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 24<sup>th</sup> June 1986

*Kenneth Baker*

**WHITE PAPER ON VOCATIONAL EDUCATION AND TRAINING POLICIES:  
 WORKING TOGETHER: EDUCATION AND TRAINING**

... I attach the latest draft of the White Paper which reflects our agreement to shorten the text and also takes account of helpful comments received from your officials and others. We also incorporate Malcolm Rifkind's suggested amendment. I am minuting colleagues separately today to confirm that I have reached an agreement with the Chief Secretary on TVEI and related issues, and I am now planning for publication on 2nd July.

I personally have made a number of minor adjustments to the text and have decided that "Working Together" is a more appropriate theme and title than "Pulling Together". I hope you agree. I have also reinstated the reference in 1.5 to TVEI being "one of the most significant broadenings of the curriculum this century". I know your officials were uneasy about this but I am sure it is true, and ought to be said.

I have had some difficulty with some of John MacGregor's suggestions in his letter of 20 June. He raised a number of specific points:-

- (i) He wanted me to drop the words in what is now the last line of para 1.11 on the grounds that they might be hostages to fortune. I do not think that they commit us either to expenditure or to future announcements and I wish to retain the whole sentence, which seems to me to emphasise that our policies for continuing and adult training and education are not static, and the philosophy in Part 1 applies to them also.
- (ii) I agree however with his suggestion that we should make it clear in the White Paper that the costs of the TVEI extension will be found from MSC planned resources for young people and 3.6 has been adjusted accordingly.





- (iii) He also wanted me to drop what is now the last sentence of para 4.7 about it remaining our target to extend the guarantee later to unemployed 17 year old leavers. This confirms what we have already said in para 29e of the April 1985 White paper (Education and Training for Young People) and we need to refer specifically to that to make it clear that the proposed extension of the guarantee to 2 years for unemployed 16 year olds earlier in the paragraph is all that is being changed. To do otherwise would be misleading, and my judgement is that it would not draw attention away from the positive change affecting 16 year olds.
- (iv) He also wanted me to drop the last couple of lines of para 4.9 on the grounds that a statement that we intended fully to honour our commitment to YTS's success somehow inhibited our room for manoeuvre. I'm afraid I don't agree that this would have such an effect, and I propose to keep the sentence.
- (v) Finally he suggested that the White Paper might say more about specific aims and measures of success for TVEI and the NCVQ. I am very much in sympathy with that objective and we will be working very closely with you and our colleagues to set up evaluation machinery for the TVEI extension, as we have with the pilots, and to set quantifiable objectives for the NCVQ. But I think it is premature in the White Paper to commit ourselves to anything specific.

Now that we have resolved the outstanding policy issues John MacGregor is keen that we publish as soon as practicable. I hope to publish the White paper with oral statements in both Houses on Wednesday 2 July, if convenient to the business managers. Our Private Offices are in touch about the Press announcements. We will go to press on this draft now but will be able to pick up minor amendments to put right at the proof stage until lunch time on Thursday 26th June. I will circulate a draft statement before the end of the week.



RESTRICTED



I am copying this letter and the draft White Paper to the Prime Minister, the Lord President, the Chancellor of the Duchy, the Chancellor of the Exchequer, the Secretary of State for Trade and Industry, the Secretary of State for Scotland, the Secretary of State for Wales, the Secretary of State for Northern Ireland, the Lord Privy Seal, the Chief Secretary, the Chief Whip and the Captain of the Gentlemen at Arms.

*Yes*  
*David*

RESTRICTED



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DRAFT WHITE PAPER

WORKING TOGETHER - EDUCATION AND TRAINING

Presented to Parliament by the Secretary of State for Employment and the Secretary of State for Education and Science, supported by the Secretary of State for Scotland, the Secretary of State for Wales, the Secretary of State for Northern Ireland and the Secretary of State for Trade and Industry.

Department of Employment

24 June 1986



[ FRONT INSIDE COVER ]

The prime aim of the Department of Employment is to encourage the development of an enterprise economy. The way to reduce unemployment is through more businesses, more self-employment and greater wealth-creation, all leading to more jobs.

The key aspects of the Department's work are to:

- 1 Promote enterprise and job creation in growth areas such as small firms, self-employment and tourism.
- 2 Help business to grow and jobs multiply by cutting "red tape"; improving industrial relations by ensuring a fair balance under the law and encouraging employee involvement.
- 3 Improve training arrangements so that young people get a better preparation for work, and adults obtain the skills they need to compete in the world.
- 4 Help the young and those out of work for some time find work, training or opportunities likely to lead to a job.

In addition to the nationwide network of High Street Jobcentres, there are over 30 training, employment and business help schemes. Among them are schemes for people employed, unemployed, skilled, unskilled, young or old.

The Department's many other activities include:

- helping unemployed people by the prompt payment of the benefit and allowances to which they are entitled
- helping protect the employment of individuals, including those disadvantaged on grounds of race, sex or disability
- helping maintain and improve health and safety at work.

The Department of Employment Group also comprises the Manpower Services Commission, the Health and Safety Executive and the Advisory Conciliation and Arbitration Service.



WORKING TOGETHER - EDUCATION AND TRAINING

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RESTRICTED

WORKING TOGETHER - EDUCATION AND TRAINING

Part 1 - Introduction

1.1 We live in a world of determined, educated, trained and strongly motivated competitors. The competition they offer has taken more and more of our markets - both overseas and here at home.

1.2 For the nation and all who work in its businesses - both large and small - survival and success will depend on their designing, making and selling goods and services that the customer wants at the time he wants and at a price he is prepared to pay; innovating to improve quality and efficiency; and maintaining an edge over all competition. This will be not just for today or tomorrow but for the foreseeable future.

1.3 The same machines and equipment are available to all. Success will go to those (be they firms, communities or nations) whose people can use them to the best advantage. And that requires individual initiative, innovation and competence across the whole spectrum of skill and aptitudes. People - with their knowledge, learning, skills, intelligence, innovation and competence - are our most important asset and resource.

1.4 There must be a climate in which people can be motivated, and in which their potential and their creative capacity can be harnessed. Motivation is all important, so that attitudes change and people acquire the desire to learn, the habit of learning, and the skills that learning brings. The climate must be one in which learning is rewarded and is seen to lead to progress for individuals and companies. All must recognise that it is in their interest to invest more time, effort, and money in training than they do now.

1.5 The main effort to achieve these changes must come from individuals and employers. But the Government too has a vital role. That is why it has committed itself to work with others to achieve radical modernisation of our vocational education and training system. Since 1981 great strides have been made eg - in launching and developing YTS, which, beginning in 1983, has so far provided more than 1 million young people



with good quality foundation training on leaving school; in the reform of the school curriculum and examinations; the Technical and Vocational Education Initiative under which, by September this year, almost 100 education authorities in England, Wales and Scotland will have embarked on one of the most significant broadening of the school curriculum this century, bringing new opportunities to thousands of pupils in hundreds of schools; the beginning of a new partnership between the Manpower Services Commission and the local education authorities of England and Wales to develop work-related non advanced further education so as better to meet the needs of a changing labour market and do so more effectively; the 16+ Action Plan in Scotland; the development of an Adult Training Strategy, to make people more aware of the vital necessity of continuing to learn throughout working life and to make it much easier for them to do so; in the Open Tech and PICKUP programmes which have greatly increased mid-career vocational education and training and placed this country amongst the leaders in open and flexible learning (including distance learning); and finally in the modernisation of traditional vocational education and training patterns, such as apprentice training.

1.6 But much more needs to be done. Comparisons with where we were a few years ago are irrelevant, as are comparisons with what other British companies and organisations are doing. The comparison which counts is that with our overseas competitors and that is to our disadvantage as is shown by the joint Manpower Services Commission/National Economic Development Office Study "Competence and Competition". The CBI, the TUC and the Government have agreed in the National Economic Development Council that employers in general need (and can now afford) a much greater commitment to training.

1.7 Our competitors in other countries know it - they invest heavily in training. They are pulling away from us and we must overtake them. That needs a sustained effort - from all of us. Our vocational education and training system is not - and never was - the envy of the world. But we must make it so.

1.8 This White Paper show how education and training policies, especially for young people, are being developed in a complementary and



coherent way and announces:-

- a national extension of the Technical and Vocational Education Initiative beginning in September 1987, which will over time become available in all schools in Great Britain for young people of 14 -18 (see Part 3) and relates it to the continuing development of good quality vocational education and training in schools, non-advanced further education and YTS, for all up to age of 18 at least. (see Parts 2 and 4)
- the creation of a new framework of National Vocational Qualifications in England, Wales and Northern Ireland, to be developed and supervised by a new National Council of Vocational Qualifications (Part 5). This will allow people to demonstrate clearly what they can do as well as what they know; and they will be able to progress with ease to learning and acquiring more skills without going back over ground already covered.

1.10 These will be major advances. But reform and modernisation of our vocational education and training system require commitment and leadership not only from Government, but from others too - including both suppliers and users of training. The objectives must be to ensure:-

- that opportunities and choices in vocational education and training are greater and of better quality at all levels than they have been in the past
- responsiveness to labour market needs and encouragement for the supply of appropriate skills
- that employers, students and trainees decide, through their role as customers in a well-developed market, what, when, where and how best they can learn
- access to vocational education and training starts in the



schools, continuing throughout a working life

- that competence and achievement are recognised and rewarded by employers and that unnecessary barriers to progression or to access to education and training are removed
- a structure of recognised qualifications which are based on competence and match the needs of modern employment
- good quality, reliable, and highly professional suppliers of vocational education and training who can profit from the maintenance of quality and from meeting customer needs
- value for money (whether that money is the employer's, the individual's the taxpayer's or the ratepayers) is clearly demonstrated
- a system which employers and employees understand, respect, and use to the full with a major increase in their investment in training.

1.11 This White Paper concentrates on the application of these objectives to vocational education and training for young people, although the proposed reform of the vocational qualification system will also have considerable benefits for older people. The objectives are equally relevant to continuing and adult training and education and the Government will keep them very much in mind in further developing its policies in these areas.

1.12 As a country, we have much to gain from achieving these objectives. A start has been made. Early progress has been good. But we must maintain this progress to achieve a coherent vocational education and training system which serves the interests of all - wherever they live, irrespective of income, sex or race. The Government is pulling together its education and training policies. If we work together, they will succeed.



## PART 2

### DEVELOPMENTS IN FULL-TIME EDUCATION

#### The under 16s

2.1 Children go to school so that they can develop their talents, become responsible citizens and be prepared for work - for others or on their own account. The schools - and, for some, the colleges and universities - have the task of laying the foundations for effective learning and training throughout life.

2.2 The Government's education policies aim to give to every pupil and student a capability which makes them versatile and sufficiently adaptable for the technological challenges of employment. The Government's policy (set out in the White Paper "Better Schools" (Cmnd 9469) in April last year) is that up to age 16 all pupils should be acquiring a broad competence in communication, science and technology, design, foreign languages, and other <sup>subjects</sup> necessary in a successful modern society.

2.3 A broad competence is not just a matter of knowledge, skills and understanding, it is also about doing. Positive attitudes to life and work are vital. On leaving school or college young people ought to have the right motivation and be eager to learn, to show initiative and enterprise, to work hard and to achieve. Motivation is as essential in preparing for work as it is at work. Government policy for schools now emphasises practical learning: pupils of all abilities need to be taught to apply what they learn to what has to be done outside the classroom and in the real world of work.

2.4 The job of the schools is to stretch every pupil. That is possible only if teaching takes account of differences in ability and aptitude. A central aim of present curriculum reform is to motivate pupils by adjusting the challenge so that no one is bored because the work is too easy and no one disheartened because it is too hard.



2.5 All the partners in the education system - the education authorities, the voluntary bodies and the teachers, as well as parents and employers - want to make a reality of these reforms. The standards achieved by comparable schools with comparable resources vary widely. It is realistic to aim to make every school as good as the best comparable one.

2.6 The reform of the school curriculum will be reinforced by a reform of the examinations normally taken at around age 16. The General Certificate of Secondary Education (GCSE), for which courses start this autumn in England and Wales, will be fairer, more stimulating and more challenging. It will test competence in practical skills as well as in knowing the subject. It will give candidates more opportunity to show what they know, understand and can do and will reward them only if they show it. Employers will have a better idea of what a successful candidate knows and can do. Candidates will be more stretched before they can get good grades. Standards of achievement will be raised. The introduction of the Standard Grade in Scotland is intended to achieve the same effect.

2.7 Better schools require better teaching. Together with its education partners the Government is improving the selection of entrants to the profession, and the quality of courses; and is promoting better professional up-dating and development through the in-service training of serving teachers. Its policies are designed to raise teaching quality and teacher motivation through better management of the teacher force, with higher rewards for those whose professional effectiveness contributes most to standards in our schools.

2.8 For young people, their 16th year should be seen as a point on a continuing road rather than the end of a journey. Beyond 16, learning goals become more specific and study and training more specialised. Post-16 learning should build smoothly and constructively on what was learnt before. In the last two years of the compulsory period, the programme of all pupils should begin to have, for example through work experience, something of the flavour of what they will experience after 16. The special contribution which the Technical and



Vocational Education Initiative is making to this bridging process, and the Government's plans for its extension, are described in Part 3.

#### Coherence in vocational education and training

2.9 The reform of the school curriculum, the introduction of the GCSE and the expansion and development of the TVEI will increase the confidence, motivation and achievements of young people at the end of the compulsory period of education. The aim is to secure a change of attitude towards learning, and the achievement it makes possible, as well as an improvement in the standards of competence, so that more young people see the value of entering the labour market with the best qualifications they are able to achieve.

2.10 All such qualifications will need to be practical and relevant to employment. The introduction of 2 year YTS will provide new training opportunities for many who would otherwise have received none and will offer an appropriate alternative route to qualifications. It is manifestly not desirable for young people to leave school or college and take jobs in which there are no opportunities for further education and training.

2.11 In order to increase the value to 16-19 year olds of full-time education and training it is necessary to improve the effectiveness and efficiency of what is provided. A number of curriculum reforms are already in train, with a view to creating a sound framework of courses and qualifications:

- The curriculum of A level students in England and Wales will be broadened through the introduction of the AS level courses in 1987 which will offer the possibility of new combinations of contrasting or complementary subjects.
- The introduction of the Certificate of Pre-Vocational Education (CPVE) in England and Wales will provide a basic vocational year for those not aiming at A level studies but who wish to keep their options open before committing



themselves to training for a particular occupation. It is already being offered, successfully, in full-time education and could also become an important route within YTS.

- The new framework of National Vocational Qualifications, described in Part 5 below, will indicate achievement in a balanced programme of education and training, covering the three essential elements of preparation for competence in any field of employment: skills; knowledge and understanding; and practical application.

2.12 Decisions at 16+ should not be irrevocable: bridges and ladders between the various routes to employment and to further and higher education will need to be built. Both the extension of TVEI and 2 year YTS should result in many more young people achieving vocational qualifications, and the same or similar qualifications may often be obtained through both these and other routes. The Government's objective, which it hopes is shared by all, is for people to progress to the limit of their creativity and potential. For this to happen, relevant credits secured through one route must be capable of being used to progress in another. This objective is best pursued jointly by the National Council for Vocational Qualifications and the Secondary Examinations Council. Their work in this important area will be carried out in consultation with the MSC and others concerned.

#### Developments in Scotland

2.13 The same broad objectives are being secured in Scotland by:

- The progressive introduction of Standard Grade, for the time being in parallel with Ordinary Grade. Standard Grade will offer a wide range of relevant and broadening experiences for pupils of all abilities, based on the curriculum principles developed following the Munn Report



- The revision of Higher Grade and Certificate of Sixth Year Studies courses to provide a satisfactory progression from Standard Grade and to promote the acquisition of the skills and understanding appropriate at that level. Scottish Higher students have traditionally followed a broad curriculum and will continue to do so.
  
- The 16+ Action Plan has led to the rapid development and success of the SCOTVEC National Certificate, has provided a framework for flexible and coherent provision for the age group and has introduced an innovative approach to the provision of non-advanced further education in the form of modular courses. The National Certificate also offers a valuable means of certification for pupils aged 14-16 who are participating in TVEI. In addition it has made available new opportunities for adults with re-training needs.

2.14                The Action Plan has been developed in close consultation with industry and commerce and it has extended and strengthened the links between industry, schools and further education in a way which will ensure that young people are better prepared for working life. Close cooperation between the Scottish Examination Board and SCOTVEC has been encouraged by the Government, *which* is concerned that the two certificate systems should effectively complement one another.

#### Better planning

2.15                The newly emerging pattern of courses and qualifications provides a framework within which education authorities can plan the deployment of resources to give the best possible service to young people in their area and to prospective employers in the local community and beyond. Effective planning will have the following characteristics. It will be undertaken by the local education authority in consultation with the governing bodies of institutions. It will take account of the views and experience of teaching staff and of employers. It will seek to ensure that prospective customers for post-16 courses (both students



and employers) are fully informed about what is on offer and about the bridges and ladders between different routes to qualifications, and that young people and their parents receive clear and impartial advice so that they can make a wise initial choice. Some education authorities are already making good progress towards realising these objectives and the Government has taken the steps set out in paras 2.16 to 2.21 below to ensure that they are universally adopted and achieved.

2.16 As a first step, local education authorities in England and Wales agreed in 1985 to prepare and submit to the MSC development plans and annual programmes for work-related non-advanced further education. All authorities have prepared their first plan, and early indications are that this annual exercise will considerably strengthen the effective planning and management of NAFE. It will be subject to regular review by the Government and the local authority associations, the first of which will take place this summer. The tests of success will include evidence of increased responsiveness to the local labour market, improvements in the collection of information and the use of management tools such as performance measurement, evidence of a more reliable flow of labour market information to colleges through the intervention of the MSC and a more systematic approach to marketing.

2.17 The Secretary of State for Education and Science (has recently issued/intends shortly to issue) draft guidance to local education authorities on the planning and organisation of provision for pupils and students up to the age of 19. <sup>Then</sup> ~~The~~ call<sup>s</sup> (will call) attention to the need to improve standards and make schools and colleges more cost-effective (the Secretary of State for Wales intends to publish similar guidance in Wales). The 16-19 year old population will fall by one-third during the next decade. This sharp and substantial reduction in the size of the client group for full-time education and training, and the overlap between the type of course which can be taken in schools and in further education, make it necessary for each education authority to review their provision as a whole.



### Value for money

2.18 The Government and education authorities recognise the importance of securing the best value for the money in post-16 education and training. The Department of Education and Science:

- has recently completed a joint study with the local authority associations of the scope for removing surplus school places (a comparable study is nearing completion in Wales)
- is conducting a joint study with the local authority associations of the scope for greater efficiency in non-advanced further education, with a view to agreeing national targets for the staff student ratio and to promoting better management by education authorities using agreed performance indicators.

### Careers education and guidance

2.19 It is essential that young people receive timely and effective information and guidance if they are to make a successful transition into further education, training or employment. This is particularly true when new initiatives (such as those described in this White Paper) are unfamiliar to them and their parents. At each stage in their transition they should have access to guidance on the choices available to them, on how these relate to their developing abilities and personalities, and the relationship of all these factors to the world of work.

2.20 Education authorities in England, Scotland and Wales provide this help through various channels, including the Careers Service and careers teachers in schools and colleges. While the contribution of each professional group is important in its own right, it is also important to ensure that their efforts are organised to maximum effect. For that reason the Government believes every authority should formulate a policy for educational and vocational guidance and



careers education within its area, as some already do. The policy should set out the roles and responsibilities of each professional group and the ways in which they work together to ensure that policies are put into practice.

2.21           It would not be appropriate for central government to specify a common pattern. Nonetheless, central government has a duty to persuade authorities to establish and maintain a policy and make available advice on good practice. The Secretaries of State for Employment, Education and Science, and Wales therefore intend to consult educational interests, employers and others about the publication of guidance. A similar process has begun in Scotland with the publication by the Consultative Committee on the Curriculum of "More Than Feelings of Concern" embodying wide-ranging advice which has been circulated to the Scottish education authorities.



PART 3

THE EXTENSION OF THE TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE  
(TVEI)

The pilots

3.1 Vocational education and training after the age of 16 must build smoothly and constructively on what has been learned before. The quality and effectiveness of this bridging process is being raised by TVEI. The main purpose of the Initiative has been to test methods of organising and managing the education of 14-18 year olds across the ability range to improve the provision of technical and vocational education in a way which will widen and enrich the curriculum and prepare young people for adult and working life. The Initiative, which is administered by the MSC in close association with the Education Departments, has re-inforced moves towards the development of a broader and more relevant curriculum and closer collaboration between education and industry. It has also complemented a variety of projects sponsored by the Education Departments and the Department of Trade and Industry, including British Schools Technology, School Curriculum Industry Partnership, Micros in Schools, Mini-Enterprise in Schools and the Microelectronics Education Support Unit.

3.2 The Initiative has operated on a pilot basis. Fourteen projects were launched in September 1983; a further 48 in September 1984; and a further 12 in September 1985. There are now 74 projects in 73 authorities. If all the proposals originally submitted by education authorities for a further round of projects in 1986 are accepted, there will eventually be 103 projects in 98 education authorities.

3.3 The positive response from the large number of authorities concerned reflects the wide support the Initiative has received. It has released the energies, potential and commitment of many institutions, teachers and young people themselves. The pilot projects are providing invaluable experience in identifying the most effective ways in which the education of 14-18 year olds can be made



more relevant to the demands of employment and adult life.

3.4 As a result of the TVEI pilots, the curriculum is being broadened; new opportunities, choices and possibilities are being opened up for young people; and teachers involved are responding enthusiastically, while the new programmes and courses are proving popular with students. The Initiative is being developed in a way which is fully consistent with the Government's policies for the school curriculum both in England and Wales and in Scotland; and the Education Departments are closely involved with the MSC in the approval process.

#### The national extension

3.5 It is essential to keep up the momentum. The Government has therefore decided to extend the TVEI pilots into a national scheme. The objective will be to give young people aged 14-18 in all maintained schools and colleges access to a wider and richer curriculum based on the lessons emerging from the pilot TVEI projects.

3.6 The Government is setting aside £900 million over 10 years or so for the purpose of this development. This will be found from within the planned resources available to the MSC for young people.

3.7 The upper limit of what each individual education authority will be able to receive from the MSC will be related to the size of the student population in the 14-18 age group in that authority. These funds will supplement what education authorities are already committing, or planning to commit, to the development of the curriculum. No specific additional contribution from education authorities will be required but it will be open to them, for example, to refocus existing resources in support of these developments, to make more cost-effective use of existing resources, and to seek support from local industry and commerce.



3.8 The extension will begin in the autumn term 1987. Its introduction will be phased over a period of years to allow education authorities the opportunity to undertake the necessary detailed planning. As at the pilot stage, each development programme will be managed by the education authority concerned. Proposals from authorities will normally be considered for support once they have been operating TVEI pilot projects for at least 3 years and the proposals will be expected to cover a five year period. There will be provision for an education authority to phase the entry of its institutions into its development programme. The MSC will administer the extension, working closely with the Education Departments and HM Inspectorate. In Scotland, the arrangements will take into account the need to ensure full harmony with Standard Grade and Action Plan developments.

3.9 It is the Government's wish that every education authority should take part in this significant new development and, in order to secure this, the 18 authorities not yet involved in TVEI will be invited to participate, initially on the basis of a contribution from Government of up to £1 million to cover a preparatory stage of 3 years, to be followed by full involvement.

3.10 Both the Government and the MSC have always made it plain to authorities that TVEI proposals must be of satisfactory quality. This positive requirement will remain. Support will not be given otherwise. Each year, the progress of each authority's extension programme will be the subject of a joint review between that authority and the MSC. The MSC will need to be satisfied that the programme is being delivered effectively and in accordance with its contract with the authority concerned.

3.11 In the extension of TVEI, it will be important to ensure a sufficient supply of qualified and competent teachers in certain subjects, notably mathematics, physics, technology and business studies. The present shortage of teachers in these subjects (and particularly in mathematics, physics and technology) is discussed in a separate paper being issued by the Department of Education and Science. That paper



outlines initiatives being taken by the Government as well as measures which others are being invited to consider.

3.12 TVEI has already highlighted the need for subject-specific training in areas where there is already pressure on the supply of suitably qualified teachers; and the need for general training in such areas as the management and implementation of the necessary range of teaching, learning, assessment and guidance techniques. The Government has taken steps to increase relevant training through the scheme of TVEI-related in-service training (TRIST), for which £20 million has been provided in 1986-87.

3.13 The present TRIST scheme will be replaced in 1987 (subject to enabling legislation) by the new scheme of grants to local authorities in England and Wales described in "Better Schools" for more extensive systematic in-service training. This scheme will ensure that the resources available for in-service training are spent on a systematic programme of training designed to meet needs of the greatest national and local priority, including the extension of TVEI. The arrangements in Scotland will also reflect the higher priority for in-service training which TVEI will command.

3.14 The first objective must be to make the best possible use of existing teaching resources and to support teachers with the best possible learning materials as well as with intensive in-service training. Existing education authority resources vary widely. Many authorities will need to strengthen their support services, particularly in areas of applied science and technology where specialist knowledge and equipment is not readily available. The MSC plans to encourage education authorities to collaborate in establishing a limited number of regional groups which will provide authorities, and schools and colleges within them, with joint support activities for TVEI projects. The MSC hope that 10 such regional groups will be established by spring 1987.

3.15 In addition, in submitting proposals for a TVEI extension project, the MSC will be encouraging education authorities to enhance the provision for technology in all participating schools,



building on, wherever possible, the support provided by the British Schools Technology programme and the Science and Technology Regional Organisation network (the services of both of which are already available to the large majority of education authorities) and, in Scotland, the support also available from the Consultative Committee on the Curriculum and the Scottish Council for Educational Technology.

3.16 It will be important to ensure that curriculum developments stemming from the TVEI extension are consistent with policy on the curriculum generally. The Government is therefore drawing up a statement of curricular criteria based on the relevant passages of "Better Schools" and for Scotland of the Munn Report and the 16+ Action Plan. It will reflect the aim of the extension of TVEI to promote, within overall programmes of suitable breadth and balance, relevance and the practical application of knowledge, skills and understanding. It will be published, and sent to authorities when extension proposals are invited.

3.17 The Government is making a substantial financial commitment to the national extension of TVEI. The extension will build on the progress made by the pilots. It will strengthen the partnership between the MSC, the Education Departments and education authorities. And it is a significant step towards the Government's objective, which is shared by the education partners, that all young people in schools should have the opportunity of following a more relevant and practical curriculum leading to the achievement of recognised standards of competence and qualifications.



## PART 4

### DEVELOPMENTS IN YOUTH TRAINING: THE 2 YEAR YTS

4.1 Full-time education and training is a well-established route to vocational qualifications. It will continue to play a prominent part in the new framework of National Vocational Qualifications ( see Part 5). The reforms and innovations in the school curriculum (including the national extension of TVEI), the examinations system and the planning, management and marketing of post-16 provision will widen choice, making learning in school and college more relevant to the needs of the modern world and, in particular, the needs of employers. They will engage and motivate young people. They will tackle head on the criticism that the school curriculum has been too academic and too little concerned with practical applications of knowledge.

4.2 But many young people will continue to leave school or college at age 16 or 17. For them there is now another broad route to qualifications - the 2 year YTS. The Government has already announced that this programme of high quality training for skills will be a permanent feature of the vocational education and training system.

4.3 The 2 year YTS has now been launched by the MSC. The Government will be contributing well over £1 million a year towards the cost of the programme once it becomes fully established. Valuable support towards its cost is being provided by the European Social Fund. In 1986-87 there will be nearly 460,000 training places available for young people who have left school or college. This is the highest number ever - and it spans a broader spectrum of employment than ever before. Much of what the programme is providing is new to important sectors of employment. Sector training organisations and individual providers are being given every encouragement and assistance to design schemes of training which meet the highest standards and to secure them.

4.4 The main objective is to provide a foundation of broad-based vocational education and training and planned work



experience which will give every young person taking part the opportunity to obtain a vocational qualification relating to competence in the workplace or to obtain a credit towards such a qualification.

4.5 High standards are being set from the outset. The quality of training provided in 2 year YTS is being secured by a number of developments including:

- The requirement that from 1 April 1988 no organisation will be able to continue to provide training for YTS unless it has secured the status of an Approved Training Organisation by satisfying a number of conditions, whose purpose is to ensure high calibre and competent training throughout the programme, including previous satisfactory experience, adequate resources, systematic arrangements for assessment, the means of keeping its training programme under review and positive commitments to equal opportunities and health and safety.
- The creation of new Training Standards Advisory Service, which will monitor performance, sample training programmes to ensure that quality is being sustained, assist in spreading information and best practice, and advise on the award of Approved Training Organisation status. It will work closely with HM Inspectorate, and its independence and ability to report as it finds will be protected.
- The establishment of the YTS Certification Board, whose nature and work is described in Part 5.
- The broader assessment which will be secured by the issue of a personal record of achievement for each young trainee in addition to vocational qualifications obtained.
- Development work, currently in hand, to establish a work-based variant of the Certificate of Pre-Vocational Education. A limited but successful pilot programme has



already been mounted and more extensive trials will take place during the next year.

- The development by the MSC, in consultation with the sectors concerned, of illustrative schemes of 2 year training programmes in a number of sectors of industry and commerce.
  
- The introduction of a training agreement for every young person in training providing information on the nature and objectives of the training programme and the terms and conditions which apply.

4.6            These developments set quite new standards for the provision of training in this country. They are intended to achieve a quality in the training opportunities available to young school leavers which is the equal of anything found in our competitors overseas.

4.7            The 2 year YTS is designed for 16 and 17 year old school and college leavers, whether they are employed or unemployed. 16 year old leavers are eligible for 2 years' training and 17 year old leavers for one year's training. There are special arrangements concerning eligibility and duration of training for disabled young people and some other special groups. YTS already carries an undertaking by the Government that all 16 year old school leavers who remain unemployed will be offered a suitable place by Christmas of the year they left school, and this undertaking has been substantially met in each of the first 3 years of YTS, as a result of the efforts of training providers, the MSC and the Careers Service. When announcing the 2 year programme last year, the Government said that the new programme would begin with a continuation of the existing guarantee of a one year place to all unemployed 16 year old leavers. The Government has now reviewed the position and, after taking into account the positive response of employers and other providers (already all the places needed for 2 year YTS this year have been offered to the MSC), has decided to extend its guarantee by undertaking that all 16 year old school leavers who remain without a job after leaving school will be offered a suitable 2 year place by Christmas of the year they leave school. This will begin this



year. It remains the Government's target to extend further its guarantee later to cover the provision of a one year place for all unemployed 17 year old leavers.

4.8 High quality vocational education and training is therefore now becoming widely available to school and college leavers under 18. The systematic, work-related training which was available in the past only to a minority of young people (mainly men) through apprenticeships will in future be available more widely. And the old approach of training to perform only an immediate and limited job will be replaced by training for in-depth competence suited to whatever sector or occupational group the young trainee may enter.

4.9 The Government has been impressed by the commitment of all concerned to make 2 year YTS a success. Introducing the programme has not been without difficulty for some providers and the Government recognises, in particular, the problems of transition. But success and achievement lie within our grasp and the Government intends fully to honour its commitment to the programme's success.



## PART 5

### REFORMING THE STRUCTURE OF VOCATIONAL QUALIFICATIONS

5.1 Qualifications and high standards are not luxuries - they are necessities, central to securing a competent and adaptable workforce. Economic performance and individual job satisfaction both depend on maintaining and improving standards of performance. This applies from the board room to the shop floor; and at the hotel reception desk as much as in the workshop and it applies as much to adult training and retraining as to young people starting off. But standards need to be defined and achievement of them recognised in a way which is widely understood. That is the role of the vocational qualifications system - which must test and record not just knowledge and understanding but also skills and competence in applying such knowledge. And it must do so in a way which encourages individuals to build on qualifications and to fulfil their potential and stimulates employers to give full recognition for qualifications earned, and therefore standards achieved. That is why the Government regards the reform of the present heterogeneous pattern of vocational qualifications in England and Wales as being vital, and why it has decided to act immediately to implement the main recommendations of the Review of Vocational Qualifications.

#### The Review of Vocational Qualifications

5.2 A year ago, the Government established a Review of Vocational Qualifications in England and Wales under the chairmanship of Mr H G De Ville, CBE. The Group included representatives of employers, employees, examining and validating bodies, other training and education interests and some of the professions. The Group's terms of reference were:

- to recommend a structure of vocational qualifications in England and Wales which
  - . is relevant to the needs of people with a wide range of abilities
  - . is comprehensible to users
  - . is easy of access
  - . recognises competence and capability in the



- application of knowledge and skill
- . provides opportunities for progression, including progression to higher education and professional qualifications
- . allows for the certification of education, training and work experience within an integrated programme

5.3 The Review Group has now reported\* unanimously after extensive consultation in England and Wales. From these consultations and the work of the Group five major priorities emerged:

- more better qualified people are needed
- action must be taken to reduce the confusion of the present qualifications system
- we need to bridge the unhelpful divide between the so called "academic" and the so called "vocational" qualification
- vocational qualifications need to relate more directly and clearly to competence required (and acquired) in work
- we should try to build on what is good in present practice.

\*Review of Vocational Qualifications in England and Wales, a report by the Working Group - Published by HMSO May 1986.



5.4 The report recognised important strengths which should be preserved and built on but also highlighted major weaknesses. It also drew attention to the low take up of vocational qualifications. The 1984 Labour Force Survey showed that more than 40% of the workforce at all levels had no recognised qualification in the range from Certificate of Secondary Education (CSE) and O level to HND and degree level.

5.5 In its interim and final reports, the Group suggested that the objectives for an improved system of vocational qualifications should be to develop a clear, coherent, comprehensive and cost effective pattern based on the assessment of competence directly relevant to the needs of employment and the needs of the individual

5.6 In its final report the Group recommended that

- vocational qualifications in England and Wales should be brought within a new national framework to be called the National Vocational Qualification (NVQ)
  
- a new National Council for Vocational Qualifications (NCVQ) should be set up to secure changes necessary, to develop the NVQ framework and to ensure standards of competence are set.

5.7 The Government accepts these recommendations and urgent action is now in hand to implement them for England and Wales, and for Northern Ireland which the Secretary of State for Northern Ireland has now decided should be embraced by the Council's responsibilities. The Review Group's remit did not apply to Scotland and for the time being the framework and the Council will not apply there because of the significant progress which had already been made there on the comprehensive reform of vocational qualifications under the 16+ Action Plan. The Government recognises however, the need to secure mutual recognition of equivalent vocational qualifications obtained under the different certification and assessment arrangements which would apply in Scotland and the rest of the United Kingdom, and there will be close working relationships between the NCVQ and



Scottish interests. The Secretary of State for Scotland will consider in two or three years time whether there should be any formal change in the relationship between the NCVQ and Scotland.

The new national framework

5.8 The Government accepts the recommendation that the new national framework should be called the National Vocational Qualification (NVQ) and that this framework should be designed to incorporate and embrace existing vocational qualifications up to and including higher levels of professional qualifications.

5.9 The Review Group suggested that the first four levels of the NVQ should be based on the following descriptions of standards of achievement:

Level I

Occupational competence in performing a range of tasks under supervision

Level II

Occupational competence in performing a wider, more demanding range of tasks with limited supervision

Level III

Occupational competence required for satisfactory responsible performance in a defined occupation or range of jobs

Level IV

Competence to design and specify defined tasks, products and processes and to accept responsibility for the work of others.

5.10 The report recognises that the concept of levels across the whole span of vocational qualifications will be complex and difficult to work out in practice, and that these definitions may need refining, but the Government accepts them as a basis for further consultation and action.



### Professional qualifications

5.11 There are some 250 professional bodies which examine and award qualifications at varying levels. The Government therefore believes that the National Council should be entitled to expect the full cooperation and commitment of professional bodies in fitting all appropriate qualifications (ie those below degree level) and part qualifications into levels I-IV of the National Vocational Qualification framework by the time it is established in 1991. The Government will ask the National Council to open early discussions with the professional bodies to achieve that.

5.12 It will also be necessary to reflect the fact that in some professions qualifications are required at degree level and above. The Review Group acknowledged that it had not had time to consider or make precise recommendations about the structure beyond Level IV but thought that it might include one or more levels, which would embrace the higher levels of professional qualifications. The Government is aware that there has been some initial anxiety about the extension of the framework above Level IV and the way in which the Council's activities might relate to the responsibilities of statutory and chartered bodies concerned with entry to professions at degree level or above. In the Government's view it is essential that the National Vocational Qualification levels should be progressive and should provide a ladder which will enable suitable individuals to proceed to, and progress in, professional qualifications of all kinds. This will clearly take time and the Government will invite the new National Council to consult the appropriate professional and other bodies on how higher levels of professional qualifications can best be articulated with the proposed NVQ framework, and to report back to the Government on its proposals for levels above Level IV in the light of the consultations.

### Timetable for levels I-IV

5.13 The first priority must be to put in place levels I-IV to cover the range of achievement up to and including Higher National awards and equivalents, including appropriate awards of professional bodies. The Review Group believed that urgent action is necessary, and recommended that the aim should be to have the new framework fully operational for levels I-IV by 1991. The Government fully endorses this aim. It is essential



that rapid progress is made if we are to make our arrangements for work-related learning as effective as those of our overseas competitors. The Government hopes that the design criteria will be agreed by the Council and the first accreditations (see 5.17 below) completed, by the summer of 1987.

#### The National Council for Vocational Qualifications

5.14 There are so many interests involved in rationalising the present structure that we need an engine of change independent of existing interests. The Government has therefore accepted the recommendation to establish a new National Council for Vocational Qualifications (NCVQ).

5.15 The Government is setting the National Council nine specific tasks. They are to

- (1) identify and bring about the changes necessary to achieve the specification and implementation of standards of occupational competence to meet the needs of the full range of employment, including the needs of the self-employed
- (2) design, monitor and adapt as necessary the new NVQ framework;
- (3) secure the implementation of that framework by accrediting the provision of approved certifying bodies
- (4) secure comprehensive provision of vocational qualifications by the certifying bodies
- (5) secure arrangements for quality assurance
- (6) maintain effective liaison with those bodies having responsibilities for qualifications which give entry to, and progression within and from, the system of vocational qualifications into higher education and the higher levels of professional



## qualifications

- (7) collect, analyse and make available information on vocational qualifications and secure the operation of an effective, comprehensive and dependable data base
- (8) undertake or arrange to be undertaken research and development where necessary to discharge these functions,
- (9) promote the interests of vocational education and training and, in particular, of vocational qualifications and to disseminate good practice.

### Relationship of NCVQ with existing examining and validating bodies

5.16 The National Council will not itself be an examining or a validating body. It will, however, develop policy for the vocational qualifications system as a whole, negotiate to achieve the stated objectives from the system and accredit qualifications of bodies offering awards within the national framework. It will work very closely with standard setting and certifying bodies - and they will need to work with the National Council. Qualifications approved for the NVQ will receive the endorsement of the National Council.

### Accreditation of qualifications for the NVQ

5.17 Thus existing bodies will continue to issue their own qualifications and if they meet NVQ standards they will be endorsed by the Council confirming that they are deemed to be qualifications meeting its requirements including giving proper recognition to skills and competence as well as knowledge and understanding, and taking account of experience and competence in the workplace. The NCVQ will assign the qualification to the appropriate level. Accreditation will be for a maximum of 5 years, and it is likely that as the system gets under way initial accreditation may be for little more than a year or two, to allow for changes in emphasis as the NVQ framework develops.



#### Chairmanship and membership of the Council

5.18 The Chairman and members of the National Council will be appointed initially for a 3 year period, with the possibility of re-appointment for further terms. The Chairman will not be someone directly involved in the certification of vocational education and training. The members of the Council will be appointed on a personal basis, in the light of their knowledge of the needs of employers and employees and of vocational education and training practice. They will include employers, trade unionists, providers of education and training and those with direct experience of the work of the major certifying bodies. They will be appointed by the Secretary of State for Employment, after consultation with the other Secretaries of State concerned.

#### Ministerial arrangements

5.19 There will be a continuing Government concern with the influence of the Council's work upon education, training and employment



policy and there will be an initial Government contribution to its funding. The Council will be sponsored jointly by the Secretaries of State for Employment, for Education and Science, for Northern Ireland and for Wales. The Secretary of State for Employment will have the lead responsibility for appointments to the Council for day to day financial and administrative matters and for issues spanning the functions of all the Secretaries of State involved, with whom he will work in close consultation. The Council will also maintain close links with the Education Departments of England and Wales and Northern Ireland and the Ministers concerned will deal direct with it on matters within their responsibilities. The Minister of State at the Department of Education and Science will, on behalf of the Secretary of State, have prime Government responsibility for ensuring that the Council is fully briefed on education policy issues. He will in particular be concerned with the implications of the Council's work for the examining and validating bodies such as the Business and Technician Education Council, the City and Guilds of London Institute and the Royal Society of Arts, and those professional bodies which promote courses and award qualifications. The Council and the MSC will also work closely together. The Secretary of State for Scotland will keep in close touch with the work of the Council (see para 5.7 above) and the Council will maintain close liaison with Scottish vocational education and training interests.

#### Administrative and financial arrangements

5.20 The NCVQ will be appointed by the autumn. It will be set up under the Companies Acts as a company limited by guarantee. The Review Group estimated that it would have a basic annual budget in the initial years of some £3 million. It suggested that there should be initial Government pump priming funding for up to 5 years, but increasingly the Council would be funded by charges levied for its services, principally on those bodies whose qualifications were accredited for incorporation in the NVQ framework. The Government accepts this broad approach subject to detailed approval of staffing and funding proposals and to the NCVQ aiming to become self sufficient for normal running costs by the beginning of 1990-91, in which year the full NVQ framework on levels I to IV should be becoming operational. The Government's contribution to the Council's costs will be made by annual grant in aid from the Secretary of State for Employment. To reflect their shared responsibilities the other sponsoring



Secretaries of State (see para 5.19) will contribute from their votes towards the grant in aid.

#### Standard setting

5.21 Arrangements for standard setting and assessment also need improvement. The first task must be to develop dependable arrangements for specifying standards of competence across all occupations. And the second must be to ensure that vocational qualifications incorporate those standards. Major changes in present arrangements are needed to achieve these tasks.

5.22 The Government will look to the NCVQ working closely with the MSC and industry interests concerned, and in association with education interests, to establish a clear focus for national action to secure the specification of standards of competence by effective and appropriate industry bodies. Comprehensive coverage of industry and commerce and of every occupational grouping must be the objective.

5.23 Machinery to do this is not yet well developed across all sectors of employment. The Government will expect statutory and non-statutory industry training organisations to draw up a timetabled plan of action to secure that in each sector or industry for which they are responsible:

- procedures exist by which the sector's skill requirements and training needs can be securely defined and periodically reviewed
- arrangements are made for setting and maintenance of standards, and for progression between standards
- arrangements exist for assessing and crediting learning achievements
- relevant vocational education and training provision is kept up to date



5.25 Action to achieve this needs to begin now. The Government is therefore asking the MSC to take the lead in stimulating industry training organisations to draw up their individual action plans, and is asking the Commission to report back on progress to the Government and to the Council not later than April 1987.

5.26 The Government will expect the NCVQ also to ensure that qualifications are more informative and especially that they indicate the competence of the individual. It is therefore essential to ensure a workable and effective system for credit recognition and transfer and for practical assessments of competence. A priority for the NCVQ will be to develop and securing a system to enable people to gain credit for performance in skills and competence tests carried out in industry.

#### Skills testing

5.27 Skills testing is only one aspect of the assurance of competence, but it is an important one, for which existing opportunities in some sectors are limited. Developing skills testing need not necessarily mean more bricks and mortar or more institutions; a network could involve existing work places, the Skillcentres, colleges of further education, group training organisations and Industry Training Board or industrial training organisation centres. The Review Group recommended that access to skills testing facilities should be more readily available than at present, and that the NCVQ should prepare proposals for, and secure the implementation of, a substantial extension of skills testing facilities. The Government is in principle sympathetic to the case for an extension which it believes should be self financing, reflecting the willingness of the market to pay for skills testing services. It will therefore invite the NCVQ to consult widely and report back to the Government on how self financing skills testing may be extended consistent with the Council's plan for the development of the NVQ framework.

#### Links between NVQ and YTS

5.28 Linkages and progression will be prime concerns for the new National Council. Most immediately, there must be a clear and close



Linkage and integration of the many qualifications and credits which can be obtained under the under 2 year YTS.

5.29 Following the interim report of the Review of Vocational Qualifications, the MSC established a YTS Certification Board for Great Britain which includes employers and training providers from the City and Guilds of London Institute, the Business and Technician Education Council, the Royal Society of Arts and the Scottish Vocational Education Council. This Board's primary purpose is to secure recognition of qualifications obtained through YTS for progression within and from YTS.

5.30 In the light of the decision to establish the Council, the MSC will need to review the future of the Board with NCVQ and the Scottish interests. There is a strong case for subsuming the Board within the Council but, it is unclear for how long a separate focus for YTS will remain desirable. It is clear, however, that from the outset assessments within YTS should come within the NVQ and the counterpart National Certificate in Scotland.

#### Links between NCVQ and the Secondary Examinations Council

5.31 A second important linkage for the NCVQ will be with the Secondary Examinations Council in England and Wales. It will be essential to establish linkages and progression between the new framework and the new GCSE and A levels - an issue which may increasingly arise with YTS as well as within full time education. The new NVQ framework should also take account of the CPVE development. Appropriate combinations of CPVE preparatory modules might equate with, or contribute to, level I of the NVQ and could constitute an important route to attainment at that level, in full or part-time education or within YTS.

#### Progression to higher education and the professions

5.32 It is important that, as the vocational education and training system is developed, appropriate recognition should be given to vocational qualifications for entry to, and progression within, higher education and higher level professional qualifications. Unnecessary barriers to entry should be removed. Routes of progression and the standards of achievement in professional qualifications should be clearly stated. And the learning



needs of adults should be recognised and met. The Government therefore believes that, from the outset, there should be recognition of the National Vocational Qualification at appropriate levels in entry procedures and regulations for degree courses and for entry to professions. (see paras 5.11 and 5.12).

#### Timetable

5.33 The National Council will have important responsibilities. If it is to make the necessary swift progress of the kind it must have a clear timetable.

5.34 The National Council will be appointed and operational by the autumn of 1986. It should seek to agree and promulgate design criteria for the National Vocational Qualification early in 1987. It should complete its first accreditations not later than the summer of that year. The Government looks to the National Council to have the first four levels of the new framework fully in place by 1991.

#### Voluntary cooperation

5.35 The Government hopes that the unanimity of the report of the Review of Vocational Qualifications and the wide range of interests represented on it means that it will be possible for the National Council to secure its objectives by voluntary means with the cooperation of established interests. But the Government will not hesitate to act should it appear that legislation is necessary to make the new NVQ framework effective.

#### Data base

5.36 There is a need for a national data base of existing vocational qualifications to assist the National Council in its task of designing, monitoring and adapting the new framework and to help users understand that system. And access to that data base needs to be as widely available as possible. The aim should be to establish the data base by the end of 1987.

#### Marketing

5.37 Finally, the National Council needs to tell all - individuals, employers, providers alike - what it is doing and why. The Government



therefore expects the National Council to undertake at an appropriate time a promotional campaign to generate awareness and understanding of the NVQ and the benefits to individuals, employers and country alike of increasing vocational education, training and competence leading to qualifications within the NVQ.

#### Conclusion

5.38 The National Council and the NVQ are about improving qualifications and therefore standards: standards of performance, of reliability and of quality. It is these which will make the critical difference to the design of British products and services, their delivery, after sales service and maintenance, customer relations and marketing and, not least, management. In the past we have paid too little attention to standards and our expectations have been too low. We need to raise minimum standards all round and pursue and expect success and demonstrated achievement.

5.39 The National Vocational Qualification framework will help everyone. Employers will know what individuals can do. Trainees will have something for which to strive. We shall cut out time spent going back over ground already traversed in earlier training. We shall open up training routes which were not open before. Above all we shall come to value quality and excellence, take pride in improving qualifications and realise that the process of learning should be life long and that there are ladders of training opportunity open to everyone throughout a working life.



## PART 6

### DEVELOPMENTS IN NORTHERN IRELAND

6.1. The aims and objectives stated in this White Paper apply in principle in Northern Ireland as they do to the rest of the United Kingdom. The new structure of vocational qualifications will apply directly to Northern Ireland, and account will be taken in the administration of the new structure of any adjustments which may be necessary to cater for the particular institutional and organisational arrangements which exist there. The Secretary of State for Northern Ireland will be a sponsor of the National Council for Vocational Qualifications.

6.2. However, while Northern Ireland subscribes to a national structure of qualifications, it has traditionally operated distinctive educational and youth training systems. For that reason, curricular and youth training developments will be pursued in the context of those local systems.

6.3. For those in full-time education in Northern Ireland, there are a number of initiatives in curriculum and assessment which parallel, link or subsume those developments planned for the rest of the United Kingdom. In particular the aims, criteria and principles of TVEI are compatible with those of the 11-16 Curriculum Review and Development Programme in Northern Ireland. There is therefore already in place a framework for change and development in schools within which TVEI principles can be considered by schools and adapted to suit local circumstances. The uptake of good practice identified within TVEI could be promoted effectively in the context of the whole curriculum.

6.4. Since its launch in 1982 the Youth Training Programme in Northern Ireland has offered two years of training to minimum age school leavers. It is managed and delivered by an effective partnership of the Departments of Economic Development and Education which ensures a well-integrated and balanced provision designed to assist young people to make the transition from school to adult working life.



6.5. It is the intention to build on this firm foundation of vocational preparation provided under the Youth Training Programme and to concentrate on:

- the enhancement of quality, including staff development
- the promotion of the concept of open routes and clear progression
- the delivery of relevant training linked to opportunities to work for nationally recognised qualifications
- the expansion of training provision, particularly in the second year of the Programme, to enable the Government's objectives in regard to guarantees (to which reference is made in Part 4 of this White Paper) to be delivered in Northern Ireland.

6.6. Work is already in hand in Northern Ireland to lay the foundations for a greater coherence in the whole range of vocational education and training programmes for those aged 14 to 18. On the basis that better integration and progression can be achieved from such foundations and by full participation in the national development of a new vocational qualifications system, Northern Ireland should be able to build a more buoyant economy through the development of its young people into the skilled and flexible workforce so necessary for the future.



## PART 7

### SUMMING UP

7.1 In "A New Training Initiative: A Programme for Action" published in 1981 the Government endorsed the Manpower Services Commission's New Training Initiative with three major national objectives for achievement in the decade. It also announced the setting aside of resources for a new Youth Training Scheme, the development of the Open Tech Programme, the setting of a target date for the completion of the modernisation and development of apprenticeship and other long-term training programmes and the development of new approaches to secure more vocationally relevant provision in full-time education and closer links between education and training services and industry in localities.

7.2 In "Training for Jobs" published in 1984 the Government recorded significant developments in vocational education in schools, including its Technical and Vocational Education Initiative. At the same time the Government announced its Adult Training Strategy and significant new arrangements concerning vocational education in the further education sector.

7.3 In "Better Schools" published last year the Government set out its policies for improving the contribution of schools in England and Wales to the preparation of young people for working life.

7.4 In "Education and Training for Young People" also published last year the Government announced the development of YTS as a permanent feature of the vocational education and training system, offering two years of high quality training for school leavers leading to recognised qualifications. It also announced the establishment of the Review of Vocational Qualifications.

7.5 In this White Paper, the Government has carried forward the development of vocational education and training. In particular it has highlighted:



- significant developments in full-time education aimed at raising standards at all levels of ability, giving all young people a broad competence and improving effectiveness and efficiency
- the extension nationally of the pilot Technical and Vocational Education Initiative projects and the commitment of a total of £900 million over 10 years to education authorities for this purpose
- the ways in which the 2 year YTS is being developed as a high quality programme
- the setting up of a new framework of National Vocational Qualifications in England, Wales and Northern Ireland to embrace all existing vocational qualifications
- the establishment later this year of a National Council for Vocational Qualifications to act as a focus for development of the NVQ framework.

7.6            These developments show the increasingly close relationship between education and training policies. The success of these policies will require a sustained effort by all concerned. There is no magic wand that can be waved to transform the situation overnight. The Government does not claim that there is. But if all those concerned in education and training work together to achieve the objectives set out in this White Paper, we shall begin to earn the dividend which investment in learning will bring. There are few areas of national life more important to the future of our economy, our people and our families.