Young People's Learning Agency

Room at the Top

Improving outcomes for disadvantaged young learners through the Diploma

Gareth Griffiths
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Young People's Learning Agency

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The Context for Disadvantage

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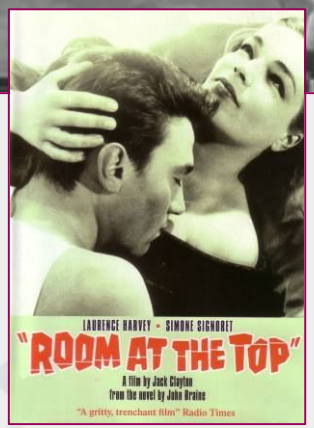

'You're the sort of young man we want.

There's always room at the top.'

Britain's got talent – lots of it. It is not ability that is unevenly distributed in our society. It is opportunity.

Alan Milburn

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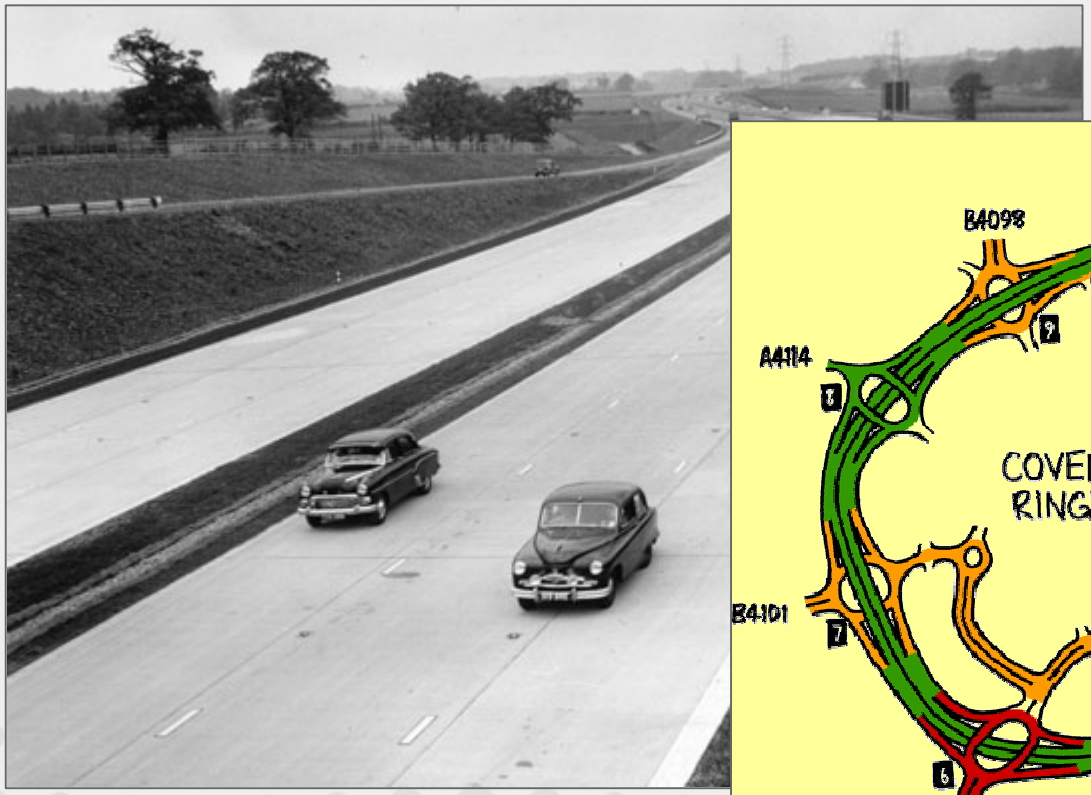
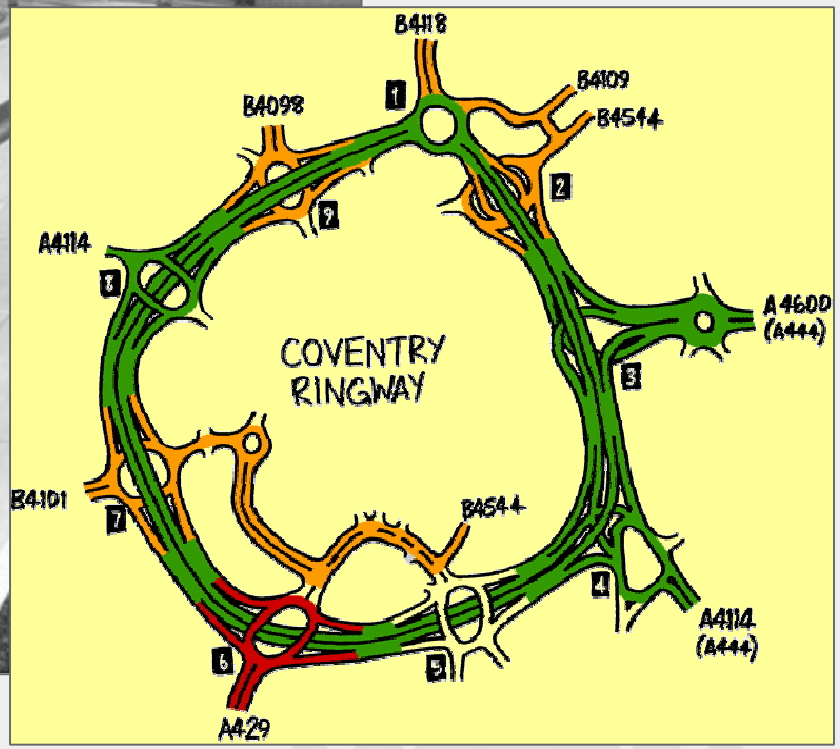
The Road Map i





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The Road Map ii

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The Context for the Diploma

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Diplomas: the landscape

Collaboration

Work experience

Literacy and numeracy

Practical learning

Personal, learning and thinking skills

IAG and raising aspirations

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Meeting the challenges and improving outcomes

- Developing a learning programme that is responsive and supports progression
- Giving learners the right information, advice, guidance and individual support
- Making learning relevant to the workplace
- Ensuring a good level of literacy and numeracy
- Raising aspirations and engaging learners
- Establishing a culture of continuous improvement through consistency, monitoring and professional development.

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And why?
The case for practical learning

'Greater choice for young people pre- and post-16 is important in helping to attract people to stay in education and encourage previously disengaged young people to re-engage.

EHRC 2009

[redacted]

'We want to strengthen vocational education so we will look carefully at how these qualifications are viewed by employers and universities.'

Nick Gibb 2010

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And why?
Much excellence … less equity

In 2008/09, 33.3 % of pupils in the most deprived 10% of areas achieved 5 or more GCSEs at grades A*-C or equivalent including English and maths, compared with 72.2 %in the least deprived 10% of areas.

- Nearly half of NEET young people come from lower socioeconomic backgrounds, compared with less than a quarter of university students
- One in seven on FSM leave without a GCSE pass at 16, compared to 2 per cent of all pupils
- Across a range of countries, the impact of family background on maths results was highest in the UK.

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And why?
The numbers

*'… the gap in attainment opens by **22 months** and an FSM child has around **3 times worse** odds of achieving good school outcomes than a non-FSM child **at every point** in their education after age 5'*

(DCSF March 09 p15)

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And why?
Half our future…still!

‘Despite some splendid achievements … there is still much unrealised talent especially among boys and girls whose potential is masked by … the limitations of home background. The country cannot afford this wastage, humanly or economically speaking.

The schools will need to present education in terms more acceptable to the pupils and to their parents, by relating more directly to adult life, and especially by taking a proper account of vocational interests’

Half our Future 1963

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