tel: +44 (0)117 9317171
Fax: +44 (0)117 9317479
E-mail: enquiries@offa.org.uk
Website: <http://www.offa.org.uk/> (02/02/10)

Office for National Statistics (ONS)

Room 1.015
Cardiff Road
Newport NP10 8XG
England
Tel: +44 (0)845 601 3034
Fax: +44 (0)1633 652747
E-mail: info@statistics.gov.uk
Website: <http://www.statistics.gov.uk> (03/02/10)

Office Of The Independent Adjudicator (OIA)

Fifth Floor
Thames Tower
Station Road
Reading
RG1 1LX
Tel: +44 (0)118 959 9813
Fax: +44 (0)118 955 9099
E-mail: enquiries@oiahe.org.uk
Website: <http://www.oiahe.org.uk> (03/02/10)
Web contact form: <http://www.oiahe.org.uk/contact.asp>

Office of the Schools Adjudicator (OSA)

Mowden Hall
Staindrop Road
Darlington

DL3 9BG
England
Tel: 0870 001 2468
Fax: 01325 391313
E-mail: OSA.TEAM@dcsf.gsi.gov.uk
Website: <http://www.schoolsadjudicator.gov.uk/index.cfm> (03/02/10)

Ofqual (Office of the Qualifications and Examinations Regulator)

Spring Place
Coventry Business Park
Herald Avenue
Coventry
CV5 6UB
England
Tel: +44 (0)300 303 3344
Fax: +44 (0) 300 303 3348
E-mail: info@ofqual.gov.uk
Website: <http://www.ofqual.gov.uk> (03/02/10)

Ofsted - Office for Standards in Education, Children's Services and Skills

Alexandra House
33 Kingsway
London
WC2B 6SE
England
Tel: +44 (0)8456 404045
Fax: +44 (0)20 7421 6707
E-mail: enquiries@ofsted.gov.uk
Website: <http://www.ofsted.gov.uk> (03/02/10)

Open College of the Arts

Michael Young Arts Centre
Redbrook Business Park
Wilthorpe Rd
Barnsley
South Yorkshire
S75 1JN

England
Tel: +44 (0)800 731 2116
E-mail: enquiries@oca-uk.com
Website: <http://www.oca-uk.com> (03/02/10)
Affiliated to Thames Valley University and the Open University

Open University

Walton Hall
Milton Keynes
MK7 6AA
England
Tel: +44 (0)845 300 6090
Fax: +44 (0)1908 653744
E-mail: general-enquiries@open.ac.uk
Website: <http://www.open.ac.uk> (28/01/09)

Oxford, Cambridge, and RSA Examinations (OCR)

1 Hills Road
Cambridge
CB2 2EU

England

Tel: +44 (0)1223 553998

Fax: +44 (0)1223 552627

E-mail: general.qualifications@orc.org.uk

Website: <http://www.ocr.org.uk> (03/02/10)

OCR is an alliance of the following organisations: the Oxford and Cambridge Examinations and Assessment Council (OCEAC), the Midland Examining Group (MEG) and the Royal Society for Arts (RSA) Examinations Group.

Pre-School Learning Alliance

The Fitzpatrick Building

188 York Way

London N7 9AD.

England

Tel: +44 (0)207 697 2500

Fax: +44 (0)207 700 0319

E-mail: info@pre-school.org.uk

Website: <http://www.pre-school.org.uk> (03/02/10)

Professional Association of Teachers (PAT)

2 St James' Court

Friar Gate

Derby

DE1 1BT

England

Tel: +44 (0)1332 372337

Fax: +44 (0)1332 290310

E-mail: hq@pat.org.uk

Website: <http://www.pat.org.uk> (03/02/10)

Qualifications and Curriculum Development Agency (QCDA)

Earlsdon Park

53-55 Butts Road

Coventry

CV1 3BH

England

Tel: +44 (0)300 303 3010

Fax: +44 (0)300 303 3014

E-mail: info@qcda.org.uk

Website: <http://www.qca.org.uk> (03/02/10)

Quality Assurance Agency for Higher Education (QAA)

Southgate House

Southgate Street

Gloucester

GL1 1UB

England

Tel: +44 (0)1452 557000

Fax: +44 (0)1452 557070

E-mail: comms@qaa.ac.uk

Website: <http://www.qaa.ac.uk/> (03/02/10)

Regional Coordination Unit (RCU)

4th Floor Eland House Bressenden Place London SW1E 5DU

Tel: 020 7944 3300

Fax: 020 7944 0759

E-mail: rcuenquiries@rcu.gsi.gov.uk

Website: <http://www.gos.gov.uk/national/> (03/02/10)

Regional Training Unit

Blacks Road
Belfast
BT10 0NB
Northern Ireland
Tel: + 44 (0) 28 9061 8121
Fax: + 44 (0) 28 9061 8123
E-mail: admin@rtuni.org
Website: <http://www.rtuni.org> (03/02/10)

Research Councils UK

Research Councils UK Secretariat
Polaris House
North Star Avenue
Swindon
SN2 1ET
Tel: +44 (0) 1793 444420
Fax: +44 (0) 1793 444409
E-mail: info@rcuk.ac.uk
Website: <http://www.rcuk.ac.uk/> (03/02/10)

School Councils UK

School Councils UK
Unit 5
The Quadrangle Centre
Nacton Road
Ipswich
Suffolk
IP3 9QR
England
Tel: +44 (0)1473 321141
Fax: +44 (0)1473 321188
E-mail: info@SchoolCouncils.org
Website: www.schoolcouncils.org (03/02/10)

School Food Trust

Geraldine Hall Suite
Moorfoot
Sheffield
S1 4PQ
Tel: 0844 800 9048
Fax: 0114 259 1291
E-mail: info@sft.gsi.gov.uk
Website: <http://www.schoolfoodtrust.org.uk/> (04/02/10)

School Inspection Service

Focus Learning Trust
Siskin House
Siskin Drive
Coventry
CV3 4FJ
Tel: 0870 389 8891
Website: <http://schoolinspectionsservice.co.uk> (04/02/10)

School Support Staff Negotiating Body for England (SSSNB)

Website: <http://www.unison.org.uk/education/schools/sssbn.asp> (19/03/10)

School Teachers Review Body (STRB)

6th Floor
Kingsgate House
66-74 Victoria Street
London SW1E 6SW.
England
Tel: +44 (0)20 7215 8314
Fax: +44 (0)20 7215 4445
E-mail: john.perrett@berr.gsi.gov.uk
Website: <http://www.ome.uk> (05/02/10)
Contact: John Perrett

Science and Technology Facilities Council

Polaris House
North Star Avenue
Swindon
SN2 1SZ
Tel: +44 (0)1793 442000
Fax: +44 (0)1793 442 002
E-mail: enquiries@stfc.ac.uk
Website: <http://www.scitech.ac.uk> (05/02/10)

Scottish CILT

Room C317
Crawford Building
University of Strathclyde
76 Southbrae Drive
Jordanhill
Glasgow
G13 1PP
Scotland
Tel: 0141 950 3308/3369
E-mail: scilt@strath.ac.uk
Website: <http://www.strath.ac.uk/scilt> (05/02/10)

Sector Skills Development Agency

3 Callflex Business Park
Golden Smithies Lane
Wath-upon-Deerne
South Yorkshire S63 7ER
England
Tel: +44 (0)1709 765 444
Fax: +44 (0)870 000 2401
E-mail: info@ssda.org.uk
Website: <http://www.ssda.org.uk> (05/02/10)

SEN Tribunal for Wales (SENTW)

Unit 32
Ddole Road
Enterprise Park
Llandridnod Wells
Powys
LD1 6PF
Tel: +44 (0)1597 829 800
Fax: +44 (0)1597 829801
E-mail: tribunalenquiries@wales.gsi.gov.uk
Website: <http://www.sentw.gov.uk> (05/02/10)

Sixth Form Colleges' Forum (SFCF)

Local Government House
Smith Square
London SW1P 3HZ
England
Tel: +44 (0)20 7187 7349
Fax: +44 (0)20 7664 3030
E-mail: sfcf@lge.gov.uk
Website: <http://www.sfcf.org.uk> (05/02/10)

SKILL: National Bureau for Students with Disabilities

Unit 3
Floor 3
Radisson Court
219 Long Lane
London
SE1 4PR
England
Tel: +44 (0)20 7450 0620
Fax: +44 (0)20 7450 0650
E-mail: info@skill.org.uk
Website: <http://www.skill.org.uk> (05/02/10)

Skills Funding Agency (SFA)

Website: <http://>

Social Services Inspectorate

Castle Buildings
Stormont
Belfast
Northern Ireland
BT4 3SQ
Tel: + 44 (0) 28 9052 0517
E-mail: dorothy.vance@dhsspsni.gov.uk
Website: <http://www.dhsspsni.gov.uk/index/ssi.htm> (05/02/10)

Specialist Schools and Academies Trust

16th Floor Millbank Tower
21-24 Millbank
London
SW1P 4QP
England
Tel: +44 (0) 20 7802 2300
Fax: +44 (0) 20 7802 2345
E-mail: info@ssatrust.org.uk
Website: <http://www.specialistschools.org.uk> (09/02/10)

Staff and Educational Development Association (SEDA)

Administration Office
Woburn House
20-24 Tavistock Square
London WC1H 9HF.
England
Tel: +44 (0)20 7380 6767
Fax: +44 (0)20 7387 2655
E-mail: office@seda.ac.uk
Website: <http://www.seda.ac.uk> (09/02/10)
Web contact form: <http://www.seda.ac.uk/contact.htm>

Student Loans Company Ltd.

100 Bothwell Street
Glasgow
G2 7JD
Scotland
Tel: +44 (0)141 306 2000
Fax: +44 (0)141 226 2005
Website: <http://www.slc.co.uk> (09/02/10)

Teacher Support Network

Hamilton House
Mabledon Place
London WC1H 9BE.
Tel: + 44 (0) 20 7554 5200
Fax: + 44 (0) 20 7554 5239
E-mail: enquiries@teachersupport.info
Website: <http://www.teachersupport.info> (09/02/10)

Teachers Salaries and Conditions of Service Committee (Schools)

Teacher Negotiating Committee Branch
Rathgael House
Balloo Road
Bangor County Down
BT19 7PR
Northern Ireland
Tel: +44 (0)28 9127 9537
Fax: +44 (0)28 9127 9100
E-mail: john.dickson@deni.gov.uk

Technology for Disabilities Information Service (TechDis)

Higher Education Academy Innovation Way
York Science Park
Heslington
York
YO10 5BR
Tel: +44 (0)1904 717580
E-mail: helpdesk@techdis.ac.uk
Website: <http://www.techdis.ac.uk> (10/02/10)

The Audit Commission

1st Floor
Millbank Tower
Millbank
London SW1P 4HQ
England
Tel: +44 (0)844 798 1212
Fax: +44 (0)844 798 2945
Website: <http://www.audit-commission.gov.uk> (10/02/10)
Online enquiry form at: <http://www.audit-commission.gov.uk/help/feedback.asp>

The Europe Unit

Universities UK
Woburn House
20 Tavistock Square
London
WC1H 9HQ
Tel: +44 (0)20 7419 5421

Fax: +44 (0)20 7383 5766
E-mail: info@europeunit.ac.uk
Website: <http://www.europeunit.ac.uk/home/> (10/02/10)

The Information Authority

Cheylsemore House Quinton Road Coventry CV1 2WT
Tel: 02476 825658
E-mail: <http://www.theia.org.uk/ContactUs/>
Website: <http://www.theia.org.uk/> (10/02/10)
<http://www.theia.org.uk/ContactUs/> for an online enquiry form

The National Institute of Adult Continuing Education - England and Wales (NIACE)

Renaissance House
20 Princess Road West
Leicester
LE1 6TP
United Kingdom
Tel: +44 (0)116 204 4200
Fax: +44 (0)116 285 4514
E-mail: enquiries@niace.org.uk
Website: <http://www.niace.org.uk> (10/02/10)
Within Wales, a specialist committee, NIACE Dysgu Cymru, oversees the organisation's work.

The Wales Employment and Skills Board (WESB)

E-mail: wesbs@wales.gsi.gov.uk
Website: <http://>

Third Sector Learning Alliance

c/o NIACE
21 De Monfort Street
Leicester
LE1 7GE
Tel: + 44 116 204 4217
Fax: + 44 116 204 4262
Website: <http://www.tsnla.org.uk/content/tsnla> (10/02/10)

Together for Children (TFC)

Boundary House
2 Wythall Green Way
Middle Lane
Birmingham
B47 6LW
Tel: 0121 683 2916
E-mail: mail@togetherfochildren.co.uk
Website: <http://www.childrens-centres.org> (19/03/10)

Training and Development Agency for Schools (TDA)

151 Buckingham Palace Road
London SW1W 9SZ
Tel: +44 (0)207 023 8000
E-mail: corporatecomms@tda.gov.uk
Website: <http://www.tda.gov.uk/> (10/02/10)
Formerly the Teacher Training Agency (TTA)

UK Border Agency

Lunar House
40 Wellesley Road
Croydon

Surrey
CR9 2BY
Tel: 44+ (0)870 606 7766
Website: <http://www.bia.homeoffice.gov.uk> (10/02/10)

UK Commission for Employment and Skills

3 Califlex Business Park
Golden Smithies Lane
Wath-upon-Deane
South Yorks
S63 7ER
England
Tel: 01709 774 800
Fax: 01709 774 801
E-mail: info@ukces.org.uk
Website: <http://www.ukces.org.uk/> (10/02/10)

UK NARIC

Oriel House
Oriel Road
Cheltenham
Gloucestershire
GL50 1XP
England
Tel: +44 (0)871 330 7033
Fax: +44 (0)870 330 7005
E-mail: info@naric.org.uk
Website: <http://www.naric.org.uk> (10/02/10)
UK NARIC is the National Academic Recognition Information Centre for the United Kingdom

UK One World Linking Association (UK OWLA)

The Glade Centre
Frog Lane
Ilminster
Somerset
TA19 0AP
England
Tel: +44 (0) 1460 55449
E-mail: info@ukowla.org.uk
Website: <http://www.ukowla.org.uk> (10/02/10)

UK Socrates-Erasmus Council

Rothford
British Council
British Council Wales Office
1 Kingsway
Cardiff
CF10 3AQ
Tel: +44 (0)29 2092 4311
Fax: +44 (0)29 2092 4301
E-mail: erasmus@britishcouncil.org
Website: <http://www.britishcouncil.org/erasmus> (10/02/10)

Ulster People's College

17A Clarence Street
Belfast
BT2 8DY
Tel: 028 9033 0131

Fax: 028 9024 1016
E-mail: info@upclearn.org
Website: <http://www.ulsterpeoplescollege.org.uk/> (10/02/10)

Unison

1 Mableton Place
London
WC1H 9AJ
England
Tel: +44 (0)845 355 0845
Fax: +44 (0)20 7387 6692
Website: <http://www.unison.org.uk> (11/02/10)

Universities and Colleges Admissions Service (UCAS)

Rosehill
New Barn Lane
Cheltenham
Gloucestershire
GL52 3LZ
England
Tel: +44 (0) 1242 222444(general enquiries)
E-mail: enquiries@ucas.ac.uk
Website: <http://www.ucas.ac.uk> (11/02/10)
Applicant enquiries: +44 (0)870 1122211

Universities and Colleges Employers' Association (UCEA)

Woburn House
20 Tavistock Square
London
WC1H 9HU
England
Tel: +44 (0)20 7383 2444
Fax: +44 (0)20 7383 2666
E-mail: enquiries@ucea.ac.uk
Website: <http://www.ucea.ac.uk> (11/02/10)

Universities England And Northern Ireland

England and Northern Ireland Council of Universities UK
Woburn House
20 Tavistock Square
London
WC1H 9HQ
Tel: +44 (0)20 7419 4111
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UCU was formed as a result of the merging of the Association of University Teachers (AUT) and NATFHE - The University & College Lecturers' Union on 1st June 2006.

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