

This summary attempts to capture the flavour of the Wolf Review, using the language of the review wherever possible.

Page references are to pages in the full report.

"[Professor Wolf] has responded with this brilliant, and ground-breaking, report" Michael Gove, Secretary of State. Foreword (p4) "It is time ... we recognise the 'inherent value of craftsmanship' – the intrinsic richness of manual work, practical and technical competences" John Hayes, Minister for Further Education. Foreword (p6)

The current picture (p7)

- Many 16-17 year olds "churning" between education courses and short-term employment.
- The staple offer for between a quarter and a third of post-16's is low level vocational qualifications
- English and Maths GCSE at A*-C are fundamental... yet less than 50% have both at the end of Key Stage 4

Recommendations

1. DfE should clearly identify which qualifications (vocational and academic) can contribute to KS4 performance indicators and which cannot. The criteria should be explicit and public (p 112)
2. At KS3, schools should be able to offer any qualifications they wish from a regulated Awarding Body (p 112)
3. Non-GCSE/iGCSE qualns should make a limited contribution to a student's score (p 113)
4. The proportion of the bottom 20% of pupils at KS4 progressing directly on to Level 2 programmes at age 16 should be greatly increased (p 114)
5. 16-18 'vocational' programmes should be governed by a general set of principles, after which the institution should be free to offer any qualification (p 115)
6. 16-19 year old studying full time should study "one qualification of substantial size" that is not 'occupational' but which offers progression in education or into skilled employment (p 115)
7. Programmes for the lowest attainers should concentrate on English and Maths and work experience (p 117)
8. Apprenticeships should contain 'adequate' general education components: frameworks should not be drawn up entirely by Sector Skills Councils (p 118)
9. Students under 19 without GCSE A*-C in English and Maths should continue to work towards this standard, which should also be incorporated into apprenticeships (p 119)
10. CPD for maths teachers should be maintained and increased, with the possibility of joint DfE/BIS funding for post-16 CDP activities in English and Maths (p 119)
11. Funding for FT 16-18 year olds should be on a programme basis, with funding following the student (p 121)
12. There should be no restrictions on the level or type of qualification a young person can pursue (p 121)
13. 19+ students who have not used up their time-based entitlement to education should be able to use the entitlement at a later date (p 121)
14. Employers should be paid for off-the-job training and education undertaken by their apprenticeships (p 125)
15. DfE and BIS should review apprenticeships contracting arrangements, to increase efficiency and drive out brokerage and middlemen (p 126)
16. DfE and BIS should see how small employers can receive 'training provider' payments (p 126)

Five key labour market characteristics (p9)

1. Full-time education or training to age 16 is now the dominant pattern.
 2. The change in the youth labour market means few jobs available for 16 and 17 year olds.
 3. Employment experience is valued by employers, not just formal credentials. Work experiences are better than worthless qualifications.
 4. English and Maths are a precondition for access to selective courses.
 5. Students need general skills for a changing job market.
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17. QTLS should be recognised in schools, to enable schools to recruit qualified professionals (p 127)
 18. DfE and BIS should clarify and evaluate rules relating to vocational teaching by professionals without QTS or QTLS (p 127)
 19. FE colleges should be able to enrol under-16's, but required to offer a full KS4 programme (p 129)
 20. All institutions enrolling 16-18's and 14's should publish the qualifications of all students starting on each course (p 130)
 21. DfE should evaluate work experience models for 16-18's, including re-imbursing employers. Longer internships for 16+'s should be prioritised, and the duty to provide every KS4 student with work related learning should be removed (p 131)
 22. Ofqual should focus on regulating awarding bodies, not individual vocational qualifications (p 135)
 23. 14-19 qualifications should be offered by a 'regulated awarding body' rather than having to be QCF compliant (p 135)
 24. DfE and BIS should consult on the future of National Occupational Standards and who should contribute to qualification design (p 135)
 25. Legislation should be amended to clarify the responsibilities of Ofqual and the SoS (p 135)
 26. DfE should introduce a performance indicator which focuses on the whole cohort (p 137)
 27. The assessment and awarding of vocational awards should involve local employers. Awarding bodies should be involved in the development of qualifications (p 139)

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ej@educationpublishing.com

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Chris Waterman, Director of Design
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