



Department  
for Education

**Review of vocational education, 2011**

# **The Wolf Report: recommendations final progress report**

**February 2015**

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## Review of Vocational Education: The Wolf Report

Four years ago the Secretary of State for Education commissioned Professor Alison Wolf of King's College London to carry out an independent review of vocational education. This is the final of three progress reports detailing the action taken by the Government on each of Professor Wolf's 27 recommendations. Overall, of the 27 recommendations set out in the report 20 have been implemented in full, 6 are still in the process of being implemented. One recommendation was implemented in part.

Professor Wolf was asked to consider how vocational education for 14 to 19-year-olds could be improved to enable successful progression into the labour market, higher level education and training routes. She was also asked to provide practical recommendations to help inform future policy direction, taking into account current financial constraints.

The review was informed by over 400 pieces of evidence from the public, a number of visits to colleges, academies and training providers, and interviews and discussion sessions with key partners in the sector.

Key recommendations in the review included:

- evaluating the delivery structure and content of apprenticeships to ensure that they delivered the right skills for the workplace
- incentivising young people to take the most valuable vocational qualifications pre-16, while removing incentives to take large numbers of vocational qualifications to the detriment of core academic study
- introducing principles to guide study programmes for young people on vocational routes post-16 to ensure they could gain skills which would lead to progression into a variety of jobs or further learning; and, to ensure that those who had not secured a good pass in English and mathematics GCSE continued to study those subjects
- making sure the regulatory framework for vocational qualifications moved away from accrediting individual qualifications to regulating awarding organisations
- removing the requirement that all qualifications offered to 14 to 19 year olds should fit within the Qualifications and Credit Framework, which had had a detrimental effect on their appropriateness and had left gaps in the market
- enabling FE lecturers and professionals to teach in schools, ensuring young people would be being taught by those best qualified to deliver vocational subjects.

As a direct result of these recommendations:

- apprenticeships have been redesigned by employers to meet employers' needs

- DfE published approved lists of technical and vocational qualifications for 14 to 16 and 16 to 18 year olds and will report only these qualifications in the performance tables
- all 16 to 19 year olds in education are now offered a study programme based on their prior attainment, education and employment goals - nearly all students spend at least half their time studying one or more substantial qualifications such as A levels or technical and vocational qualifications which meet DfE's requirements, alongside other activities such as tutorials or work-experience
- students who have not yet achieved an A\*- C GCSE in English and maths by the age of 16 now continue to study these subjects as part of their 16-19 education
- Sixth Forms and Further Education Colleges are funded, and have their performance reported, in the same way. Funding is on a 'per student' basis giving education providers the freedom to design programmes which best meets students' needs and ambitions
- Ofsted inspections, headline and progress measures in school and college performance table measures, minimum standards and destination measures have all been reformed to hold schools, colleges and other training providers to account for the provision of these reforms and provide transparent information to inform student choice of course and institution

The Government's formal response to the Wolf Review on 12 May 2011 can be found [here](#).

Professor Wolf's report can be found [here](#).

# Wolf Review Recommendations by Topic

## 14 to 19 Vocational Qualifications

**Recommendation 1:** The DfE should distinguish clearly between those qualifications, both vocational and academic, which can contribute to performance indicators at Key Stage 4, and those which cannot. The decision criteria should be explicit and public. They will include considerations of depth and breadth (including consultation with/endorsement by relevant outside bodies), but also assessment and verification arrangements which ensure that national standards are applied to all candidates.

**Recommendation 2:** At Key Stage 4, schools should be free to offer any qualifications they wish from a regulated Awarding Body whether or not these are approved for performance measurement purposes, subject to statutory/health and safety requirements.

**Recommendation 3:** Non-GCSE/IGCSE qualifications from the approved list (recommendation 1 above) should make a limited contribution to an individual student's score on any performance measures that use accumulated and averaged point scores. This will safeguard pupils' access to a common general core as a basis for progression. At the same time, any point-based measures should also be structured so that schools do not have a strong incentive to pile up huge numbers of qualifications per student, and therefore are free to offer all students practical and vocational courses as part of their programme.

**Recommendation 26:** DfE should introduce a performance indicator which focuses on the whole distribution of performance within a school, including those at the top and bottom ends of the distribution.

## Lower Attaining Pupils

**Recommendation 4:** DfE should review current policies for the lowest-attaining quintile of students at Key Stage 4, with a view to greatly increasing the proportion who are able to progress directly onto level 2 programmes at age 16. Performance management indicators and systems should not give schools incentives to divert low-attaining students onto courses and qualifications which are not recognised by employers or accepted by colleges for progression purposes.

**Recommendation 7:** Programmes for the lowest attaining learners - including many with LDD as well as those highly disaffected with formal education - should concentrate on the core academic skills of English and maths, and on work experience. Funding and performance measures should be amended to promote a focus on these core areas and on employment outcomes rather than on the accrual of qualifications.

## 16 to 18 Curriculum

**Recommendation 5:** The overall study programmes of all 16 to 18 year olds in ‘vocational’ programmes (i.e. currently everything other than A levels, pre-U and IB, and including ‘Foundation Learning’) should be governed by a set of general principles relating primarily to content, general structure, assessment arrangements and contact time. Provided these are met (and see recommendation 6 below), institutions should be free to offer any qualifications they please from a recognised (i.e. regulated) awarding body, and encouraged to include non-qualifications-based activity.

**Recommendation 6:** 16 to 19 year old students pursuing full time courses of study should not follow a programme which is entirely ‘occupational’, or based solely on courses which directly reflect, and do not go beyond, the content of National Occupational Standards (NOS). Their programmes should also include at least one qualification of substantial size (in terms of teaching time) which offers clear potential for progression either in education or into skilled employment. Arrangements for part-time students and work-based 16 to 18 year olds will be different but the design of learning programmes for such students should also be considered.

**Recommendation 9:** Students who are under 19 and do not have GCSE A\*-C in English and/or maths should be required, as part of their programme, to pursue a course which either leads directly to these qualifications, or which provides significant progress towards future GCSE entry and success. The latter should be based around other maths and English qualifications which have demonstrated substantial content and coverage; Key Skills should not be considered a suitable qualification in this context. DfE and BIS should consider how best to introduce a comparable requirement into apprenticeship frameworks.

**Recommendation 10:** DfE should continue and if possible increase its current level of support for CPD for mathematics teachers, and give particular attention to staff who are teaching post-16 students in colleges and schools. DfE and BIS should discuss the possibility of joint funding for post-16 CPD activities in English and Mathematics, especially as they relate to apprentices and to general FE colleges recruiting adults as well as young people.

## 16 to 18 Funding

**Recommendation 11:** Funding for full-time students age 16 to 18 should be on a programme basis, with a given level of funding per student (this can and should be adjusted for differences in the content-related cost of courses, and for particular groups of high-need student). The funding should follow the student.

**Recommendation 12:** There should continue to be no restrictions placed on a young person’s programme in terms of which level or type of qualification they can pursue. If it

is appropriate for a student or apprentice to move sideways (or indeed 'downwards') in order to change subject or sector, that is their choice.

**Recommendation 13:** Young people who do not use up their time-based entitlement to education (including apprenticeship) by the time they are 19 should be entitled to a corresponding credit towards education at a later date. The existing system of unique student numbers plus the learning accounts being developed by BIS should make this straightforward.

## Apprenticeships

**Recommendation 8:** The DfE and BIS should evaluate the extent to which the current general education components of apprenticeship frameworks are adequate for 16-19 year olds apprentices, many of whom may wish to progress to further and higher education. It does not appear appropriate, given this Government's commitment to progression through apprenticeship that frameworks should, as at present, be drawn up entirely by Sector Skills Councils (SSCs), who conceive their role in relation to current employers, and current, occupationally specific job requirements. The review of frameworks should also consider ways to increase flexibility and responsiveness to local labour markets and conditions.

**Recommendation 14:** Employers who take on 16 to 18 year old apprentices should be eligible for payments (direct or indirect), because and when they bear some of the cost of education for an age-group with a right to free full-time participation. Such payments should be made only where 16 to 18 year old apprentices receive clearly identified off-the-job training and education, with broad transferable elements.

**Recommendation 15:** DfE and BIS should review contracting arrangements for apprenticeships, drawing on best practice internationally, with a view to increasing efficiency, controlling unit costs and driving out any frictional expenditure associated with brokerage or middleman activities that do not add value.

**Recommendation 16:** DfE and BIS should discuss and consult urgently on alternative ways for groups of smaller employers to become direct providers of training and so receive 'training provider' payments, possibly through the encouragement of Group Training Associations (GTAs).

## Strengthening vocational teaching in schools

**Recommendation 17:** At present teachers with QTS can teach in FE colleges; the FE equivalent - QTLS - should be recognised in schools, which is currently not the case. This will enable schools to recruit qualified professionals to teach courses at school level (rather than bussing pupils to colleges) with clear efficiency gains.

**Recommendation 18:** Clarify and evaluate rules relating to the teaching of vocational content by qualified professionals who are not primarily teachers/do not hold QTLS. Many schools believe that it is impossible to bring professionals in to demonstrate/teach even part of a course without requiring the presence of additional, salaried teaching staff. This further reduces the incidence of high quality vocational teaching, delivered to the standards that industries actually require.

## Enrolling students in colleges pre-16

**Recommendation 19:** Make explicit the legal right of colleges to enrol students under 16 and ensure that funding procedures make this practically possible. Colleges enrolling students in this age group should be required to offer them a full KS4 programme, either alone or in collaboration with schools, and be subject to the same performance monitoring regime (including performance indicators) as schools.

## Work Experience

**Recommendation 21:** DfE should evaluate models for supplying genuine work experience to 16 to 18 year olds who are enrolled as full-time students, not apprentices, and for reimbursing local employers in a flexible way, using core funds. Schools and colleges should be encouraged to prioritise longer internships for older students, reflecting the fact that almost no young people move into full-time employment at 16; and government should correspondingly remove their statutory duty to provide every young person at KS4 with a standard amount of “work-related learning”.

## Ofqual and Qualifications Design

**Recommendation 22:** DfE should encourage Ofqual to move as quickly as possible away from regulating individual vocational qualifications and concentrate on regulating awarding bodies. When there is reason for concern about a particular qualification, Ofqual should continue to intervene.

**Recommendation 23:** DfE should confirm and clarify that qualifications offered to 14-19 year olds and funded through YPLA (now EFA) will not in future need to be either QCF-compliant or belong to a specified group with additional approval criteria (GCSE, A Level, Diploma etc). They should, however, be offered by a regulated awarding body. As an immediate and temporary measure the Secretary of State should use his powers, under Section 96 (S96), to approve the funding of key established qualifications which have not been approved by SSCs, and have therefore not been accredited, but which are recognised by DfE as playing an important role in the country’s vocational education system, and which are clearly valued by employers and/or higher education.



**Recommendation 24:** DfE and BIS should discuss and consult on the appropriate future and role of NOS in education and training for young people, and on whether and how both national employer bodies - including but not only SSCs - and local employers should contribute to qualification design.

**Recommendation 25:** The legislation governing Ofqual should be examined and where necessary amended, in order to clarify the respective responsibilities of the regulator and the Secretary of State.

**Recommendation 27:** At college and school level the assessment and awarding processes used for vocational awards should involve local employers on a regular basis. Awarding bodies should demonstrate, when seeking recognition, how employers are involved directly in development and specification of qualifications.

## **Performance Indicators and Published Information**

**Recommendation 20:** All institutions enrolling students age 16 to 18 (post-KS4), and those offering a dedicated entry route for 14 year old entrants, should be required to publish the previous institutions and, where relevant, the qualifications and average grades at the time of enrolment of previous entrants (this should be done on a course-related rather than an institution-wide basis).

Wolf Recommendations	Progress to Date
<h2>14 to 19 Vocational Qualifications (1, 2, 3 and 26)</h2>	
<p><b>Recommendation 1:</b> <i>The DfE should distinguish clearly between those qualifications, both vocational and academic, which can contribute to performance indicators at Key Stage 4, and those which cannot. The decision criteria should be explicit and public. They will include considerations of depth and breadth (including consultation with/endorsement by relevant outside bodies), but also assessment and verification arrangements which ensure that national standards are applied to all candidates.</i></p>	<p><b>Implemented:</b></p> <ul style="list-style-type: none"> <li>• <b>October 2011:</b> DfE confirmed how the criteria set out by Professor Wolf would be applied to existing KS4 qualifications. Qualifications which did not meet these requirements would not be reported in future performance tables. This is now updated on an annual basis.</li> <li>• <b>January 2012:</b> DfE published the <a href="#">first annual list of KS4 qualifications</a> that meet the criteria.</li> <li>• <b>September 2012:</b> students started courses leading to qualifications on the approved list.</li> <li>• <b>September 2013:</b> First teaching of new qualifications developed to meet the criteria set out by Professor Wolf.</li> <li>• <b>June 2014:</b> The most recent <a href="#">Technical Guidance</a> confirms the requirements for KS4 qualifications to be approved as Technical Awards. Non-GCSE qualifications in EBacc subjects are no longer approved. Technical Awards will be taught from September 2015 and count in KS4 performance tables from 2017.</li> <li>• <b>January 2015:</b> <a href="#">2014 Key Stage 4 performance tables</a> published. These are the first tables to reflect the Wolf reforms.</li> <li>• <b>NOTE:</b> Awarding Organisations have also been encouraged to submit qualifications in sectors that are currently under-represented in school performance tables.</li> </ul>
<p><b>Recommendation 2:</b> <i>At Key Stage 4, schools should be free to offer any qualifications they wish from a regulated Awarding Body whether or not these are approved for performance measurement purposes, subject to statutory/health and safety requirements.</i></p>	<p><b>Implemented:</b></p> <ul style="list-style-type: none"> <li>• <b>June 2012:</b> Approval under S96 of the Learning and Skills Act 2000 is now given to all qualifications that are regulated by Ofqual and appropriate for the age group.</li> </ul>
<p><b>Recommendation 3:</b> <i>Non-GCSE/IGCSE qualifications from the approved list (recommendation 1 above) should make a limited</i></p>	<p>Implemented:</p>

Wolf Recommendations	Progress to Date
<p><i>contribution to an individual student's score on any performance measures that use accumulated and averaged point scores. This will safeguard pupils' access to a common general core as a basis for progression. At the same time, any point-based measures should also be structured so that schools do not have a strong incentive to pile up huge numbers of qualifications per student, and therefore are free to offer all students practical and vocational courses as part of their programme.</i></p>	<ul style="list-style-type: none"> <li>• <b>October 2011:</b> DfE confirmed that a maximum of two approved non-GCSE/IGCSE qualifications would count towards headline performance indicators including 5 GCSEs at grades A*-C, and that each approved qualification would count as equivalent to one GCSE regardless of size.</li> <li>• <b>January 2015:</b> Publication of the <a href="#">2014 Key Stage 4 performance tables</a>, the first to show the impact of the reforms recommended by Professor Wolf.</li> <li>• <b>NOTE:</b> From 2016, when the current 5 A*-C headline measure is replaced with the new 'Progress 8' measure, the number of approved non-GCSEs that can count for an individual student will increase from two to three.</li> </ul>
<p><b>Recommendation 26:</b> DfE should introduce a performance indicator which focuses on the whole distribution of performance within a school, including those at the top and bottom ends of the distribution.</p>	<p><b>Implemented:</b></p> <ul style="list-style-type: none"> <li>• <b>January 2013:</b> <a href="#">Performance tables for 2011 to 2012</a> results were published, which included these changes.</li> </ul>
<h2>Lower Attaining Pupils (4 and 7)</h2>	
<p><b>Recommendation 4:</b> DfE should review current policies for the lowest-attaining quintile of students at Key Stage 4, with a view to greatly increasing the proportion who are able to progress directly onto level 2 programmes at age 16. Performance management indicators and systems should not give schools incentives to divert low-attaining students onto courses and qualifications which are not recognised by employers or accepted by colleges for progression purposes.</p>	<p><b>Implemented:</b></p> <ul style="list-style-type: none"> <li>• <b>August 2013:</b> DfE introduced <a href="#">16 to 19 study programmes</a> and funding changes in schools, colleges and work-based providers and removed incentives to enter lower achieving students onto courses and qualifications which weren't recognised by employers.</li> <li>• <b>September 2013:</b> <a href="#">Ofsted report</a> on improving information/measurement of the progress of the very lowest attainers was published. See Ofsted report and also <a href="#">here</a> for the latest statistics on this.</li> <li>• <b>September 2013:</b> <a href="#">16 to 19 accountability consultation</a> was published. This proposes reporting the results of low, middle and high attainers in the 16 to 19 performance tables.</li> </ul>

Wolf Recommendations	Progress to Date
<p><b>Recommendation 7:</b> Programmes for the lowest attaining learners - including many with LDD as well as those highly disaffected with formal education - should concentrate on the core academic skills of English and maths, and on work experience. Funding and performance measures should be amended to promote a focus on these core areas and on employment outcomes rather than on the accrual of qualifications.</p>	<p><b>Implemented:</b></p> <ul style="list-style-type: none"> <li>• <b>August 2013:</b> The reform of 16 to 19 funding on a ‘per student’ rather than ‘per qualification’ basis gave institutional freedom to design and deliver study programmes with work experience and English and maths as a core aim at level 2 and below. This replaces the former Foundation Learning offer (and is inspected by Ofsted in the subject sector category SSA 14). Institutions will be expected to monitor appropriate progression into further learning and employment.</li> <li>• Funding regulations for 2014 to 15 can be found <a href="#">here</a>.</li> </ul>
<h2>16 to 18 Curriculum (5, 6, 9 and 10)</h2>	
<p><b>16 to 19 study programmes including English and maths</b></p> <p><b>Recommendation 5:</b> The overall study programmes of all 16 to 18 year olds in ‘vocational’ programmes (i.e. currently everything other than A levels, pre-U and IB, and including ‘Foundation Learning’) should be governed by a set of general principles relating primarily to content, general structure, assessment arrangements and contact time. Provided these are met (and see recommendation 6 below), institutions should be free to offer any qualifications they please from a recognised (i.e. regulated) awarding body, and encouraged to include non-qualifications-based activity.</p> <p><b>Recommendation 6:</b> 16 to 19 year old students pursuing full time courses of study should not follow a programme which is entirely ‘occupational’, or based solely on courses which directly reflect, and do not go beyond, the content of NOS. Their programmes should also include at least one qualification of substantial size (in terms of teaching time) which offers clear potential for progression either in education or into skilled employment. Arrangements for part-time students and work-based 16 to 18 year olds will be different but the</p>	<p><b>Implemented:</b></p> <ul style="list-style-type: none"> <li>• <b>August 2013:</b> <a href="#">16 to 19 Study Programmes</a> reflecting these requirements were introduced for all post-16 students attending schools, colleges and work-based learning providers. From August 2014 the requirement that students who had not achieved a grade A*-C GCSE in English and maths should continue to study these subjects became a condition of funding for providers.</li> <li>• <b>August 2014:</b> Department updated and published <a href="#">guidance on delivering Study Programmes</a> for academic year 2014 to 2015.</li> <li>• <b>September 2014:</b> <a href="#">Ofsted survey</a> on ‘Transforming education and training: the early implementation of 16 to 19 study programmes’ published.</li> <li>• <b>December 2014:</b> Ofsted published its <a href="#">annual report</a> for 2013 to 2014 on further education and skills. This is based on the findings of Ofsted’s inspections of further education and skills providers carried out in 2013 to 2014.</li> <li>• <b>From 2016:</b> An uplift of either 10% or 20% to the full time national</li> </ul>

Wolf Recommendations	Progress to Date
<p><i>design of learning programmes for such students should also be considered.</i></p>	<p>funding rate per student will be applied to some academic and technical study programmes that are much larger than 600 hours. The criteria for high quality study programmes providing students with substantial stretch and challenge can be accessed <a href="#">here</a>.</p>
<p><b>Recommendation 9:</b> <i>Students who are under 19 and do not have GCSE A*-C in English and/or maths should be required, as part of their programme, to pursue a course which either leads directly to these qualifications, or which provides significant progress towards future GCSE entry and success. The latter should be based around other maths and English qualifications which have demonstrated substantial content and coverage; Key Skills should not be considered a suitable qualification in this context. DfE and BIS should consider how best to introduce a comparable requirement into apprenticeship frameworks.</i></p>	<p><b>Implemented:</b></p> <ul style="list-style-type: none"> <li>• From <b>August 2014</b>, this requirement became a ‘condition of funding’. This means that all students; starting a new study programme from 1 August 2014 of 150 hours or more, aged 16 to 18, or aged 19 to 25 if they have a Learning Difficulty Assessment or Education, Health and Care Plan, who do not hold a GCSE grade A*-C or equivalent qualification in maths and/or in English, are required to be studying these subjects as part of their study programme in each academic year.. Information about 16 to 19 funding for maths and English can be found <a href="#">here</a>.</li> <li>• <b>From August 2015</b>, the condition of funding will be revised, so all full-time students (those on a study programme of at least 540 planned hours if age 16 to 17, or at least 450 hours if age 18) starting their study programme who have a grade D GCSE or equivalent in maths and/or English must be enrolled on a GCSE or approved IGCSE qualification in maths and/ or English, rather than an approved stepping stone qualification. This revised condition does not apply to students on apprenticeships or traineeships.</li> <li>• <b>From 2016</b>, a new headline 16-19 English and maths performance table measure will be introduced which will show the progress of those who did not achieve a C at Key Stage 4.</li> <li>• Provisional data for 2013 to 2014 published by the DfE <a href="#">here</a> shows that 27,800 more 16 to 18 year old students studied English GCSE than the previous year and 16,600 more studied maths GCSE. There were also increases in the number of students studying English and maths stepping stone qualifications of 5,800 and 18,000 respectively.</li> </ul>

Wolf Recommendations	Progress to Date
<p><b>CPD</b>  <b>Recommendation 10:</b> <i>DfE should continue and if possible increase its current level of support for CPD for mathematics teachers, and give particular attention to staff who are teaching post-16 students in colleges and schools. DfE and BIS should discuss the possibility of joint funding for post-16 CPD activities in English and Mathematics, especially as they relate to apprentices and to general FE colleges recruiting adults as well as young people.</i></p>	<p>Implemented:</p> <ul style="list-style-type: none"> <li>• The Department for Business Innovation and Skills, and the Department for Education, in collaboration with the Education and Training Foundation, is taking forward a £30 million programme of work to raise standards in teaching and learning in FE, with improving the quality of teaching in maths and English as a priority; and an underpinning objective of improving effective use of technology in teaching.</li> <li>• Details of all initiatives can be found on the <a href="#">Education and Training Foundation</a> website.</li> <li>• <b>January 2015:</b> Evaluation shows that our investment since September 2013 has resulted in over 650 initial teacher training bursaries and over 3,250 teachers so far benefitting from maths and English enhancement programmes.</li> </ul>
<p><b>16 to 18 Funding (11, 12 and 13)</b></p>	
<p><b>Recommendation 11:</b> <i>Funding for full-time students age 16 to 18 should be on a programme basis, with a given level of funding per student (this can and should be adjusted for differences in the content-related cost of courses, and for particular groups of high-need student). The funding should follow the student.</i></p>	<p>Implemented:</p> <ul style="list-style-type: none"> <li>• <b>August 2013:</b> The reform of 16 to 19 funding reflecting these requirements was introduced with funding per student replacing funding per qualification. The national per student funding rate was set at £4,000 per student for 2013 to 2014. Education Funding Agency (EFA) published details on <a href="#">evidence and audit requirements</a>.</li> <li>• Funding regulations for 2014 to 2015 can be found at this <a href="#">weblink</a>.</li> </ul>
<p><b>Recommendation 12:</b> <i>There should continue to be no restrictions placed on a young person’s programme in terms of which level or type of qualification they can pursue. If it is appropriate for a student or apprentice to move sideways (or indeed ‘downwards’) in order to change subject or sector, that is their choice.</i></p>	<p>Implemented:</p> <ul style="list-style-type: none"> <li>• <b>August 2013:</b> The reform of 16-19 funding reflecting these requirements was introduced to allow sufficient funding flexibility and institutional freedom to tailor a programme to meet a student’s</li> </ul>

Wolf Recommendations	Progress to Date
	<p>needs and career aspirations. Institutions must be able to demonstrate educational progression for students recruited onto funded programmes and be able to record evidence of good educational reasons for any individual students recruited to programmes which do not provide appropriate progression.</p> <ul style="list-style-type: none"> <li>• Funding regulations for 2014 to 2015 can be found at this <a href="#">weblink</a>.</li> </ul>
<p><b>Recommendation 13:</b> <i>Young people who do not use up their time-based entitlement to education (including apprenticeship) by the time they are 19 should be entitled to a corresponding credit towards education at a later date. The existing system of unique student numbers plus the learning accounts being developed by BIS should make this straightforward.</i></p>	<p><b>Implemented in part:</b></p> <ul style="list-style-type: none"> <li>• <b>December 2011:</b> <a href="#">‘New Challenges, New chances, Investing in a World Class Skills System’</a> committed the government to funding all adults aged 19 to gain English and maths qualifications to level 2 (including GCSE English and maths).</li> </ul>
<h2>Apprenticeships (8, 14, 15 and 16)</h2>	
<p><b>Recommendation 8:</b> <i>The DfE and BIS should evaluate the extent to which the current general education components of apprenticeship frameworks are adequate for 16-19 year olds apprentices, many of whom may wish to progress to further and higher education. It does not appear appropriate, given this Government’s commitment to progression through apprenticeship that frameworks should, as at present, be drawn up entirely by Sector Skills Councils (SSCs), who conceive their role in relation to current employers, and current, occupationally specific job requirements. The review of frameworks should also consider ways to increase flexibility and responsiveness to local labour markets and conditions.</i></p>	<ul style="list-style-type: none"> <li>• <b>Implementation on track:</b></li> <li>• <b>March 2013:</b> <a href="#">Government response</a> to the Richard Review was published.</li> <li>• <b>October 2013:</b> <a href="#">Implementation plan</a> was published.</li> <li>• <b>December 2013:</b> <a href="#">Autumn Statement</a>: Additional £40m for Higher Apprenticeships.</li> <li>• <b>March 2014:</b> Employer-led Trailblazers: <ul style="list-style-type: none"> <li>○ First 11 Apprenticeship Standards published from Phase 1</li> <li>○ Phase 2 announced involving leading employers in 29 sectors.</li> </ul> </li> <li>• <b>March 2014:</b> <a href="#">Budget 2014</a> included £10m in 2014 to 2015 and 2015 to 2016 additional support for apprenticeships up to Degree and Postgraduate level.</li> <li>• <b>August 2014:</b> Further 40 Trailblazer standards were published.</li> <li>• <b>September 2014:</b> First starts on new apprenticeships standards.</li> <li>• <b>October 2014:</b> Phase 3 of Trailblazers launched 75 new quality apprenticeships standards.</li> </ul>

Wolf Recommendations	Progress to Date
	<ul style="list-style-type: none"> <li>• <b>December 2014:</b> Further 22 additional apprenticeships standards published.</li> </ul>
<p><b>Recommendation 14:</b> <i>Employers who take on 16 to 18 year old apprentices should be eligible for payments (direct or indirect), because and when they bear some of the cost of education for an age-group with a right to free full-time participation. Such payments should be made only where 16 to 18 year old apprentices receive clearly identified off-the-job training and education, with broad transferable elements.</i></p>	<p>Implemented:</p> <ul style="list-style-type: none"> <li>• <a href="#">Apprenticeship training</a> for 16 to 18 year olds is now fully funded by the government. Payments are made directly to the organisation that provides the training. Usually a college or a training provider.</li> <li>• Apprenticeship funding reforms being trailed with Trailblazers during 2014 to 2015 are based on Government contribution £2 for every £1 employers contribute to external training. In addition employers will receive a payment when taking on a young person aged 16 to 18.</li> </ul>
<p><b>Recommendation 15:</b> <i>DfE and BIS should review contracting arrangements for apprenticeships, drawing on best practice internationally, with a view to increasing efficiency, controlling unit costs and driving out any frictional expenditure associated with brokerage or middleman activities that do not add value.</i></p>	<p>Implemented:</p> <ul style="list-style-type: none"> <li>• <b>Summer 2013:</b> Decisions were reached on Employer Ownership of Skills bids.</li> <li>• <b>November 2013:</b> Implementation of <a href="#">Employer Ownership of Skills</a> successful bids.</li> <li>• Impact evaluation to run from 2013 to 2017. Lessons learned about employers' appetite to direct the skills agenda and invest in skills alongside the government, will inform how we engage with employers more directly in the future.</li> <li>•</li> </ul>
<p><b>Recommendation 16:</b> <i>DfE and BIS should discuss and consult urgently on alternative ways for groups of smaller employers to become direct providers of training and so receive 'training provider' payments, possibly through the encouragement of Group Training Associations (GTAs).</i></p>	<p>Implementation on track:</p> <ul style="list-style-type: none"> <li>• <b>October 2013:</b> Apprenticeship Grant for Employers (AGE grant) extended to 2014 to 15.</li> <li>• <b>November 2013:</b> Employer Ownership Pilot - funds increased to £340m. Thirty-six projects now operational in Round 1; Round 2 launched Nov, attracted over 300 bids.</li> <li>• <b>December 2013:</b> <a href="#">Autumn Statement</a>: Additional £40m for Higher Apprenticeships. Development of funding model which uses</li> </ul>



Wolf Recommendations	Progress to Date
	<p>HMRC systems to route apprenticeship funding direct to employers.</p> <ul style="list-style-type: none"> <li>• <b>March 2014:</b> Technical Funding Consultation on Funding Reform closed 1 May. Now considering over 1300 responses received.</li> <li>• <b>March 2014:</b> Technical Funding Consultation on Funding Reform closed 1 May. Over 1400 responses received.</li> <li>• <b>January 2015:</b> <a href="#">Response to Technical Funding Consultation</a> published.</li> <li>• Under our apprenticeship funding reforms, employers of any size will be able to secure funding to train in-house as long as they register as a training provider so that they are subject to the same Ofsted inspection requirements as other registered training providers. Beyond this we are giving employers control over apprenticeship funding for training and giving employers the opportunity to negotiate with providers on content and price. We are already trialling a funding model with starts against the new apprenticeship standards in academic year 2014 to 2015; this has been extended to academic year 2015 to 2016. We see an important role for GTAs, Apprenticeship Training Agencies and other third parties in helping meet the needs of small and medium-sized enterprises engaging with apprenticeships.</li> </ul>
<h3>Strengthening vocational teaching in schools (17 and 18)</h3>	
<p><b>Recommendation 17:</b> <i>At present teachers with QTS can teach in FE colleges; the FE equivalent - QTLS - should be recognised in schools, which is currently not the case. This will enable schools to recruit qualified professionals to teach courses at school level (rather than bussing pupils to colleges) with clear efficiency gains.</i></p>	<p><b>Implemented:</b></p> <ul style="list-style-type: none"> <li>• <b>April 2012:</b> <a href="#">Regulations</a> to allow QTLS holders who are members of the Institute for learning to be recognised as qualified teachers in schools came into force.</li> </ul>
<p><b>Recommendation 18:</b> <i>Clarify and evaluate rules relating to the teaching of vocational content by qualified professionals who are not primarily teachers/do not hold QTLS. Many schools believe that it is</i></p>	<p><b>Implemented:</b></p> <ul style="list-style-type: none"> <li>• <b>September 2012:</b> <a href="#">Amendments to the Specified Work Regulations</a> were laid before Parliament to make it easier for schools to employ</li> </ul>

Wolf Recommendations	Progress to Date
<p><i>impossible to bring professionals in to demonstrate/teach even part of a course without requiring the presence of additional, salaried teaching staff. This further reduces the incidence of high quality vocational teaching, delivered to the standards that industries actually require.</i></p>	<p>industry experts as instructors to teach vocational courses.</p>
<h3>Enrolling students in colleges pre-16 (19)</h3>	
<p><b>Recommendation 19:</b> <i>Make explicit the legal right of colleges to enrol students under 16 and ensure that funding procedures make this practically possible. Colleges enrolling students in this age group should be required to offer them a full KS4 programme, either alone or in collaboration with schools, and be subject to the same performance monitoring regime (including performance indicators) as schools.</i></p>	<p><b>Implementation on track:</b></p> <ul style="list-style-type: none"> <li>• <b>September 2013:</b> Of the 7 FE colleges that intended to enrol 14 to 16 year olds full-time 5 did so.</li> <li>• <b>June 2014:</b> 15 institutions declared their intent to deliver the programme in the 2014 to 2015 academic year. Of these, 14 colleges have recruited students in September 2014. A list of these colleges, in addition to programme requirements and advice, can be found <a href="#">here</a>.</li> <li>• <b>March 2015:</b> the Department intends to publish updated requirements and advice for colleges.</li> <li>• <b>For 2015 to 2016:</b> 2 further institutions have expressed their intent to deliver the programme in academic year 2015 to 2016, this would bring the total to 16 colleges.</li> </ul>
<h3>Work Experience (21)</h3>	

Wolf Recommendations	Progress to Date
<p><b>Recommendation 21:</b> <i>DfE should evaluate models for supplying genuine work experience to 16 to 18 year olds who are enrolled as full-time students, not apprentices, and for reimbursing local employers in a flexible way, using core funds. Schools and colleges should be encouraged to prioritise longer internships for older students, reflecting the fact that almost no young people move into full-time employment at 16; and government should correspondingly remove their statutory duty to provide every young person at KS4 with a standard amount of “work-related learning”.</i></p>	<p><b>Implemented:</b></p> <ul style="list-style-type: none"> <li>• <b>September 2012:</b> The statutory duty for all schools to provide work-related learning at KS4 was removed.</li> <li>• <b>August 2013:</b> A requirement for all 16 to 19 year olds to undertake work experience was included in study programme principles and covered by per student funding which funded work experience on the same level as qualifications.</li> <li>• <b>July 2012:</b> Criminal justice checks on employers providing work experience to young people were removed.</li> <li>• <b>May 2013:</b> Ministers wrote to employers confirming that the insurance industry has committed to treat work experience students as employees so that they will be covered by existing Employers’ Liability Compulsory Insurance policies.</li> <li>• <b>June 2013:</b> The Health and Safety Executive published ‘stripped down’ <a href="#">health and safety guidance</a>, making the rules much less onerous and simpler to understand.</li> <li>• <b>October 2013:</b> Work experience pilots’ research <a href="#">evaluation</a> was published alongside <a href="#">departmental advice</a> on work experience.</li> </ul>
<h3 style="text-align: center;">Ofqual and Qualifications Design (22, 23, 24, 25 and 27)</h3>	
<p><b>Role of and relationship with Ofqual (22, 25)</b>  <b>Recommendation 22:</b> <i>DfE should encourage Ofqual to move as quickly as possible away from regulating individual vocational qualifications and concentrate on regulating awarding bodies. When there is reason for concern about a particular qualification, Ofqual should continue to intervene.</i></p>	<p><b>Implementation on track:</b></p> <ul style="list-style-type: none"> <li>• Ofqual have consulted on the regulation of awarding organisations (AOs). Other changes to school and college performance tables and the approval of qualifications have, and continue to be implemented, in line with Wolf Recommendations.</li> <li>• <b>Summer 2014:</b> Ofqual lifted the requirement for all qualifications to be accredited before they could be offered to students. Ofqual will regulate awarding organisations to make sure that they are developing and delivering valid qualifications; securing this through a range of audits targeting development, assessment and review</li> </ul>

Wolf Recommendations	Progress to Date
<p>Recommendation 22 continued:</p>	<p>processes at both awarding organisation and qualification level. Alongside this, Ofqual has consulted on and taken steps to <a href="#">remove the regulations for the Qualifications and Credit Framework</a>. Implementation will be managed throughout 2015 and will help Ofqual to hold AOs to account for developing qualifications valid, fit for purpose qualifications.</p>
<p><b>Recommendation 25:</b> <i>The legislation governing Ofqual should be examined and where necessary amended, in order to clarify the respective responsibilities of the regulator and the Secretary of State.</i></p>	<p><b>Implemented:</b></p> <ul style="list-style-type: none"> <li>• Examination of legislation was undertaken. No changes necessary. A framework document, agreed by the Department and Ofqual, sets out the respective responsibilities of the regulator and the Secretary of State.</li> </ul>
<p><b>Qualification design and employer involvement (23, 24 and 27)</b></p> <p><b>Recommendation 23:</b> <i>DfE should confirm and clarify that qualifications offered to 14 to 19 year olds and funded through YPLA (now EFA) will not in future need to be either QCF-compliant or belong to a specified group with additional approval criteria (GCSE, A Level, Diploma etc). They should, however, be offered by a regulated awarding body. As an immediate and temporary measure the Secretary of State should use his powers, under S96, to approve the funding of key established qualifications which have not been approved by SSCs, and have therefore not been accredited, but which are recognised by DfE as playing an important role in the country's vocational education system, and which are clearly valued by employers and/or higher education.</i></p>	<p><b>Implemented:</b></p> <ul style="list-style-type: none"> <li>• <b>April 2013:</b> Requirement removed, qualifications were reinstated on the approved qualifications list (s96).</li> <li>• <b>December 2014:</b> Ofqual confirmed it is to <a href="#">remove the Qualifications and Credit Framework (QCF) rules</a>.</li> </ul>
<p><b>Recommendation 24:</b> <i>DfE and BIS should discuss and consult on the appropriate future and role of National Occupational Standards (NOS) in education and training for young people, and on whether and how both national employer bodies - including but not only SSCs - and local employers should contribute to qualification design.</i></p>	<p>Implementation on track:</p> <ul style="list-style-type: none"> <li>• <b>November 2013:</b> Nigel Whitehead's '<a href="#">Review of Adult Vocational Qualifications in England</a>' was published, including a recommendation that UK Commission for Employment and Skills</li> </ul>

Wolf Recommendations	Progress to Date
	<p>(UKCES) should work with employers to agree the future model for NOS.</p> <ul style="list-style-type: none"> <li>The four UK administrations, who jointly commission NOS, established a NOS governance group, which also includes UKCES. This will aim to ensure that the standards commissioned by UKCES on behalf of the four nations are fit for purpose, reflect employers' needs and take into account the standards being developed by employers participating in the apprenticeship trailblazers.</li> <li><b>December 2014:</b> UKCES's programme to revise NOS to revise occupational standards as short summaries is now underway.</li> </ul>
<p><b>Recommendation 27:</b> At college and school level the assessment and awarding processes used for vocational awards should involve local employers on a regular basis. Awarding bodies should demonstrate, when seeking recognition, how employers are involved directly in development and specification of qualifications.</p>	<p><b>Implementation on track:</b></p> <ul style="list-style-type: none"> <li><b>July 2013:</b> The requirement to involve employers in the delivery of 16-19 vocational qualifications was <a href="#">announced</a> with effect from September 2016.</li> <li><b>December 2013:</b> The <a href="#">first list</a> of level 3 qualifications which met the interim Tech Level performance tables' standard was published. These qualifications have been taught from September 2014 and will be reported in 2016 performance tables.</li> <li><b>April 2014:</b> The department published a <a href="#">report</a> on good practice in employer involvement in qualifications delivery and assessment.</li> <li><b>June 2014:</b> The department published <a href="#">updated Technical Guidance</a> confirming the full requirements for vocational qualifications counting in performance tables from 2017. This includes a requirement for employers to be directly involved in the delivery of Tech Levels at level 3 and Technical Certificates at level 2.</li> <li><b>September 2016:</b> Tech Levels taught from this date must stipulate direct involvement of employers in delivery and/or assessment to be included in the 2018 performance tables.</li> <li><b>September 2017:</b> Technical Certificates must stipulate direct involvement of employers in delivery and/or assessment to be</li> </ul>

Wolf Recommendations	Progress to Date
	included in the 2019 performance tables.
<b>Performance Indicators and Published Information (20)</b>	
<p><b>Recommendation 20:</b> <i>All institutions enrolling students age 16 to 18 (post-KS4), and those offering a dedicated entry route for 14 year old entrants, should be required to publish the previous institutions and, where relevant, the qualifications and average grades at the time of enrolment of previous entrants (this should be done on a course-related rather than an institution-wide basis)</i></p>	<p>Implemented:</p> <ul style="list-style-type: none"> <li>• DfE continues to improve and increase the information that is available, including ‘value added’ scores, to hold education providers to account and to inform student and parental choice.</li> <li>• <b>September 2013:</b> 16 to 19 accountability consultation was published. Proposed indicators include those based on student attainment in their previous institution.</li> <li>• <b>January 2014:</b> New performance measures published in 16 to 19 school and college performance tables. Second annual publication of KS4 and KS5 destination data.</li> </ul>



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