



Subject:

ENTITLEMENT FRAMEWORK – INITIAL GUIDANCE

Circular Number:
2005/18

Date of Issue:
15 June 2005

Audience:

- Principals and Boards of Governors of all grant-aided post-primary schools and special schools with post-primary pupils;
- Further Education Colleges;
- Education and Library Boards;
- Council for Catholic Maintained Schools; and
- Northern Ireland Council for the Curriculum, Examinations and Assessment.

Summary of Contents:

This circular provides schools with information to enable some early consideration to be given to planning for the introduction of the Entitlement Framework which it is expected will become a statutory requirement from September 2009. A second guidance circular will issue to schools during the autumn term with advice on the practicalities of meeting the requirements of the Entitlement Framework.

Enquiries:

Any enquiries about the contents of this circular should be addressed to:

David Mann
Curriculum & Qualifications Branch
Department of Education
Rathgael House
43 Balloo Road
BANGOR
Co Down
BT19 7PR

Governor Awareness:
Essential

Status of Contents:
Advice
Information for schools

Related Documents:
None

Superseded Documents:
None

Expiry Date:
Not applicable

DE Website:
This circular is available
on <http://www.deni.gov.uk>

Tel: 028 9127 9361
Fax: 028 9127 9100
david.mann@deni.gov.uk

Additional Copies:
Tel: 028 9127 9343

TABLE OF CONTENTS

Title	Location
Introduction	Section 1
Rationale and Guiding Principles	Section 2
The Entitlement Framework	Section 3
Choosing Appropriate Pathways	Section 4
Initial Steps: Auditing Existing Provision	Section 5
Timeframe for Implementation	Section 6
Further Guidance	Section 7
National Qualifications Framework	Appendix 1
Illustrative list of general and applied courses	Appendix 2

1. Introduction

1.1 The purpose of this guidance is to provide schools with information to enable early consideration to be given to planning for the introduction of the Entitlement Framework and to begin the process of migrating towards its full implementation. It is expected that this will become a statutory requirement from September 2009 subject to Parliamentary approval of the necessary legislation.

1.2 The concept of the Entitlement Framework emerged from the work of the Post-Primary Review Working Group, the Costello Group, which expressed concern at the wide variance in the range of educational provision available to young people at Key Stage 4 and Post-16, depending on which school they attended. The Entitlement Framework aims to provide pupils with access to learning pathways that offer a broader and more flexible curriculum so that pupils can choose a blend of courses including traditional academic and vocational courses which best meet their needs, aptitudes, aspirations and interests. In its full form, the Entitlement Framework will require all schools to provide access to a minimum of 24 courses at Key Stage 4 and a minimum of 27 courses at post-16. At least one third of these courses must be general (academic) and at least one third applied (vocational).

1.3 Throughout this document the term 'general' is used to describe traditional academic style courses and 'applied' to describe courses that have a more direct vocational, technical or occupational bias. A fuller definition is given in paragraph 3.13. Both categories of courses have equal status.

1.4 The Department is issuing guidance in two stages. This first guidance document is intended to explain to schools the rationale for the Entitlement Framework and provide more detail on the different elements of it. This will enable schools to begin the process of auditing their existing provision against the requirements that will apply from September 2009, to identify gaps and start thinking about how those gaps may be filled. For example, this may take the form of some realignment of provision within the school; co-operation and collaboration with neighbouring schools, FE Colleges or other providers; shared appointments of staff; and/or distance learning using ICT.

1.5 A second guidance document will issue to schools during the 2005/06 autumn term and will address a number of practical issues associated with delivering the

Entitlement Framework including issues affecting co-operation and collaboration such as transport, pastoral care and the usage of ICT. This is elaborated upon at Section 7.

2. Rationale and Guiding Principles

“Between the ages of 14 and 19, young people make choices which will shape their future as students, workers and citizens, as well as individuals with their own network of family and social relationships and responsibilities.

The full-time education and training provided for them needs, therefore, to have sufficient breadth and flexibility to allow these young people access to courses which are appropriate to their abilities and aptitudes. This provision should also promote equality of opportunity both in their place of learning and in relation to the career options it opens up for them.

In Northern Ireland there is a strong tradition of academic study in secondary education, with a particular emphasis on achievement at GCE A-level. While this emphasis is appropriate for a number of pupils, greater recognition also needs to be given to the value of vocational routes to further and higher education, and to employment, if we are to enhance the education and training which can be offered to young people in the 14-19 age group.”

2.1 These are the introductory paragraphs of a document published by the (then) DENI in March 1992, entitled “The Curriculum for 14-19 Year olds: A Framework for Choice”. In the intervening period, a great deal of educational development has taken place. Yet the aim of providing greater breadth and flexibility, and greater parity of esteem between the academic and vocational routes, has until now remained largely an aspiration. Despite the impressive results that continue to be achieved in the main external examinations, we are still not serving many of our young people as well as we ought. Once embarked on a particular educational pathway, there is very little scope for change in response to changing needs or career aspirations; and options can become narrowed at too early a stage.

2.2 At present, the educational provision and choices available to pupils vary from school to school. There is an unevenness of provision in schools which, at the extremes, ranges from 7 to 30 courses at Key Stage 4 and from 1 to 31 courses at post-16. Under current arrangements all schools are required to deliver a common curriculum at Key Stage 4, which is essentially academic in emphasis, with little opportunity for access to applied courses. Many young people do not see the relevance of much of what they learn and do not find the curriculum as stimulating, enjoyable or

flexible as it might be¹. Employers have also indicated that young people are leaving school without the skills necessary to compete successfully in the labour market.

2.3 Northern Ireland is not alone in facing these problems. Many of the same issues are arising in Scotland, England and Wales. In each region recommendations for future action include a more flexible, less prescriptive curriculum; increased opportunities for applied learning and the development of skills necessary for life and work in the 21st Century; and increased co-operation and collaboration between schools and FE Colleges to enhance the options available for young people.

2.4 In Scotland, a school/College partnership strategy called 'Lifelong Partners' was announced in May 2005 and will result in every secondary and special school being partnered with a College by 2007. This strategy is designed to build upon existing links and help 14-16 year olds develop vocational skills and improve their employability prospects by allowing them to undertake courses in FE Colleges as part of the school-based curriculum. In England, the 14-19 Education and Skills White Paper published in March 2005 proposes more opportunities for practical, applied learning, and learning in more 'adult' settings, such as colleges and the workplace, to motivate those disaffected by school. In Wales, the Welsh Executive has published *The Learning Country – Learning Pathways 14-19*, which recommends increased choice and flexibility, especially in more practical and applied options, and identifies a need for 14-16 year olds to experience high quality work-focused learning.

2.5 On 23 June 2004, the then Minister for Education in Northern Ireland, Barry Gardiner MP, announced his acceptance of CCEA's proposals for the introduction of a revised curriculum. This will provide for a more holistic approach to teaching and learning, with a greater emphasis on the development and application of skills rather than on prescribing subject content, and the teaching of Learning for Life and Work at Key Stages 3 and 4. At Key Stage 4 in particular a reduced level of prescription will provide the flexibility necessary to enable schools to offer, and pupils to access, the broader range of opportunities that will be available through the Entitlement Framework. CCEA are currently developing curricular guidance for schools, and a series of

¹ Source: Harland, J. et al - "Is the Curriculum Working? A Summary of the Key Stage 3 Phase of the NI Curriculum Cohort Study" - published by CCEA

Awareness Raising Conferences for Head Teachers are planned for the autumn term of 2005/06.

2.6 The Post-Primary Review Working Group endorses the need for vocational education within the curriculum for 14-19 year olds and clearly outlines the role of the FE sector in securing such provision through the development of more robust models of FE/school collaboration. The Department for Employment and Learning's Skills Strategy and FE Means Business acknowledge the need to engage more 14-19 year olds in vocational education to support the economy and meet the needs of employers. Both strategies also recognise the pivotal role that the FE Sector will have in supplying such provision. Both Departments will work closely with schools and colleges to ensure that increasing numbers of school pupils at ages 14-19 have access to appropriate vocational education.

3. The Entitlement Framework

General Considerations

3.1 The purpose of the Entitlement Framework is to guarantee that all pupils at Key Stage 4 and post-16 have access to a specified minimum number of courses. It is important in this context to distinguish between access and provision. It is anticipated that schools will continue to provide directly those learning areas and associated courses of study needed to fulfil the statutory curriculum. Few schools, however, are likely to be in a position to offer the full range of courses required under the Entitlement Framework, and even those which already offer a wide choice may not have the requisite general/applied mix. In practice, therefore, to provide access for their pupils to the required number and type of courses, it will be necessary for schools to collaborate with neighbouring schools and with their local FE college or training organisations. This will become increasingly important in the context of falling pupil numbers, which will affect school budgets and may impact on some schools ability to meet the Entitlement Framework requirements.

3.2 The Entitlement Framework also recognises that schools provide opportunities for pupils to engage in other suitable developmental activities and this should continue. This may include access to extension courses, which pupils may take to widen and develop their interest in a particular course; and enrichment activities and courses which provide breadth outside the range of main courses studied. Examples could include participation in clubs, societies and sports opportunities, or voluntary and community projects.

3.3 It is intended that the Entitlement Framework should apply to all existing schools that provide for pupils of post-primary age, whether secondary, grammar or special schools. However, the legislation underpinning the Entitlement Framework will provide that it may be disapplied, or applied with modification, to certain schools or groups of schools, either permanently or for specified periods. Such circumstances may arise, for example, in relation to special schools, especially those catering for pupils with Severe Learning Difficulties (SLD), or to newly established schools where it would not be feasible for the school to meet the Entitlement Framework requirements in full immediately.

Course Range

3.4 The Government has accepted that the specified minimum number of courses should be set at 24 for Key Stage 4 and 27 for post-16. In each case, at least one third of the courses must be general and one third applied (see definition in paragraph 3.13). The numbers provide the necessary clarity about what constitutes an acceptable range of courses. More importantly the courses offered should be of sufficient quality and be relevant to the needs of the young people in each school. For that reason, the mix of courses is likely to differ from school to school.

3.5 It is recognised that it will take time for schools to arrange access to the full range of courses required; and that it will present a particular challenge for schools which currently offer a limited number of course options. It is for this reason that the Entitlement Framework will not become statutory until 2009, so that schools have time to prepare. Since schools start from different positions, it will be for schools themselves to set milestones for progressively increasing the number of courses available over the intervening years.

Which courses?

3.6 The Department does not intend to prescribe the courses that schools should offer to satisfy the requirements of the Entitlement Framework. It will be for schools to decide to which courses access should be provided, taking account of pupils' needs and interests, subject to meeting the 24/27 entitlement and the statutory minimum requirements of the new curriculum. In determining the courses to be offered at Key Stage 4, schools should take account of the need to maintain breadth of provision by offering at least one relevant course in each of the Learning Areas that will form part of the revised statutory curriculum from 2006.

3.7 It is important to stress also that it is not the purpose of the Entitlement Framework to prescribe the courses that pupils should follow. The combination of courses taken should reflect pupils' and parents' choices, taking account of good quality information, advice and guidance as described in later paragraphs and in Section 4. It is to be expected, however, that over time the courses taken by a majority of pupils will typically include an appropriate blend of general and applied studies drawing from the wider choice of courses of both types that will be available. The Department will monitor progress in that direction.

Local Arrangements

3.8 In practice, the access that can be secured in each instance will be influenced by the courses available within each school's locality – i.e. taking account of provision in neighbouring schools, colleges and training organisations – together with those which can be accessed remotely through video-conference links or in the form of ICT-based courses. It will also be possible to establish new courses where, for example, a group of schools collaborate with their local FE college to make provision on a viable and cost-effective basis.

3.9 The provision within the locality should be mutually complementary. Any duplication of provision, between the school and FE sectors in particular, should be avoided. In the main, schools should look to their FE provider for courses of an applied nature; and to other schools for general courses. The position in 6th forms also requires careful consideration. The creation, or continuation, of small 6th forms is generally to be avoided because of the limitations this imposes on curricular provision. In this regard, the recent Chief Inspector's report² commented:

“ The intended outcomes of Curriculum 2000, particularly added breadth within the post-16 curriculum and the development of key skills, have not been achieved. In general, only a minority of schools mix academic and vocational courses. ... Many non-selective schools offer a limited range of subjects to small numbers of pupils and are not in a position to provide the balanced curriculum which will now be required; for example, 24% of schools offer fewer than ten subjects at sixth form, and almost 40% have sixth forms with fewer than 80 pupils.”

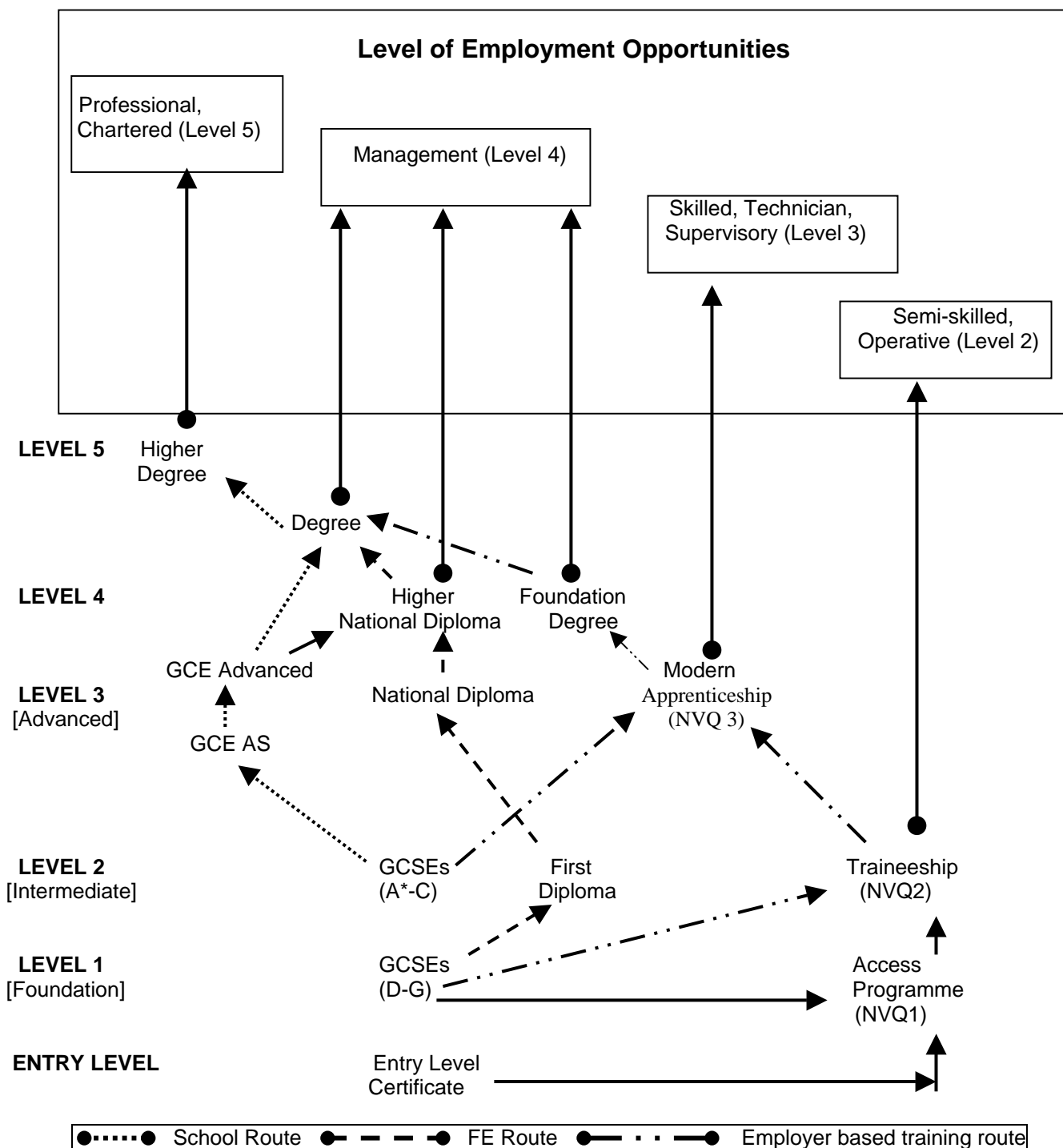
Exploring the scope for joint 6th forms across adjacent schools and for combined provision at the local FE college will be important to overcome these constraints, and the increasing impact of falling rolls, in the interests of securing a richer and more varied choice for the pupils concerned. The Department will be considering how complementarity of provision should be monitored to avoid duplication of provision.

Coherence and Progression

3.10 Whilst increasing the range of provision that pupils can access is a central element of the Framework, there also needs to be coherence in the particular

² The Chief Inspector's Report 2002-2004

combination of courses that individual pupils take, and a clear progression route to further learning, whether in further or higher education or in employer-based training. By way of example, the diagram below illustrates a range of **possible** progression routes.



Enabling pupils to make informed choices from the range of provision available, with an understanding of the options for later study or employment, will be vital. This is dealt with more fully in section 4.

What constitutes a course?

3.11 For the purposes of the Entitlement Framework, a course is defined as:

A period of study based on one specification which leads to a qualification accredited within the National Qualifications Framework (NQF). The content of the course should be distinct in that it is not replicated in any other course(s) offered as part of a school's provision. [Source: CCEA]

At Key Stage 4, this will be a course leading to a qualification typically accredited at Levels 1 and 2 in the National Qualifications Framework (NQF). For the majority of pupils these will be GCSE qualifications. Other qualifications offered at Entry Level and Levels 1 and 2 will also contribute to the Entitlement Framework for pupils for whom GCSE courses are not appropriate or who have chosen to follow other courses. It should be noted that courses leading to qualifications at different levels of the same subject specification would only count as one choice for the purposes of the Entitlement Framework. Similarly, it is considered that the full benefits of providing a broad range of courses would not be achieved if, for example, courses with various single and double award options such as Science were counted individually towards the 24/27 course entitlement. Likewise GCE AS and A Levels in the same subject would only count as one course. Considerations such as these will be examined further within the Department and definitive guidance published in the Department's annual Approval of Qualifications circular. At post-16, the qualification typically should be accredited at Level 3 of the NQF, but for some pupils a Level 2 qualification may still be appropriate. For ease of reference an outline of the NQF is attached at Appendix 1.

General or applied?

3.12 As indicated at the start of section 2, the longstanding aspiration to increase the availability of vocational (applied) course provision in schools remains largely unfulfilled. In order to create a better balance in future, a key feature of the Entitlement Framework is that at least one third of the courses to be made available must be of an applied nature³. The Department does not intend to be narrowly prescriptive in categorising courses, and it is acknowledged that some courses could legitimately be placed in either the general or the applied category. Nevertheless it is important that as clear as

³ The formal requirement will be stated in terms that one third must be general courses and one third applied, in order to secure an appropriate mix. The composition of the final third will be at schools' discretion, and will reflect the particular educational emphasis of each school.

possible a distinction is made in order to create a better blend of provision than is available currently.

3.13 The categorisation of courses will not be determined solely by the method of assessment, but also by focusing on content and the teaching and learning context. The following definitions will be used:

A general course is one in which knowledge, understanding and skills are developed within a subject specific context. [Source: CCEA]

An applied course is one in which subject knowledge, understanding and skills are developed in relation to a work context. [Source: CCEA]

3.14 This approach will allow for the categorisation of most courses. However, it is recognised that as qualifications change over time, it may become appropriate to change the classification of a course or to classify a course under both categories. The Department will provide advice on this as necessary within the annual Approval of Qualifications circular.

3.15 Appendix 2 lists some of the more common courses offered in schools, designated as general or applied. This list is included for illustrative purposes only and does not attempt to categorise all courses that schools may offer. Many other examples of general and applied courses can be accessed via QCA's database of accredited qualifications (www.openquals.org.uk), and from 2006 the Department's annual Approved Qualifications circular will support schools in their planning by categorising qualifications as general or applied.

Monitoring provision

3.16 From September 2009, subject to Parliamentary approval of the proposed legislation, it will become a statutory requirement for schools to include in their prospectus and annual report a description of how access to the Entitlement Framework is being provided for pupils. Under the present arrangements, the remit of the Curriculum Complaints Tribunal appointed by each Education and Library Board will be extended to cover the Entitlement Framework. Tribunals will be required to consider any complaints regarding a school's non-compliance with the Entitlement Framework and, if upheld, issue notice to remedy the matter.

4. Choosing Appropriate Pathways

4.1 The opportunities available to young people from Key Stage 4 onwards in terms of ongoing education or careers are more varied than ever before. Young people need to be equipped with the skills, understanding, confidence and creativity to make informed choices about their future pathway and working lives. With access to a wider choice of courses at both Key Stage 4 and post-16, it is vital that young people and their parents are provided with high quality Careers Education, Advice and Guidance (CEAG) to inform their decisions. The following definitions may be helpful:

Careers Education enables learners to develop their knowledge, understanding, skills and experience of opportunities to manage their career development and make relevant informed choices, successful transition into education, training or employment and become lifelong learners. [Source: ETI]

Careers Advice and Guidance enables learners to apply their knowledge, understanding skills and experiences to manage their career and make informed decisions about their education, training or employment. [Source: ETI]

4.2 The overall objective of an effective career education and guidance programme is to enable a learner to manage their own career development successfully, confidently and with due respect and care for their own needs, those of others and of their wider communities. There are three aims of a careers education and guidance programme:

- Self-Awareness and Development: identifying, assessing and developing the skills and qualities necessary to choose and implement an appropriate career plan;
- Career Exploration: acquiring and evaluating information and reviewing experiences to identify and investigate appropriate career pathways and learning opportunities in education, training and employment, locally, nationally and internationally; and
- Career Management: developing skills in career planning and employing effective career decision-making strategies to manage transition and make suitable career development choices, with the appropriate support, advice and guidance.

4.3 Such provision should be available from the beginning of Key Stage 3 to help identify and consider pathways at Key Stage 4 and post-16. While Career Management

will be embedded as a key concept in Learning for Life and Work through the contributory strand of Employability at Key Stages 3 and 4, schools need to augment this provision to meet fully all the aims and objectives of a high quality CEAG programme. Such activities would include:

- Timetabled careers education classes;
- Provision of individual careers advice and guidance;
- Cross-curricular development of employability skills;
- Planned and relevant work related learning experiences; and
- Advice from external providers, for example the Careers Service.

4.4 It is also relevant to highlight the introduction of the Progress File as a replacement for the National Record of Achievement (NRA). The majority of post-primary schools are already using the Progress File and have recognised that one of its benefits is as a tool to support some of the expected learning outcomes of a CEAG programme. It provides a focus and sense of purpose for careers activities, helps to prepare young people for transition and supports them in taking ownership of their career development. The Pupil Profile will also be a valuable source of information for pupils and parents in making choices about learning pathways and career planning.

4.5 Schools should review their current CEAG provision to ensure that it provides pupils with high quality careers education, advice and guidance to help them make appropriate choices from Key Stage 3 onwards. The following tables, which may be useful when reviewing careers provision, identify learning opportunities which would contribute to a Careers Education and Guidance Programme.

Self-Awareness and Development: identifying, assessing and developing the skills and qualities necessary to choose and implement an appropriate career plan.

Self Awareness is being able to:	Activities which could contribute to this development include:
<ul style="list-style-type: none"> ▪ Identify and review strengths, weaknesses, qualities, skills, values and preferences. ▪ Use target setting, action planning and review to support progress, achievement and career development; ▪ Demonstrate an awareness of equal opportunity issues in career decisions. 	<ul style="list-style-type: none"> ▪ Self-assessment tools; ▪ Computerised interest guides; ▪ Progress File; ▪ Personal career plan; ▪ Review interviews; ▪ Work experience/shadowing; ▪ Industry awareness days; ▪ Curricular choice programmes; ▪ Career guidance interviews.

Career Exploration: acquiring and evaluating information and reviewing experiences to identify and investigate appropriate career pathways and learning opportunities in education, training and employment, locally, nationally and internationally.

Career Exploration is being able to:	Activities which could contribute to this development include:
<ul style="list-style-type: none"> ▪ Identify a range of options available in education, training and employment, locally, nationally and internationally; ▪ Identify the qualities and skills needed for education, training and employment; ▪ Identify employment trends and future employment opportunities; ▪ Locate, select, analyse and use career information sources appropriately. 	<ul style="list-style-type: none"> ▪ Use of labour market information; ▪ Researching options; ▪ Progress File; ▪ Open day/evenings; ▪ Career choice booklets; ▪ Reviewing work experience; ▪ Interviewing students; ▪ Visits to educational institutions and employers; ▪ Review part-time work experiences; ▪ Using the careers library; ▪ Presentations by past pupils and employees; ▪ Careers guidance interviews; ▪ Case studies; ▪ Leaver destinations; ▪ Work experience databases; ▪ Job studies.

Career Management: developing skills in career planning and employing effective career decision-making strategies to manage transition and make suitable career development choices, with the appropriate support, advice and guidance.

Career Management is being able to:	Activities which could contribute to this development include:
<ul style="list-style-type: none"> ▪ Identify, develop and apply appropriate career decision making strategies; ▪ Identify influences on career decisions; ▪ Use advice and guidance services to make appropriate decisions; ▪ Develop strategies to manage and plan for transitions using appropriate formal and informal sources of support, advice and guidance; ▪ Demonstrate appropriate application and interview skills. 	<ul style="list-style-type: none"> ▪ Curricular choice programme; ▪ Careers advice and guidance interviews; ▪ Progress files; ▪ Personal career plan; ▪ Computerised interest guides; ▪ Use of guidance database; ▪ Talks from previous leavers; ▪ Mock interview programme; ▪ Financial implications of career choice; ▪ CV; Letters of application; ▪ Strategies to manage change.

4.6 It is important that pupils are able to access advice at any point from Key Stage 3 onwards, making use of Careers Service advisors where possible, and that schools are as flexible as possible in responding to any resultant requests for changes in educational pathways.

5. Initial Steps: Auditing Existing Provision

5.1 As indicated earlier, the Department's purpose in deferring the statutory commencement of the Entitlement Framework is to give schools adequate time to prepare, and to begin the process of progressively widening the range of courses to which they provide access. As a first step, schools will wish to review their existing provision against the 24/27 standard to identify gaps and start thinking about how those gaps may be filled. Consideration of future provision has to be in the context of the provision available within the local area.

5.2 In the short term, schools will wish to consider using some of the School Development time available under the terms of Circular 2005/03 ("School Development Days - 2005/06 School Year") to plan for this auditing function. It is planned that from September 2005 School Development Plans will become a statutory requirement and the planning process involves four stages, one of which requires an audit of current provision:

- Stage 1 - Confirmation of the school's ethos, culture and aims;
- Stage 2 - Audit of current provision and identification of areas for improvement;
- Stage 3 - Priorities for action and implementation planning; and
- Stage 4 - Determining and implementing arrangements for monitoring and review.

5.3 In order to undertake the audit in relation to the Entitlement Framework in a systematic way, schools may find it helpful to:

- Identify any curricular emphasis, general or applied, that the school wishes to present to prospective parents and pupils;
- Identify where the menu of courses currently available falls short of what pupils will be entitled to access from September 2009 onwards;

- Assess how the skills and experience of the current complement of teaching staff can be harnessed to maximise the menu of courses available;
- Identify any potential for adjustments to the balance of teaching skills and experience available between now and September 2009 in order to fill any of gaps identified.

5.4 Following receipt of further guidance in the autumn, and with support from School Managing Authorities where relevant, schools may then wish to:

- Consider in conjunction with other schools, FE Colleges and training providers in the locality the range of courses available and compare against the school's current provision;
- Identify potential partners and assess the most cost effective means of developing collaborative arrangements that will enable the school to meet the requirements of the Entitlement Framework by September 2009;
- Draw up an action plan to ensure that partnerships are placed on a formal footing with Service Level Agreements recommended as the means of achieving this;
- Investigate the potential for using ICT as an alternative or complement to partnerships with other institutions;
- Monitor any changes in the balance of provision within the local area and adjust plans accordingly.

5.5 The Department does not anticipate that the initial audit of provision should be unduly burdensome for schools. However, creating and managing a number of collaborative arrangements with other schools and with FE and other providers will take more time and effort, and needs to take account of the position within the locality as a whole. The Department has recently provided managing authorities with some additional resources to enable them to assist schools in this regard. The Department is also considering how best to support the formation of collaborative arrangements in the context of school development plans more generally and schools will be notified about the arrangements in due course.

6. Timeframe for Implementation

6.1 The pace at which schools are able to move towards offering the full range of courses associated with the Entitlement Framework will vary according to each school's starting position. Those schools with a history of collaborative arrangements with neighbouring schools, the FE sector and other providers are more likely to be able to make quicker progress than those which have operated to date on a largely self-contained basis.

6.2 The target date for full implementation is September 2009. Schools therefore have four academic years to re-align and build their provision to provide the level of access required by the Entitlement Framework. This will be a major undertaking for some schools and it is therefore important that work commences at the earliest opportunity. Some of the suggested activities above should be capable of being initiated without support from external sources. Certain activities may, however, benefit from external advice and support, for example, the development of Service Level Agreements with other providers. Further advice on these issues will be provided in the autumn.

6.3 Schools may find it helpful to designate a member of staff as a co-ordinator within the school to take this work forward and some schools may be in a position to avail of project management expertise to help establish co-operation and collaboration.

7. Further Guidance

7.1 During the autumn term of the 2005/06 academic year the Department expects to issue a second tranche of guidance addressing a number of practical issues associated with the Entitlement Framework. Schools can expect this guidance to cover the following:

- Co-operation and collaboration – advice on models that have proved to be effective elsewhere;
- School/School collaboration – information about a pilot that is being planned to allow good local practice to be identified and disseminated to all schools;

- School/FE collaboration – information about developments in the Vocational Enhancement Programme which will be re-focused in 2006/07 to become a more school centred model that will allow good local practice to develop and be disseminated to all schools;
- Wider Partnerships – the potential for other related partnerships, particularly with local employers through Business Education Partnerships;
- Timetabling – advice on the logistics of timetabling for the delivery of courses in different settings;
- Pastoral Care – information about the implications of the Entitlement Framework for the pastoral care of those children who may be temporarily located at other institutions;
- ICT – information about the scope for using ICT as an alternative to physically relocating staff and/or pupils in terms of distance learning etc;
- Joint appointments – employment issues relating to situations where schools of different types opt to formalise joint working arrangements;
- Service Level Agreements – information to help schools formalise arrangements with other providers;
- Funding – information about resources that can be made available to support schools either directly or through School Management Authorities.

NATIONAL QUALIFICATIONS FRAMEWORK

Level 3	<p>GCE AS/A Level</p> <p>GCE Applied GCE AS/A Level</p> <p>Level 3 NVQ</p> <p>Level 3 Certificate</p>
Level 2	<p>GCSE grades A* – C</p> <p>Applied GCSE grades A* – C</p> <p>Level 2 NVQ</p> <p>Level 2 Certificate</p>
Level 1	<p>GCSE grades D – G</p> <p>Applied GCSE grades D – G</p> <p>Level 1 NVQ</p> <p>Level 1 Certificate</p>
Entry Level	<p>Entry Level Certificates (Entry 1, Entry 2 and Entry 3)</p>

ILLUSTRATIVE LIST OF GENERAL AND APPLIED COURSES

KEY STAGE 4

GENERAL	APPLIED
GCSE Additional Mathematics GCSE Art and Design GCSE Biology GCSE Business and Communications Systems GCSE Business Studies GCSE Chemistry GCSE Drama GCSE Economics GCSE English GCSE English Literature GCSE French GCSE Geography GCSE German GCSE History GCSE Home Economics GCSE ICT GCSE Irish GCSE Italian GCSE Latin GCSE Law GCSE Mathematics GCSE Media Studies GCSE Music GCSE Physical Education GCSE Physics GCSE Portuguese GCSE Religious Studies GCSE Science (S and DA) GCSE Social & Environmental Studies GCSE Sociology GCSE Spanish GCSE Technology and Design	GCSE Applied Engineering GCSE Applied Art and Design GCSE Applied Business GCSE Construction GCSE Financial Services GCSE Health and Social Care GCSE Journalism GCSE Leisure and Tourism GCSE Applied ICT GCSE Manufacturing GCSE Hospitality GCSE Applied Science GCSE Learning for Life and Work Certificate in Occupational Studies (units covering 11 occupational areas) Certificate in Digital Application for IT users Certificate in Sport and Leisure Certificate in Business Language Competence

NB: In both tables there are general and applied courses that have common content e.g. GCSE ICT and GCSE Applied ICT. While a school may provide both, using the definition of a course contained in this guidance, these would only count as one of the 24/27 choices.

ILLUSTRATIVE LIST OF GENERAL AND APPLIED COURSES

POST-16

GENERAL	APPLIED
GCE Art	GCE Applied Art and Design
GCE Art: Fine Art	GCE Applied Business
GCE Art: Graphic Design	GCE Applied Engineering
GCE Art: Photography	GCE Applied Health and Social Care
GCE Art and Design	GCE Applied ICT
GCE Biology	GCE Applied Leisure Studies
GCE Business Studies	GCE Applied Travel and Tourism
GCE Classical Greek	GCE Applied Science
GCE Computing	GCE Applied Media: communication and production
GCE Chemistry	GCE Applied Performing Arts
GCE Economics	GCE Moving Image Arts (AS)
GCE English Language	GCE Learning for Life and Work (AS)
GCE English Literature	Certificate of Personal Effectiveness (COPE)
GCE French	Certificate of Business Enterprise
GCE Further Mathematics	
GCE Geography	
GCE Geology	
GCE German	
GCE Government and Politics	
GCE History	
GCE History of Art and Design	
GCE Home Economics	
GCE Irish	
GCE Mathematics	
GCE Music	
GCE Physical Education	
GCE Physics	
GCE Psychology	
GCE Religious Studies	
GCE Science	
GCE Spanish	
GCE Technology and Design	

NB: In both tables there are general and applied courses that have common content e.g. GCSE ICT and GCSE Applied ICT. While a school may provide both, using the definition of a course contained in this guidance, these would only count as one of the 24/27 choices.